Tingwall Nursery
Day Care of Children

Tingwall Primary School
Gott
Shetland
ZE2 9SE

Telephone: 01595 807 224

Type of inspection:
Unannounced

Completed on:
29 June 2022

Service provided by:
Shetland Islands Council

Service provider number:
SP2003002063

Service no:
CS2020381186

About the service

Tingwall Nursery is a day care of children service in the town of Gott. It is part of Tingwall Primary School and is close to local amenities. The service is provided by Shetland Islands Council and is registered to provide a care service to a maximum of 32 children aged three years to those not yet attending school.

The service is accommodated in a large, bright room which has access to an enclosed outdoor play area.

About the inspection

This was an unannounced inspection which took place on 29 June 2022 between 08:30 and 16:00. The inspection was carried out by two inspectors 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 and three of their family members
- spoke with staff and management
- observed practice and daily routines
- reviewed documents.

Key messages

• Children benefitted from positive nurturing relationships with staff who knew them well.
• Children were able to lead their own play, investigate and explore.
• Children's transitions into the nursery and then into primary one were well supported.
• A safe system for storage of medication was introduced during the inspection, this should be maintained.
• The manager and staff should revisit the improvement plan, ensure that it is still relevant and progress the planned developments.
• The system for audits and quality assurance needs to be strengthened to ensure that it is effective in identifying areas that need improvement.

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?	5 - Very Good
How good is our leadership?	4 - Good
How good is our staff team?	5 - Very 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.

QI 1.1 Nurturing Care and Support

Children were happy and confident on their entry to the service. They were comfortable with the routines and relaxed in their interactions with staff. Staff welcomed children individually and there was a happy and relaxed atmosphere from the beginning of the day.

Children's care reflected their family's preferences, for example having access to own soaps and lotions, and promoted children's independence. Children benefitted from interactions which were warm and caring and nurtured children's security and confidence.

Snack was served in the kitchen area of the playroom and was a relaxed and unhurried time. Children benefitted from this opportunity to socialise and communicate with their peers. Opportunities were available to promote children's independence such as serving own fruit or buttering their own cracker. Younger children had their lunch in this area as well. Older children's transition into primary school was supported by their ability to have lunch in the school dining room. Staff were focused on children during this time, sitting and eating with the children, supporting the relaxed, happy, and family atmosphere.

Children's health and wellbeing was supported by staff who knew them very well. Staff were confident when discussing individual needs and preferences. This knowledge was reflected in children's personal plans. Information held in children's plans, including details of strategies to support children, was clear and easily accessible. This supported staff in reviewing and evaluating information ensuring that children's support was based on most up-to-date details.

The effective working relationships with other agencies such as Pre-School Home Visiting Service promoted a continuity of care for children. The record keeping of significant events in children's lives and their experiences within the nursery supported staff in sharing relevant information with these services. This promoted the ability of staff to provide the support needed for individual children to thrive and reach their full potential.

Medication was stored in a locked cupboard in the office. Individual children's medication was not stored in named containers as described in guidance. In some cases, the information regarding the administration of the medication was not easily accessible. In one case there was no parent signature for permission to administer medication. The manager and staff took steps to immediately rectify these issues during the inspection. The manager should continue to monitor this and ensure that these improvements are maintained.

QI 1.3 Play and Learning

Children were engaged and having fun as they participated in the activities available to them. Resources reflected children's current interests and were easily accessible, supporting children's choice and ability to lead their own play.

Staff interactions with children supported them to express thoughts and opinions and to problem-solve. Praise and encouragement promoted children's confidence and self-esteem. There were opportunities throughout the nursery for children to develop their skills in literacy and numeracy. For example, in mark making, reading, measuring, and counting.

Children had ownership over their learning experiences. For example, one child was very keen to show the inspector how to fish, finding a plastic banana and chicken from the home corner to use as a rod and bait. Staff were responsive to children's suggestions, promoting their ideas for play experiences and extending their learning through skilled interactions.

Children's experiences and achievements were shared with parents supporting a celebration of achievements and keeping parental involvement in their child's learning. Parents told us that this had improved recently and they appreciated the increased regularity of information sharing.

Children's learning and experiences were recorded in their learning journeys. The detail in these was not always consistent, with some being more descriptive of what had been done rather than detailing the learning. While most had relevant next steps identified to support children's progression this was not always the case. The manager and staff had identified this as an area for development in their improvement plan. We suggested that this should be prioritised to maximise the benefit of the improvements for children's learning.

How good is our setting? 5 - Very Good

We evaluated this key question as very good where significant strengths in the care provided supported positive outcomes for children.

QI 2.2 Children experience high quality facilities

Children benefitted from a setting that was secure, well-furnished, comfortable and homely. They were confident and relaxed in the environment. Children were able to lead their own play and make free choices as resources were easily accessible to them. The resources reflected children's current interests and needs. Staff interactions with children supported them to use the resources appropriately and with consideration for their peers. This included support to take turns and share as well as discussions around feelings and emotions. These interactions supported the children in being responsible and considerate and in managing their own feelings.

Children's photos and artwork were used as displays encouraging the children to feel accepted and proud of their work. Children's comments on planning had been scribed and these were also displayed. The discussions around these supported children's awareness of their learning and encouraged their communication skills.

Children's health was supported by free flow access to the outdoor areas. Outdoors there were opportunities for role play, mark making and problem-solving, such as den building in the wind, as well as active play.

Indoor and outdoor environments promoted opportunities for children to investigate, experiment and problem-solve. This included some quite complex "building" such as an aeroplane and dens as well as opportunity to role play real life experiences such as fishing. To support this there were lots of open-ended

and loose part materials available for children to use in their play. The environment was well laid out to support children's play and provide areas for group and single activities. While there were very clear zones within the environment children were confident in moving resources to separate areas to extend their play.

Robust infection prevention and control measures further promoted children's health. This included supporting children's understanding of personal hygiene routines such as wiping their nose and washing their hands effectively.

Risk assessments were in place to promote children's safety. These identified hazards and the actions being taken to reduce risk of harm to an acceptable level. We agreed with the plans to increase children's involvement in these as a way to increase their awareness of risk and how to manage it.

How good is our leadership? 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children.

QI 3.1 Quality assurance and improvement are led well

Children benefitted from a positive ethos of continuous improvement throughout the staff team. The manager, senior practitioner and staff had a shared vision for the service and were committed to providing high quality care to children. Staff were aware of areas that were being developed and encouraged to have input. In discussion staff showed the ability to reflect on their practice and identify what went well and where improvement was needed. Regular staff meetings supported discussion and the ability to share learning and experiences to contribute to improvement and development.

Opinions and views of parents and children were sought in a variety of ways as part of the evaluation process and throughout the day to day routine. Parents told us that they felt listened to and that things had changed previously based on their feedback.

Some auditing was in place, accidents and incidents, for example, were audited to identify areas which were posing higher risk. In some areas though the audits were not effective in identifying possible weaknesses. For example, the storage of medication and the associated records. Staff responded to our feedback about these issues and took immediate steps to resolve inconsistencies. To ensure outcomes for children are improved by quality assurance, staff need to embed a system that promotes consistency and improvement in all areas.
Monitoring and evaluation of children's experiences was taking place. This supported staff reflection and promoted improvement which had a positive impact on children's experiences.

Children benefitted from self-evaluation which led to planned improvements in the provision. An improvement plan for the nursery was included in the overall plan for the school. This identified areas which required further development such as the planning for children's learning and extending staff interactions. A clear success criteria focused on improved outcomes for children. However, due to circumstances over the last couple of years priorities had changed and not all areas in this plan had not been progressed. We advised that the manager ensures that it is still relevant for children attending the service before revisiting timescales and success criteria.

How good is our staff team? 5 - Very Good

We evaluated this key question as very good where significant strengths in the care provided supported positive outcomes for children.

QI 4.3 Staff Deployment

The manager and senior staff recognised the importance of ensuring the service was appropriately staffed throughout the day. Children's wellbeing benefitted from a staff team that made the most of each other's differing skills, experience and knowledge to ensure that children were safe and had positive experiences throughout the day. Children benefitted from a continuity of care which was promoted through staff discussions and an ethos of information sharing and effective communication. For example, staff who had been absent were given updates on any changes for individual children as well as what was happening in the nursery. There was a clear system to mentor new or temporary staff to support them to fulfil their roles with confidence.

Children benefitted from busy times such as meals and the beginning and end of the day being well-managed. This meant staff were able to meet the children's needs at these times. Staff were flexible within their roles and communicated well throughout the day. They were able to identify and meet children's changing needs throughout the day. For example, identifying where more supervision or interventions were needed to promote children's play and ensure their safety.

Children benefitted from staff who worked well as a team. Staff were supportive and respectful of each other and created a happy, relaxed atmosphere for children. Staff took formal and informal opportunities to share experiences and learning and to discuss how best to meet children's individual needs.

Parents told us that they knew the manager and staff and were confident in approaching them to discuss their child's progress or any concerns that they may have. They felt that staff were approachable and willing to be flexible to meet the needs of families. One parent told us that she was anxious about her child starting nursery and that "the staff did everything they could to reassure me."

Complaints

There have been no complaints upheld since the service registered.

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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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