

## Staffin Nursery - GM Day Care of Children

Staffin Primary School  
Staffin  
Portree  
Isle of Skye  
IV51 9JS

Telephone: 01470 562 273

**Type of inspection:**  
Unannounced

**Completed on:**  
5 October 2022

**Service provided by:**  
Highland Council

**Service provider number:**  
SP2003001693

**Service no:**  
CS2003013630

## About the service

Staffin Nursery - Gaelic Medium is registered to provide a care service to a maximum of 20 children from the age of three years to those not yet attending primary school.

The nursery provides Gaelic immersion from the age of 3 years. The nursery is located within the main Staffin Primary School building. There is a large playroom with kitchen area, a small reception and appropriate toilet facilities. The nursery has access to an enclosed outdoor play area and also uses the school playground, playing field and gym.

## About the inspection

This was an unannounced inspection which took place on Wednesday 5th October 2022, between 10:15 and 16:00. The inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with three people using the service
- spoke with three staff and management
- observed practice and daily life
- reviewed documents

## Key messages

- Children experienced extremely warm, caring and nurturing support from staff.
- Children were all very happy and were engaged and having fun taking part in various activities.
- Children particularly enjoyed being outdoors.
- Positive relationships with families supported continuity of care and effective partnerships.
- There were personal plans in place which reflected children's individual care and wellbeing needs.
- The indoor and outdoor environments were clean, bright and welcoming and of a high quality.
- Staff were flexible and supported each other and worked well as a team.

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

**5 - Very Good**

We evaluated this key question as very good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### 1.1 - Nurturing care & support

Children were very happy, settled and having fun with their friends. They had developed strong bonds with staff members and experienced warm, caring and nurturing approaches to their personal care and learning needs. This contributed to children feeling safe and secure. There was a great deal of chatter and laughter between the children and the staff. We saw staff being very nurturing, affectionate, taking time to listen to and respond to children, and offering comfort, cuddles and reassurance when needed. Children felt valued and loved.

Following the previous inspection, a requirement was made in relation to having clear written personal plans in place. This had been fully actioned. To support children to be happy and confident, staff had effectively used personal plans to enhance individualised care, support and learning opportunities. Personal plans provided detailed information, including strategies and next steps to support individual children. This information was used consistently and effectively by staff. Staff knew the children's individual care and support needs, personalities and preferences very well. Activities and experiences were responsive and planned to meet the needs and interests of the individual children.

Staff worked in partnership with families when developing personal plans and support strategies. This ensured that children received appropriate levels of consistent care and support. There was daily communication with families at drop off and collection time as well as online updates.

Children experienced positive snack and lunchtime experiences which were very calm, relaxed and unhurried. Children were encouraged to be independent and make choices. Snack and meal choices were healthy and followed nutritional guidance. Staff sat with children chatting and modelling healthy eating, creating opportunities for children to develop their language and social skills. This contributed to creating a homely, relaxed and enjoyable mealtime experience for children.

### 1.3 Play and Learning

All the children were happy and engaged in their play. They actively led their play and learning throughout the day. They benefited from a high-quality play and learning environment, both indoors and outdoors. They were provided with play and learning opportunities that impacted positively on their development, health, wellbeing and happiness. For the majority of the time children benefitted from uninterrupted play allowing them to become absorbed and have fun. This increased children's happiness and engagement.

Children were supported to learn and develop through their play. Planning approaches were child led and responsive. There was a good balance of spontaneous and planned activities. Children were offered exciting, stimulating and interesting experiences which promoted curiosity, imagination and collaborative play. Children's interests and learning were further supported by staff's use of skilled questioning to help extend learning

The children presented as very happy, confident individuals. For example, outdoors we saw two children very

engaged in their play at the mud kitchen while another child enjoyed taking part in a game which involved problem solving, physical exercise and some risk assessment. Both activities were effectively and skilfully supported by staff to promote children's learning and develop skills in language, numeracy, problem solving and risk assessment.

The children's successes and achievements were recognised and celebrated, helping them develop a sense of pride, build resilience and support their self-esteem. Their learning was displayed in the nursery, in floor books and in the children's individual learning journals. Each of the children were eager to share their folders with us and took pride in telling us all the things they had done at nursery.

Staff completed quality observations and assessments which were used effectively to track children's development, progress and achievements. Children's learning and progression was recorded by staff and shared with families both via the child's learning journal and during informal feedback at the end of the day.

### How good is our setting?

**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore, we evaluated this key question as very good.

## 2.2 Children experience high quality facilities

Children experienced a setting that was very welcoming, clean, and inviting. The playroom was comfortable and homely and benefitted from plenty of natural light and ventilation. Furniture and resources were of a high standard and organised to support free flow play indoors. This all promoted a strong sense that children matter.

There was a system to report any repairs and damaged items were promptly replaced. Infection prevention and control practices minimised the potential spread of infection. There were appropriate risk assessments in place which promoted the safety of the children as well as daily checks of the premises.

Children benefitted from access to a well-resourced and carefully set out indoor play space. We saw children who explored happily and were engaged in their play. Consideration had been given to the variety of activities and experiences on offer to spark the children's curiosity and imagination. Children led their play and were able to independently select resources of their choice. Areas within the indoor play space had been set up to reflect the children's current interests and curiosities, with appropriate materials, including natural and open ended resources to support learning. Children were able to talk about their learning. For example, "We went to the river" and "those are planets" while pointing to the planets they had made hanging from the ceiling.

Staff had created a very positive learning environment with purposeful areas and quiet, nurturing spaces. There were cosy areas with soft furnishings where children could relax. This enabled children to seek out a calm area where they could have some individual time if needed. This supported children's emotional wellbeing.

The outdoor area had been well thought out and offered children a fun and stimulating space where they could comfortably engage with a variety of creative, open ended and natural resources and benefit from taking risk in their play. The outdoor space, supported children to develop their gross and fine motor skills as well as their numeracy and literacy skills.

Even though the day of the inspection was very blustery with showers, all the children enjoyed spending much of their time outdoors. They were fully engaged in a range of activities, either on their own or with their friends. Children were having fun playing imaginatively in the well resourced mud kitchen creating various potions, playing a game with hula hoops which involved problem solving to retrieve them from high branches in the trees, practicing throwing balls into the basketball net as well as enjoying the freedom and experience of running around in the wind, sun and rain. We observed children taking turns, sharing, cooperating, talking and negotiating. Staff supported children to direct their own play and activities in the way they chose.

## How good is our leadership?

**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore we evaluated this key question as very good.

### 3.1 Quality assurance and improvement are led well

There were clear visions, values and aims for the service which were shared by the manager, staff and the families. The manager, staff and families were all included when these were reviewed. Children benefitted from a culture of continuous improvement. Effective policies, procedures and quality assurance processes were in place to support the development and improvement of the service. The manager and staff were all enthusiastic and committed to the ongoing development of the service to secure positive outcomes for the children. Staff were reflective and keen to improve both their individual and organisational practice.

Parents and children were routinely involved in the ongoing evaluation of the service. Consulting and listening to the children and their families was a priority for the manager and staff. Involving children and their families meaningfully in the continuous improvement of the service contributed to them feeling included.

Regular communication with families took place through a variety of methods, including email, online platforms, questionnaires and face to face discussion. The service had reintroduced stay and play sessions which had been very successful, much appreciated and enjoyed by everyone. This helped to promote a shared partnership in the delivery of high quality care for children.

Staff were also very much involved in the evaluation process. They were supported to reflect on the service provided, evaluate learning opportunities and resources available. This resulted in children experiencing a rich learning environment which encouraged them to be creative and curious. There were regular staff meetings and staff were able to give any feedback or suggestions they might have about the service and outcomes for children.

The nursery staff were supported by both the manager and the P1-4 teacher. They visited the nursery each week and completed both informal and formal monitoring. Management and staff had a very good understanding of 'How good is our early learning and childcare' which was used as a tool for evaluation. We encouraged the service to become familiar with the new quality framework 'A quality framework for daycare of children, childminding and school aged childcare' as another evaluation tool to support assessment and evaluation within the service. Evaluation within the service was underpinned by best practice guidance and supported high quality care and support.

**How good is our staff team?****5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore we evaluated this key question as very good.

**4.3 Staff deployment**

The staff were very caring and nurturing. They were enthusiastic and committed to providing a positive experience for the children in their care. They were warm, friendly and sensitive in their approach and demonstrated positive team working which promoted a happy and secure environment for children.

Staff were appropriately deployed throughout the day which ensured they met the needs of children at the right time. They were flexible in their deployment which supported children to lead their play and engage in free flow opportunities whilst remaining safe. For example, when two of the three children present said they wanted to go outdoors later in the afternoon, staff readily organised who would support which children to ensure all three children were able to engage in their chosen activity. Staff worked very well together as a team and their differing skills and knowledge complimented one another and resulted in quality interactions with children. They communicated well with each other and worked together to ensure effective supervision and quality engagement with children across the day. Transitions were seamless and well planned with children being comfortable about what was happening next.

Building positive, trusting relationships with families was a priority for staff. They worked to ensure they had regular communication with parents and build positive relationships which enhanced children's experiences and promoted a partnership approach. Families were kept informed about the nursery and their children's experiences through daily conversations at drop off and collection times and regular online sharing of information and photographs. Having good communication with families contributed to parents feeling included in their child's experiences at nursery and assisted staff when identifying how best to meet children's needs.

## What the service has done to meet any requirements we made at or since the last inspection

**Requirements****Requirement 1**

The service should develop clear, written personal plans for children to ensure that staff have up to date information about children and how to support them. These plans should be developed and routinely reviewed in consultation with children and families.

This is in order to comply with: Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, SSI 2011/210 - Regulation 5(1)(2) Personal Plans.

Timescale : 01 April 2019.

**This requirement was made on 14 January 2019.**

## Action taken on previous requirement

This requirement had been fully met. For more detailed information, please refer to Quality Indicator - 1:1 Nurturing Care and Support.

**Met - within timescales**

## 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).



## Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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