Canisbay Rainbow Nursery
Day Care of Children

Canisbay Primary School
Canisbay
Wick
KW1 4YH

Telephone: 01955 611 337

Type of inspection:
Unannounced

Completed on:
27 April 2022

Service provided by:
Highland Council

Service provider number:
SP2003001693

Service no:
CS2004071777

About the service

Canisbay Rainbow Nursery is registered to provide a service to a maximum of 16 children aged three years to those not yet attending primary school. The nursery operates term time only.

Canisbay Rainbow Nursery is a day care of children service operated by Highland Council, and is situated in the village of Canisbay, Caithness. The accommodation used by the nursery is situated within the main school building. There is an enclosed outdoor play area which contains a range of loose parts and open ended resources which extend and enrich the children's imaginative play and learning experiences. The main school grounds are also used for energetic physical play.

What people told us

There were eight children present at the time of the inspection. Throughout the visit all of the children were actively engaged in their play and were very confident as they used the different areas of the nursery. The nursery children made good use of the outdoor facilities during the inspection.

We spoke with all of the children throughout the inspection. Their comments included:

"I like playing on the police bikes "

" I like playing with my best friend"

" This is yummy fish, it gets a thumbs up"

" I am playing hide and seek"

" I love everything here"

The six parents who contacted us were very happy with the quality of care and support their child received at the service.

Some comments included:

"I cannot praise the staff at the nursery enough!"
"Things have changed a lot and for the better. I feel very included in what's going on in nursery despite not going over the door purely pandemic related and currently out with staff control but we regularly get access to their learning logs and it is filled with lovely stories and pictures of what they have been up to"
"The staff also make sure to spend time chatting at pick up and drop off and it's lovely to hear all the tales."
"I have no other feedback of suggestions as to how they can improve as they are already doing an excellent job in my
"My child loves playing outside and will go out given any opportunity. With the good weather most days when I am picking her up they are outside having great fun. Even in the colder days they are wrapped up with their outdoors on and she loves it."
"The staff are excellent and the children have so much respect for them"
"I am very happy with how Canisbay ELC is run and the staff are always fantastic with the kids. They are all very approachable to discuss anything that is needed."

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.

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	4 - Good

What the service does well

During the inspection we evaluated two quality themes, care and support and management and leadership. We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated the quality of care and support as very good. Management and leadership was evaluated as good. We found important strengths in supporting outcomes for children with some areas for improvement.

Children were nurtured and supported throughout their experiences. They benefitted from warm, caring relationships from staff who were responsive to individual children. They offered comfort, cuddles and caring interactions when needed. This provided children with reassurance and supported their wellbeing, contributing to them to feeling valued and respected.

Staff spoke knowledgably and confidently about children's individual care needs, preferences, personalities and what they did to support them. Personal plans were developed in partnership with families and key agencies. Information identified what support individual children needed to help them achieve positive outcomes. This enabled effective transitions and ensured consistency and continuity of care.

Staff were skilled and thoughtful in their interactions. They took into account children's understanding and adapted their interactions to support children's age and stage of development. This was achieved through effective processes to track children's progress. For example children had individual learning profiles that detailed their interests, learning and development. This information was shared regularly with parents and carers as well as a weekly communication through virtual platforms. As a result, individual children received care and support that was right for them.

Children were happy, engaged and seen to be busy and purposeful at play. Planning approaches were child centred and responsive to children's needs. Children had very good opportunities to lead their own play and learning which impacted positively on their development and wellbeing. As a result children were confident, happy and progressing well. We saw them playing and interacting with each other and staff, using a range of resources that supported their problem solving skills, creativity and imagination. Staff embraced risky play opportunities. We saw children being supported to go up a high climbing frame. This allowed them to safely engage in their play, to push their own boundaries and build self-confidence. Active energetic play was also encouraged. We saw children having fun, playing on bikes on a race track that they had marked out using chalk. This contributed to them being healthy and active.

Children benefited from positive, social mealtime experiences in a calm and nurturing atmosphere. The pace of mealtimes were unhurried and relaxed, children were able to return to their play once they had finished. They helped prepare their own snacks and served their own food which promoted opportunities for independence. They showed their skills and confidence by pouring their own milk or water. Effective support and interactions from staff at mealtimes supported the development of language and communication skills. Children had access to fresh water throughout the day which encouraged them to stay hydrated.

The management team and staff promoted a shared vision for the nursery that reflected the needs of children, families, staff and wider community. They were approachable and had high aspirations for their children and families attending their service.

Quality assurance processes ensured that various aspects of the service had been monitored The quality assurance calendar and improvement plan were supported by relevant local and national guidance. The improvement plan had identified priorities for development with clear actions on how these would be achieved which reflected some of the findings of the inspection. This showed a capacity to identify improvements and make plans for development, ensuring positive outcomes for children.

Self-evaluation processes had allowed all staff to reflect on their practice and identify areas for improvement. There were some opportunities for the children to provide feedback and suggestions as to how the service could be further developed. For example children were being asked for their views on the nursery garden which was captured in children's floor books. This supported children to feel included and respected. Staff had reflected on the planning and improvement of the service based on their own observations of how the children engaged with the play and learning environment. The team had identified developing the indoor and outdoor areas as something that would bring positive changes for the children's play and learning experiences. They had reflected on what a quality learning environment looks like and had implemented positive changes including introducing more loose parts, natural and real-life resources. This supported children to develop curiosity, creativity, and problem-solving skills.

What the service could do better

Although staff knew children's needs well and had access to personal information for all children. The information was stored in different places. To ensure all staff have a clear record of children's changing and evolving needs, the service should streamline personal planning information and improve systems for storing information.

The manager and staff should continue to monitor and implement improvements to the environment, with a focus on developing safe cosy spaces. This will ensure children have a space to rest and relax when needed.

We identified scope for improvement in relation to the lunchtime experience. The manger and staff should consider how they can further develop opportunities for promoting independence at lunchtime.

Annual appraisals and supervision support meetings contributed to staff feeling valued. We found that these could be further developed to include more regular, effective and supportive feedback with identified actions. This would support staff to reflect and improve on their practice, to be clearer on their responsibilities and accountable to their role.

The management team and staff should continue to embed systems in place to ensure they are robust and allow for a steady pace of change and sustained improvements, ensuring improved outcomes for children.

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

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings	
6 Feb 2018	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good Not assessed Not assessed
3 Dec 2014	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 4 - Good
26 Jan 2012	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good Not assessed Not assessed
13 Jan 2010	Announced (short notice)	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 5 - Very good 5 - Very good

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