Stratherrick Nursery
Day Care of Children

Stratherrick Primary School
Gorthleck
Inverness
IV2 6UJ

Telephone: 01456 486630

Type of inspection: Unannounced
Inspection completed on: 4 May 2018

Service provided by:
Highland Council

Service provider number:
SP2003001693

Care service number:
CS2017355277

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

Stratherrick Nursery registered with the Care Inspectorate on 26 June 2017 and is situated within the local primary school in Gorthleck. Accommodation is on the ground floor and it can cater for up to 10 children at any one time. Children and staff have direct access to the outside play area which is expansive, interesting and meets the needs of children attending.

We carried out this unannounced inspection on 4 May 2018 and spent a full session at the nursery.

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, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

What people told us

We spoke to three parents on the day of inspection. All parents were happy with the way in which the service was provided. They were confident that their children were safe and secure at the setting and that they enjoyed attending.

Parents were satisfied with the way in which the service communicated with them and they had the confidence that if they raised any issues they would be addressed.

They found the staff to be caring and thoughtful and their children had made good relationships with both the staff.

They found the games and activities on offer met with their children's needs, and all parents had been delighted with their children's progress.

Playing and learning outside was valued by parents who also appreciated the various visits to places of interest that children and staff had taken.

"Warm friendly staff, wonderful outdoor space and children always appear to be making use of it. Excellent range of toys and activities. Our daughter loves attending nursery here and learning new topics."

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 paperwork. These demonstrated their priorities for development and how they were monitoring of 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	5 - Very Good
Quality of staffing	5 - Very Good
Quality of management and leadership	5 - Very Good

Quality of care and support

Findings from the inspection

Parents and children were warmly welcomed to the service by staff who made time for parents to discuss day-to-day issues. Parents confirmed that they found the staff approachable and would not hesitate to raise any issues if concerned about the care of their children. We observed parents casually chatting with staff when dropping off their children, exchanging information on how their children had been the previous evening.

We found that children were very comfortable and confident within the setting, and that they dictated the pace of learning by consulting and discussing with staff throughout the observed session. Children were able to explore their environment as well as access toys and games independently.

Children were treated with respect and dignity at all times with members of staff encouraging them to enter in to discussions, as well as allowing them time and space to consider their response. Children were encouraged to identify their own learning journeys by taking part in mind maps and floor books (participation tools), as well as discussing and planning at the start of each day. Learning journey folders informed parents and children of learning and skills that were acquired when taking part in play and activities. Parents could assess how children were developing both physically and mentally by studying the folders.

Members of staff knew the children very well and supported them according to their needs, development and understanding. Older children were challenged to identify their own learning, while younger children were supported and directed at times. Children were encouraged to use good manners, respect each other and take responsibility for their actions.

There was lots of laughter and fun during the observed session and learning opportunities were abundant.

Very good infection control procedures were in place and children were encouraged to wash their hands at the appropriate times. Healthy snacks and lifestyles were promoted and children had access to outside play on a daily basis.

During the session, pupils from the primary school mixed with children at play and in the corridor, one child handed over an old birds nest for the nursery children who were learning all about spring. Transition to the upper

school was natural as school staff and children frequently joined each other for numerous activities and the sharing of equipment and space.

Day-to-day planning was dictated by the children which resulted in a responsive reaction by the staff which made it interesting and relevant to the children.

The wider community was used to the full, and on quiet days trips had been made to meet up with other nurseries in the area.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

The nursery room had recently been refurbished, and furniture and fittings were appropriate for the age of children attending. There was ample space for children to play and the room had been naturally divided into different themed areas. The children had turned the home corner in to a shop/restaurant which promoted literacy and numeracy.

There was a mass of equipment that aided learning along with encouraging development of fine motor skills. Introducing more natural materials and games that could be constructed by the children may help them realise that games and activities do not always need to be purchased.

There were quiet areas where children could snuggle down to read a book, and art areas both inside and out.

Outside play was a very good example of this. The expansive playground with its nooks and crannies was a whole world to the children where they could run, climb, jump and explore. It reflected their natural environment and children had to deal and manage with nettles, thorns and uneven surfaces.

On the day of inspection children were studying the local bird life and from within the playground they were able to spot and hear numerous birds. This was extended by research on the smart board as they studied and identified bird life from other continents.

Children could access toilets from the playroom, though they were not ideal due to their size and had to be adapted with inserts. There were five sinks within the playroom and four children attending suggesting over provision.

Children were taken down to the local loch and other outside areas for exploration and play, as well as observing and understanding how their environment was shaped.

Accidents and incidents were recorded and monitored, and risk assessments were reviewed on a regular basis. We would encourage children to be involved in developing their own risk assessments by taking part in developing their risk assessment mind map.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of staffing

Findings from the inspection

Only one member of staff was on duty on the day of inspection. The member of staff was more than competent when looking after three children, and other school staff were within shouting distance.

The member of staff held appropriate qualifications and had attended additional training on first aid, child protection and other workshops and seminars that related to the care of children. We observed the staff listening attentively to the children, extending their language by asking the appropriate questions and encouraging them to make decisions. When providing guidance, children were given the time and space to consider their answers and prompts were provided when children struggled to answer.

On occasions, the staff member sat back and observed, allowing the children to negotiate with each other, problem solve and make decisions. This encouraged independence and developing social skills. This also resulted in confident children who were willing to try new experiences without fear of failure.

Planning was minimal and responsive to the requests and comments from children. We found the floor books to be informative and interesting and it was easy to identify children's learning outcomes.

We would suggest that when relating the curriculum for excellence to children's learning, this is recorded on the back of floor books when evaluating outcomes for the children, rather than at the planning stage.

Children were provided with physical and verbal comfort when upset due to minor trips or falls, and parents were informed of incidents when picking up their children at the end of the day.

Parents spoke about the staff being approachable, and when speaking with parents it was obvious that they trusted and respected both members of staff. Children also showed their trust and respect by constantly asking questions and looking for and receiving physical reassurance.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

Findings from the inspection

We found that good systems were in place to support service delivery, and that policies and procedures were made available to parents and carers.

Parents and carers were welcome to visit the service and meet with staff before placing their children. Children were gradually introduced to the service by spending shorter periods in the beginning.

The members of staff providing care assessed activities on a regular basis and were adjusting their practice to meet the needs of children attending at that time.

Good use was made of planned activities and free play, both of which were instigated by the children.

We found the observations in children's folders to be competent and informative, and that assessing children's development and learning outcomes were very well recorded.

The school and nursery worked well together, and all members of staff were available for consultation or discussion on specific issues. The head teacher knew the nursery children very well and was a frequent visitor to the nursery. Members of staff confirmed the manager was available for consultation and discussion at all times.

Members of staff could access quality training, and annual meetings to identify training needs and personal development had taken place.

The service was aware of best practice documents and could access guidance and articles online by accessing Play Scotland, the Care Inspectorate Hub and Education Scotland documents.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

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.

Complaints

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

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

This service does not have any prior inspection history or grades.

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