# Coulhill Primary School Nursery
## Day Care of Children

Coullhill Nusrery
Coullhill Primary
Alness
IV17 0RD

**Type of inspection:**
Unannounced

**Completed on:**
20 April 2022

**Service provided by:**
Highland Council

**Service provider number:**
SP2003001693

**Service no:**
CS2003017191

## About the service

Coulhill Primary school Nursery was registered with the Care Inspectorate on 1 April 2011 and is registered to provide a day care of children service to a maximum of 32 children aged three years to those not yet of an age to attend primary school. The nursery provides a day care service Monday to Friday, term time only.

Coulhill Primary School Nursery is situated within a purpose build building within the main school grounds in the village of Alness in the Ross and Cromarty area. The accommodation comprises of a playroom with kitchen facilities, a reception area, toilets and staff office. The nursery also has access to an outdoor play area which leads off the playroom.

## What people told us

During the inspection we asked the management team to invite parents to provide feedback on their experiences of the service, we did not have any responses.

Comments from children included:

"I like nursery because there are nice toys, nice kids and nice teachers."

"I like playing outside."

"Stay still so I can draw round your shadow."

"That's our scarecrow you know."

## Self assessment

The service had not been asked to complete a self-assessment in advance of this inspection. We reviewed the service quality assurance systems and improvement plan.

## From this inspection we graded this service as:

| | |
|---|---|
| **Quality of care and support** | 4 - Good |
| **Quality of environment** | 5 - Very Good |
| **Quality of staffing** | 4 - Good |
| **Quality of management and leadership** | 4 - Good |

## Quality of care and support

### Findings from the inspection

From the evidence gathered, we evaluated this quality theme as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children's wellbeing was supported through nurturing approaches. They were relaxed, comfortable, busy and having fun. Children confidently interacted with staff which demonstrated they felt safe and secure. Children were regularly encouraged and praised for their achievements and staff were responsive to children's individual needs. Children who had just started in the service were supported well by staff with kind and nurturing interactions, offering comfort and reassurance. We observed quality interactions between children and staff where children were encouraged to problem solve through effective, open ended questioning and extend their learning during their play. As a result children felt valued and secure.

Staff had a good knowledge of children's needs. They spoke confidently about children's individual needs, triggers and strategies in place to support them. We also observed support techniques and strategies being used appropriately by staff such as visual cards, timelines and distraction techniques. Staff attended all meetings held with parents and outside professional agencies to support children's wellbeing and care needs. Additional supports were clearly identified, implemented and reviewed regularly. This collaborative, responsive approach supported consistency of care and contributed to children developing a range of lifelong skills.

Child protection procedures were clear and implemented well to keep children safe from harm. Staff had all attended child protection training, delivered by the manager to support them to keep children safe. Staff were confident with how to deal with, or report concerns raised. The manager had addressed points made since the last inspection and had a clear chart displayed within the playroom, detailing who to go to with any child protection concerns, and photos of each designated officer. Chronologies were in place for children and were kept up to date by the staff team. As a result, children were supported to be safe and protected from harm.

Snack and lunches were a healthy choice. Children were offered milk or water to drink and had been given the choice of what they wanted to have for snack. There were some missed opportunities for staff to sit with children to support snack to be a more sociable learning experience. Staff had reintroduced a rolling snack to offer choice to children when they wanted to come to eat. There were lots of opportunities for children to be independent and develop life skills by preparing their own snacks. Children were able to self-serve their banana, wraps and tuna mayonnaise as well as pour their own drinks. This supported children's choice and to develop lifelong skills and independence.

### Requirements

**Number of requirements:** 0

### Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

## Quality of environment

### Findings from the inspection

From the evidence gathered, we evaluated this quality theme as very good where major strengths supported positive outcomes for children, with very few areas for improvement.

The nursery environment was inviting, open and welcoming. There was a calm atmosphere during the inspection visit. Children had opportunities to rest and relax in a number of cosy areas. A wooden tepee within the playroom had been furnished with soft cushions and blankets for children to relax and have quiet time. A sofa area provided a homely and nurturing space for the children to take part in quieter activities or rest and relax in. Children regularly accessed these areas to enjoy some quiet time. As a result, children's emotional wellbeing was supported.

The nursery was set out with well thought out and planned areas which were resourced effectively. These were easily accessible to children, were of a good quality and supported children's interests. There was a wide range of open ended, loose parts both indoors and outdoors to support children to be both imaginative and creative. The home corner area had a range of real life and open ended resources and children used part of this area to relax and sit on the sofa and take part in quieter activities. There were lots of opportunities for children to develop their fine motor skills and to develop creativity and problem solving skills. The environment encouraged children to develop their curiosity and imagination.

The outdoor space, which wraps round the building, supported children to develop their gross and fine motor skills. Children played with a variety of loose parts including planks of wood, guttering pipes and tyres. A mud kitchen was also available with variety of real life resources including pots and pans, watering cans and a hose for water to develop skills in curiosity and problem solving. During the inspection, children used the water to mark make with paintbrushes on the ground. They drew pictures and wrote their names. Some children were drawing round both theirs and other's shadows, commenting on the difference in sizes. Children had helped to create a bug hotel and planting area with its own scarecrow. A grassy hill had been created with tyres for children to climb with a tunnel underneath for them to explore. The environment engaged children's curiosity, provided challenge and supported learning.

### Requirements

**Number of requirements:** 0

### Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

## Quality of staffing

### Findings from the inspection

From the evidence gathered, we evaluated this quality theme as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The staff team communicated well and were courteous and respectful. This created a positive and warm atmosphere for the children. They spoke effectively with each other and worked well as a team. Important information needed to support children's safety and care were shared between staff members effectively, including the number of children in that day and children's medical care needs. Effective team working created a warm atmosphere where staff were considerate, polite and children were safe and respected.

Children received nurturing support from kind and caring staff. They brought different skills, interests and personalities to the setting which children responded well to. Staff were deployed effectively throughout the day and were motivated and enthusiastic. All staff told us they enjoyed their work, were keen to improve and continue to learn through training and developing their practice. Two staff were furthering their professional knowledge through degree courses and another staff member was completing her SVQ3 qualification. Staff demonstrated a commitment to develop their professional knowledge and skills to improve their practice. They applied this to help support children to be actively engaged in their play and learning experiences.

Staff reported that they felt supported and valued by the management team. They told us communication was good and that they were consulted on important matters. Regular staff meetings provided staff with opportunities to receive updates on the service, discuss individual children and share ideas on what was working well and what could be improved. Staff spoke honestly about the challenges of maintaining a consistent, effective team through the Covid-19 pandemic and how this had affected morale. They remained focused on providing quality experiences despite the difficulties encountered. Staff told us about some of the key changes to the service, how they had been involved in shaping the environment. This had a positive impact on their practice and the quality of children's experiences.

### Requirements

**Number of requirements:** 0

### Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

## Quality of management and leadership

### Findings from the inspection

From the evidence gathered, we evaluated this quality theme as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Management supported staff well in their wellbeing and encouraged and enabled their identified areas for development of the service. Staff told us that they found the senior leadership team approachable, supportive and felt empowered to put forward suggestions for improvement, including the indoor and outdoor environments. This helped staff to feel valued and respected.

There was an open door policy in place to support effective communication. This meant staff could have relaxed, informal discussions with the manager and depute at any time. Leadership roles supported staff development and progress. There was a commitment to using staff's strengths, interests and skills to lead on specific areas of practice. The management team had carried out individual meetings with staff, however, these had not been formally recorded, this could result in action points or development opportunities not being followed up or actioned. Management explained that formal supervision and appraisal meetings for staff had not been embedded in practice due to staffing levels. The management team should formalise support and supervision, including appraisals. This would ensure that professional development conversations are recorded and progressed.

The nursery was included in the evaluation and improvement plan of the school. This supported staff, children, and families to feel part of the larger school community. The identified areas for development, literacy, numeracy and health and wellbeing had been broken down to be specific to the nursery. This supported continuous improvement with a focus on high quality learning experiences for children.

Quality assurance and monitoring systems had been developed and implemented. This included monitoring of accidents and incidents, medication and the review of 'All About Me' forms, personal plans and the quality of observations in children's learning folders. This contributed to positive impacts on outcomes for children.

The provider and management team had worked hard to meet the two requirements made at the last inspection. This included improvements to staff's knowledge of protection and wellbeing legislation to keep children safe and ensuring that appropriate risk assessments were in place and reviewed to support staff and children in a safe service. Both requirements have been met in full.

### Requirements

**Number of requirements:** 0

### Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

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

## Previous requirements

### Requirement 1

To protect children from harm and promote their health, safety and wellbeing, the senior management team in partnership with the local authority must ensure that all staff have appropriate knowledge of protection and wellbeing legislation and maintain appropriate records in line with best practice by 6 June 2019.

**This is to ensure care and support is consistent with the Health and Social Care Standards which state that:**
'I experience high quality care and support based on relevant evidence, guidance and best practice.' (HSCS 4.16); and
In order to comply with Social Care and Social Work Improvement Scotland (Requirements for Care Services), SSI 2011/210, Regulation 15 - Staffing.

**This requirement was made on 18 June 2019.**

Action taken on previous requirement
Management had taken steps to improve staff's knowledge and understanding of child protection and wellbeing legislation. Training had been delivered to the whole staff team and there were clear protocols and procedures to follow if there were any concerns over a child's safety or wellbeing.

Met - within timescales

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

## Previous recommendations

### Recommendation 1

That the manager undertakes a review of how the toilet area is organised to ensure it follows best practice guidance.

National Care Standard 2.1: Safe Environment - Children and young people are cared for in a safe, hygienic and stimulating environment.
National Care Standard 2.4 : A Safe Environment - You can be confident that the service conforms to all other relevant legislation on accommodation and facilities.

**This recommendation was made on 25 May 2016.**

### Action taken on previous recommendation

We found the appropriate measures had been taken to reduce the spread of infection within the toilet area. Staff had received training in infection control and made use of this to improve the toilet environment in line with current practice guidance.

### Recommendation 2

To support the health, wellbeing and safety needs of children, the manager or appropriate person reviews the risk assessments in place to ensure appropriate measures are in place to support staff and children in a safe service.

**This is to ensure that care and support is consistent with the Health and Social Care Standards which states that:**
'My care and support provided in a planned and safe way, including if there is an emergency and unexpected event.' (HSCS 4.14).

**This recommendation was made on 18 June 2019.**

### Action taken on previous recommendation

Management and staff had ensured appropriate and detailed risk assessments were in place to support staff and children in a safe service.

## 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 | |
|---|---|---|---|
| 7 Mar 2019 | Announced (short notice) | Care and support<br>Environment<br>Staffing<br>Management and leadership | 3 - Adequate<br>3 - Adequate<br>4 - Good<br>3 - Adequate |
| 23 Mar 2016 | Unannounced | Care and support | 4 - Good |

| Date | Type | Gradings | |
|---|---|---|---|
| | | Environment<br>Staffing<br>Management and leadership | 4 - Good<br>4 - Good<br>4 - Good |
| 24 Jan 2013 | Unannounced | Care and support<br>Environment<br>Staffing<br>Management and leadership | 4 - Good<br>4 - Good<br>4 - Good<br>4 - Good |
| 23 Nov 2010 | Unannounced | Care and support<br>Environment<br>Staffing<br>Management and leadership | 5 - Very good<br>5 - Very good<br>Not assessed<br>Not assessed |
| 11 Dec 2009 | Unannounced | Care and support<br>Environment<br>Staffing<br>Management and leadership | 4 - Good<br>3 - Adequate<br>4 - Good<br>4 - Good |

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