Cockburnspath Nursery
Day Care of Children

Cockburnspath Primary School
Callander Place
Cockburnspath
TD13 5XY

Telephone: 01368 830 333

Type of inspection: Unannounced

Completed on: 5 February 2020

Service provided by: Scottish Borders Council
Service provider number: SP2003001976

Service no: CS2015340684
About the service

Cockburnspath Nursery, referred to as the nursery in this report, is registered with the Care Inspectorate to provide a service to a maximum of 20 children at any one time aged from three years to entry into primary school.

The nursery is an integral part of the primary school. The premises consist of one playroom with cloakroom, toilet and kitchen facilities. There is direct access to an outdoor area and nursery children often use the school playground and local woods for additional outdoor activities.

The nursery had developed aims for their children and their services. Aims included:

- Curiosity in the world around them
- The development of friendship working in partnership with others independence and decision-making skills
- An understanding of scientific and mathematical concepts
- The development of language and literacy skills.

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 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 the services that can help them. There are eight well-being indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

There were 15 children present on the day of our visit. Children were confident in their surroundings and some had developed good friendships with their peers. Children chatted to us throughout our visit, showed us their learning journeys and some of the things they liked to do.

We issued a care standard questionnaire as part of the inspection process. We received five out of six questionnaires before our inspection. All parents strongly agreed that they were happy with the quality of care their child received in the nursery. No additional comments were made.

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 paperwork. 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: 4 - Good
- Quality of environment: 3 - Adequate
- Quality of staffing: not assessed
- Quality of management and leadership: not assessed
What the service does well

Staff had developed positive relationships with children and their parents. They got to know children and families well through a range of written and verbal information gathered at the start of and throughout the child’s placement in nursery. In the care standard questionnaire parents indicated that staff had a positive and welcoming approach. This helped parents and children form positive and open relationships with staff and enabled good communication about children and their wider family.

We looked at information that staff kept as part of the personal plan for each child. This information was up to date and comprehensive. The senior practitioner evidenced a good understanding of the importance of appropriate record keeping. There were processes in place to help staff track the outcomes of any strategies they had in place for children. There was a good level of developmental support was offered to children through the positive relationships staff had developed with external professionals such as speech and language therapists and the local health visiting team.

The nursery helped to promote children’s health and well-being. The outdoor area was open and available to children for the majority of the session. Children moved freely and confidently between the two environments making the most of the fresh air and opportunity to play outdoors. The main nursery play area made good use of loose and real-life resources and the main school playground was available for wheeled toys and group games. Regular outings were made to the nearby woods for play and learning activities. Children told us about what they did and saw there showing an understanding of seasons, plant, birds and wildlife.

Snack foods were healthy and included foods made by children who told us they liked baking and helping to make snack. Snack provided children with a very social experience. This time was supported by staff who encouraged conversations among peers, helped children to be independent and respectful of each other.

The nursery had child protection procedures, which were available for parents to read. Child protection training had been undertaken by staff to support them in this area of their professional responsibility. Both staff had a good understanding of child protection processes and the well-being indicators which are part of the Scottish Government policy of Getting it Right for Every Child (GIRFEC).

What the service could do better

The nursery were moving to offering full day sessions. To enable staff to forge positive relationships with children and families they planned to use a keyworker system. This would also help nursery staff share responsibility for communication with parents and personal planning.

Whilst gathering children into groups can play an important role in nursery as it enables staff to ‘check in’ with children and for children to share experiences. During our visit children were gathered together to help tidy up resources and for group time. Both these group activities took place at the end of the session and took a considerable amount of time. This limited children’s choices and opportunities for free play. A significant number of children were not settled or engaged in the group tidy up or story and singing. This disrupted the activity and limited the enjoyment and learning for children in the group. Leaving tidy up time to the end of the session resulted in many areas of the room looking uninviting to children and some children struggled to find the resources they needed for their play. Tidying up as children went through the session would help children with concepts of respect and responsibility for resources. (See recommendation one.)

Children were beginning to benefit from planning of activities which focussed on some of their interests and suggestions. This was at the early stages of implementation and staff were continuing to develop this concept.
We spoke to staff about how they gathered information for their planning. Staff were carrying out focussed observations of individual children to inform their learning journey but staff were unable to spend enough time interacting with or observing children at play. This impacted on the level of responsiveness to children’s ideas and concepts.

There were two members of staff present during our visits. During the session one member of staff was outside to enable children to choose to play indoors or outdoors. The other member of staff was indoors. There were occasions when children needed assistance. The member of staff who was supervising the outdoor area had to leave what they were doing and stand at the door to monitor both spaces while the other staff member attended to the child that needed assistance. We noted and discussed with staff that this had an impact on the quality of experiences for children. For example a member of staff was doing a baking activity with children but had to leave the activity regularly to ensure that the other children playing indoors were supervised and engaged in their play as they could not observe the entire playroom. This impacted on the quality of the experience for children doing the baking activity. (See recommendation two.)

To promote the use of imagination and problem solving the staff had made a good start in their use of loose and real life materials. These were used to good effect in the areas for role play such as the home corner. We spoke to staff about the need to extend this area as it was popular with children but very small limiting the experiences for children. Some areas needed to be further developed. For example there was not enough sand for children to play with, there was no clearly identified place for children to gather resources for some activities such as mark making and limited resources for children to experience or make music. (See recommendation three.)

### Requirements

**Number of requirements:** 0

### Recommendations

**Number of recommendations:** 3

1. To ensure that the pace of the day provides children with flexibility and choice of activities staff should consider the purpose and use of group times.

   This is consistent with the Health and Social Care Standards 2.27 ‘As a child, I can direct my own play and activities in the way that I choose, and freely access a range of resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.’

2. To help ensure that children are enabled in their play, developing relationships with each other and well supported by staff. Staffing levels should effectively support the needs of all children.

   This is consistent with the Health and Social Care Standards 3.15 ‘My needs are met by the right number of people.’

3. To ensure that children have a wide range of play and learning experiences the manager and staff should evaluate the layout out of the playroom and the resources available for children.
This is consistent with the Health and Social Care Standards 1.31 ‘As a child, my social and physical skills confidence, self-esteem and creativity are developed through a balance or organised and freely chosen extended play, including using open-ended and natural materials.’

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

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

Where medication is given to children ‘as required’ the symptoms which would necessitate administration should be recorded. National Care Standards for Early Education and Childcare up to the age of 16. Standard 3 - Health and wellbeing.

This recommendation was made on 10 April 2017.

Action taken on previous recommendation

New procedures for the recording of medication had been established to ensure that a full range of signs and symptoms were recorded. This recommendation was met.
## Inspection and grading history

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Gradings</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Feb 2017</td>
<td>Unannounced</td>
<td>Care and support 5 - Very good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environment 4 - Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staffing 5 - Very good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management and leadership 5 - Very good</td>
</tr>
</tbody>
</table>
This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren’t good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

अनुरोधानुसार यह अन्य फॉर्मेट एवं अन्य भाषा में पुस्तकालय प्राप्त कर सकते हैं।

İnspection report for Cockburnspath Nursery

page 7 of 7