

Central (English) Nursery Day Care of Children

Central Primary School
Kenneth Street
Inverness
IV3 5DW

Telephone: 01463 233 906

Type of inspection:
Unannounced

Completed on:
23 November 2022

Service provided by:
Highland Council

Service provider number:
SP2003001693

Service no:
CS2003013528

About the service

Central Primary School Nursery is a local authority provision which operates from within Central Primary school. The service is registered to provide a service to a maximum of 60 children aged from three years up to primary school ages of whom no more than 45 are not yet attending primary school. The care service will operate between the hours of 08:00 to 17:30 Monday to Friday.

The registered service also comprises of a breakfast club and out of school club. The nursery is housed within its own building. The premises comprise of a parents' entrance with space for coats and boots, toilet facilities and two separate play rooms. The nursery also has access to the gym hall and outdoor play areas.

About the inspection

This was an unannounced inspection visit which took place on 22 November 2022. The inspection was carried out by two inspectors 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:

- received feedback via email/phone from four parents and carers;
- spoke with staff and management;
- spoke to children in the nursery/breakfast and out of school club;
- observed practice and daily life;
- reviewed documents.

Key messages

Children benefited from interactions with staff which were warm and caring.

Daily communication with families supported the service to meet the needs of all children in the service.

Children were well supported when eating their snack/lunch and enjoyed a relaxed and pleasant experience.

Some areas of the environment needed further assessment to ensure that it provides a comfy and cosy place for children.

Play spaces should be developed to ensure all children can be supported to learn and develop through high quality play experience.

A range of effective systems were in place which supported a culture of continuous improvement.

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?	3 - Adequate
How good is our setting?	3 - Adequate
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

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

How good is our care, play and learning?

3 - Adequate

1.1 Nurturing care and support

We made an evaluation of good for this quality theme, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children were happy and settled within the service. Throughout the nursery, staff used warm and caring interactions to provide a good level of nurturing care. Staff praised and encouraged children to make them feel safe and secure. Children responded by being very settled and confident in their surroundings and in the care of staff. When children needed reassurance, staff responded warmly and offered cuddles, if this is what they wanted. This supported children to feel safe and secure during their time at the service.

Children were warmly welcomed when they arrived at nursery, helping them feel loved and cared for. Staff took time to speak with parents when arriving or leaving the nursery with their child. This helped ensure relevant information was passed on to meet children's needs and took account of changes to their routine.

Children's personal plans were organised and kept a detailed range of information about each child which included their medical and dietary needs. The recording of children's progress and development captured significant events of each child's development. This information supported and guided staff to take appropriate action when required and contributed to keeping children safe and well. This requirement has been met from the previous inspection.

Mealtimes were relaxed and calm. This was a relaxing part of the day and we saw the staff sitting with the children and chatting to them. This encouraged conversation and the development of skills such as using cutlery which provided children with a valuable social experience. Children also had access to fresh water throughout the day which encouraged them to stay hydrated. This helped the children to feel included and support speech and language development.

1.3 Play and learning

We evaluated this key question as adequate. While the strengths had a positive impact, key areas needed to improve.

Children had fun and experienced a variety of play opportunities which promoted learning and development. Children enjoyed activities both indoors and out. Some favourite activities across the nursery was the home and the book corner. Children had benefitted from the introduction of open-ended materials and loose parts. These items enabled children to develop their ideas and problem-solving skills. However, overall improvements were still needed to the range and quality of resources to support children to have more interesting and challenging experiences.

Children attending the out of school care had opportunities to lead and direct their own play. For example, they could choose from a wide variety of resources and play spaces that were age appropriate. Children were very confident and invited staff to join in play which allowed for valuable opportunities to develop relationships while making them feel respected and valued.

On the day of the inspection we saw a member of staff engaging positively with children while reading a story in the cosy corner. They were all highly engaged in this activity that supported them to develop their numeracy, literacy and emotional skills. This experience contributed to children understanding the importance of recognising and reproducing words, which also builds children's vocabulary and communication skills.

Although the majority of children were happy and engaged in activities over the course of the day, there were also some missed opportunities to fully support children's creativity, curiosity and to extend their play and learning experiences. Some staff supported children's play, learning and development through effective questioning which extended children's thinking and problem-solving skills. However, this was not consistent across the staff team. The management team should undertake more focussed observations of staff practice which would help support all staff further in their interactions. **(See area for improvement 1).**

Areas for improvement

1. To ensure children receive high quality experiences through interactions, the manager should support staff to develop their skills in quality interactions.

This should include, but not limited to

(a) Support and extend children's thinking and problem-solving skills during their play and learning experiences.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

How good is our setting?

3 - Adequate

2.2 Children experience high quality facilities

We evaluated this key question as adequate. While the strengths had a positive impact, key areas needed to improve.

The playrooms were bright and clean and were laid out with chairs and tables for children to sit for snack/ and do activities they wish to participate in.

Since the last inspection, improvements had been made to the layout of the playrooms and as a result the setting was more inviting and had more resources available for children. Whilst we acknowledged the improvements made to the setting as a whole, some areas still need some changes. The home corner lacked in some real life resources which meant some children could not engage in meaningful play experiences. Resources should be varied, and in sufficient quantities to stimulate children's natural curiosity, learning and creativity in all playrooms. This would support children to become fully and actively engaged in directing their own play and learning. **(See area for improvement 1).**

Regular outdoor play supported children's health and wellbeing. Outdoor play and learning strengthened children's health, wellbeing, and learning. On the day of the inspection, children had access to some loose

parts and resources outside. However, a lot of resources were not taken out of the shed for children to participate in. Children would have benefited more with sensory/messy/water play outside and more real life resources to spark curiosity in their play experiences. This would support children to extend their imagination, learning and problem solving skills. **(See area for improvement 1).**

Accidents and incidents were documented well, and parents kept informed. We just reminded the management team to ensure audits are in place. This would allow staff to identify recurring issues and trends which then supported inform risk assessments.

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children and staff. During food preparation and serving, staff followed best practice guidance and carried out effective cleaning of tables before and after children ate, and supervised children when handwashing. This contributed to minimising risks of infection for both the staff team and children.

Areas for improvement

1. Children should benefit from a learning environment that is rich in opportunities for them to explore, be creative and problem solve. The manager and staff should review and develop the environment to make it more homely, stimulating and fun.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My environment is relaxed, welcoming, peaceful and free from avoidable and intrusive noise and smell.' (HSCS 5.20).

How good is our leadership?

4 - Good

3.1 Quality assurance and improvement are led well

We made an evaluation of good for this quality theme, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The manager worked collaboratively with the head teacher, senior practitioner and staff to use effective self- evaluation with a focus on improving outcomes for children. The manager had dedicated days set a week to focus on the nursery and offered and played a key role in promoting a positive staff ethos within the service. The senior practitioner had not long been appointed and offered support and ran the day to day duties of the nursery. Staff told us they felt fully supported and valued by the management team. The positive team relationships helped support children to feel nurtured and secured.

Positive working relationships had been established with other agencies. This ensured the service had information on how to support children with identified additional support needs. Regular communication and consultation meant some plans were being routinely reviewed with parents and relevant agencies. This promoted inclusion and supported the children to feel safe and nurtured.

Management and staff used team meetings as an opportunity to discuss what was working well within the nursery and any areas they wanted to improve. We also discussed that focused observations would also be

beneficial with clear feedback given to staff with identified actions, and therefore reflecting on practice would help drive forward improvements, and support children's experiences further.

How good is our staff team?

4 - Good

4.3: Staff deployment

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

Staff worked well together as a team and they brought a range of experience to the service. The team worked well together to offer an inclusive environment where children could play and have fun. Communication methods such as phone calls, emails, closed social media and face to face chats provided a platform for sharing information that supported meeting children's needs.

The service was appropriately staffed to meet the needs of children which ensured that ratios were met across the service. Staff were working flexibly across the service working on a rota system to ensure appropriate staffing at all times. Children benefitted from staff considering their continuity of care across the day. For example, during busier times of the day like lunch / drop off time staff worked well together to ensure children were supported and that relevant information was passed on to ensure children's needs could be met.

Staff were safely recruited and were registered with Scottish social services council (SSSC) to protect children and keep them safe from harm and abuse. This requirement from the last inspection has now been met.

Newer recruited staff told us how they were well supported and mentored by other staff members. They told us they enjoyed working in the service and felt involved and part of a good team.

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

Requirements

Requirement 1

To support the health, wellbeing and safety of children, the management and staff should by 6 January 2020, review and develop existing 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. The service will also put in place clear written protocols for those children with identified health needs.

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

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that:

My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices. (HSCS 1.15).

This requirement was made on 31 March 2020.

Action taken on previous requirement

Personal plans were currently updated and in place for all children with current information on their needs, wishes and how they would be met. We saw how staff used information in the personal plans to support children and meet their needs effectively.

Children's personal plans were regularly reviewed and updated in partnership with parents.

All staff knew the needs of the children

Developmental Overviews and Pre-School Form 1s are now in an easily accessible folder

Developmental overviews updated on an ongoing basis but minimum of being review

List of dietary requirements must be kept up to date and available for all staff to access during snack/ lunchtime. Protocols in place for children with health and dietary requirements.

Met - within timescales

Requirement 2

The provider and manager must ensure that all staff working in the service are registered within six months of commencing employment, and maintain their professional registration with the relevant professional body by 30 January 2020.

This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (Scottish Statutory Instrument 2011/210) Regulation 9(1) - Fitness of employees.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that:

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes'. (HSCS 3.14).

This requirement was made on 28 February 2020.

Action taken on previous requirement

All staff including breakfast club staff are registered with the SSSC.

Met - within timescales

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

Children's individual needs, wishes and views should be regularly sought and respected. The nursery must listen to the children and promote empowerment within this service.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that:

'As a child, I am treated as an individual by people who respect my needs, choices and wishes, and anyone making a decision about my future care and support knows me.'(HSCS 3.13).

This area for improvement was made on 31 March 2020.

Action taken since then

- All floor books to be used across the setting to evidence child led planning indoors and outdoors.
- Learners to have more ownership over profiles, to be updated in action on the floor with learners
- Reviewing and evaluating the lunch time routine to ensure it meets individual needs.
- Celebration time achievements in the setting – star of the week, displayed and changed weekly, consistent across the nursery.
- Daily routine consistent across the setting – visual timetables, shared with children, children being welcomed at the door of the rooms, opportunity for free flow.
- Children to be more independent during snack and to be consistent in both rooms.
- Children must be involved in helping prepare snack daily, e.g. 2/3 helpers a day.
- Differentiation – not only by age but developmental stage as well. Ensuring that experiences are meeting individual needs.
- Provide the children with real life experiences, and allow them to explore meaningful play experiences by extending the use of real life natural authentic resources.

Previous area for improvement 2

To protect the health and wellbeing of all children and staff the provider should review the infection prevention and control practices in the nursery. Staff should be reminded of their infection control responsibilities throughout the daily routines of the nursery.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that:

'I experience high quality care and support based on relevant evidence, guidance and best practice.' (HSCS 4.11).

This area for improvement was made on 31 January 2020.

Action taken since then

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children and staff. This included supporting children with good hygiene practices to minimise the risk of spreading infection.

Previous area for improvement 3

The provider and manager should continue to support the staff team in reflectively evaluating the impact of their professional development and work together as part as a team.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that:

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes'.(HSCS 3.14).

This area for improvement was made on 31 December 2020.

Action taken since then

All staff voices are represented on the plans through each staff member adding post it notes (2 minimum) to evaluate, record observations and how to extend the learning

- * Planning to be evaluated throughout the week and evaluations to be used when planning the following week at the weekly planning meeting.
- * DHT /CCM and SEYP to monitor planning on a monthly basis and feedback to staff at monthly meetings.
- * SLT and SEYP to audit profiles monthly using the profiling monitoring tool and provide feedback to staff at meetings.
- * Monthly full team meetings to allow for sharing of best practice, information and everyone contributing ideas for areas for improvement.
- * Improved communication between staff - streamlining the information being shared from DHT, CCM and SEYP - weekly bulletin.
- * Continue to team build and communication between staff.
- * Staff being positive role models and modelling positive relationships - referring to SSSC Code of Conduct.
- * Staff to develop their own curricular "champion" role to enhance experiences for learners across the setting, indoors and outdoors. Extending their own knowledge and understanding through referring to best practice guidance, including "A guide to support core provision in your ELC setting".

- * Action plans for Champion Area to be developed at meeting of DHT/EYP/SW.
- * Defines roles and responsibilities for DHT, CCM, SEYP, EYP and SW.
- * Best Practice Guidance documents to be stored accessibly for all staff in the Nursery Office and staff will be expected to read/refer to identify sections to support ongoing improvement.
- * Champion meetings once a term to allow staff to reflect on their practice and the impact on improving the quality of children's experiences.
- * EYESO monthly moderation of observations in the setting.
- * EYPs to moderate each other's profiles monthly.

Previous area for improvement 4

All staff are involved in the ongoing self-evaluation of the service and take forward the necessary improvements required.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that:

'I use a service and organisation that are well led and managed.'(HSCS 4.23).

This area for improvement was made on 31 December 2020.

Action taken since then

- * Whole team to have intensive interaction training – to support children with ASN.
- * 3 staff trained in CHAMS in ELC.
- * All staff involved in the SE process - including the improvement plan
Increase engagement with HGIOELC and Building the Ambition and building up evidence
- * Weekly team self-evaluation sheets to be completed by all staff - focus on environment (What has worked well? What can I adapt? What can I remove?)
- * All staff to be familiar with section 7 of Building the Ambition and reflect on key points when self-evaluating.
- * Staff voices are represented on the plans through each staff member adding post it notes to evaluate, record observations and how to extend learning.
- * Planning evaluated throughout the week and evaluations to be used when planning the following week at the weekly planning meetings.
- * Reviewed the lunch time experiences - can see improvements from the last inspection.
- * Team meeting for sharing of best practice, information and everyone contributing ideas for improvement.

Previous area for improvement 5

The manager should develop and implement an effective system of quality assurance to monitor and improve all areas of practice and improve outcomes for children.

In order to achieve this the provider must:

- a) develop and implement a rigorous quality assurance programme
- b) implement regular effective support and supervision for all staff
- c) involve staff in the systematic evaluation of their work and the work of the service
- d) put clear plans in place for maintaining and improving the service
- e) ensure the manager effectively monitors the work of each member of staff and the service as a whole.

This is to ensure care and support is consistent with the Health and Social Care Standards which states:

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

This area for improvement was made on 31 March 2020.

Action taken since then

- * The management team and staff all worked together to ensure a positive ethos within the service.
- * Engaging with the quality framework – staff meeting once per month, 15 minutes spent on self-evaluation
- * Supported settling in for pupils.
- * Updated new all about me- being me session in place, central part of the pilot of this, supports care needs of children being shared.
- * Contacted HV to support children starting ELC and other children who may need extra support.
- * Improvement project with CI was pupil voice focussed – impact on children.
- * Survey and questionnaires from parents – welcomes feedback.
- * Buddied up qualified and unqualified staff – focussed on each meta skill. They maintained regular open communication through newsletters, google classroom, phone calls and verbal feedback at the end of the day.
- * Quality assurance and an ethos of continuous improvement were evident throughout the setting, with the management team and staff working hard to develop children's experiences.
- * A quality assurance calendar was in place that ensured audits of various aspects of the nursery were routinely carried out.
- * Team meetings took place weekly where small groups of staff came together to reflect on practice, and be involved in making decisions and improvements.

Complaints

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

Detailed evaluations

How good is our care, play and learning?	3 - Adequate
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	3 - Adequate
How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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