Walkerburn Primary School Nursery
Day Care of Children

Caberston Road
Walkerburn
EH43 6AU

Telephone: 01896 870 235

Type of inspection:
Unannounced

Completed on:
28 January 2019

Service provided by:
Scottish Borders Council

Service provider number:
SP2003001976

Service no:
CS2003016095

About the service

To provide a day care of children service to a maximum of 12 children not yet of an age to attend primary school at any one time.
Of those 12 no more than 1 are aged 2 to under 3 and;
No more than 11 are aged 3 to those not yet attending primary school

The nursery is accommodated within Walkerburn Primary School. They have their own outdoor play area.
The aims and objectives of the service include:

"We aim to:
- Provide a welcoming, safe and stimulating environment where all children can learn through play and interaction with adults and other children.
- Promote self-esteem, confidence, respect for others, healthy living and personal safety, so that children can become successful learners, effective contributors, enterprising individuals and good citizens.
- Plan for different needs of children in our early learning and childcare nursery in a flexible way and take account of the children's views."

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 GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

Children were happy and involved in their play. They were comfortable approaching staff and were confident with the routine of the day. They were keen to show the inspector their toys, games and outside area. They told us they enjoyed snack, playing with their friends and being outside.

Before the inspection we sent the service six Care Standard Questionnaires to give to parents. Two of these were returned. We also sent two staff questionnaires, all were returned.

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	4 - Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

Children were happy, settled and having fun at nursery. Parents were welcomed into the nursery and staff knew the children and their families well. Senior management and staff respected the importance of the service within the wider community and wanted to promote a sense of belonging and inclusion within the setting. Younger children (with their parents) and older children visited the nursery regularly this meant transitions were well supported. The children all played well together and we saw some friendships being formed.

We saw some positive interactions between staff and children. Nurturing and respectful relationships had been developed. Staff were engaging children in their learning and this interaction helped the children feel confident and settled in the nursery.

Staff had reflected on the planning, observations and the next steps cycle. They had reviewed and worked alongside the support teacher to ensure they were planning and documenting significant learning for the children. We asked that staff continue to develop this and ensure that observations have clear next steps identified that focus on individual learning needs. This would ensure that children's development was appropriately challenged and progress tracked. The service also agreed to ensure that activities and resources on offer adequately challenged the children's learning and development.

Children's health and wellbeing was promoted by regular access to the outdoor area. This was well used by all the children and they were developing their skills of balance, sharing and co-operation. "Loose part" materials were available for the children, and the service were developing this area within the playroom. Staff were aware of encouraging children to experience a certain amount of risk within their play. A woodwork bench allowed children the experience of working with "real tools" and they were aware of how to do this safely.

The playroom was a welcoming space for the children. A good range of toys and activities were available for the children. They particularly enjoyed the house area, group games and water play. The nursery had recently moved into two rooms and children were enjoying the extra space to explore and investigate. Staff were reviewing the room to ensure specific areas were meeting the needs of the children. Staff agreed to ensure that they are providing basic, enhanced and continuous resources for the areas within the playroom. The staff were also developing resources to support schematic play.

Staff kept their professional development up to date and we saw some impact of this within the setting. Staff were aware of good practice documents. The nursery was well supported by the deputy head and local authority teacher. Staff should continue to work and develop the priorities highlighted in their improvement plan.

Independence skills were promoted. Children enjoyed baking for the snack and helped to prepare the fruit and set the table. They enjoyed sitting together and chatting to their friends.

What the service could do better

Staff knew the children well and could describe their needs, interests and age and stage of development. Personal plans were in place for all children. However, for the children who require additional support staff should document the strategies required. The staff have agreed to review this and evaluate any progress made. This will help meet the individual needs of the children and identify where further support may be required.

We have asked the service to look at "coming together" time and ensure it is used as a valuable learning experience for the children.

The children stayed for lunch and joined the rest of the school in the dining hall. We saw all the children enjoyed this experience. However, staff have agreed to review this on a regular basis and ensure that outcomes for children remain positive.

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

Recommendation 1

The provider and staff need to devise an effective way of using GIRFEC, SHANARRI and Building the Ambition throughout the nursery.
National Care Standards for Early Education and Childcare up to the age of 16. Standard 6 support and development.

This recommendation was made on 28 April 2016.

Action taken on previous recommendation

The service had devised effective ways of using GIRFEC, SHANARRI and Building the Ambition throughout the nursery. This included in their planning, evaluations and quality assurance documents.
This recommendation is met.

Recommendation 2

The provider should ensure children are given opportunities to become fully involved at snack time.
National Care Standards for Early Education and Childcare up to the age of 16. Standard 3 - health and wellbeing.

This recommendation was made on 28 April 2016.

Action taken on previous recommendation

Children were given opportunities to be involved in snack time. They baked biscuits for snack and prepared fruit and set out cups, plates and cutlery.
This recommendation is met.

Recommendation 3

A risk assessment should be put in place to evidence how the service ensured the health and safety of a child with additional support needs.
National Care Standards for Early Education and Childcare up top the age of 16. Standard 3 - health and wellbeing

This recommendation was made on 28 April 2016.

Action taken on previous recommendation

All risk assessments had been updated and included the benefits of children undertaking "risky play" and included the health and safety of all children.
This recommendation is met.

Recommendation 4

The provider should review and amend their risk assessments.
National Care Standards for Early Education and Childcare up to the age of 16. Standard 2 - a safe environment

This recommendation was made on 28 April 2016.

Action taken on previous recommendation

All risk assessments had been updated and included the benefits of children undertaking "risky play" and included the health and safety of all children.
This recommendation is met.

Recommendation 5

The provider should review and amend nursery policies and procedures in line with current best practice guidance.
National Care Standards for Early Education and Childcare up to the age of 16. Standard 14 - well-managed service.

This recommendation was made on 28 April 2016.

Action taken on previous recommendation

Policies and procedures had been reviewed and amended as necessary to include current best practice guidance. This recommendation is met.

Inspection and grading history

Date	Type	Gradings	
16 Mar 2016	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good
30 Jan 2013	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 5 - Very good 4 - Good 4 - Good
4 Mar 2011	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed 4 - Good
29 Mar 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 4 - Good 3 - Adequate

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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