# Rogart Primary Nursery
# Day Care of Children

Rogart Primary School
Rogart
IV28 3XF

Telephone: 01408 641 335

**Type of inspection:**
Unannounced

**Completed on:**
12 September 2024

**Service provided by:**
Highland Council

**Service provider number:**
SP2003001693

**Service no:**
CS2003016436

## About the service

Rogart Primary Nursery is registered to provide a day care of children service to a maximum of 18 children, from the age of 2 to not yet attending primary school, at any one time. The nursery is operated by The Highland Council. The current manager of the nursery is temporary. The nursery operates term time only.

The nursery is located within Rogart Primary School in Little Rogart, Sutherland. The nursery premises consist of a playroom, kitchen area and cloakroom facilities. There is a small enclosed outdoor play area, which can be accessed from the playroom. The nursery also has access to the school playground, which offers a more natural play space.

## About the inspection

This was an unannounced inspection which took place on 11 September 2024. The inspection was carried out by one inspector from the Care Inspectorate. Inspection feedback was given to the manager and provider on 12 September 2024.

To prepare for the inspection we reviewed information about this service. This included, previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

## Key messages

• Children experienced warm, caring, nurturing approaches to support their wellbeing.

• Children's language and literacy development was well supported.

• Planning approaches did not yet support depth and breadth in all children's learning.

• The indoor environment had recently been refurbished. As a result, children benefitted from a service that was safe and secure.

• Interesting, open ended natural materials capitalised on children's sense of curiosity and creativity.

• Effective infection prevention and control measures supported children's health and wellbeing.

• Children benefitted from a culture of continuous improvement.

• A very good staff to child ratio allowed staff to be responsive to individual needs and resulted in positive interactions.

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

| | |
|---|---|
| How good is our care, play and learning? | 4 - Good |
| How good is our setting? | 4 - Good |
| How good is our leadership? | 4 - Good |
| How good is our staff team? | 5 - Very Good |

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning? 4 - Good

We made an evaluation of good, for this key question. As several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

**Quality Indicator 1.1: Nurturing care and support**

Children experienced warm, caring, nurturing approaches to support their wellbeing. Staff were kind and respectful to children which contributed to positive relationships. We observed praise, cuddles and reassurance from staff which supported secure attachments and positive relationships. This contributed to children being happy, safe and secure in the nursery.

Staff spoke knowledgably and confidently about children's individual care needs and what they did to support them. We saw some examples of staff using their knowledge to support individual children. This impacted positively on their wellbeing and supported them to contribute to nursery life. Personal plans were in place; however, they did not consistently identify clear strategies of support. Whilst staff had knowledge of children's care needs, preferences and personalities, access to a more detailed personal plan would ensure a holistic view of children's needs were captured.

Children experienced unhurried mealtimes with a relaxed, positive atmosphere. Their independence was encouraged through opportunities such as, self-serving during mealtimes. This helped to build their confidence and life skills. Staff recognised the opportunity to build on relationships and joined children at lunch time which promoted meaningful conversations. This contributed to the sociable experience for children and allowed an opportunity for emerging language skills to be developed.

**Quality Indicator 1.3: Play and learning**

Children were leading their own play and learning. The effective and well considered use of real resources and natural materials provided children with a wealth of exciting opportunities to be curious, creative and develop enquiry skills across all areas of learning.

Staff had a good understanding of child development and this was demonstrated in their practice. They carefully observed play and timed interactions sensitively to create a balance of opportunities which allowed children to investigate for themselves and noticed the moments they were more receptive to support. As a result, children experienced support at the right time to help them succeed. For example, staff engaged with children's interest in trains and fire fighters and effectively supported them to consolidate their learning through play.

Children's language and literacy development was well supported. Staff facilitated opportunities for sharing stories which created opportunities to explore new language and develop an enjoyment of books. A range of mark making resources, supported children to engage in early writing through their play experiences.

Children's play and learning was enhanced through strong connections to the local community. Children recalled learning following a visit to a local farm. These experiences stimulated children's interests and curiosities.

Planning approaches did not yet support depth and breadth in all children's learning. Additionally, the quality of learning observations within children's learning journeys were inconsistent. They did not always detail the individual learning or skills that were being developed. This made it difficult to track children's progress and identify where additional support or challenge was needed. The staff and manager were aware of this and had identified training to support them with developing this area of practice.

## How good is our setting? 4 - Good

We made an evaluation of good, for this key question. As several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

**Quality Indicator 2.2: Children experience high quality facilities**

The indoor environment had recently been refurbished. As a result, children benefitted from a service that was safe and secure. Spaces were welcoming and nurturing for children. Homely touches and the use of natural, real-life resources contributed to a comfortable, engaging environment. The Playroom was well ventilated with plenty natural light and recent renovations increased the play space on offer, ensuring children had ample space for their needs to be met.

The continuous provision indoors had been well considered to include age and stage appropriate resources. Interesting, open ended natural materials capitalised on children's sense of curiosity and creativity. The staff team ensured that areas were well presented and organised. This meant resources were readily available to provoke children's interests and supported them to explore the environment independently.

Displays around the rooms were used to reflect children's interests and experiences. This provided opportunities for children to revisit their play and learning and share their achievements, which contributed to children's sense of pride.

The building had direct access to an outdoor play area. This area provided some opportunities for investigative and explorative play. However, the outdoor space looked tired and uninviting for children. Staff told us that because of this children weren't very engaged with the outdoor space. This had potential to impact children's choices in play experiences. The staff team and manager were committed to developing this area, which had been an identified priority within the setting's improvement plan.

Children benefitted from a well-resourced play area within the school grounds which allowed children to explore a natural environment. This provided opportunities for children to experience more physical play experiences, helping to develop their co-ordination and extend their gross motor skills.

Effective infection prevention and control measures supported children's health and wellbeing. Children were well supported by staff to wash their hands effectively at key times throughout the day. Significant improvements had been made to the nappy changing facilities. They now followed current best practice guidance, helping to minimise the risk of infection and keep children safe.

## How good is our leadership? 4 - Good

We made an evaluation of good, for this key question. As several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

**Quality Indicator 3.1: Quality assurance and improvement are led well**

Children benefitted from a culture of continuous improvement. The staff and leadership team were motivated in their approach to ensuring the service was meeting the needs of children. The small staff team were committed to improving outcomes and confidently demonstrated how they were working towards service improvement priorities.

Staff were reflective and engaged positively in self-evaluation which informed future planning. Staff met regularly with the manager to reflect on the provision in line with improvement plan objectives. These reflections enabled staff to bring about positive changes to outcomes for children. As a result, children experienced good quality care, play and learning.

Families had not yet been involved in a meaningful way to inform change. The service should now consider reviewing processes to consult with families. This would result in the views of families and children being valued in the development of the service.

The leadership and staff team were responsive to suggestions we made during the inspection. We found they were well placed to achieve their ongoing improvement priorities to ensure children and families continue to experience quality care, play and learning.

## How good is our staff team? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

**Quality Indicator 4.3: Staff deployment**

Effective arrangements were in place to promote continuity of care across the day. Children received consistent, stable and compassionate care, from a small staff team who were motivated and committed to providing a happy and supportive environment for children.

Positive working relationships had been formed between staff which meant they were meaningfully contributing to the inclusive and positive ethos of trust and respect. Staff worked collaboratively and supported each other very well. Regular meetings and support from management engaged staff well in the process of reflecting on practice. This meant that staff felt valued and empowered to grow professionally and provided children with positive play and learning experiences.

The deployment and levels of staff within the nursery was very effective. A very good staff to child ratio allowed staff to be responsive to individual needs and resulted in positive interactions. Staff communicated very clearly with each other such as, when they were leaving an area or busy on a task. They had a clear understanding of their roles and responsibilities which contributed to children enjoying a positive experience. They recognised where gaps in supervision might appear, moving to ensure that children were supported and safe.

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

## Requirements

### Requirement 1

By 16 August 2022, the provider must ensure children receive personal care in an environment that supports high levels of infection prevention and control.

This is to comply with the - Regulation 4 (1)(b) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011(SSI 2011/10).

This is in order to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'If I require intimate personal care, this is carried out in a dignified way, with my privacy and personal preferences respected' (HSCS 1.4).

**This requirement was made on 15 June 2022.**

**Action taken on previous requirement**
The provider had recently installed new changing facilities, this ensured children received personal care in an environment that supported high levels of infection prevention and control.

**Met - outwith timescales**

## Complaints

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

## Detailed evaluations

| How good is our care, play and learning? | 4 - Good |
|---|---|
| 1.1 Nurturing care and support | 4 - Good |
| 1.3 Play and learning | 4 - Good |

| How good is our setting? | 4 - Good |
|---|---|
| 2.2 Children experience high quality facilities | 4 - Good |

| How good is our leadership? | 4 - Good |
|---|---|
| 3.1 Quality assurance and improvement are led well | 4 - Good |

| How good is our staff team? | 5 - Very Good |
|---|---|
| 4.3 Staff deployment | 5 - Very Good |

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