

Insch School Nursery Day Care of Children

Alexander Street
Insch
AB52 6JH

Telephone: 01464 820252

Type of inspection:

Unannounced

Completed on:

31 October 2018

Service provided by:

Aberdeenshire Council

Service provider number:

SP2003000029

Service no:

CS2003015714

About the service

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

The service is a daycare of children service and is registered to provide a care service to a maximum of 60 children at any one time, from the age of three years up to an age to attend primary school.

The service is located within Insch Primary School in Aberdeenshire. The children have use of two large playrooms and a well-equipped outdoor area. The nursery is situated within the village, close to amenities such as shops and a library and is on a bus route.

The aims of the service include "we inspire all our young learners to reach for the stars and achieve their very best".

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

Children were happy, settled and having fun in the nursery. They told us they enjoyed coming and found staff "nice" and "kind". Children liked being able to choose what to play with and when they wanted to go outside.

We sent out 40 Care Standards Questionnaires for parents and carers; 28 were completed and returned to us. When asked about the overall quality of care their child received at the service:

- 20 parents/carers indicated they were very satisfied
- eight parents/carers indicated they were satisfied.

The questionnaire and discussions with parents indicated they were very pleased with the service provided. Some parents told us about the individualised support their child had received and the significant difference it had made to them. Parents all found staff to be helpful and approachable and would feel confident to raise any concerns.

Comments from parents included:

"The staff are brilliant, I cannot thank them enough for helping my child grow and learn especially the support when my child first started in the setting and took a long time to settle in. They were so understanding and patient with him."

"My daughter only started a few weeks ago however I can already see a change in her development and confidence."

"Staff are friendly and professional. They cater well for my child's interests and needs. I am concerned that ratios mean that my child receives limited one-to-one support. Staff know her well but, as she is quiet and well behaved, other children are prioritised. Information regarding improvement planning is shared effectively."

"We are very happy with the nursery and the staff are wonderful."

"The staff have been amazing during our settling-in process. The resources and room layouts are fantastic. Communication is brilliant with emails as well as notices on the boards outside the classrooms. I particularly like the child sign-in form, the snack cards, free flow. The nursery feels very organised and well run and all the staff have a friendly and approachable manner with both children and parents."

"Staff are all very welcoming and appear to have good relationships with my child. My child enjoys going to nursery and is always excited to tell me all about their time at nursery."

"My daughter has formed a lovely relationship with her keyworker."

"I find the current levels of staffing perfect. As more children arrive (after Christmas and Easter) I find the setting too crowded and therefore difficult for the staff to run."

"Our child loves attending Insch School Nursery. She trusts her key worker, as do we. The use of the ILD (Interactive Learning Diary) is second to none - so efficient. We get a true representation of what our child has been doing. The quality of the learning and teaching is far beyond our expectations, with next steps detailed in the ILD. Activities are inclusive and nurturing, where we've observed our child enjoying a balanced and broad range of experiences, within the classrooms, outside learning space and within our local community. My child is becoming increasingly confident, independent and enthusiastic thanks to the hard work and dedication of the team at Insch School Nursery."

"Lovely nursery and lovely staff. My son has only been attending for a short time but he enjoys it and I am happy with everything."

"I think the staff do an amazing job given the number of children they have to look after and the space provided. If there were more staff I think it would be easier for them to provide more specific feedback on individual children and keep parents informed of their progress. It is hard to know individual children when you have so many to look after."

"Insch school nursery is a wonderful setting. Most of the staff show a true interest in the children and their learning. I am very happy that my children attends Insch nursery and there are always things improving to make the space more interesting."

"I am overall happy with my child's care. I sometimes feel staff are over worked if there are absences due to training or illness and there isn't always sufficient cover put in place."

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at the service improvement plans. The plans included information on where the service was at and details of improvements that could be made to support the development of the service.

From this inspection we graded this service as:

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

What the service does well

Staff had an excellent knowledge of each child's needs, preferences and personalities. They used this to sensitively support children and adapted their approach to ensure each child was provided with the very best care and interactions. Staff used the principle that the wellbeing of children was at the centre of their work. They looked at the wider world of each child to identify and provide any additional support that might be required, for either children or their families. We found individualised additional support was provided that was having a significantly positive impact. As a result children and their families were extremely well supported and children were flourishing in the service.

The key worker system enabled staff to build secure and trusting relationships with both children and parents. This ensured high quality information was shared that enabled staff to meet children's changing needs. There was an extensive range of opportunities for parents to be actively involved in their child's learning. Staff understood the significantly positive impact parental involvement had in supporting children to achieve their potential. As a result children were progressing and developing very well.

The extensive range of interesting and motivating learning opportunities, both indoors and outdoors, effectively supported children to progress and achieve their potential. The ongoing intergenerational project with a local care home had resulted in extremely positive outcomes for both children and the care home residents. Children had grown in confidence and were demonstrating more empathy, respect and compassion towards others.

Children were confident in their own abilities and helped each other whilst playing. They negotiated with their peers, took turns and played with each other respectfully. On the rare occasion where staff needed to intervene, they did this skilfully, supporting children to find their own solutions.

Staff were extremely nurturing, respectful and inclusive in their interactions with children. As a result children were confident, happy and settled whilst at the nursery. Staff demonstrated an excellent understanding of child development. They varied activities to ensure each child was challenged. They also adjusted their expectations of children based on each child's level of emotional development.

Staff were knowledgeable and competent and extremely motivated. They were continually reflecting on their practice and looking at ways they make further improvements. Staff made very good use of training, best practice documents and research to develop their understanding. We found this impacted very positively on their practice and resulted in improved outcomes for children.

Staff had taken on leadership roles to further developing a number of key areas. This had improved staff knowledge and confidence as well as improving the quality of experience for children. For example, the outdoor area now provided an excellent range of exciting experiences for children to have fun as they explored and learnt. Staff also understood the positive impact on children's emotional wellbeing and resilience of spending time outdoors. They described the benefits that individual children had experienced as a result of the increased opportunities to be outdoor accessing high quality play opportunities.

Another member of staff had taken responsibility for ensuring the SHANARRI wellbeing indicators were embedded in practice and were making a positive difference. Children were developing a very good understanding of these. For example, they could explain how they encouraged their friends to be responsible and tidy up. Careful consideration had been given to how parents could be involved and develop their understanding. Bob the Bear had been used to provide meaningful opportunities for parents to learn about the wellbeing indicators alongside their child.

Children experienced warmth and compassion through the dedicated staff team and the effective working relationship they had formed. Highly effective communication enabled staff to share information well and to ensure children were appropriately supervised and their needs met in the awkward room layout.

What the service could do better

Generally staff made very effective use of experiences to promote and extend children's learning. However, this could be further developed to ensure routines, such as snack, consistently provided rich learning experiences. On the whole staff made effective use of question and comment to extend children's learning. The management team were aware that this could be further developed to ensure more consistency across the staff team.

Staff had undertaken training on observation and assessment. As a result children's observations were better focussed and gave clearer information about each child's stage of development. Staff were now being supported to ensure observations focussed more on what was significant for each child. This will support staff to concentrate on the areas that will make the biggest difference to children's progression.

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	
23 Feb 2016	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
12 Dec 2012	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
29 Jan 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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