Bun-sgoil Shleite
Day Care of Children

Bun-sgoil Shleite (Sleat Primary)
Kilmore
Sleat
Isle of Skye
IV44 8RR

Telephone: 01471 844 326

Type of inspection:
Unannounced

Completed on:
11 December 2023

Service provided by:
Highland Council

Service provider number:
SP2003001693

Service no:
CS2003017265

About the service

Bun-sgoil Shleite is registered to provide a care service to a maximum of 28 children from 3 years to an age to attend primary school. The service provides both Gaelic medium and English medium nursery classes. The English medium class is not currently operating as there are no children registered to attend.

Both nursery classes are based in a new purpose built nursery building in the grounds of the primary school. Each nursery has its own separate play area within the building with kitchen facilities, reception area and shared toilet facilities. Each play area opens directly onto their own fully enclosed outdoor play area. Both nursery classes also make very good use of a wooded area adjacent to the building for outdoor play as well as the main school playground.

About the inspection

This was an unannounced inspection which took place on Friday 8 December and Monday 11 December 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 children using the service
- reviewed feedback provided by parents and carers
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children benefitted from a nurturing, inspiring environment.
- Children were developing their curiosity, imagination and problem solving skills through high quality play experiences.
- Children were very happy and engaged and having fun taking part in various activities, both indoors and outdoors.
- Children experienced very warm, caring and nurturing support from staff who knew them very well.
- Staff worked well as a team and were committed to providing children with a service of a very high standard.
- Positive relationships with families supported continuity of care and effective partnerships.
- The manager and staff were committed to the ongoing development of the service.

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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very 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? 5 - Very Good

We evaluated this key question as very good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 1.1 Nurturing Care and Support

Children were very happy, settled and having fun as they played alongside or with friends. Children received nurturing care and support from kind, caring and friendly staff. Staff valued children's voice and sensitively listened to their requests, which told us that their views and opinions mattered. Children were effectively supported through well timed and thoughtful interactions, which contributed to their sense of security and promoted their overall wellbeing. We observed staff who skilfully provided reassurance, praised children and offered cuddles and love when needed. They had high aspirations for the children they cared for. This resulted in children that had formed strong and trusting relationships with staff, which developed their sense of worth and enabled them to thrive.

Children's wellbeing was supported by staff who knew them very well. Staff could confidently discuss children and their individual needs and the strategies to support them. Personal plans were completed in partnership with parents. We reminded the manager that all personal plans should be routinely reviewed to ensure that they reflect children's current needs and the strategies required to meet these needs. We signposted the manager to a guide for providers on personal planning, to support the development of personal plans to ensure strategies for care and support are captured clearly. This would ensure children receive consistent care that is right for them.

Where children required further support, staff had established good working relationships with other agencies and were confident in their role in liaising with them. They worked closely with other professionals to ensure consistency in their approach. As a result, children experienced a collaborative approach to their care and development.

Children and families benefitted from a service that valued the importance of establishing strong working relationships with families to support children. Staff 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. Parents were extremely positive in their comments about the staff and the quality of care and support provided by the staff. They described staff as being "very kind", "extremely fun, caring, kind and patient" and "the fun enthusiasm and energy they show every day is just wonderful".

Children experienced positive snack and lunchtime experiences which were relaxed, sociable and unhurried. Staff were aware of any allergies or dietary needs, which helped them to keep children safe. Children were supported to develop important independence skills when pouring drinks and self serving food. Staff sat with children, chatting and modelling healthy eating, creating opportunities for children to develop their language and social skills.

Quality Indicator 1.3 Play and learning

The children were very happy and engaged in their play and actively led their play and learning throughout the day. They were able to move freely between the indoor and outdoor environments to explore and develop their imaginations. Being outdoors was particularly popular with all the children. Staff were passionate and committed to the benefits learning outdoors had on a child's development and wellbeing. During the inspection, they spent time in each of the three outdoor areas they had access to - the outdoor play area directly accessible from the playroom, the more natural play area across from the nursery and the woodland learning area within the grounds of the primary school.

Children benefited from a high quality play and learning environment, both indoors and outdoors. A balance of spontaneous and planned quality experiences promoted children's choice and independence. Play spaces were well resourced and promoted learning through real life experiences. There was a good mix of natural and planned experiences. Children were offered rich, stimulating and interesting experiences which inspired them to be curious and encouraged them to be creative, problem solve and use their imagination. Play and learning opportunities impacted positively on children's development, health, wellbeing and happiness. For the majority of the time, children benefitted from uninterrupted play, allowing them to become absorbed in their play and have fun. This increased children's happiness and engagement.

We recognised high quality play, learning and development was taking place throughout the inspection. Language, literacy and numeracy were naturally incorporated into most play areas within the nursery. Children's Gaelic vocabulary and communication skills were being promoted and they were gaining confidence and making progress. Staff frequently sang and read to children, fostering their Gaelic vocabulary and language development. Children had the opportunity to develop their numeracy and literacy skills and mathematical language while taking part in cooking activities, playing with real life resources in the home corner, playing in the construction area or investigating outdoors. For example, staff used open-ended questions and provocation to explore mathematical concepts around volume, speed and time as the children played with various sized containers at the small burn running through the woodland learning area.

Planning approaches were child led and followed children's interests and needs. Staff empowered children to be successful and lead their own play and learning. Staff were adding further value to children's play and learning through their carefully considered interactions. Staff were skilful in their interactions and naturally engaged effectively with children, showed interest and supported their interests and curiosities which extended their learning. Questioning by staff encouraged children to think independently and to reflect, as a result children were respected, valued and achieving.

Families were meaningfully engaged in their child's play, learning and development. Staff ensured that parents were well informed of 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.

How good is our setting? 5 - Very Good

We evaluated this key question as very good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 2.2 Children experience high quality facilities

At the time of the inspection, only the Gaelic medium nursery class operated from the purpose built nursery premises.

As a relatively new building, the premises were clean, bright, welcoming and well ventilated. 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.

Staff had created a well thought out, inviting, fun and stimulating play space. It was homely, comfortable and furnished to a high standard. The layout of the playroom and the storage of resources supported quality play and learning experiences. Children were able to independently select resources of their choice and lead their own play. We saw children who comfortably moved around the room and were engaged in their play. The home corner was busy with children taking part in imaginative play, while other children enjoyed the sand tray, arts and crafts or sitting next to staff on the sofa having a story read to them.

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. Throughout the setting good use was made of natural materials, open ended resources and loose parts. We saw a variety of resources such as sand, musical instruments, paint and water. These provided children with opportunities to take part in sensory play and develop their creative skills.

Children had opportunities to rest and relax. Following the previous inspection, the cosy area was relocated to a different part of the room away from busier activities. This enabled children to seek out a calm area where they could have some individual time if needed. This supported children's emotional security and wellbeing. We saw individual children who enjoyed quietly organising the toy cradle and blankets in the cosy area before gently putting a doll down for a sleep.

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. Children had access to a breadth of rich and meaningful learning opportunities, including a mud kitchen, wheeled toys, water play and a planting area. The children were also able to access a further outdoor play area across from the nursery building which was very popular. It provided a natural environment where children could climb, explore, dig, practice their balance skills and use their imaginations.

Given the very rural location of the nursery on Skye, the opportunities for outdoor play and learning were plentiful and full advantage were made of these by the nursery. Staff took a positive risk benefit approach, and this supported children to assess their own risks and understand their own safety.

We observed the nursery children taking part in their weekly session at the primary school's woodland learning area. Considerable work had been completed by school and nursery staff and volunteers to create an area which was extremely popular with all the children. The woodland area offered children the opportunity to extend their learning, risk and problem-solving skills while still having lots of fun.

How good is our leadership? 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 3.1 Quality assurance and improvement are led well.

Children and families experienced a welcoming, warm and inclusive ethos that valued them as partners. A culture of continuous improvement was embraced by staff, which enabled children to have consistently positive experiences. This resulted in a very happy, safe and supportive environment for children and their families.

At the time of the inspection, the manager was still relatively new into the post. They were beginning to lay foundations and were knowledgeable about aspects of the service which they and the staff had identified as areas for improvement. The manager and staff fully engaged in the inspection process and appreciated the guidance and the signposting to various websites and best practice offered by the inspector.

The manager and the staff demonstrated their commitment to the service and were motivated to make improvements to ensure they continued to support children to reach their full potential. There were quality assurance systems in place, including self evaluation and an improvement plan, to ensure that the quality of the service was monitored and assessed in a focussed and meaningful way. The manager explained that she would continue to embed the systems for self evaluation the previous manager had implemented to promote 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 was a regular visitor to the nursery to monitor the setting and observe staff practice to ensure children received 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 community ethos of the nursery was reflected in the staff's positive relationships with families. Engaging children and their families in the ongoing evaluation and improvement of the service was a important to the manager and staff. They had established positive working relationships with families which supported regular communication through daily informal verbal feedback and online platforms. Parents were extremely happy with the service provided and confirmed that they were invited to give feedback and suggestions as to how the service could be improved.

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 deployment of staff was well managed and effective to meet children's needs. Since the previous inspection, a further member of staff had been appointed. This ensured children were cared for by a consistent staff team.

We observed all staff being very welcoming, kind and nurturing in their approach. It was evident through discussions and our observations that they were all extremely 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. Parents spoke very highly of the staff.

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. This enabled staff to follow children's needs and interests without compromising the experiences of others. Transitions were seamless and well planned with children being comfortable about what was happening next.

The staff had established very 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. Comments from parents were all extremely positive about staff's skills and the quality of the care and support provided to their children.

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

Requirements

Requirement 1

By 15 August 2023, the provider must ensure children are safe and receive high quality experiences at all times. To do this, the provider must, at a minimum: ensure that at all times suitably qualified and competent staff are working in the nursery in such numbers as are appropriate for the health, welfare and safety of children.

This is to comply with regulation 15 (a) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) regulations 2011 (SSI 2011/210)(Requirements for Care Services)

This is in order to ensure that care and support is consistent with Health and Social Care Standards which state that: 'My needs are met by the right number of people.' (HSCS 3.15)

This requirement was made on 2 March 2023.

Action taken on previous requirement

Since the previous inspection, a further member of staff had been appointed. This now provided children with a consistent staff team. The staff team worked very well together and their experiences and skills complemented each other. Staff were all very passionate about the service and were committed to providing children and their families with a service of a high standard and ensure high quality outcomes for children.

This requirement has been met.

Met - within 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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

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

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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