

# Dounby Community School Nursery Day Care of Children

Dounby Community School  
Dounby  
Orkney  
KW17 2JA

Telephone: 01856 771234

**Type of inspection:**

Unannounced

**Completed on:**

3 September 2019

**Service provided by:**

Orkney Islands Council

**Service provider number:**

SP2003001951

**Service no:**

CS2003016058

## About the service

Dounby Community School Nursery has been operating since April 2002 and registered with the Care Inspectorate since the Care Inspectorate was formed in 2011. The service is provided by Orkney Islands Council. It provides a day care of children service to a maximum of 30 children not more than five of whom can be under the age of three. The age range of the children will be from two years to those not yet attending primary school.

The service operates from Dounby Community School. The nursery occupies a large open plan classroom with reception area, kitchen and integral toilets. There is additional space for parents with comfortable seating and notice boards. The nursery was bright and attractive with an enclosed outside area accessible directly from the nursery and the opportunity to use the school play areas and community.

The aims of the service included:

Dounby Nursery, a safe, happy environment here everyone feels welcome, nurtured and respected. Staff and families work together to promote curious and creative learners.

The Care Inspectorate 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 well-being 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 services that can help them. There are eight well-being indicators at the heart of Getting it right for every child: safe; healthy; achieving; nurtured; active; respected; responsible; and included.

## What people told us

There were approximately 16 children present at the time of the inspection aged from two years to not yet attending primary school. We observed the children and saw that they were relaxed and happy in the care of staff. They had formed close friendships in the short time that they had been in nursery together. Children enjoyed leading their own activities both indoors and out.

We talked to children about their experiences as they played. They told us all about their activities, what they were investigating and what they liked to do.

Some comments included:

"These are dinosaurs. I have two crocodiles at home. Look this dinosaur is bigger than the others"

"Let's go and make a waterfall. Now we are making this fall through the pipes. We have to dig the bottom so the water can go all the way through. I am going to add more pipes. Now water goes all the way here, then here into here and all this way"

"We need to make a hole and I need to get the water"

"We can play with the things we like"

"We make dinosaurs, this is the tail of a raptor"

Six parents returned completed questionnaires to us before the inspection. We noted that this was within the previous school year. Most told us that they were very happy or happy with the overall service. Several indicated

that they disagreed with the level of communication between nursery and parents and that staff worked with parents to create an individual personal plan for their child. We looked at these aspects of care as part of the inspection and have included our findings in the report.

Some comments from parents included:

"We are very pleased with the care our child receives. The staff are friendly, caring and approachable and they work hard to provide learning opportunities through play and interaction. They also make a real effort to include parents and have organised various family events throughout the year"

"Communication is poor. Late notice of anything prevent us from attending. The planning and information boards need to be in the parent room. My child's current skills/knowledge were never asked for so they can't assess progress when they don't have a starting point."

"I feel the care towards children in the nursery is great, however the way the day is planned doesn't seem to be as structured as it used to be, A lot seems to be free play, rather than learning some skills that will be useful for going into primary one"

We also spoke to six parents as they dropped off and collected their children. Parents we spoke to told us of recent improvements to the service. Comments included:

"Communication has been much better than last year. Staff are really nice and introduce themselves well. I know my child's key worker and speak to her every day. She lets me know how my child has been and how they are progressing. We have a newsletter and the boards are really informative"

"I am happy with how my child has settled. We got to visit and meet the staff. I know who my child's key worker is. My child has a folder with pictures and comments from staff. I use this to keep up-to-date with all their learning and activities"

"Really happy. Staff are really nice. They asked about my child and seem to really want to get to know my child as a person. There has been good communication and I feel I know everything I should"

## 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 processes. 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	5 – Very Good
Quality of environment	not assessed
Quality of staffing	5 – Very Good
Quality of management and leadership	not assessed

## What the service does well

Staff demonstrated that they knew children well and were building secure, trusting relationships with children and parents. Staff provided home visits for new children prior to starting nursery. They sought information from parents which enabled staff to meet children's needs. This was recorded in the child's plan.

Where children also received support from external professionals, we found that staff worked closely with them and implemented the advice received from specialists to support positive outcomes for the children.

The keyworker groups further assisted staff to get to know children and parents. Staff shared information about children's progress with parents on a regular basis through informal discussions, reviews of plans and through the child's learning books. This helped to keep parents informed and build a working partnership between home and nursery.

To help safeguard children, staff had completed child protection training. They recognised possible signs of concerns and the correct procedures to follow if they were concerned about the welfare of a child. This helped to ensure children were safe and protected.

Children were supported to be healthy through daily opportunities to play outdoors, which allowed children to take the lead and choose where to play. Staff had worked on developing the outdoor space and range of play opportunities allowing children to explore learning and challenge their problem solving skills.

Children played together very well. We saw that most had already made friends with other children in their group. Staff supported this well and encouraged children to care for and respect one another.

Meal times were well planned. Children who had lunch could spend time with parents on arrival to choose what to eat from a combination of foods each day. Snack time gave children opportunities to prepare and chop foods, self-serve and have unhurried, relaxed time to enjoy their food with friends and staff.

There had been several significant changes to the staff group for the new school year. This included new practitioners and the appointment of a new shared management team.

We noted the staff were motivated and enthusiastic about their caring role and worked well together as a team to meet the needs of the children. This helped create a warm and welcoming atmosphere for children. Staff felt they were well supported by each other and the new management team and were well placed to ensure the best outcomes for children continued.

Staff were competent and encouraged to develop their skills and knowledge further. Staff were up-to-date with core training such as child protection, first aid, and food hygiene. Staff were enthusiastic to be attending a range of continuous professional development opportunities to further their knowledge of the early years, the development needs of two year olds and learning language and loving it. Staff spoke about how these courses would help support their work with children.

We noted staff were registered with the Scottish Social Services Council (SSSC). The SSSC is responsible for registering people who work in social services and regulating their education and training.

## What the service could do better

Staff kept key notes recording significant events for each child however the approach of chronologies should be used to ensure a joint approach to getting it right for every child. This had been identified by the new management team and was within their development plan. We discussed with the managers the importance of auditing and reviewing record keeping and how this could benefit children in their care.

Guidance can be found here:

[https://www.careinspectorate.com/images/documents/3670/Practice\\_guide\\_to\\_chronologies\\_2017.pdf](https://www.careinspectorate.com/images/documents/3670/Practice_guide_to_chronologies_2017.pdf)

Although children could ask staff for water when required we discussed ways in which staff can ensure water is available for children to access freely during the session.

Guidance can be found here:

<https://www.hps.scot.nhs.uk/web-resources-container/children-s-think2drink2o-hydration-campaign-materials/>

Observations on children's progress were at a basic level, this was reflective of children having recently started the service. Staff should ensure that the level of information develops as they get to know children better and that effective next steps are appropriately identified.

## 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](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

There are no outstanding recommendations.

### Inspection and grading history

Date	Type	Gradings	
11 Jan 2018	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	Not assessed
		Management and leadership	Not assessed
15 Mar 2016	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good
11 Jan 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
8 Jan 2009	Announced (short notice)	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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