Glendinning Terrace Primary School Nursery
Day Care of Children

Glendinning Terrace
Galashiels
TD1 2JW

Telephone: 01896 753104

Type of inspection: Unannounced
Inspection completed on: 9 March 2018

Service provided by:
Scottish Borders Council

Service provider number:
SP2003001976

Care service number:
CS2003016100

About the service

Glendinning Terrace Primary School Nursery is registered to provide a care service to a maximum of 14 children at any one time between the aged of three years and entry into primary school. The service is provided by Scottish Borders Council. The nursery is based in the town of Galashiels.

The nursery is accommodated within the grounds of Glendinning Terrace Primary School. The nursery consists of one playroom with toilets, a cloakroom and a kitchen area. The nursery has its own enclosed garden, which children access directly from the playroom. They can also make use of the school playground and sports hall.

The aims of the service include:
- provide a safe and stimulating environment, in which children can feel happy and secure
- encourage the emotional, social, physical, creative and intellectual development of children
- promote the welfare of children
- encourage positive attitudes to self and others and develop confidence and self-esteem.

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

The inspection was carried out on Thursday 8 March 2018 between 10.15 and 16.00. We returned on Friday 9 March 2018 between 8.40 and 10.30. Feedback was given to the service at the end of our second visit. Children attend for either a morning or afternoon session.

During our first visit, there were 14 children present in the morning and seven children present in the afternoon. On our second visit, there were 14 children present in the morning session. Throughout all sessions, children appeared happy, relaxed and engaged in their play. Most children were keen to tell us about the nursery and what they liked doing.

Some of their comments included:
"I did my jacket all by myself. I feel so happy about that".
"I am going to make a batman mask. I need black paper".
"This is (child's name). She is my best friend".

We sent out 15 Care Standards Questionnaires (CSQs) for parents prior to our inspection. Four completed CSQs were returned to us. All four respondents strongly agreed with the statement, "Overall, I am happy with the quality of care my child receives in this service". We spoke to a further five parents during the inspection visits.

Comments from both sources included:
"Staff are fantastic and my child loves attending nursery. Lots of trips e.g. farm visits, train tour at Tweedbank and in the better weather they do Forest Nursery. Kids have been making their own soup on a regular basis. I like getting info on the whiteboard re: what the kids have been doing and recent use of email to communicate is helpful. 'Open evening' instead of usual parents evening was more relaxed and I found out a lot".

"My child absolutely loves going to nursery and enjoys all the activities and experiences he has".

"The nursery is amazing. My child has grown in so much confidence. The nursery are always doing things with them and encouraging the children. They are welcoming of parents too; I felt so at ease when my child started. It has been fantastic".

"My child absolutely loves it. They have been great with him and he has come on loads. They have helped me too with advice and things, which has been really good".

"The staff really explain things and share learning with us. It was really useful to hear what children learn through different kinds of play".

"The nursery is great. My little girl gets upset when she can't come at the weekend!"

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

Children presented as happy and content. Children and families were valued and listened to, which created an inclusive and welcoming environment. Positive and engaging relationships between children, parents and staff meant children received a continuity of care that supported them to develop confidence and self-esteem.

Children were achieving, as staff knew them well and planned effectively based on their needs, interests and ideas. Experiences and opportunities were responsive meaning children were engaged and motivated in their learning. For example, a trip to the supermarket was planned as children had been enjoying writing shopping lists as part of their play. For children who required additional support there were clear strategies in place.

These strategies were consistent and sensitive to children's individual needs. The nursery team had a good understanding of GIRFEC and its principles. They confidently promoted children's wellbeing and development both individually and through group experiences.

Children were respected and valued as staff encouraged them with positive praise and skilful questioning. Children experienced quality interactions that promoted higher order thinking and extended their learning. Children's ideas and experiences were recorded in a variety of child-centred ways, including in floorbooks, on displays and in their learning journals. Learning journals were accessible for children and parents at all times. This gave children an opportunity to reflect on their learning and share their achievements with others.

The environment offered a variety of open-ended play experiences that supported children to develop their curiosity, enquiry and imagination. The nursery made good use of natural and real-life materials that encouraged children to investigate and experience a sense of wonder in their play. The nursery had shared examples of children's play with parents. Parents told us they valued being able to learn more about the types of materials children used and the play they created with these.

Children had daily opportunities to play outdoors. This contributed to them being healthy and active. The nursery had introduced 'loose parts play' into the environment and had identified this as an area for further development. 'Loose parts' are materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways. We agreed with this area for development and were confident the nursery would continue to embed 'loose parts play' to enhance children's creativity and learning.

Children enjoyed a variety of outings meaning they were included in their local community. Recent trips to a local farm and the train station had supported children to learn about the natural world as well as the type of jobs people do. One child told us: "We saw the silly sheep who had gotten out the field and was running about the garden. It was funny".

What the service could do better

Whilst children's Learning Journals reflected their experiences and achievements, children's next steps for learning were not always specific. We discussed with the nursery team how the recording of children's next steps could be more effective. We were confident that the nursery and management team would continue to review how they record next steps to support children to achieve and meet their full potential.

The nursery had good systems in place to keep children safe and healthy. However, we asked them to review their recording of accidents. We asked the service to use single sheets rather than a notebook where other children's details could be visible in the previous entry. This will ensure complete confidentiality for children when parents are signing accident forms.

The nursery gathered appropriate information in respect of children's care and development that supported positive outcomes for children. However, we asked the service to ensure that all relevant observations were collated chronologically in children's files alongside personal plans. This will help with any future referrals or support for children should any be required.

The nursery made very good use of its outdoor space and the local community. However, access to the garden was not available for a period at the beginning of each session. We spoke with the nursery about having access to the outdoor space available as soon as the sessions began. This would further expand children's choice and independence in how, where and when they played.

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.

Inspection and grading history

Date	Type	Gradings	
3 Mar 2015	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
31 May 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
25 May 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 4 - Good

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