Polkemmet Primary School Nursery Class
Day Care of Children

The Avenue
Whitburn
Bathgate
EH47 0BX

Telephone: 01501 740 319

Type of inspection:
Unannounced

Completed on:
31 May 2019

Service provided by:
West Lothian Council

Service provider number:
SP2003002601

Service no:
CS2003017500

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Polkemmet Primary School Nursery Class is registered to provide a care service to a maximum of 30 children aged 3 years to school entry.

The service is provided by West Lothian Council. The Head Teacher is the designated manager for this service and is supported in this role by a Principal Teacher, an acting Early Years Officer and an Equity and Excellence lead. The nursery is based within self-contained accommodation within the primary school. The children have direct access to a good-sized outdoor area.

The service aims include;

- providing a secure, stimulating and caring environment,
- promoting curiosity, inquiry and creativity,
- encourage and understanding of others and their open emotions,
- help young children become independent.

We check services are meeting the principles of Getting It Right For Every Child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time, from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of Getting It Right For Every Child: safe, healthy, active, nurtured, achieving, respected, responsible, included.

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What people told us

On the first day of the inspection visit, approximately, 37 children were present throughout the day. We observed children who were happy and engaged indoors and out. Children played well together and were very supportive of each other. Some children talked to us about their time in the nursery and told us what they like to do there. They told us they like playing outside and visiting the soft play.

We provided the service with 10 Care Standards Questionnaires (CSQs) to be distributed to parents/carers before the inspection. We received five completed questionnaires before the inspection visit. From the responses we found that all parents agreed that information about their child's' learning and development was shared with them and that their child appears happy and confident with staff. Some parents did not agree the service made the good use of resources in the community. We shared this with the manager who informed us this was part of the service improvement plan for 2019/20.

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at the service's improvement plan which demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	4 - Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

Staff provided children and their families with a welcoming and caring service. Staff's communication with children gave them the message that they were valued and appreciated. Children also received praise and encouragement during play and individual achievements were recognised.

Children were being cared for by staff who were trained, competent and skilled. hey had participated in training courses and understood their professional responsibility to seek out learning opportunities that would develop their practice. For example, we learnt staff had completed an 'Introduction to the Froebel Approach' online course and had begun to develop the environment by adding more natural and open-ended resources.

A range of play experiences were available. This included opportunities both indoors and out which encouraged children to lead play and explore their environment. This meant that children could develop their social and physical skills, confidence, self-esteem and creativity through a balance of organised and freely chosen extended play.

At times, children had free flow access to the outdoors which was used as an extension of the playroom. We encouraged staff to extend the time available for outdoor play and to ensure children have daily opportunities, in all weather types. The resources and furnishings available, inside and out, insured children could develop their skills in understanding, thinking, investigation and problem solving in an environment that promoted imagination and creativity.
The setting had appropriate planning processes in place for children who required or may benefit from additional support in their learning. Where more specialised support was required staff liaised with external agencies to put in place appropriate plans of support. These plans were reviewed in partnership with parents and we could see that staff valued the parent's contributions. Parents spoke highly of the service and every parent agree that they were happy with the quality of care their child received.

Children were kept protected because all staff were alert to signs of potential deterioration in children's health and/or wellbeing. Staff were aware of their responsibility to keep children safe and act on any concerns as they developed.

What the service could do better

The service had a variety of policies and procedures in place; however, we found there were some gaps, impacting on their effectiveness to guide staff. To ensure children experience high quality care and support because staff have the necessary information and tools, we suggested the service further develop their policies and procedures, in line with best practice guidance. See recommendation 1.

The resources on offer supported a good quality of play. The nursery was well looked after with clean, tidy and well-maintained equipment for the children to freely access. We noted some areas of the playroom were not used during the sessions. Staff could complete focused audits and evaluations of the environment to ensure that children's experiences are maximised because they are planned, purposeful and based on children's interests.

Children were offered suitably presented snacks, including fruit and vegetables. Snacks and mealtimes were unhurried. At snack children were encouraged to be independent by self-serving and pouring their own water/ milk. The atmosphere was relaxed with many conversations taking place between the children and at times staff. To fully maximise children's experience, we encouraged staff to evaluate and further develop children's learning experiences during snacks and mealtimes. For example, we highlighted the value of staff purposefully engaging in conversations with the children during snack and mealtimes and asked the staff to consider how they could develop this further in line with best practice guidance, for example, Food Matters. Linked below.

http://www.careinspectorate.com/images/documents/4705/Foodmattersnurturinghappyhealthychildren.pdf

The environment was arranged with enough choice so that children could play alone, in pairs or in small groups, however; we observed whole group singing activities during our visit. We suggested staff consider the pace of the day for children, particularly how routines and activities impact on children's play and learning. Staff should consider children's individual interests, needs and stages of development when planning storytelling, reading, singing and rhythm activities.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. We recommend that the provider review and update the service's policies and procedures to ensure they are up to date and consistent with current best practice guidance. The following should be considered as a priority:

- personal care,
- management of medication,
- personal plans.

Guidance is available at:
Personal Care
https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/space-to-grow/

https://hub.careinspectorate.com/media/1558/nappy-changing-guidance-for-early-years-and-childcare-services.pdf

Management of medication
http://hub.careinspectorate.com/media/189567/childrens-service-medication-guidance.pdf

other guidance and training opportunities can be obtained from the Care Inspectorate HUB - https://hub.careinspectorate.com/

This is to ensure care and support is consistent with the Health and Social Care Standards which states that, as a child I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes (HSCS 3.14) and My care and support is provided in a planned and safe way, including if there is an emergency or unexpected event. (HSCS 4.14).

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	
9 Mar 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
17 Jan 2013	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 5 - Very good 5 - Very good
18 Mar 2009	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent 6 - Excellent 5 - Very good 5 - Very good

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