St. Joseph's RC Primary Nursery and After School Care Club - Inverness

Day Care of Children

St.Joseph's RC Primary School
King Street
Inverness
IV3 5DG

Telephone: 01463 231837

Type of inspection:
Unannounced

Completed on:
11 March 2020

Service provided by:
Highland Council

Service provider number:
SP2003001693

Service no:
CS2003017270

About the service

This service has been registered since 2002.

The service is registered to provide:

To provide a care service to a maximum of 24 children aged from three years to those not yet attending primary school for the nursery.
In addition to provide a care service to a maximum of 24 children of primary school age for the After School Care Club.

Any other conditions unique to the service:

A minimum of two adults must be present at all times.

The service is provided in a classroom within the primary school. Children also had access to adjacent outside play areas, which had been developed with improved resources. This outside resource could be accessed within a 'free flow' context with the children able to decide when to leave the classroom. Staffing levels met recommended ratios. The Out of School service operated from the school canteen however children also had access to other areas of the school for physical activities.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it right for every child. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

What people told us

We sent 19 Care Standards Questionnaires to parents of children who attended the service. We received nine completed questionnaires before the inspection took place. These indicated that these parents were very satisfied with the quality of care provided. Comments shared through the returned questionnaires and speaking with the inspector during the inspection process included some of the following;

"We are very happy with this environment for my child It is a very valuable service they provide.
"Another stated "the level of care is outstanding.. couldn't be happier."
Another parent stated "Children are very happy to attend activities are structured and tailored to individual interests.. Any issues between children are acted on promptly and dealt with fairly."

The children we spoke with also reflected the views of their parents/carers one child was clear that given their experience of other services this one being "the best by a long way staff are really caring."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We sought information linked to their own improvement plan and quality assurance paperwork. These helped us assess the priorities for development and how the service was 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	4 - Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

Children were well cared for early year practitioners and support workers, who knew them all very well. The staff's experience ensured measured interactions with the children and they promoted a real ethos of respect in their interactions with the children and their parents/carers. Children enjoyed a fun place to play and learn. We noted children had opportunities to develop an interest in arts and crafts, growing vegetables in the nursery garden. Those children spoken with clearly experienced a sense of achievement linked art work in which they had a sense of pride.

Staff had undertaken training in child protection and safeguarding and we understood more is planned in the coming term. We were satisfied staff had a strong understanding of their roles and responsibilities in the event of them having concerns linked to children's safety, health and wellbeing.

Learning journeys were sampled and noted that this area of practice had been an area of review. Information held is open to parental review and staff are keen to further develop the sharing of the children's achievements with parents/carers through this document and the achievement wall. Records held linked to the children's progress are now less descriptive and are becoming more outcome based linked to learning achieved and next steps identified. Mind maps also assisted staff in supporting children in helping to shape their learning.

Children have daily access to active play and staff are keen to maximise the use of the outdoor resources. Staff took time to seek children's views to support and promote imaginative play linked to outdoor activities, where opportunities to play with water with hoses and sand were in place.

The use of dedicated outside play continues to be fully embedded and staff have been proactive in supporting children's access to these resources. Staff continue to review the use of 'loose parts' - the provision of open-ended resources to support creativity, problem solving and collaboration and decision-making to support imaginative play and we noted planned further development linked to refreshing extensive resources already in place.

Staff planning for transitional arrangements between the service and the primary early level class was ongoing and appeared to take into account the needs of the children. Staff worked well with families and external agencies to support children with additional needs.

Staff provided children with reassurance by giving cuddles, space and time for the children to express their wishes, thus leading to the children feeling nurtured and valued. Children throughout the service had opportunities to engage in a varied and stimulating environment.

What the service could do better

We discussed with staff how they supported children with allergies and medical needs. Staff should continue to review arrangements in place to ensure they meet best practice guidance.
We discussed the sharing of nursery toilets with older children and the staff agreed to review this practice to ensure nursery children were able to make use of the facilities independently.
Accident and incident reports were completed by staff. We would encourage the manager of the service to continue audit these reports. This qualitative review of records will assist identifying any action points required. We identified that security arrangements linked to the entrance doors were in need of urgent repair. Whilst we were told issues had been raised with those managing repairs it had yet to be resolved. The remedial steps taken by staff to keep children safe was having an impact on the quality of children's experience at the service. We have therefore recommended that the service ensures repairs are carried out and steps taken to review risk assessments linked to school security to ensure children remain safe and secure whilst using the service. **(See recommendation 1)**

Staff are aware of how to make further improvements to support children's play and learning. We discussed the review of books available in the book corner. We agreed that the range of books should reflect current areas of interest. Additionally staff were asked to ensure the reading material promotes an understanding of cultural diversity and the children's place in the world.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. It is recommended the service ensures timely repairs are carried out to the door entry system to the nursery. Steps should also be taken to review risk assessments linked to school security to ensure children remain safe and secure whilst using the service.

This is in order to ensure that care and support is consistent with the Health and Social Care Standards which state: 'My environment is secure and safe.' (HSCS 5.17)

Complaints

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

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings	
10 Nov 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 5 - Very good 5 - Very good
12 Dec 2013	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 5 - Very good 4 - Good
25 Feb 2010	Announced	Care and support	5 - Very good

Date	Type	Gradings	
		Environment Staffing Management and leadership	4 - Good 4 - Good Not assessed
12 Mar 2009	Announced (short notice)	Care and support Environment Staffing Management and leadership	5 - Very good 3 - Adequate 4 - Good 4 - Good

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