Gledfield Nursery
Day Care of Children

Gledfield Primary School
Church Street
Ardgay
IV24 3BN

Telephone: 01863 766580

Type of inspection:
Unannounced

Completed on:
21 June 2019

Service provided by:
Highland Council

Service provider number:
SP2003001693

Service no:
CS2003013640

About the service

Gledfield Primary School Nursery operates in the village of Ardgay. The accommodation comprises of a nursery class with kitchen facilities, a reception area and toilets. The nursery also has access to the school hall and various outdoor play areas around the school grounds.
The service is registered as a day care of children service to provide a care service for children aged from 3 years to those not yet attending primary school. It is registered for up to 15 children.

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 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. Getting it right for every child 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 Getting it right for every child. 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.

What people told us

Parents and carers spoke well of staff and indicated that they were approachable and children looked forward to coming to the service. We sent three care standards questionnaires to parents/carers of children who attended the service. We received two completed questionnaires before the inspection took place.

Both respondents 'strongly agreed' with the statement; "Overall, I am happy with the quality of care my child receives."

On the day of the inspection we spoke with a sample of parents and carers. They were all keen to share their satisfaction with the service and the activities and experiences their children could access.

Comments shared through the questionnaire return included;
"....Parents are made to feel welcome and involved, staff are wonderful my (child) adores them and talks about them all the time ..couldn't be happier with the service."
Another parent shared the following "absolutely brilliant service, care and kindness from the staff....well done."

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

What the service does well

Children were well cared for by the staff group, who knew them well. The staff's mixture of experience and measured interactions promoted a real ethos of respect in their interactions with the children and their parents/carers. Staff took time to seek children's views to support and promote imaginative play linked to various activities throughout the session, this included shared time with the whole school reviewing children's achievements and plans for moving up next term and play outdoors.

Learning journeys were sampled and noted that this area of practice had been an area of review and targeted improvement. Staff had an understanding that these records should be more outcome based and should be linked to learning achieved and next steps identified. We noted that good progress was being made regarding this change in focus and training to support this taken place.

Children have regular access to active play and staff are keen to maximise the use of the outdoor environment. The use of dedicated play/adventure areas around the school environment is fully embedded and staff are continuing to develop the use of 'loose parts' - the provision of open-ended resources to support creativity, problem solving and collaboration and decision-making to support imaginative play.

Staff planning for transitional arrangements between the nursery and local schools was ongoing and appeared to take into account the needs of the children.

Staff ensured children had an understanding about keeping safe in the sun and sun protection was used appropriately whilst children were outside. Children were supported and encouraged to express their wishes, thus leading to the children feeling nurtured and valued. Children throughout the service had opportunities to engage in a varied and stimulating environment.

Mind maps assisted staff in supporting children in helping to shape their learning and we could see that the children had been learning about dinosaurs and reading material and displays supported this topic of interest.

What the service could do better

We discussed further opportunities to further develop the use of loose parts across the service.

Staff should also consider how numeracy and literacy can be further promoted within the setting as they further develop the resources which children can access themselves for example items to create music and noise.

We looked at accident and incident records and suggested that staff should revisit the process for recording events. This will ensure records support an appropriate understanding as to the nature of an injury, how events took place and what steps had been taken to support the child and reduce the likelihood of a further event if this is proportionate and possible. The manager of the service should audit these records regularly to identify common features and any action to be taken to manage risk proportionately.

Staff work hard to make effective use of the space available to them within the nursery class. We noted that staff were open to suggestions to review the décor of the room to allow the development of a calmer environment. Research would suggest that such improvements would enhance the quality of children's experience within the setting.

We discussed recent best practice guidance including 'Gender Equal Play' and further guidance available on the Care Inspectorate Hub. The manager may wish to consider how information held on this database could be shared with staff and parents/carers to support ongoing development of the service and its policies.

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	
13 Jun 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
17 Jun 2013	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 4 - Good 4 - Good
3 Jun 2010	Announced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 4 - Good 4 - Good

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