Broadford School English Medium Nursery Day Care of Children

Broadford Primary School
Broadford
Isle of Skye
IV49 9AQ

Telephone: 01471 822 453

Type of inspection:
Unannounced

Completed on:
8 September 2023

Service provided by:
Highland Council

Service provider number:
SP2003001693

Service no:
CS2003017178

About the service

Broadford School English Medium Nursery is registered with the Care Inspectorate to provide a day care of children service to a maximum of 25 children from two years to those not yet attending primary school, of whom no more than five are under three years of age.

The service is provided from a demountable located to the rear of Broadford Primary School on the Isle of Skye. The building is shared with the Gaelic Medium Nursery. The service had its own playroom, toilet, kitchen facilities shared with the Gaelic Medium Nursery, reception, and storage facilities. Entry to the premises was secure and children had access to a small, enclosed outside play area. Good use was made of facilities in the local community, including the playpark and all-weather court.

About the inspection

This was an unannounced inspection which took place on Thursday 7 September 2023 and Friday 8 September 2023. The inspection was carried out by one inspector from the Care Inspectorate.

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 four children attending the service
- spoke with staff and the manager
- reviewed feedback from parents
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced warm, caring and nurturing approaches to support their wellbeing.
- Children were happy, confident and settled and were engaged in a range of activities.
- Children benefited from a good range of open-ended, natural child-centred resources, enabling them to explore their creativity, imagination and problem solving skills.
- Good use was made of the outdoor play area as well as other resources in the local community to support children's curiosity, play and learning.
- Positive relationships with families supported continuity of care and effective partnerships.
- Staff were motivated and committed to providing a quality service to children and their families.
- Continuous improvement was supported by good quality assurance systems.

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 were happy, settled and enjoyed their time at nursery. We observed that positive attachments had been formed between staff and the children which contributed to children developing a sense of belonging. Children experienced warm, kind, nurturing and responsive approaches to their personal care and learning needs. This supported children to feel happy and secure and promoted an inclusive care setting where all children mattered.

Staff were welcoming and friendly and, as a small service, knew children well. To support children to be happy and confident, staff had effectively used 'Being me' personal plans to capture and consider children's individual needs. These documents were completed with parents and ensured that there was consistency in the care and support children received. All staff had a clear understanding of children's individual needs and how to support them to reach their full potential. This meant that all children were respected and valued as individuals.

Establishing good working relationships with families was a priority for the staff. They worked in partnership with families when developing personal plans and support strategies. This ensured that children received appropriate levels of consistent care and support. There was daily communication with families at drop off and collection time, via an online platform and there were opportunities for parents to spend time in the nursery during stay and play sessions.

Children experienced positive snack experiences which were relaxed, sociable and unhurried. Children were encouraged to participate in these daily routines which provided them with a range of opportunities to be responsible and independent. For example, children took on the role of snack helper and prepared the food for snack. The nursery children had their lunch in the main school canteen. Staff joined children at mealtimes, promoting meaningful conversations. This contributed to the sociable experience for children and provided opportunities for emerging language skills to be developed.

Staff were aware of their role and responsibility to safeguard children. They had completed child protection training and fully understood the procedure to follow should the need arise. The staff had a knowledge and understanding of the Care Inspectorate SIMOA project - Safety, Inspect, Monitor, Observe, Act. This contributed towards children's health, safety and wellbeing. We reviewed the setting's medication policy and procedures. We found medication was stored securely and out of reach of children.

Quality Indicator 1.3: Play and learning

The children were happy and engaged as they experienced a good balance of planned and spontaneous play opportunities which were in response to their interests. Children were offered good opportunities to be imaginative and creative in their explorative play and investigative learning.

Planning approaches were child led and followed children's interests and needs. Carefully considered wall displays at children's height allowed the children to see what their current interests were and good use of the children's own art work, mark making and photographs brought the learning to life for the children.

Staff understood their role in supporting children's development and were adding further value to children's play and learning through their carefully considered interactions. Staff were able to support, extend and challenge children's thinking. Staff interactions encouraged children to think independently and to reflect. As a result, children were respected, valued and achieving.

We recognised good quality play, learning and development was taking place during the inspection. Children had the opportunity to develop their numeracy and literacy skills and mathematical language while taking part in activities across the setting. For example, staff used open ended questions and provocation to support children at the water play to explore mathematical concepts around pouring, measuring, capacity and volume.

Staff ensured that parents were well informed about their children's learning, progression and next steps and were encouraged to give their feedback. Regular updates and photographs were posted on the online platform and shared with parents. These updates were very much appreciated by parents. Regular stay and play sessions took place which allowed parents to visit the setting and see the colourful and informative wall displays.

How good is our setting? 4 - Good

We made an evaluation of good for this quality indicator, 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

Since the last inspection, the English and Gaelic medium nurseries had swapped playrooms. The playroom was larger than the previous room and offered more space for staff to extend the different interest areas and activities offered. It also had direct access to the outdoor play area. There was plenty of natural light and good ventilation. Good use of soft furnishings, fairy lights and natural resources created a calm and homely space.

Ensuring a healthy and safe environment for the children was a priority for the manager and the staff. There was a system to report any repairs and damaged items were promptly replaced. Infection prevention and control practices minimised the potential spread of infection. There were appropriate risk assessments in place which promoted the safety of the children as well as daily checks of the premises.

The layout of the playroom and the storage of resources supported quality play and learning experiences. We saw children who explored happily and were engaged in their play. Children were able to independently select resources of their choice and lead their own play. Consideration had been given to the variety of activities and experiences on offer to reflect children's interests, stimulate curiosity and imagination, offer challenge and extend their play. The children's artwork, ideas and thoughts were displayed in a respectful way which contributed to them feeling valued.

Children had opportunities to rest and relax in a safe, cosy area. This enabled children to seek out a calm area where they could have some individual time if needed. This supported children's emotional wellbeing. Staff and children also used this area for reading stories. We observed the children all enjoying listening to a story as they cosied in together.

Staff had a good understanding of the positive impact that outdoor play had on children's overall health and wellbeing. The playroom had direct access to the outdoor play area which allowed free flow to take place. Children could move equipment between the indoors and outdoors, which ensured play and learning was not interrupted. There was a range of resources available to the children including a mud kitchen, wheeled toys, water play and a planting area. We saw children who played happily independently or cooperatively together at the water tray, on wheeled toys, and investigating the carrots which had grown in the planting area.

How good is our leadership? 4 - Good

We evaluated this quality indicator as good. We found several strengths that impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 3.1: Quality assurance and improvement are well led

The management and staff fully engaged with the inspection process, demonstrating a culture of continuous improvement. There was a clear vision for the service which resulted in a positive working environment, where staff felt confident to share ideas to initiate change and were encouraged to share the responsibilities. The manager and the staff demonstrated their commitment to the service and were motivated to make improvements to ensure positive outcomes for the children. This was highlighted by the improvements which had been put in place since the previous inspection, for example the improvements to the playroom which had resulted in improved play and learning experiences for the children.

Since the previous inspection, the manager and staff have continued to develop systems of quality assurance to ensure that the quality of the service was monitored and assessed in a focussed and meaningful way. These systems were now embedded and leading to sustained improvements across the service. There was a quality assurance calendar in place that ensured purposeful audits of various aspects of the nursery were routinely carried out.

The manager continued to monitor the setting and observe staff practice to ensure children receive high quality play and learning experiences. The manager also met with staff to discuss the continuous improvement of the service to secure progression and positive outcomes for children. The English medium and Gaelic medium nurseries were small, therefore the staff for both settings had joint team meetings with the manager on a weekly basis. Team meetings supported staff to develop self-evaluation skills and help to plan for improvement.

The community ethos of the nursery was reflected in the manager's and staff's positive relationships with families. Involving children and their families meaningfully in the continuous improvement of the service contributed to building strong, trusting relationships and them feeling included. Regular communication with families took place through a variety of methods, including daily face to face discussion, questionnaires and online platforms. Parents were also very welcome to spend time in the nursery. The service had reintroduced stay and play sessions which parents all much appreciated.

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 quality indicator as very good.

Quality indicator 4.3: Staff deployment

The staff were skilled, kind and nurturing. They were very motivated and committed to provide an inclusive, welcoming setting where all children mattered and were at the heart of the service. They were warm, caring and sensitive in their approach and demonstrated positive team working. They were responsive and respectful of children during interactions and play which supported children to feel safe, secure and happy. Children enjoyed spending time with staff and were comfortable in their company.

Since the last inspection, there have been no changes to the staff team which promoted consistency of care for the children. Staff worked well together and their differing skills and knowledge complimented one another and resulted in quality interactions with children. They communicated well with each other and worked flexibly to ensure effective supervision and quality engagement with children across the day. Transitions were seamless and well planned with children being comfortable about what was happening next.

Busier times of the day, such as lunchtime, were planned for. The children from both the English medium and the Gaelic medium nurseries had lunch together in the main school canteen. The staff from both nurseries worked well together to ensure effective supervision and quality engagement with all the nursery children, whilst allowing staff to each have a break.

The staff had established good relationships with the children's families and worked to ensure every family was welcomed and valued. Staff had regular communication with parents and had established positive relationships which enhanced children's experiences and promoted a partnership approach. Having good communication with families contributed to parents feeling included in their child's experiences at nursery and assisted staff when identifying how best to meet children's needs.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To support service improvement, the manager and staff should continue to develop robust and routine quality assurance systems to ensure that the quality of the service is monitored and assessed effectively.

This should include, but is not limited to:

a) have an effective quality assurance calendar in place which informs the monitoring of all areas of the service to embed quality

b) monitor staff practice and provide staff with constructive feedback to support them in meeting children's needs

c) develop staff reflective practice and ensure staff undertake training to support children's outcomes

d) carry out regular and effective monitoring and auditing of records and personal plans to ensure detailed and relevant information is gathered to support children's needs

e) ensure children and their parents and carers are encouraged and supported to provide feedback which is used to inform the improvement of the service

f) encourage all staff to be actively involved in the ongoing self evaluation and improvement of the service.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 22 September 2022.

Action taken since then

Since the previous inspection, a more robust system of quality assurance had become embedded within the service. There was a quality assurance calendar in place that ensured purposeful audits of various aspects of the nursery were routinely carried out.

The manager and staff were able to confidently explain to us how all stakeholders were actively encouraged to be involved in the ongoing self evaluation of the service. They discussed the current action points which had been identified for the service. These included increased parental engagement.

The manager regularly met with staff as well as being a regular visitor to the nursery. Monitoring visits were completed and feedback provided to staff.

This area for improvement has been met.

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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