

Woodlands Nursery School Day Care of Children

Harburn Avenue
Deans
Livingston
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Telephone: 01506 412560

Type of inspection: Unannounced
Inspection completed on: 26 February 2018

Service provided by:
West Lothian Council

Service provider number:
SP2003002601

Care service number:
CS2003017504

About the service

Woodlands Nursery School registered with the Care Inspectorate on 1 April 2011.

The nursery is provided by West Lothian Council. The service is managed by the head teacher; however, management responsibility is shared between the head teacher and the acting depute head teacher. The nursery offers both morning and afternoon sessions. The service may be provided to a maximum of 35 children aged from three years upwards but not yet attending primary school. Children generally attend one session per day. The nursery occupies a self-contained area within the primary school, comprising two nursery rooms, cloakroom, toilet, storage and office facilities. The children have direct access to the outdoor area. The conditions of registration do not stipulate which parts of the premises may be used; therefore, other parts of the school premises can be used when available and as deemed appropriate. The aims of the service included "to support and encourage every child as they begin the exciting journey of lifelong learning".

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC). This is 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 GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

What people told us

We observed the children during our visit and found them to be friendly, relaxed and happy. The children engaged in various play and learning experiences both indoors and out. They were able to approach staff who were nearby for help and assistance when required. Staff interactions we observed were respectful and encouraging.

We sent 23 Care Standards Questionnaires to parents of children who attended the service. We received 10 completed questionnaires before the inspection took place and spoke with parents during our visit. Overall, all parents were happy with the quality of care their child received in this service. Some parents left comments which included:

"I am happy with their care and support of my daughter."

"Woodlands Nursery is the best place for my child. Staff are very friendly and supportive. They understand his needs and they are very patient with his language barrier. I am so grateful for Woodlands and highly recommend to all parents."

"This is our second child to attend Woodlands and we have always been very happy with the care they have received. My child loves attending and is always happy to go in. He always speaks highly of the staff and this is shown by the daily hug he gives his teachers at the end of the session. He has made many friends which I have no doubt is down to the group work that the staff carry out within the session. As a parent I feel staff are very friendly and approachable and have been great in helping out, even with matters at home."

"I've no idea who her keyworker is. There's been ups and downs but things seem settled now. There can be a lot of toys on the floor."

"There appears to be plenty of resources. The upper garden never appears to be used."

"Excellent nursery with exceptional staff. My child has additional support needs and the staff have dealt with these with care and compassion."

Self assessment

We did not request a self-assessment as part of this inspection. We viewed the service improvement plans and discussed future developments with the leadership team.

From this inspection we graded this service as:

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

What the service does well

Children were happy in the care of staff and were mostly engaged in their play. They were confident enough to speak with us and we were able to find out that children view the staff as nurturing. When we asked what the ladies did, one child replied: "they look after the children and they make sure they are OK".

The snack routine was embedded into the daily session and foods were balanced and healthy. The children were able to take ownership of the process which was a positive experience where independence was encouraged. Staff made good use of language and posed questions in a way that got children to think and solve problems. Individual health care, allergies and intolerances were well-managed during snack times. Promoting free flow play between indoors and outdoors encouraged active play and enabled children to expand their knowledge in various areas, for example early science during planting experiences or through exploring ice. These experiences resulted in children's dietary, health and nutritional needs being met.

Children independently accessed all areas of the room and enjoyed using the smart board and other ICT equipment. One child relished the opportunity to photograph his friends around the room. Other children were heard retelling the story of the 'Gruffalo' using puppets and other props. Children had some opportunities to independently access items such as scissors and we observed staff aiding children in using them. The team were on hand to help children with their own projects and enquiries and these examples reassured us that they understood the benefits of allowing children to learn through 'doing' and exploration of the play and natural environments available to them.

Staff we spoke with knew the children well and were able to tell us about them. E-journal observations were of a good standard. Interactions we observed were calming and questions were worded in a way that engaged children's own skills. These examples promoted children's progress and showed them respect which would contribute to them feeling safe and included.

The team involved children in various tasks and this made learning relevant, timely and meaningful. They were motivated and interested in developing the service. They told us they felt supported by the management team who visited regularly and were included in school development days and events.

This helped the team to build relationships across the school and enabled the leadership team to support the nursery through school quality assurance systems.

What the service could do better

We concluded that further quality assurance could benefit the service and enhance provision. More formalised monitoring and assessment of staff practice and children's experiences using best practice documents would support this. We discussed the benefits of peer monitoring; making inductions more relevant to the service rather than a wider 'central' induction for the local authority; and ensuring appraisals are conducted annually and are conducted using evidence and reflections from regular practice monitoring.

Plans to enhance daily play experiences for children; introduce a learning wall and re-established use of floor books were being put in place. The recently appointed early years officer will be responsible for supporting staff to review and improve the independent play and learning opportunities for children. There were aspects of the current provision which achieved this and we advised that 'building the ambition' toolkits could support further work in this area. This would help to fully establish quality resources in all areas which support children's curiosity, creativity and enquiry.

Consideration should be given to what signals the environment or practices give to children. For example, there were ten vests available and to be worn by children who accessed the garden. Speaking with one child, she thought if all the vests were gone that she could not go out. Staff explained that if children asked then more could go outside, however we advised that this system be reviewed. The management team agreed to support the staff to consider their practice and be confident to make positive changes to the service. This will ensure current best practice is further implemented to help children reach their full potential, be able to regulate and negotiate their own play and have opportunities to consider risk and agree on rules for their play. This would promote children's responsibility in the nursery.

Medication systems, storage and individualised support plans needed to be reviewed. There were unclear systems in place. Examples included one child with medication who did not have a signed permission form and one child who had a permission form, yet the service did not hold the medication stated. The management team agreed to review this. See recommendation one.

Further consideration should be given to the play environment and routine of the day, in particular:

- what signals the environment gives to children
- ensuring open-ended, creative, and realistic and core resources are available
- minimising interruptions to play and striving to give children prolonged quality play experiences
- enhancing opportunities for self-selection and enabling transporting of resources
- consideration of room layout and independent access to areas and resources.

We advised that 'Building the Ambition' and 'Space to Grow' documents could be useful benchmarks for the team to create an action plan to address this.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. We recommended that the service develops an effective system to record when medication has been given in the service in line with current best practice guidance. They should ensure that forms are reviewed in line with best practice timescales and stocks are checked regularly to ensure they have the medicine children need. This should include:

- confirmation the parent or carer has given the first ever dose and sign to confirm there were no adverse reactions
- a parent or carer's signature giving permission for the service to give the medication
- the signature of the person who gave the medication
- a parent or carer's signature to evidence they have been told the medication has been given
- the child's name should be clearly written on the medication/or a pharmacist's label should be on prescribed medication.

More information can be found under the publications section of our website in the document named 'The management of medication in daycare and childminding services, Publication code:HCR-0514-087'.

National Care Standards Early Education and Childcare up to the age of 16, Standard 3 - Health and wellbeing.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Inspection and grading history

Date	Type	Gradings	
12 Jan 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
12 Jan 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
10 Jan 2012	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	Not assessed
		Management and leadership	Not assessed
30 Apr 2009	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good

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