

# St. Andrews Primary School Nursery Day Care of Children

St. Andrews Primary  
Toab  
Orkney  
KW17 2QU

Telephone: 01856 861256

Type of inspection: Unannounced  
Inspection completed on: 7 February 2018

**Service provided by:**  
Orkney Islands Council

**Service provider number:**  
SP2003001951

**Care service number:**  
CS2003016061

## About the service

St. Andrews Primary School Nursery has a large bright room with direct access to outside areas. The room is laid out so the children can independently access many of the resources. There are writing, soft play, messy play and construction areas, as well as role play, book and music areas. There is an enclosed nursery garden and access to the large school grounds, including the playground, for wheeled vehicles, and Victoria's garden.

St. Andrews Primary School Nursery serves the wide rural area of the East Mainland of Orkney and the nursery is registered for 30 children.

The aims of St. Andrews Early Learning and Child Care include:

- Create a comfortable and stimulating learning environment both inside and out.
- Enable all families and care givers to feel included and part of the setting.
- Uphold the rights of the child and ensure all children feel valued, respected and included.
- Provide rich learning experiences through play to encourage and develop skills including literacy, numeracy and communication.
- Self-evaluate to improve our learning community.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC). Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them.

There are eight wellbeing indicators at the heart of Getting it Right for Every Child: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI indicators.

## What people told us

The children were seen to be happy and settled at the nursery and used to the routines. They were forming friendships and enjoyed playing with a range of resources including the cars and garage and exploring the properties of magnets. They were able to choose whether to play outside for part of the session and liked singing 'Five currant buns'.

We received 21 Care Standards Questionnaires (CSQs) from parents and carers and all were happy with the quality of care their child received. They felt their child was happy and confident with staff who respected and protected them. They felt they were kept informed about what was happening in the service and 19 agreed they and their child had been asked for ideas and feedback to help develop the service, while two did not know. However, eight of the parents did not know if their child's views were used to plan future activities. Parents' comments include:

- "I am extremely satisfied with the level of care and range of activities provided for my child. I feel he is supported and nurtured to enable him to be an independent learner".

- "My child has developed very positively. His confidence and social skills have increased as a result of his sessions and relationships he has built with staff".
- "My little girl has loved everyday since she first started. She is eager to learn and this is encouraged positively in this service".
- "The use of seesaw has greatly improved communication and gives me an insight into what they've been doing. If possible this could be extended".

Parents who were chatted to at the time of the inspection were all very positive about the service and the staff. They were happy about the range of activities and the information sharing with staff. Many commented on how much their child enjoyed coming and their engagement with the nursery over a number of years. They felt the nursery was a very important and valued community resource, which helped with an easy transition to school.

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance processes. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

## From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	4 - Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

## What the service does well

The nursery provided a flexible service to families in the East Mainland of Orkney with parents able to choose between half day sessions or a maximum of two full days, with lunch provided. Early morning top up sessions to help with childcare before funded nursery sessions were also available. Parents were very positive about the service and communication with staff and commented on how much their children benefitted from their time there. The seesaw app, which was used for keeping parents informed of some nursery activities, was valued by parents and could be built on to supplement information in the children's 'Learning Journey' folders.

Children were learning to be responsible through tasks such as snack helpers and tidy up time. Their ideas were respected and used as the basis for the planning of some activities. They were learning good self help routines around hand washing and teeth cleaning, as well as the importance of healthy eating at snack. Children were well supported by nursery and kitchen staff at lunch time, as otherwise the large dining hall with the lower primary children could be a daunting experience.

There was a good display of children's pictures and mark making in the nursery, which reflected the importance of building on early and pre-writing skills. Children's experience of the area had been explored through their shops project, which linked family and nursery learning. Children were able to choose between a variety of activities, as well as taking part in keyworker groups and large group activities.

The new staff team was working well together, despite the number of staff changes which had taken place recently. Keyworker groups assisted staff to get to know children and parents and children were confident and relaxed with staff. More parents had opted for a full day since the beginning of the term, as part of the transition towards school intake. Staff worked with the primary one teacher to build on links and prepare children for the move to school.

Plans to re-build the nursery to give more room and better access to a larger outdoor learning space for the nursery, were at an advanced stage with building work due to start later in the year. The school improvement plan had identified the need to build up the focus on maths in the nursery through greater use of mathematical language and maths opportunities throughout the setting. The staff were involved in self-evaluation of the service against 'How Good is Our Early Learning and Childcare' on a regular basis.

## What the service could do better

The planning displayed did not show how the children's interests, as noticed by the staff, were being taken forward to give depth and breadth to their learning or share learning outcomes effectively with parents. Responsive planning based around children's interests, still involves staff in providing challenge and ensure outcomes and experiences from the Curriculum for Excellence are covered.

Learning opportunities in the nursery garden were limited, although loose parts play was being developed and parents were being involved in providing objects, including more real and natural items. In the nursery there were some natural materials, but not sufficient planning of ways to enable children to use them more widely in their play.

Children were not seen to be fully engaged in their play and tended to flit from one activity to another throughout the session. Children were trying to use the sleep mats to create interesting spaces and little use was made of areas such as the home corner. An audit of the environment and how it is used by the children could help staff to evaluate the learning opportunities and how resourcing of areas could improve the depth of children's play.

The large group singing and maths activity, while enjoyed by the children, were not sufficiently challenging for many of the children and gave the children no option to be involved in leading the group. Smaller groups could make better use of staff and allow children more choice, independence and responsibility, as well as learning opportunities at their own pace.

Children were not fully involved in tidy up time, although this presents many learning opportunities such as sorting and matching and taking responsibility for the environment. Using Schemas to take forward children's learning could help to channel and encourage children's learning, which was lacking in pace and depth.

The flexibility of morning and afternoon, or all day sessions, requires more planning to meet the needs of children with differing attendance patterns. Resources were being re-organised at lunch time to enable afternoon children to have the same experience as the morning children, which does not encourage all day children to build on the morning's experience and activities. Changes in the timetabling of lunch had also resulted in changes to the routine which staff were working on to achieve the best balance for rest and play.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings	
27 Nov 2014	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	5 - Very good
		Management and leadership	4 - Good
7 Dec 2011	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	Not assessed
		Management and leadership	Not assessed
30 Apr 2008	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	4 - Good

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