Strathpeffer Primary School Nursery
Day Care of Children

Strathpeffer Primary School
Strathpeffer
IV14 9AG

Telephone: 01997 421 824

Type of inspection:
Unannounced

Completed on:
17 March 2022

Service provided by:
Highland Council

Service provider number:
SP2003001693

Service no:
CS2003017274

About the service

Strathpeffer Primary School Nursery is registered to provide a care service to a maximum of 48 children aged three years to not yet attending primary school at any one time, of whom 25 children are cared for in the second nursery room within Strathpeffer Community Centre, School Road, Strathpeffer. The service is provided by Highland Council and operates Monday to Friday during school term time.

What people told us

Following the inspection, parents were contacted by the service and offered the opportunity to give feedback on the service to inspectors. Two parents came forward and were very positive in their feedback on the quality of the service provided. They spoke highly of the staff and the new acting head teacher, the approachability and warmth of staff and feeling included and welcomed.

Comments made included:

"The staff are attentive, patient, full of smiles, fun and laughter, I trust them fully with my children and I am so thankful that they have been lucky enough to go to Strathpeffer nursery. "

"There has been a lot of changes in the management team, and they have managed to keep things consistent under exceptionally hard circumstances. They have kept the warm, caring ethos, I would like to say well done and thank you."

"We are well informed of upcoming things in the school. "

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at their own improvement plan and quality assurance systems. These demonstrated the service priorities for development, detailing how they were monitoring the quality of the provision within the service, and a clear schedule for improvements.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

What the service does well

During the inspection we evaluated two quality themes, care and support and management and leadership. We found major strengths in supporting positive outcomes for people, with very few areas for improvement. Both care and support and management and leadership have been evaluated as very good.

Children were observed to be happy and actively engaged during our inspection. Staff had developed warm, caring and nurturing relationships with the children, supporting them to develop their play and learning skills with confidence. Children directed their own play and were fully engaged in purposeful, fun experiences, through a mix of planned and spontaneous learning. The staff used skilled, open-ended questioning to extend children's curiosity, problem solving skills and promote development of imagination. Play experiences provided challenge and supported children to develop language, literacy, and numeracy skills. As a result of this responsive approach by staff, children were able to develop lifelong skills, feel valued and secure.

Children's wellbeing was supported through effective personal planning which was reviewed regularly. This enabled staff to skilfully support children in a caring and responsive way according to their individual needs. Staff reacted confidently and appropriately to children's medical needs with a compassionate and sensitive manner. As a result, children were able to feel confident in the consistency and management of their individual care needs.

The service had committed to building strong, positive working relationships with outside professional agencies. Staff had adopted a proactive approach to partnership working to support and identify appropriate strategies and next steps for children's development and learning skills. This effective approach supported staff to meet children's wellbeing needs and contributed to children reaching their full potential.

Mealtimes were a sociable experience for children, they were able to choose when they wanted to come for snack and where to sit. The pace of mealtimes was unhurried and relaxed, children were able to return to their play once they had finished. We discussed with the management team to explore increasing opportunities for children to develop skills and independence, such as pouring their own drinks and setting the table. Staff sat with the children and spoke about the food they were eating offering help and support when appropriate. As a result, mealtimes were a positive and social experiences with opportunities to develop social and language skills.

Staff felt supported by the management team. The head teacher visited the nursery daily and had adopted an open-door policy to enable staff to discuss any matters arising or identified areas for improvement. Regular staff meetings also gave the whole team the opportunity to come together to reflect and discuss strengths and identify areas for development. This approach provided a strong focus on self-evaluation to provide high quality outcomes for children and families.

There was a strong community spirit within the service. Management had worked well to ensure that the staff and children within the nursery were very much part of the wider school community. During the inspection, the management team had arranged for a local band to visit the children to answer questions and sign autographs. Children's medical needs were shared with the wider school staff team and minutes of the nursery team meetings. As a result, children were fully recognised and supported to be confident contributors to both the school and wider community.

Management monitoring of practice was carried out termly, with the last focus being quality of observations. This was following the introduction of a new planning and observation structure. Feedback was given to staff and areas to consider identified, this included peer assessment of observations to promote consistency. This supported staff to provide high quality play and learning experiences for children.

Staff received regular support and supervision from the management team, both as a group and individually which enabled them to identify priorities for training, discuss wellbeing and receive effective and supportive feedback. This led to staff feeling valued and helped to build effective and positive relationships between them and the management team.

Management empowered staff to take the lead in effective self-evaluation with a focus on improving outcomes for children. Staff regularly reflected on the planning and improvement of the service based on their own observations or through the views of the children and families. The team had identified developing the outdoor areas as something that would bring positive changes for the children's play and learning experiences. Extending the existing sand pit area and developing the new outdoor area will help support children to actively engage in outdoor experiences that spark interest and build confidence.

What the service could do better

Regular monitoring of accidents, incidents, and medication were being carried out by staff with management checking termly. However, this monitoring was not always formally recorded by the management team. Formal recording would support robust quality assurance procedures to be carried out effectively. This would contribute to children being safe and protected and having confidence in the care provided.

Mealtime experiences used a wide range of plastic resources including plates, cups, trays and there were limited opportunities for children to be actively involved. Exploring opportunities for promoting and supporting children's independence during mealtimes, also introducing more real-life resources would help make the mealtime experience a more homely experience.

The service had some natural, open-ended resources but these were limited. By increasing these resources this would encourage children to explore and develop their problem-solving skills. promote curiosity and more imaginative play

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

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

Recommendation 1

In order to support children to be healthy and reduce the risk of spreading infection the management team and staff should:

a. Review and improve the infection control practices in the service.

b. Ensure staff are knowledgeable and competent in infection control practices.

c. Implement an effective quality assurance system to ensure appropriate infection control practices are in place.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 2 - A safe environment.

This recommendation was made on 9 November 2016.

Action taken on previous recommendation
This recommendation had been fully actioned. Staff had attended training in relation to the administration of medication and infection control. They had an up to date copy of infection control guidance and had reviewed their procedures in relation to infection control.

Inspection and grading history

Date	Type	Gradings	
14 Nov 2017	Unannounced	Care and support Environment	5 - Very good 5 - Very good

Date	Type	Gradings	
		Staffing Management and leadership	5 - Very good 5 - Very good
9 Nov 2016	Unannounced	Care and support Environment Staffing Management and leadership	2 - Weak Not assessed Not assessed 3 - Adequate
4 Dec 2013	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 4 - Good
14 Mar 2013	Unannounced	Care and support Environment Staffing Management and leadership	3 - Adequate 4 - Good 3 - Adequate 3 - Adequate
19 Jan 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good

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