

Eyemouth Primary School Nursery Day Care of Children

Eyemouth Primary School
Coldingham Road
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Telephone: 018907 50692

Type of inspection: Unannounced
Inspection completed on: 22 January 2018

Service provided by:
Scottish Borders Council

Service provider number:
SP2003001976

Care service number:
CS2003017369

About the service

Eyemouth Primary School Nursery, referred to as the nursery in this report, is part of Eyemouth Primary School. The nursery includes an Early Learning Centre and accommodates some children aged two-three years. The nursery is registered with the Care Inspectorate to provide a service to a maximum of 40 children at any one time aged from two years to not yet attending primary school of whom no more than 10 are under three years. Wraparound care may be provided to a maximum of 24 children between the ages of three years and entry into primary school and children in their first term in Primary one.

The nursery is situated in the small coastal town of Eyemouth in the Scottish Borders.

Children receiving early learning and childcare, children aged three to five years, were accommodated in a large bright playroom. The nursery class took some children aged two years and these children were in an adjoining room. They could easily access the playroom for children aged three - five years which enabled them to mix with a larger group and use a wider range of resources. The large outdoor space was easily accessed from the playroom and used for the majority of the nursery session. Additional space was available in a separate outbuilding which staff used for group work with parents and work with individual and groups of children.

Aims for the nursery had been developed and reflected the aims for the school. These were displayed for parents to see in the hall of the nursery. Aims included:

'Building a community enriched by learning together and recognising individuality.'

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 spoke to several children on the days of our visits. Children told us that they liked coming to nursery to play with their friends and 'do lots of things.' Children were relaxed and chatted confidently to us and to the staff group evidencing that they felt secure in the nursery environment.

As part of the inspection we issued a care standard questionnaire to parents. Of the 15 issued five were returned to us before the inspection. All parents agreed that they were happy with the quality of care their child received in the service. Comments made were very positive about the staff group and their level of professionalism. Parents said their children liked nursery and looked forward to attending.

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 paperwork. 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	3 - Adequate
Quality of staffing	4 - Good
Quality of management and leadership	4 - Good

Quality of care and support

Findings from the inspection

Staff had collected a good range of information from parents and carers which they used to develop personal plans for children. This helped staff to provide the right support for a child at the right time. Through talking to staff they were able to evidence that they knew the children in their care well and gave good examples of how they communicated with parents regarding how their child was doing in nursery.

Improvements had been made to the learning stories. We looked at some of these with children who could identify their own book and tells about what they had been doing. We talked to the senior practitioner about the need to further develop the methods used in nursery to track children's development. This was a priority of the acting head teacher who had identified this as an area for service improvement.

Planning for play and learning was in place but recent changes to the staff group and external support networks meant that this procedure was not fully embedded. The procedure was likely to change as improvements and more responsive planning were implemented. We suggested as an area of improvement that staff needed to have information or training on the effective use of talking floor books as a method to record learning and evidence responsiveness in the planning procedure. This would include children more in their own learning.

Staff familiar with procedures in place to safeguard children. They were aware of their responsibility to protect children in their care and carried out regular training to refresh their knowledge. Through the relationships that staff had with parents and the knowledge that they held about the local community the quality of pastoral care improved outcomes for children. Staff provided sessions for parents where they could be included in the nursery life. They took part in the delivery of Incredible Years, which promotes positive parenting and offered, through the Early Learning Centre, a number of parent classes.

The senior practitioner was in the process of re-developing some of the nursery policies and procedures. These were needed to inform parents of nursery policies and what action staff took to keep their children safe and well. This had taken some time to carry out and as an area for improvement should be progressed. In the interim we asked that staff be made fully aware of the medication procedure to ensure the safe storage and accurate recording of medication administration.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of environment

Findings from the inspection

The environment supported children's health and wellbeing through providing bright, well ventilated playrooms and offering children daily access to outdoor play for significant periods of time. Staff had developed the outdoor area well and further plans were in place to continue with the development of loose parts, which promotes children's imagination and creativity.

Children under the age of three years had their own room. This could be used flexibly and older children could come in to play and the younger children frequently went to the main playroom. This was helpful for transitions to the older age group. Staff had carried out a lot of work around schematic play and now had a good understanding of this pattern of learning. The range and quality of activities was good and children were very engaged in their play.

The environment in the main playroom for children aged between three and five years needed to be further developed to provide children with a rich and attractive learning environment. We talked to staff about using tools such as Building the Ambition to assess their learning environment. We suggested that staff needed to use their evaluation to develop a shared plan to provide a learning environment which was comfortable, attractive, interesting and appropriate for the age range. We have not made a recommendation here as senior staff and the acting head teacher had identified the learning environment as an improvement priority.

The session provided by nursery had changed as part of the Local Authority pilot for the Government initiative of providing each nursery aged child with 1140 hours of child care and education per year. The nursery session now ran for a full day for most children. We observed the lunch routine for these full day children and assessed that the outcomes for children at this time were not positive. Time for lunch was limited, the food provided did not meet good practice standards set out in Setting the Table and staff could not sit with children to promote conversation, good eating habits and use this time as a reflective part of the full day session. (See recommendation one.)

We spoke to staff in the playroom for two year olds about the need to have a designated sleeping area, with appropriate furniture for those children who needed rest time during the session. We also asked that missing ceiling tiles in the playroom were replaced to ensure that the room temperature was maintained. (See recommendation two.)

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. To provide children, who attend nursery for a full day, with a positive mealtime experience the local authority and head teacher should review the current lunch time provision and practice. Account should be taken of good practice guidance for the provision of food for children under five years. Consideration should be given to the environment, equipment and length of time allocated for children to eat lunch to make it a valuable part of the child's day.

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

2. To promote a sleeping environment which takes account of good practice the service should ensure that there is appropriate equipment for sleeping or resting children to use. National Care Standards for Early Education and Childcare up to the age of 16. Standard 3 - Health and wellbeing.

Grade: 3 - adequate

Quality of staffing

Findings from the inspection

Some positive changes had been made to the staffing structure since our last visit with the introduction of a senior practitioner and additional staff. Teaching input was given by senior teaching staff in the school and teacher support from the local authority. Staff told us that changes had been positive and that the consistency of support, offered by teaching staff, was improving. We acknowledge that staffing in the nursery had faced challenges which had impacted on some staff confidence. Now, with additional support in place, sustained improvements could be made as staff regained their professional confidence.

We spoke to staff about the continued need to carry out reading and training in order to meet the registration requirements for the Scottish Social Services Council (SSSC), who monitor the development of the social care workforce. Procedures for staff appraisals, which had been developed by the Local Authority, were in place. The acting head teacher and senior practitioner were going to take a more active role in these appraisals. This would help to ensure that staff were supported to meet the aims of the nursery and that training was having a positive impact on staff practice and experiences for children.

Staff were motivated to provide positive outcomes for children. They provided a good level of care and an element of fun to the nursery session. As a result of their approach children were respectful and confident in their surroundings. Parents spoke highly of the staff team and their kindness and approachability.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 – good

Quality of management and leadership

Findings from the inspection

The acting Head Teacher was a regular visitor to the nursery and had a strong commitment to making sure that the nursery was seen as part of the school community. These visits helped her to build a clear picture of staff skills and areas for continuous improvement.

There were opportunities for parents to be involved in the life of the nursery through events such as the Nativity, stay and sing sessions and play sessions. Staff in the nursery had good relationships with parents and were good at giving feedback about children and asking for feedback about the nursery.

Parents had been consulted about some aspects of the nursery provision and were represented on the school council. Senior staff had plans to try and encourage more parents to take an active part in giving the assessments and views on the service provided. Changes to the way planning for play and learning was carried out in the nursery would also involve children more in giving their views and comments. This would be achieved through reflective discussions and the effective use of talking floor books.

We have, through the inspection process, identified for some time that a full and effective self evaluation of the nursery provision was needed, this was still in need of improvement. Changes to service operation, senior staffing and teaching support have impacted on the nursery's ability to carry out these self assessment and auditing procedures. The acting head teacher and senior practitioner were aware of this. They hoped that now with consistent staff and senior support in place they could continue to evaluate the service using How Good Is Our Early Learning and Child Care (HIGIOLEC). We have suggested in this report also using tools such as Building the Ambition and Pre-Birth to Three to assess how good the outcomes are for children using the nursery.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 – good

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

Recommendation 1

To ensure that the nursery provides a rich learning environment the staff should further develop the learning opportunities in the playroom for children aged three-five years. National Care Standards for Early Education and Childcare up to the age of 16. Standard 5 - Quality of experience.

This recommendation was made on 20 January 2017.

Action taken on previous recommendation

We have deemed that this recommendation was met as there was an increase in the learning opportunities provided for children. We have however made further comment about the environment in our report.

Recommendation 2

To support younger children in the nursery staff should seek information and training on heuristic play and schemas. National Care Standards for Early Education and Childcare up to the age of 16. Standard 4 - Engaging with children.

This recommendation was made on 20 January 2017.

Action taken on previous recommendation

Staff had carried out their own research on schematic play and were using their knowledge effectively in the playroom for children under three years. Opportunities for treasure basket and heuristic play were provided. This recommendation was met.

Recommendation 3

The process of evaluating the service must be completed with staff who carry out the day to day delivery of the service. Evaluation should be outcome focussed and describe the impact of what the nursery does. National Care Standards for Early Education and Childcare up to the age of 16. Standard 14 - Well-managed service.

This recommendation was made on 20 January 2017.

Action taken on previous recommendation

Changes in senior staff and some working practices had held up the procedures for self evaluation. The staff group were now planning areas and methods to use for evaluation. This recommendation had been met.

Recommendation 4

The head teacher and staff group should identify a range of training or information sessions which would further enhance staff skills and knowledge. This should take account of current childcare themes and good practice. National Care Standards for Early Education and Childcare up to the age of 16. Standard 12 - Confidence in staff.

This recommendation was made on 20 January 2017.

Action taken on previous recommendation

Some training had been undertaken since our last visit. We have made this an area for improvement in our report as some work still needed to be done to provide staff with the expertise to impact further on positive outcomes for children. This recommendation was met.

Complaints

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

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings
20 Jan 2017	Unannounced	Care and support 4 - Good Environment 3 - Adequate Staffing 4 - Good Management and leadership 4 - Good
10 Mar 2016	Unannounced	Care and support 4 - Good Environment 3 - Adequate Staffing 4 - Good Management and leadership 3 - Adequate

Date	Type	Gradings	
16 May 2012	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
11 Feb 2010	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	5 - Very good

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