Stirches Primary School Nursery
Day Care of Children

Stirches Primary School
Roxburgh Drive
Hawick
TD9 7QP

Telephone: 01450 374 389

Type of inspection:
Unannounced

Completed on:
29 September 2021

Service provided by:
Scottish Borders Council

Service provider number:
SP2003001976

Service no:
CS2003016112

About the service

Stirches Primary School Nursery, referred to as the nursery in this report, is registered with the Care Inspectorate to provide a day care of children service to a maximum of 48 children not yet of an age to attend primary school at any one time.

The nursery is an integral part of Stirches Primary School in the Scottish Borders town of Hawick. The nursery premises consists of a large open plan playroom with direct access to the outdoor play area.

A statement of Vision, Values and Aims has been developed for the nursery. These are:

'We play, explore, learn and grow together.
Our vision is to make our ELC welcoming, fun and caring, so that our children are supported in their play and learning.
Our values are:
- Respect
- Kindness
- Responsible
In Stirches ELC, we aim to:
- Plan and provide a balanced curriculum to promote children's learning and development.
- Foster and monitor children's development and progress while monitoring their meeting of their targets.
- Support children and their families
- Create a positive ethos
- Resource the play areas
- Manage and plan for the development of the whole learning community:

'Every day is an adventure of opportunity and exploration in which to succeed.'

As part of this inspection, we took into consideration Key Question 5 - Operating an early learning and childcare setting (including out of school care and childminders) during Covid-19 with a specific focus on Quality indicator 5.2: Infection prevention and control practices support a safe environment for children and staff. We will report on the overall performance of this indicator in Theme 1 Quality Care and Support.

What people told us

We spoke to several children during our visit. We did not seek formal views but chatted about being at nursery. Children were confident in their surroundings and having fun.

We asked the nursery to issue an e-mail to parents to enable us to find out what they thought of the quality of the nursery. We received two responses from parents. Comments included:

'The staff are all excellent at their jobs, communicate extremely well with parents and make the children feel so welcome. My child gets a bit upset leaving me in the mornings and the staff have been so supportive helping me get them in and feel more relaxed.'

'The way the nursery gather information about the child is good, the care plan I filled out prior to my child starting had lots of detail in it to enable me to provide as much information as I could about my child. This was good as I was worried about them starting due to not being in this type of setting before due to lockdown.

I feel the way the nursery now lets the children out at the end of the day in different small groups much better as it allows better communication between myself and the teacher as to how he has been that day an if there was any concerns.'

Self assessment

An up to date self assessment was not requested. We reviewed the quality assurance processes in place for the nursery as part of the inspection process.

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	4 - Good
Quality of management and leadership	5 - Very Good

Quality of care and support

Findings from the inspection

Children were receiving very good levels of care and support in nursery. Staff achieved this through gathering a range of information about children and their needs. This information made up the child's personal plan, which identified what support individual children needed to help them achieve positive outcomes. Information was regularly reviewed by staff, external professionals and parents to ensure that progress was sustained.

There had been team discussion to develop a shared understanding of personal planning and staff could talk to us with confidence about their key children. Appropriate information about individual children was shared with the staff team through the Personal Plan + which provided staff with a short overview of individual strategies. This enabled staff to provide a consistent level of care and to take part in the developmental assessments.

Information on children's medical needs was comprehensive and work had been carried out to ensure that the information regarding long term medications was up to date known to all staff.

Staff understood children's emotional needs and provided nurturing care. Staff provided a familiar environment for children and the pace of the day had elements of structure within it which enabled children to understand what would be happening next. Throughout the nursery there was reference to the wellbeing indicators. Staff had brought these to life to make them more meaningful for young children. They were used through their discussions with children and the activities they took part in. For example Safe Sam was used as an example of why tidy up time was important.

As part of the nurturing environment support for children's behaviour was in place. The Positive Relationship Guidance was in place throughout the school and helped to ensure that the approach to

fostering positive relationships was consistent. Children being supported in nursery would know what to expect from all staff through their time at school.

Lunch and the preparation for lunch was well thought through. Staff talked about lunch, what the process was and discussed what children were having for lunch. Lunch time itself provided children with an opportunity to have a social, relaxed time with their peers, chat with staff and reflect on their busy morning. Staff were good at supporting children with eating and making sure that all children had enough to eat and drink. Some staff provided good role modelling by eating with children.

Children's learning was well supported through planning which included in the moment and intentional promotions. The floor book identified children's learning outcome and referenced the wellbeing indicators. Children were involved in the completion of the floor book and talking about what they knew and wanted to learn. The planning for play had resulted in children being engaged in their play, having fun and learning new things.

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children and staff. For example we observed children being supported to understand the need for good hygiene and handwashing and there were clear policies and procedures implemented to ensure consistent approaches across the nursery setting.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

Children were cared for in a welcoming and well maintained learning environment. The main playroom was bright, spacious and attractively laid out. There were cosy places for children to relax in or engage with books and space for collaborative play. Children respected their environment by taking part in the short tidy up session before lunch and throughout the session, staff ensured that areas for children's play remained well laid out and attractive.

The playroom was laid out in a manner which helped to develop children's sense of independence. They could access toilets and retrieve their coats and possessions by themselves. They could choose to play indoors or outdoors in all weathers and processes for assessing risks enabled children to take part in a challenging range of physical activities. This ability to take part in risky play helped children push their own boundaries and find out what they were capable off.

Staff had focussed on the development of the play resources indoors and outdoors. Open ended, real life and natural objects were being used to promote children's curiosity and imagination. Children enjoyed making

meals and potions in the outdoor mud kitchen and block play indoors was exciting and well resourced. Staff understood the value of these resources for children's play and were able to model their use without directing the play and learning.

As well as significant access to outdoor play the nursery used the local spaces and community facilities. The school was situated in an almost rural setting and staff used these spaces to offer children wider expanses to run, explore and experience nature at closer hand. Children had grown a range of vegetable, flowers and some fruits. Children told us they liked growing things they could eat and said that they had learnt about caterpillars and ladybirds. The experience of growing and looking after plants helped to forge an important connection with the natural world.

The covid-19 self-evaluation had been completed by the staff team. The environment was clean and easily maintained. Handwashing and hand drying was well supported by staff and children understood the importance of this procedure.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of staffing

Findings from the inspection

Staff were motivated, committed and capable of achieving positive outcomes for children. They held a good level of knowledge about childcare issues and used their knowledge to support children in a nurturing manner. The stability of the staff team and communication between staff members, who were on different work patterns, ensured that children received consistent care and support.

Staff had a caring approach towards children and worked well as a team. Interactions between staff members were friendly and they acted as good role models for children in their care, by showing respect for each other.

Systems to ensure the professional development of the staff team were in place. Regular team meetings and team development opportunities were being used to encourage staff to reflect on practice and actively engage in the improvement of the nursery. Through discussions with staff and from the team meeting minutes, we could see that the staff team were becoming more solution focussed in their approach to challenges.

The head teacher was responsible for the staff professional development and review process. This process enabled staff to identify further training and discuss the taking on of some leadership roles as part of the nursery development plan. The head teacher and senior staff in the nursery carried out observations of

practice. These formed part of professional discussions during the appraisal process and as part of the staff development sessions.

A good range of training opportunities had been provided for staff. Training had focussed on subjects which were of professional interest to staff but also broadened the professional base of the staff team. Staff had taken part in nurture approaches and creating an enabling environment training, as well as carrying out reading and having professional development discussions. The impact of training was being tracked by the head teacher as part of the self-evaluation process, to ensure that it improved outcomes for children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of management and leadership

Findings from the inspection

The vision for the nursery had been developed as a school and nursery team. It had been shared with parents, through the handbook and formed the basis of what staff did to promote positive outcomes for children and their families.

Communication with parents and the use of the social media pages had been effective in increasing the engagement with parents. Listening to parents views had resulted in some changes, for example improved methods of giving feedback to parents at the end of the day.

We could see through the interactions with children, the floor books, responsive planning and children's learning journeys that children's voices were being heard and taken account of.

Throughout the nursery there were clear lines for delegated responsibility. The early years officer was clear about her remit. The early years teacher had a clear role to support staff, 1develop the nursery environment and the understanding of play and learning. Nursery practitioners said that they were clear about what was now expected of them. This clarity enabled staff to take responsibility and was being used effectively to build confidence in the staff team.

The process for monitoring and assessing quality in the nursery had begun and was having a positive impact on the outcomes for children. Improvements included personal planning, medication, reflectiveness of staff and understanding of play and learning. The nursery had its own priorities within the school improvement plan. These were being monitored regularly to ensure that improvements were being made and sustained.

The auditing of processes and procedures were in place to make sure that recordkeeping was being carried out effectively. Staff understood what needed to be recorded and what to share with each other to help meet children's care and support needs.

The head teacher was very involved in the nursery. This involvement showed a commitment to further enhancing the outcomes for the youngest children in the school. The head teacher had a very good understanding of quality in the early years and was using this effectively to support the staff team through observation, moderation discussions and practice modelling.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

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

Previous requirements

Requirement 1

To enable children's individual needs to be met, the provider must ensure staff have all the relevant information to promote and consistently support children's well-being. By 1 November 2020 children's personal plans must be completed with parents and where appropriate, children, to reflect needs and strategies staff should take to meet such needs.

This must include, but not be restricted to information of children's needs, completion of chronologies to record specific events and medication requirement records. These records must then be updated when there is a significant change in a service users health, welfare or safety needs; and at least once in every six months.

This is in order to comply with Regulation 5 Personal Plans of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This requirement was made on 12 November 2020.

Action taken on previous requirement

Improvements had been made to collection of information to develop personal plans. Personal plans now included a range of information about children's individual needs. Where care and support strategies were needed these had been developed and were monitored regularly.

Met - within timescales

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

Previous recommendations

Recommendation 1

Children should experience mealtimes that are supportive of their needs, age and stage of development. The provider should take action to improve the mealtime routines to ensure that children's experiences are enhanced, and needs are met.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that 'If I need help with eating and drinking, this is carried out in a dignified way and my personal preferences are respected' (HSCS 1.34).

This recommendation was made on 12 November 2020.

Action taken on previous recommendation
Children's mealtimes were very well supported by staff. The pace of the mealtime routine ensured that children had the correct support to encourage them to eat and drink well. Children to had a meaningful social experience and opportunities to make choices and develop independence.

This recommendation was met.

Recommendation 2

Children should receive care and support that meets their emotional needs and in a manner that reflects their wishes and choices.

This is to ensure that staffing is consistent with Health and Social Care Standards which state 'I experience warmth, kindness and compassion in how I am supported and cared for, including physical comfort when appropriate for me and the person supporting and caring for me' (HSCS 3.9).

This recommendation was made on 12 November 2020.

Action taken on previous recommendation
Staff have developed a fuller understanding of children's emotional needs. This has been achieved through some training but also discussion in team meetings to develop a shared understanding.

This recommendation was met.

Recommendation 3

In order to deliver high quality care and ensure children's needs are met, effective monitoring and supervision of staff's practice, record keeping and quality of experiences and interactions should continue to be embedded into the manager's quality assurance systems. This would contribute to the manager having an overview of how children's needs are being met.

This is in order to meet Health and Social Care Standards which state, '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), 'I experience high quality care and support based in relevant guidance and best practice (HSCS 4.11) and 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (4.19).

This recommendation was made on 12 November 2020.

Action taken on previous recommendation

The management team had developed a range of quality assurance processes to enable them to assess the quality of the nursery. These processes sought views of children, parents and staff and were effective in giving an overview of quality.

This recommendation was met.

Complaints

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

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings	
25 Feb 2020	Unannounced	Care and support Environment Staffing Management and leadership	3 - Adequate 4 - Good 3 - Adequate 3 - Adequate
14 Nov 2018	Unannounced	Care and support Environment Staffing Management and leadership	3 - Adequate 3 - Adequate 3 - Adequate 3 - Adequate
20 Sep 2017	Unannounced	Care and support Environment Staffing	4 - Good 4 - Good Not assessed

Date	Type	Gradings	
		Management and leadership	3 - Adequate
6 Oct 2014	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good
5 Oct 2011	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 5 - Very good Not assessed
24 Sep 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 4 - Good 5 - Very good

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