

Minnigaff Community Nursery

Day Care of Children

Minnigaff Primary School
McGregor Drive
Minnigaff
Newton Stewart
DG8 6PE

Telephone: 01671 401667

Type of inspection:

Unannounced

Completed on:

27 January 2020

Service provided by:

Minnigaff Community Nursery

Service provider number:

SP2011011566

Service no:

CS2011287100

About the service

The nursery class is part of the Minnigaff Primary campus. The service is situated in an urban housing estate of Newton Stewart, Dumfries and Galloway. The aims of the service include:

'We will promote and adhere to all of its policies and procedures and will make these known to all staff, parents and children.

We will take into account local and national guidance in relation to 3-18 Curriculum for Excellence and pre-birth to three supporting our youngest children.

We will employ competent and confident staff who have been appropriately vetted. All staff will be SSSC registered.

We will operate a self-evaluation scheme as a means of ensuring continuous improvement and will involve all staff and the users in the process, taking on board advice given by local officers.' We wrote this report following an inspection visit on Monday 27 January 2020. This was carried out by an early learning and childcare inspector. We assessed the nursery's quality performance against two Quality Themes, Care and Support and Environment.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure 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.

We carried out this unannounced inspection visit on Monday 27 January 2020, by one early years inspector. We assessed their performance against two themes Quality of Care and Support and Environment. We observed indoor and outdoor environment, resources and accessible areas.

What people told us

Six parents returned parental questionnaires prior to the inspection visit. Some comments included:

"I would like to be able to know more about what my child does in a day at nursery e.g. see pictures or come home with "this week I have done..." however I think the nursery are working on setting up an online learning journal, that we will be able to access which will be good!"

We did view extensive children's learning journals, these were detailed and learning was meaningfully tracked. The manager and staff were very approachable, they told us they would welcome any parent discussing their child's learning progress.

The majority of them stated they were very happy with the overall quality of the service.

We found children were busy, happy and engaged with the experiences offered by staff.

They told us they enjoyed playing with their friends in the nursery and exploring outdoors, both in the play area and in the local woods.

Comments included:

"I like to paint and then I hang it up to dry"
 "I filled up the water from the outside tap"
 "This is our new living room area, I like to look at the fire"
 "I am so happy, I like our new sand pit"
 "I like coming here, We go to big school for lunch"
 "We are building a speed boat"

Self assessment

We did not request a self assessment from the provider. We discussed how the nursery improves what they do and looked at the service improvement plan. This provided a clear record of achievements and plans for future changes.

From this inspection we graded this service as:

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

What the service does well

We observed very positive relationships between staff, children and families. Staff told us that they felt the time spent getting to know children and families was a strength of the service. The respectful ethos of the service meant children and families were valued.

We could see all children were busy and engaged in stimulating and fun activities. They were directing their own play interacting and engaging with the staff to empower them. Children enjoyed a healthy, home made, well presented lunch. Staff used higher order thinking skills to maximise children's own learning potential. We observed children to be confident, skills to explore and learn. We saw children participating in risky play, negotiating balance and staff planning in the moment to extend learning opportunities. They used their imagination and creativity to utilise the loose part resources to create a speed boat with boxes and crates. Children enjoyed role play in the home corner.

Children's personal care plans were linked to the principles of the Curriculum for Excellence and the Getting it right for every child (GIRFEC) framework. The service had collated information which was contained in the personal care plans; these were child centred.

The manager agreed identified plans, which included the assessment and review of developmental needs. Details of this would be supported. Learning journals demonstrated effective and meaningful observations and effective tracking of learning progress. We saw additional strategies identified for children who may face challenges.

Staff demonstrated an understanding of protecting children from harm and were aware of child protection procedures. Medication followed best practice procedures.

We observed staff carrying out a risk assessment in the outdoor area ensuring all hazards are removed.

The indoor and outdoor environment has undergone a major refurbishment. The staff and children told us this had a positive impact on their learning and experiences. We could see the children enjoyed the new free flow to the garden area. The service has now got an open plan, bright well laid out space for children to learn and thrive. They had a secure front door entry. Very good infection controls were in place in all areas. Resources and equipment were very good quality. They were open ended real resources in some of the areas. This encouraged children to use their critical thinking skills. We saw some children using their problem solving skills, outdoors making up rules to their game, decision making in the water play and running around enjoying fresh air.

What the service could do better

We agreed the service would further review the children's lunchtime experiences. They should consider looking at the Care Inspectorate's best practice guidance "Food Matters" We would encourage the service to further develop their plans to build upon large loose part play equipment outdoors.

We discussed when the service introduces the younger children to the nursery, they should consider schema development learning and resources.

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.

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
27 Nov 2017	Unannounced	<div>Care and support</div> <div>4 - Good</div> <div>Environment</div> <div>Not assessed</div> <div>Staffing</div> <div>Not assessed</div> <div>Management and leadership</div> <div>4 - Good</div>
16 Dec 2015	Unannounced	<div>Care and support</div> <div>4 - Good</div> <div>Environment</div> <div>4 - Good</div> <div>Staffing</div> <div>5 - Very good</div> <div>Management and leadership</div> <div>4 - Good</div>
21 Nov 2013	Unannounced	<div>Care and support</div> <div>5 - Very good</div> <div>Environment</div> <div>5 - Very good</div> <div>Staffing</div> <div>5 - Very good</div> <div>Management and leadership</div> <div>5 - Very good</div>
6 Mar 2012	Unannounced	<div>Care and support</div> <div>4 - Good</div> <div>Environment</div> <div>4 - Good</div> <div>Staffing</div> <div>5 - Very good</div>

Date	Type	Gradings	
		Management and leadership	4 - Good

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