

Inverarity Pre School Class Day Care of Children

Inverarity Primary School
Inverarity
Forfar
DD8 2JN

Telephone: 01307 820262

Type of inspection:

Unannounced

Completed on:

30 August 2018

Service provided by:

Angus Council

Service provider number:

SP2003000043

Service no:

CS2003015770

About the service

Inverarity Pre School Class operates from a standalone building within the grounds of Inverarity Primary School, in the rural village of Inverarity in Angus. The nursery has an extensive garden area and has benefitted from the local authorities investment in a Geodome structure. The nursery registered with the Care Inspectorate in 2002 to provide a care service to a maximum of 16 children.

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 wellbeing indicators.

The nursery and school share a vision and aims. This is presently under review through parental consultation following the appointment of a new head teacher.

What people told us

We provided the service with 10 Care Standards Questionnaires (CSQs) for parents of children using the service. Five completed questionnaires were returned to us before the inspection.

Parents who completed our questionnaires strongly agreed that they were happy with the quality of care and support their child received while in the service. We spoke to a parent during the course of our inspection and they confirmed that they were very happy with the service provided. Comments in the questionnaires told us:

'I cannot praise the service enough. My daughter has developed into a confident, independent girl. Staff and nursery are excellent.'

'Very happy. Lovely place and staff, who work very hard and do a great job. Kids are always happy there.'

'This is the most stimulating and nurturing place I have encountered with any of my children's pre-school education so far. My daughter loved the staff and had a wonderful experience. Couldn't have wished for better.'

'The recent investment and move from a traditional nursery setting to the outdoor nursery has been really positive. My children love the new learning opportunities that come from being outside and exploring nature. I feel that the success is really down to the hard work, dedication and vision of the nursery and school staff.'

During the inspection we observed the children at play and found them to be happy and confident, enjoying their activities, snack and lunchtime experiences. The children were happy to tell us about the nursery and the things they enjoyed doing there. They showed us some of the activities they were involved in and included us in their routines and play. They told us:

'My cakes, this is the oven. It's hot! They're not ready yet.'

'It's fast, haha. Look!' (Water from an outdoor tap).

'I'm having macaroni. I like it!'

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. The head teacher was new in post and although she had consulted with staff, the improvement plan had yet to be formally written. We looked at the consultation documentation and discussed the priorities with staff.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	6 - Excellent
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

During the inspection we considered the quality of care and support, from the evidence gathered during our inspection we evaluated this theme as very good. We looked at the quality of the environment which we evaluated as excellent.

We talked to staff about the service's child protection policy. We were satisfied that they had a good working knowledge of their responsibilities and the procedures to ensure that service users were protected. Staff had recently participated in yearly update training and shared how this had refreshed their knowledge.

Positive and nurturing relationships were evident throughout the nursery. Children approached staff for help and reassurance throughout the session which demonstrated that they had developed trusting relationships. There was a real ethos of care and support within the service. We observed children helping and supporting each other naturally throughout the sessions. Staff were respectful and encouraging giving children time, where needed, to answer and to find their own solutions to problems encountered during their learning and play. This was evident in their discussions around safety and sharing in the outdoor area and during the lunchtime experience.

Staff took the time to get to know the children. They used what they know to support children in their personal and group learning. Parents worked in partnership with staff, with regular opportunities to share learning and information through informal discussions, 'chat sheets' and a comments 'tree'.

The outdoor area had been developed to an excellent standard. It provided children with a diverse, ever-changing environment which supported creativity, resourcefulness and innovation. The grass, rough surfaces, loose coverings and naturally found obstacles enabled them to develop their motor skills and balance as well as encouraging them to solve problems.

Staff had thoughtfully introduced a range of permanent and loose parts resources to encourage problem solving, creativity and collaborative play. We observed children enjoying the freedom to experiment and work through a broad range of play and learning experiences. Staff had been mindful in introducing opportunities to develop children's language and literacy and maths and numeracy skills in the outdoor areas. We observed children using reference books to identify birds and minibeasts and enjoying a number hunt.

The indoor environments had been thoughtfully developed. The Geodome offered an exciting alternative structure where children could seek shelter and engage in a range of 'indoor' opportunities independently.

We found staff to be very reflective practitioners. They all clearly wanted the very best for the children attending the service. They worked well together and felt well supported by the management team. They told us that they felt very much a part of the school community, sharing examples of how they worked together.

What the service could do better

We looked at children's learning journals. Observations had been recorded in the style of learning stories. We suggested that staff should ensure observations were significant and reflected children's individual learning and achievements. Next steps in learning, where identified, should be measurable and achievable. Children would benefit from reviewing their own learning and identifying their own next steps.

We would ask staff to consider the value of including all children in all activities. We observed children who did not want to leave their own play and learning to join in with the 'altogether' group time. Staff spoke to us during feedback to explain their reasoning behind this however we discussed a range of opportunities they already provided to address the perceived need.

The opportunity for children to engage in a split placement was a relatively new concept within Angus Council. A number of parents had selected this option in order to take advantage of the excellent outdoor opportunities the service offered. We asked staff to consider how information would be shared between services. We suggested that they begin to establish strong working relationships where significant needs and achievements are shared.

During lunchtimes the service should build on opportunities to promote positive discussions around the table with staff eating lunch with the children and modelling good table manners. The provision of crockery and cutlery to replace the current plastic provision would have further enhanced the lunches making it a more pleasant experience as well as promoting respect and responsibility.

We asked staff to review their resourcing of the 'home corner hut', where they had a high proportion of plastic resources. We suggested they pared the resources back to further support children's imagination and creativity.

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.

Inspection and grading history

Date	Type	Gradings	
21 Jan 2016	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
17 Dec 2012	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
1 May 2009	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good

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