

# Sanderson's Wynd Primary School (Nursery Class and Wraparound) Day Care of Children

Sanderson's Wynd  
Tranent  
EH33 1DA

Telephone: 01875 610275

**Type of inspection:**

Unannounced

**Completed on:**

14 January 2019

**Service provided by:**

East Lothian Council

**Service provider number:**

SP2003002600

**Service no:**

CS2008181367

## About the service

Sanderson's Wynd Primary School (Nursery Class and Wraparound) is registered to provide a care service to a maximum of 60 nursery children per session and a maximum of 34 children attending wraparound care. The age range of children attending the nursery will be from three years to those not yet attending primary school. The age range of children attending wraparound care will be from two years to those not yet attending primary school. One child of school age with additional support needs may attend wraparound care.

The service is provided from the 'Early Years Centre' of a modern purpose built primary school which is fully wheelchair accessible throughout. The areas of provision include:

- Nursery: A large open plan playroom with direct access to an outdoor play space. The service also has access to a cloakroom and a parents' room. This provision caters for children aged three to not yet attending primary school within the entitlement for 600 hours of early learning and childcare
- Wraparound Care: An open plan playroom with direct access to an outdoor play space. This service has access to nappy changing facilities and a quiet room to meet with parents. This provision caters for children who require additional hours over the entitlement of 600 hours and also has provision for eligible two year olds offered through recent legislation
- 'Green Room': An authority wide service to support children with complex additional support needs provided from a well equipped space to ensure the use of harnesses and wheelchairs where necessary to meet children's individual needs.

The nursery operates during term time and the wraparound care service and 'Green Room' operate term time and during school holidays.

The service is located in a residential area of Tranent.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure that they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting It Right for Every Child (also known as GIRFEC). Set up by the Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people – and what they can do to improve. GIRFEC is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

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 indicators. We use these indicators at inspection, to assess how services are making a positive difference for children. Information on SHANARRI can be found at [www.scotland.gov.uk](http://www.scotland.gov.uk).

## What people told us

Throughout our inspection visits some children appeared happy and relaxed. Some of their comments included:

"I like snack"

"Outside its really cold"

"Its the 11 December today".

We sent out 32 Care Standard Questionnaires (CSQ's) to parents prior to the inspection. Fifteen completed questionnaires were returned to us. We also spoke to some parents during the inspection. Feedback from parents and carers was varied but we discussed all comments with the head teacher during our inspection.

## Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at their own quality assurance paperwork. The service had a formalised development plan that identified improvements as part of their approach to quality assurance.

## From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	not assessed
Quality of staffing	3 - Adequate
Quality of management and leadership	not assessed

## What the service does well

Throughout the whole service staff demonstrated genuine care for the children. We observed some positive and respectful interactions between staff and children. Staff were welcoming and provided time for parents to share any relevant information with them. Some children appeared to have some good relationships with staff and were comfortable to go to them for help or assistance.

Outcomes for children in the "green room" were positive, however this was not consistent throughout the service. Staff in this room were kind, caring and attentive to all the children. Respectful interactions between children and staff meant that children were cared for in a warm and nurturing manner. Children's individual care plans were kept up to date and clear strategies of support were documented. The senior practitioner, staff and early years teacher had worked hard on creating a curriculum that met the needs of each individual child.

All children were kept active and healthy by regular, free-flow access to the outside area. They could use a variety of toys, resources and "loose part" materials. Children used this area well during the inspection. Healthy food was provided for snack. We saw that children's independence skills were promoted by choosing their plates, cups and food on offer. Some children participated in pre-paring snack.

Staff were alert to signs that would indicate a deterioration in children's health and wellbeing. They had recently participated in child protection training and demonstrated a good awareness of child protection procedures.

## What the service could do better

Some children stayed for lunch throughout the service. We saw mixed experiences for children during this time. Outcomes in the green room were positive and staff were trained in supporting to feed children appropriately.

Positive outcomes for children in the purple (wrap around) room were observed. However, we acknowledge that not all children attended on the days of inspection. Staff told us that this could be a busy and hectic time. Children in the main nursery room did not experience good outcomes. Staff were disorganised and they did not have time to sit with the children. This led to some children being disruptive, aggressive and finding it difficult to cope. Attention should be paid to further developing a positive eating experience. This should include: deploying staff appropriately, staff's organisation of the resources needed, helping and encouraging children and enhancing the social aspect of eating together.

The management team have agreed to review this as soon as possible and take the necessary action to ensure that children receive a nurturing and positive experience throughout lunch time.

(Recommendation 1)

Some children throughout the service needed additional support. Some staff dealt with this in a sensitive and restorative manner and children had additional support plans in place. However, all staff should be aware of the strategies in place to consistently support children. The strategies should be clearly written, easy to read and reviewed on a regular basis. This would ensure support for the children is consistent, relevant and up to date. We will monitor progress at the next inspection.

Although some children were happy at nursery, some children were bored and lacked depth and challenge to their learning and development. The management team have agreed to review the nursery room to ensure that each area has basic, continuous and enhanced provision to allow children to learn at their own pace. Attention should also be paid to creating

more calm, nurturing and relaxing spaces throughout the main nursery. We will monitor progress at the next inspection.

In the nursery, learning stories were in place for each child. These showed examples of the children's experiences and achievements. Some next steps had been identified, however staff should understand and start to record significant learning in the children's development. Recording detailed and focussed observations will help staff to effectively track children's learning and identify clearer next steps.

The nursery had reviewed the planning format and some planning was in place. However, we could not track children's learning. Effective planning should now be documented to ensure appropriate challenge, depth and progression for children.

(Recommendation 2)

The management team and early years teacher should begin to audit the planning, observations and next steps to ensure staff are completing these to an appropriate standard and on a timely basis.

To improve experiences for children, all staff should begin to work together as a team and improve communication between them. This includes between the purple and green rooms. Staff in the main nursery were given time to meet as a group three times a week. This protected time should now be used constructively and support good quality outcomes for all children.

The management should now further develop systems including quality assurance, to monitor the impact it has on the overall ethos and outcomes experienced by children.

(See recommendation 3)

Although staff were provided with relevant training it did not always impact on outcomes for children, especially in the main nursery. Learning from training or professional reading should be implemented if suitable and the impact of how it has improved experiences for children discussed and documented. We will monitor progress at the next inspection.

The management team were supportive of our inspection and actively engaged in discussions about the improvements needed and how these can be achieved. They agreed with our findings and had identified most of the areas for improvement. The level of commitment to improvement expressed especially by the head teacher during feedback, provided reassurance of the capacity for change. We will continue to work with the service to provide support and guidance.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 3

1. To ensure children receive a warm and nurturing experience during lunch time, staff should review and make the appropriate changes as soon as possible.

Attention should be paid to developing a positive eating experience for each child. This should include: deploying staff appropriately, staff's organisation of the resources needed, helping and encouraging children and enhancing the social aspect of eating together.

Health and Social Care Standard:

1.35: I can enjoy unhurried snacks and mealtimes in a relaxed an atmosphere as possible.

2. To ensure that staff effectively support, develop and track children's learning. The service should review the observations and next steps within children's learning stories.

This is so that they can effectively monitor and track children's progress, achievements and support them to achieve their full potential.

Staff should ensure that planned and responsive experiences are meaningful and relevant to children's learning needs. They should ensure that experiences provided offer depth and challenge. This will support children to be motivated and engaged in their learning and support the promotion of individual learning needs.

Health and Social Care Standards:

1.27: I am supported to achieve my potential in education.

3. To improve outcomes for children the management team should introduce an effective system to monitor the quality of service provided. It should focus on monitoring and addressing staff interactions, the use of the environment and consider the quality of the experiences provided for children. This would assist the manager to identify learning and development opportunities for staff.

Health and Social Care Standards:

4.19 I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.

4.23 I use a service and organisation that are well led and managed.

## 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).

## 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

We recommend that the service review, monitor and evaluate personal plans and learning stories. This should include:

- meaningful observations
- relevant possible lines of development
- evidence of individualised significant learning
- significant events which may impact on children's development
- child discussions and evidence of their direct involvement in learning stories
- parental involvement in identifying children's development needs.

This could be achieved by ensuring time is given to discuss with individual children regularly about their experiences and development. This will ensure that children feel respected, included and responsible. It will also help them to achieve.

National Care Standards Early Education and Childcare up to the age of 16 - Standard 4: Engaging with Children

**This recommendation was made on 17 January 2017.**

#### Action taken on previous recommendation

Staff should continue to review, monitor and evaluate personal plans and learning stories. This recommendation has not been met and is carried forward into this report.

## Recommendation 2

We recommend that the service review and evaluate the routines for children throughout the day. Points for consideration could be:

- considering the purpose and timing of group times
- increasing children's levels of independence
- reducing interruptions to children's play
- allowing children more choice over where and when they play
- considering how spaces are used to reduce interruptions to play.

This will help children to feel respected, responsible and included in the service as well as support them to achieve their full potential.

National Care Standards Early Education and Childcare up to the age of 16 - Standard 5: Quality of Experience

**This recommendation was made on 17 January 2017.**

### Action taken on previous recommendation

Staff had made some progress in meeting this recommendation. We asked at feedback that the service continue to review and evaluate the routines for children throughout the day. They agreed to this area of improvement and we will monitor progress at the next inspection.

This recommendation is met.

## Recommendation 3

We recommend that the service consider ways to develop a shared understanding of their aims and objectives as the 'Early Years Centre'. This could be achieved by:

- introducing peer evaluations and observations throughout the service
- working closely as a team to identify, monitor and evaluate improvements
- defining management responsibilities for the service
- sharing leadership opportunities among the teams
- creating a shared ethos for the 'Early Years Centre'.

This will ensure that children have access to rich experiences throughout the setting and are challenged to achieve their full potential. It will also ensure staff feel included and respected in the service.

National Care Standards Early Education and Childcare up to the age of 16 - Standard 13: Improving the Service

**This recommendation was made on 17 January 2017.**

### Action taken on previous recommendation

The head teacher had considered this recommendation. But agreed that the service should concentrate on the areas for improvement highlighted throughout this report.

This recommendation is met.

## Inspection and grading history

Date	Type	Gradings	
18 Jan 2017	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good Not assessed Not assessed 4 - Good
26 Feb 2015	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 4 - Good
6 Dec 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
28 Oct 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed Not assessed
18 Mar 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 4 - Good 4 - Good



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