# Channelkirk Primary School Nursery
# Day Care of Children

Oxton
Lauder
TD2 6PT

Telephone: 01578 750 242

**Type of inspection:**
Unannounced

**Completed on:**
8 December 2023

**Service provided by:**
Scottish Borders Council

**Service provider number:**
SP2003001976

**Service no:**
CS2003017363

## About the service

Channelkirk Primary School Nursery is situated within the grounds of Channelkirk Primary School in the village of Oxton, near Lauder. The service is registered to provide a day care of children service to a maximum of 20 children not yet of an age to attend primary school at any one time. Of those 20 children no more than two are aged two-to-under three years.

The children are cared for in a temporary unit which incorporates a playroom with kitchen area, toilets and cloakroom. Children also have access to an adjoining library space and the school hall. Children have direct access to a secure outdoor area.

## About the inspection

This was an unannounced inspection which took place on 08 December 2023 between 09:30 and 16:30. 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 and considered the views of eight parents
- Spoke with staff
- Observed practice and children's experiences
- Reviewed documents

## Key messages

- Children experienced care and support that was warm, sensitive, and nurturing
- Progress had been made in addressing the areas for improvement since the last inspection
- The service had employed an additional member of staff to support the service and in meeting the daily needs of children
- Children's personal plans were updated regularly with parents to ensure children's changing needs and interests were supported by staff
- Staff have worked alongside the parent council to make improvements in the nursery environment. This meant the environment was more cosy and welcoming for the children.
- The staff team worked well together and there was a positive ethos within the setting.

## 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? | 4 - 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 evaluated this key question as 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 experienced warm, and nurturing care to support their wellbeing. This helped children to feel happy, relaxed, and safe in the nursery. They were developing positive relationships with staff and approached them for comfort and cuddles.

The care and support needs of children were well known to staff who could talk confidently about children in their care. Detailed information was gathered and regularly updated in children's personal care plans; these were created in partnership with parents. Support strategies were identified for children and were regularly reviewed by staff to ensure children experienced consistent and relevant care and support in response to their ongoing development. Parents commented:

"Friendly, caring staff who keep you informed of how your child is and accommodate their individual needs well."

"The staff are very welcoming and friendly; they all have a great relationship with my child and know my child as an individual."

"I feel that my child has a good relationship with all of the staff and my child is happy and confident in their care."

Changes had recently taken place to how meals were provided for children at lunch time. Staff were aware of the impact of these changes and were monitoring and evaluating children's mealtimes. On the day of our visit most children enjoyed eating together in a relaxed atmosphere, where staff ensured a caring and sociable experience. Meals were unhurried and children were encouraged to be independent and eat well. This supported children's wellbeing and helped them to feel respected and included.

Children's health and wellbeing was supported through well managed systems and processes. Staff were clear about their roles and responsibilities in safeguarding children. Good infection control procedures, including, hand hygiene and toothbrushing were encouraged. This meant children were supported to be safe and healthy.

**Quality indicator 1.3: Play and learning**

There were a good range of varied play experiences to support children's play and learning. Most children were confident in making independent choices and were engaged in their learning. For example, children made planes and vehicles with Lego and connected these to emergency services. Parents commented:

"The staff offer lots of different activities to keep my child interested." and "There are lots of interesting play activities inside and outside the nursery, they also use the school playground and hall so that the children are very familiar with the school building and staff and older children well before they start P1."

Numeracy and literacy were being promoted in the nursery through a good variety of resources in different area, for example children helped to prepare snack, made playdough, water play and matching games. Children had fun using tape measures and comparing weights, and sorting objects with a balance scale. They were problem solving whilst learning about size, weight, heavy and light.

Children had been learning about their 'rights to play and playing safety' in the nursery. Children enjoyed playing with frozen sand outdoors. They were supported and learning to keep safe by using safety googles, and being made aware of the dangers in lifting hammers to high close to their peers. This was a popular activity and children were learning about risk/benefit in play.

Children's learning progress and achievements were monitored and enhanced by staff. They made individual assessments on children's progress. An online system was used effectively by staff to share information with families and encourage a partnership approach to children's learning. The 'focus child' approach allowed families the opportunity to share their child's current interests with staff who used this information to plan play and learning experiences.

Staff should continue to provide and promote open ended play and natural materials both indoors and outdoors to stimulate children's imagination and creativity.

## How good is our setting? 4 - Good

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

### 2.2 Children experience high quality facilities

The environment was clean and reasonably well maintained. However, there was an issue with water and dampness at the entrance to the portacabin. This maintenance issue had been reported to Scottish Borders Council and should be addressed for the safety and wellbeing of the children **(see are for improvement 1).**

Staff carried out daily checks of the environment and risk assessments were in place to ensure any potential hazards had been considered and minimised. For example, salt was placed on the pathways and garden areas due to the ice outdoors. Staff had identified that the playhouse in the garden was no longer suitable for children to use and had asked for this to be removed.

The service benefited from ongoing support from parents who contributed their time and skills to carry out smaller tasks, they collaborated with management to plan for improvements to resources and equipment. The parent council had purchased a new playhouse for the garden, planted an area in the garden which was unsuitable for use by the children, and they supported staff making curtains and bunting to create more comfortable and cosy spaces within the playroom. This meant children had a safe and more welcoming, and cosy environment.

The service should demonstrate how they will ensure nappy changing facilities comply with best practice guidance and protect children from the risk of infection.

The nursery environment including furniture, resources, equipment indoors and outdoors were developmentally appropriate. Parents commented:

"We cannot fault the nursery environment for our child."

"The Nursery can't help that it's a portakabin - an upgrade on this eventually would be good!"

"There are many different areas for play, quiet spaces, and the staff take great care when arranging and maintaining the nursery."

### Areas for improvement

1. The service should take action to deal with water and dampness at the entrance to the portacabin. This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state:

'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment.' (HSCS 5.22)

## How good is our leadership? 4 - Good

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

**Quality indicator 3.1: Quality assurance and improvement are led well.**

Progress had been made in addressing the areas for improvement since the last inspection. The service had received good support from Scottish Borders Council, in making these positive changes. The service had employed an additional member of staff to support the service, and in meeting the daily needs of children. There had been improvements made within the nursery to make the environment more, comfortable and cosy. This benefited the children as the nursery was more homely and welcoming. Children had areas to allow them to have time away from their peers, to rest and self-regulate.

There were good quality assurance systems in place to monitor different aspects of the service. The staff had been monitoring and evaluating children's mealtimes times to ensure these were positive experience for the children, and that staff were available to interact and supervise the children.

A quality assurance calendar recorded actions throughout the year and senior staff monitored completion of these. A self-evaluation programme was in place to support staff to carry out monthly reviews and reflect on the quality of children's experiences, interactions and the environment. These processes should enable staff to continue identifying areas for improvement which lead to improved outcomes for children and families.

Parents had good opportunities to be involved in the nursery and to make suggestions for improvements. For example, they could take part in 'stay and play' sessions, parents' consultations, and be part of the parent council. Parents we spoke with feel strongly about the nursery and want it to be a happy welcoming and homely place for their children. This had resulted in is a collaborative approach between staff, management and families helping to improve and maintain the quality of the environment and overall outcomes for children.

Parents told us:

"The ELC lead, is a phenomenal resource for our school and community. She exudes positive spirit and caring warmth, and the children all respond well to her. She is also excellent at delegating to the new nursery staff, thus ensuring that the children have healthy attachments to all the teachers."

"I think Channelkirk is fortunate to have an outstanding nursery and is one of the reasons we are proud members of this school community. Thanks to all ELC staff and our head teacher for cultivating such a nurturing environment."

## How good is our staff team? 4 - Good

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

**Quality indicator 4.3: Staff deployment**

The service had employed a third permanent member of staff, and this had resulted in good outcomes for children. In addition, they have another part time staff member to cover staff lunch breaks. Two team members were relatively new, and they were at the early stages of bonding and developing good working relationships. This resulted in children being safe and their needs being met.

Staff told us: "The team are very new; we get on well and understand the children's needs. We all use the same body language which is necessary for some children. We try to create comfortable spaces for children." In addition, staff confirmed they support each other well. The staff should continue to work closely and develop as a team with the support from management, to ensure they have time for reflection and development.

The staff team brought a mix of experience, knowledge, and skills to benefit children's care and learning. The more experienced staff used their skills and recent training to take forward specific areas for improvement. This helped motivate the team and supported them in improving areas of the provision. This resulted in positive outcomes for children.

Parents commented positively on the professionalism of the staff team.

"There have been new staff this year, and they have all shown enthusiasm and engagement towards the children and parents. I am very comfortable with all the ELC staff and grateful to them for their role in looking after and teaching my young child!"

"The staff are exceptional."

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

### Requirements

**Requirement 1**

By 26 May 2023, the provider must demonstrate how they will ensure nappy changing facilities comply with best practice guidance, and protect children from the risk of infection. To do this, the provider must, at ma minimum, submit a plan to the Care Inspectorate of how they intend to improve nappy changing facilities for children to meet with best practice guidance. The provider must detail a reasonable timescale within which the improvements will be made.

This is to comply with Regulation 4(1)(a) and (d) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state:

'If I require intimate personal care, there is a suitable area for this, including a sink if needed (HSCS 5.4)
'The premises have been adapted, equipped and furnished to meet my needs and wishes' (HSCS 5.18)

This is to comply with best practice guidance, Nappy changing facilities for early learning and childcare services: information to support improvement' (Care Inspectorate: June 2018).

**This requirement was made on 13 March 2023.**

Action taken on previous requirement
The service had developed a risk assessment for children using the nappy changing facilities within the disabled toilet. Currently no children using the service wear nappies or pull ups. Staff only use the school toilets facilitates. We asked the service to review their risk assessment to clearly outline the procedures staff follow toilet facilities within the school, that no staff use the toilet which accommodated the nappy change facility when children are in the service in nappies. Staff will revert back to nursery procedures and only use toilet facilities within the school.

Agree because of this that the risk assessment remains in place and it is clearly written within this that if a child comes into the service wearing nappies/pull ups then staff will only use the school toilet and the nappy change facility is used for this only.

**This requirement had been met.**

Met - within timescales

# 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 children's wellbeing, learning and development, the provider should review the levels of staff to ensure this effectively meets the diverse and changing needs of children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state:

'My needs are met by the right number of people' (HSCS 3.15)
'People have time to support and care for me and to speak with me' (HSCS 3.16).

**This area for improvement was made on 13 March 2023.**

#### Action taken since then

The service has employed another permanent member of staff. and this has had a positive impact on the care and wellbeing needs for the children.

The service also maintained lunch cover, with a member of staff available to support the team for two hours per day. This had supported positive mealtimes for the children.

# 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? | 4 - Good |
|---|---|
| 4.3 Staff deployment | 4 - Good |

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