Skeld Primary School Nursery
Day Care of Children

Skeld Primary School
Skeld
Shetland
ZE2 9NL

Telephone: 01595 807480

Type of inspection: Unannounced
Inspection completed on: 30 August 2017

Service provided by:
Shetland Islands Council

Service provider number:
SP2003002063

Care service number:
CS2003016126

About the service

Skeld Primary School Nursery is registered with the Care Inspectorate to provide a day care of children service to a maximum of 15 children aged three years to not yet attending primary school. The service is accommodated within Skeld Primary School located in the rural village of Skeld, Shetland. The school is a traditional built building with an extention, providing purpose-built facilities for the pre-school age. The nursery is of open plan design with designated toilet facilities and its own separate entrance. Children can play outdoors in the school grounds as well as areas surrounding the building. The service now operates a morning session, during school term times.

Included within the aims of the service were:

"we will give your child the best possible start by working in partnership with you".

"we will provide opportunities to help develop your child to be a confident individual, a responsible citizen, an effective contributor and a successful learner".

The Care Inspectorate 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 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.

What people told us

There were four children present on the morning we inspected. We talked with two of the parents and carers during our inspection and learned that they thought the nursery was safe and secure, liked the environment and thought the children had access to a wide range of toys, activities and learning experiences. All parents told us they thought: "the staff were wonderful and knew their child really well".

Before the inspection we sent out six care standards questionnaires (CSQs) to parents using the service, and we received four completed CSQs. We send emails to parents who supply an email address and received one reply.

From looking at the written comments we found parents were very happy with all aspects of the service.

Included in comments were:

"My child loves Skeld Nursery, all the staff are amazing".
"Fantastic nursery! Could not fault them one bit".

Children's views were gathered naturally throughout the sessions. We noted staff having informal chats with the children and asking for their comments and views, we heard a 'big book' planning and evaluating session, as well as looking at the children's input in their online learning journeys.

We talked with some children who were comfortable to talk with the Inspector. We asked what they liked best at nursery and they mostly described their favourite toys, games and activities, which included playing outside and the balance bikes. We observed the children as they played. We saw they were comfortable with the staff, familiar with the nursery routines and had a wide range of activities to choose from.

We shared feedback with the head teacher during the feedback session at the end of the inspection.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their quality assurance processes 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 who attended Skeld Primary School Nursery were assured of continuity of care between the home and the nursery. Staff had established positive working relationships with parents. Parents felt welcome in the nursery and had opportunities to be involved in their child's learning through the online learning journals as well as parents' meetings. Parents could also be involved through the parents' council which met regularly and supported the whole school well. We noted a strong sense of community within the school and a warm and caring atmosphere within the nursery.

Effective communication with other agencies meant children's care and learning needs were met well. We saw each child had a care plan which was regularly reviewed. Health and wellbeing were set firmly in all aspects of the play environment.

Children were learning very naturally through self-initiated play and investigation using good quality resources and materials. They were confident, learning independently and happy in the care of the staff. We observed meaningful well-judged staff interaction with children. It was nice to see staff step back and let the children explore by themselves. Staff asked children for their ideas and suggestions, and we saw them listening to their news, stories and views. Children's work was child-led and celebrated. Parents who were asked, told us the children were making very good progress. Children's involvement and progress in learning was monitored using the 'big book' and we saw children sitting with an adult discussing their learning during the inspection.

Access to fresh air and exercise was a strength of the nursery. Children enjoyed free-flow indoor/outdoor play daily and indoor physical sessions when the weather was too bad. We observed children choosing whether to play indoors or outside. Staff prepared the area first consulting with children what they would like taken out. Staff had created an interesting and stimulating outdoor learning environment which children told us they liked.

We saw children running and cycling in the playground, which contributed to their physical skills and health and wellbeing. Children were conscious of safety and reminded by staff to be aware of the needs of their friends. We saw children sharing, taking turns and being considerate with each other.

Children were supported by kind and caring staff who were enthusiastic, nurturing and clearly enjoyed their role. Staff had regular opportunities to attend in-service and used new knowledge to support change and improvement.

What the service could do better

We looked at parents' responses to our questionnaires and noted they had commented that there was no permanent teacher in post. However, the head teacher told us they were in the process of recruiting for this post currently.

We noted that the external areas around the school were not as well maintained as previously. We saw weeds growing in the play area next to the nursery. The head teacher explained the grass had not been cut all summer. She had contacted the provider (Shetland Islands Council) regarding this and had recently arranged for the grass to be cut. However, attention should be given to the outdoor area, especially since there is an emphasis on outdoor play and the children accessing fresh air and exercise. We made a recommendation for the provider to give attention to the school outdoor area **(see recommendation 1).**

We saw antibacterial hand-wash was provided in one of the toilet areas for the children and we recommended they replace this with ordinary liquid hand-soap **(see recommendation 2).**

We also shared current best practice information:

Infection Prevention and Control in Childcare Settings (Day Care and Childminding Settings) September 2015 - see page 5:

http://www.documents.hps.scot.nhs.uk/hai/infection-control/guidelines/infection-prevention-control-childcare.pdf

Scotland's National Hand Hygiene Campaign available at:

http://www.washyourhandsofthem.com/the campaign/children's-pack.aspx.

Training was an area the staff had included in their annual review that they wanted to further develop. They had identified various training courses they planned to attend, including first aid and child protection awareness.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. The provider (Shetland Islands Council) should ensure that the outdoor areas surrounding the school premises are maintained. This includes cutting grass, and ensuring the areas preschool children play in are maintained to a basic standard, free from weeds ensuring a nice welcoming area for them to play.

Reference:
National Care Standards, early education and childcare up to the age of 16.
Standard 2: A safe environment and Standard 3: Health and wellbeing.

2. Antibacterial hand-wash should not be used with the children. This should be substituted with ordinary liquid hand-wash.

Reference:
National Care Standards, early education and childcare up to the age of 16, Standard 2: A safe environment and Standard 3: Health and wellbeing.

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	
18 Feb 2015	Announced (short notice)	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good
15 Dec 2011	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 5 - Very good Not assessed
16 Jun 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 4 - Good 5 - Very good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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