Isla Primary School Nursery
Day Care of Children

Isla Primary School
Peel Farm
Lintrathen
Kirriemuir
DD8 5JJ

Telephone: 01575 577110

Type of inspection:
Unannounced

Completed on:
22 October 2019

Service provided by:
Angus Council

Service provider number:
SP2003000043

Service no:
CS2003015776

About the service

Isla Primary School Nursery operates from a large purpose-built room within Isla Primary School. The nursery children enjoy free access to a well resourced garden area.

Isla Primary School Nursery has been registered to provide a care service since 2011. At present the nursery is registered to provide a care service to a maximum of 16 children aged three years to those not yet attending primary school.

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 wellbeing 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 wellbeing indicators at the heart of Getting it Right for Every Child: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

The school and nursery are presently refreshing their vision and aims. These are ready for consultation with parents and carers and will be shared following this process.

What people told us

We provided the service with six Care Standards Questionnaires (CSQs) for parents of children using the service. Five completed questionnaires were returned to us before the inspection. All of those who completed our questionnaires agreed or strongly agreed that they were happy with the quality of care and support their child received while in the service.

We had the opportunity to speak with two parents on the day of inspection who confirmed they were happy with the service received. Written comments included:

'Excellent facility. Experienced, knowledgeable, enthusiastic staff who know their pupils very well and they aim to provide a friendly and nurturing environment for the children to develop and grow in.'

'My child's nursery is a place that enables her to feel secure, confident and happy. She is having a wonderful time. All staff continue to help her develop holistically whilst having fun.'

'As a small nursery I was interested in how it compared to a larger nursery. Isla nursery feels like a very nurturing and fun environment for my son. What has become very apparent is the staff are very invested in creating an individualised, positive learning experience for each child. They are embraced as individuals from day one.'

On the day of inspection three children attended a full day session. During the inspection we observed the children at play and found them to be happy and confident, enjoying their activities, snacks and lunches. The children were happy to tell us about the nursery and the things they enjoyed doing there and to involve us in their play, sharing their stories with us. They told us:

'I'm going to make soup outside.'

'We're making a cake on 'Bake Off'. You can make the sponge and I'll make the icing.'

'These wellie boots have something in them so I'm just going to put my shoes on.'

'Do you know what about Batman? He's a super hero and there were lots of baddies. One with fire and he shot water in his eye and the fire went out and he died.'

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	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

During the inspection we considered the quality of care and support, from the evidence gathered during our inspection we evaluated this theme as very good. We also looked at the quality of the environment which we evaluated as very good.

We spoke with staff about the service's child protection policy. We were satisfied that they had a good working knowledge of their responsibilities and the procedures to ensure that service users were protected.

Staff know their children well and used what they know to meet their needs. Staff had developed good relationships with parents and carers, sharing information well during drop off and pick up times. We observed nurturing interactions where children approached staff for support, comfort and cuddles where needed.

Staff were very aware of the need to stand back and allow children to make discoveries through their play and learning for themselves, supporting and scaffolding learning where needed. Children's learning was shared well through the SeeSaw application and children's learning journals. We could see evidence of parental comments which shared learning and achievements from home linked to current topics and themes.

Transitions were well planned and managed with opportunities for nursery children to be part of the whole school community throughout the year. Children participated in a range of events and had timetabled access to the school's gym hall. This helped to ensure children felt confident as they moved from nursery into the school.

Very good use was made of the local environment. We saw photographs of the visits they had made, these included regular use of a local wooded area and links with the adjacent Peel Farm where the children have taken vegetables they have grown in the poly tunnel at school, which is used for soup in the farm café.

Children had access to a range of resources to support creativity, problem solving and decision-making. The outdoor area had been developed well to include a broad range of loose parts. Children made the most of free flow opportunities moving between both environments according to their own agenda. We were pleased to observe few interruptions to children's play and learning with children enjoying extended play opportunities.

Children were having fun, engaged and working collaboratively together. We saw a range of examples of collaborative play where children were supporting each other to achieve. Staff were aware of positive risk and how they could empower children to become responsible through a measured level of support and freedom.

What the service could do better

Staff should work together to establish which recording mechanisms are to be used to record children's learning observations to ensure work is not duplicated. Observations should be significant and record children's learning rather than descriptions of the activities they have engaged in. Where next steps are identified, these should be revisited and reviewed on a regular basis. We would like to have seen more contributions from children in identifying their own achievements and next steps.

As part of their improvement plan staff had identified the need to develop a monitoring and tracking mechanism to enable them to record children's progression in learning. We would ask them to drive this forward at their earliest opportunity.

Staff should begin to establish links with other services where children attend on a 'split placement' to ensure information is shared appropriately between services.

We looked at 'floorbooks' which were being used to support planning and the recording of children's group learning. Staff had already identified the need to develop these further and had made a good start to this. We asked them to ensure they included children's writing, drawings and ideas for development to ensure children have ownership.

Some areas within the nursery were cluttered and resources were disorganised. Staff should consider paring resources back in places to ensure children can access them readily and are clear on how they can be used. The snack preparation area should be cleared to ensure it can be cleaned properly to minimise the risk of infection.

We looked at foodstuff held for the snack provision. These should be labelled and dated when opened to ensure they are consumed before their use by dates. Any items not for consumption should be clearly labelled so they are easily identified.

We observed children's lunchtime experience which took place in the school's multi-purpose hall. Children were encouraged, as much as they could be, to be independent and responsible. We felt that the provision could be enhanced by allowing children to use real crockery and cutlery. Plastic knives and forks provided extra challenge to children as they were unsuccessful in cutting and spearing the food on their plates. We found this to be the case for the school children too. We would like to have seen supervising staff eating with the children to model good eating habits and manners.

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	
1 Nov 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 5 - Very good Not assessed
7 Jan 2014	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
15 Dec 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed Not assessed
2 Mar 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 4 - Good 4 - Good

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