

North Walls Community School Nursery Day Care of Children

North Walls Community School
Lyness
Stromness
KW16 3NX

Telephone: 01856 791246

Type of inspection:
Unannounced

Completed on:
13 August 2020

Service provided by:
Orkney Islands Council

Service provider number:
SP2003001951

Service no:
CS2003016393

About the service

North Wall Community School Nursery registered with the Care Inspectorate in 2011 to provide a care service to a maximum of 12 children, not more than three of whom are under the age of 3 years. The age range of the children will be from 2 years to those not yet attending primary school. The service will comply with the following minimum staffing ratio: 1 adult to 5 children when there are children below the age of 3 attending. When the session is less than a continuous period of 4 hours in any day for children aged from 3- 5 the adult child ratio may be 1 :10. At all times the total number of suitably qualified and experienced staff will be sufficient to meet the needs of the children.

North Walls Community School Nursery forms part of North Walls Community School on the island of Hoy. The nursery playroom and early years class are connected, providing opportunities for integrated play. There is direct access to the early years play area, as well as to the wider school grounds.

Aims of the service include being committed to "provide consistently high quality learning experiences, value the learning and achievements of all our children and promote high expectations and ambition to enable them to achieve their full potential. We aim to support our pupils to develop the knowledge, skills and attributes they will need to do well in life, in learning and in the workplace."

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). This is 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 GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

What people told us

For this inspection we received two completed care standard questionnaires. Responses indicated that parents were very happy with the service, commenting very positively about the care and support their child was given. They told us it was a valuable and wonderful service with caring and supportive staff.

"My child loves coming to nursery and can describe in detail all the activities and opportunities she has had during her time. I feel it is a valuable and wonderful service with caring and supportive staff."

There were two children present during inspection. They were very settled and confident with staff. They enjoyed playing outdoors and were keen to show us their nature trail.

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 processes. These 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

5 - Very Good

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

What the service does well

The children and their families were welcomed into the service and encouraged to participate in whole school events. This contributed to building a very supportive community where everyone felt included and valued. Home visits and opportunities for two-year olds to attend the service supported children to build positive attachments with staff. This helped them settle into nursery, grow in confidence and feel safe.

Parents and other agencies had been involved in developing personal plans to help meet children's individual needs. This meant staff were well informed on how best to meet children's health and well-being, interests and preferences. These had been reviewed every six months, however, for some children we advised more regular up-dates to records changes, progress and achievements.

Effective systems and procedures were in place to safeguard and protect children. Staff had a good understanding of possible signs of abuse or harm and were aware of situations in the children's wider world which may impact on their health and well-being. Any concerns were recorded, and the relevant authorities contacted if necessary.

Staff worked well as a team, providing nurturing care with warmth, kindness and patience. They used effective questioning skills to support children extend their thinking and learning. As a result, children were happy, relaxed and more willing to try new things.

The children's interests and preferences were used to plan activities that they enjoyed. They were able to take part in a range of organised and freely chosen activities which supported their emotional, social and physical development. Achievements and progress were recorded in the children's learning profiles and shared with parents. This promoted working together to help meet children's needs and support their learning.

Children attending an all-day session were provided with a nutritious, cooked lunch. They ate lunch in the dining hall alongside the older children. This was a very positive experience, helping children to feel included and part of the school community.

The nursery playroom had undergone recent changes to integrate play with the early years' classroom. This provided good opportunities for working together to meet the needs of the children. This meant children were able to form friendships and learn through collaborative play. This led to improved outcomes for children.

The playroom was very attractive and welcoming. The use of wood and muted tones resulted in a calm and relaxing space for the children to play. Free choice and independent play were promoted through accessible resources and games. Some loose parts and natural resources contributed to the children's curiosity, investigation and extended play. The construction area was well thought out and supported children's early numeracy and problem-solving skills.

Children were able to access the outdoor area directly from the playroom. Their independence and self-help skills were encouraged when dressing for outdoors. Good use of the extended boundaries provided

opportunities for the children to become more familiar with their local environment. This will help them grow into responsible and caring citizens.

What the service could do better

Nursery planning formats were easy to understand and displayed in an attractive way to share the information with parents. However, some of the planned activities appeared adult led and did not show the very good child led play experiences taking place. Staff were very keen to make some changes to the nursery planning to ensure it more accurately reflects their good practice.

Changes to the indoor environment were on going. Staff should consider how best to resource areas to support children's learning. The role play corner should be further developed with real life resources for the children to use in pretend play. Consideration should be given to make story corners more attractive and inviting. Opportunities for literacy and numeracy development should be embedded throughout the learning environment.

The early years outdoor play area was under development. Staff discussed how they hoped to introduce more loose parts and sensory play to help develop children's natural curiosity and imagination.

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

Recommendation 1

Children's independence and responsibility should be encouraged throughout all aspects of the nursery session.

National Care Standards, Early Education and Childcare Up to the Age of 16 - Standard 4: Engaging with Children.

This recommendation was made on 18 December 2017.

Action taken on previous recommendation

Staff promoted children's independence through choice of activity and everyday situations such as dressing for outdoors and preparing snack. Therefore, this recommendation had been met.

Recommendation 2

In order to effectively share children's learning and achievements with parents the learning journeys should be updated more regularly.

National Care Standards, Early Education and Childcare Up to the Age of 16 - Standard 4: Engaging with Children.

This recommendation was made on 18 December 2017.

Action taken on previous recommendation

Learning journals and observations of the children at play were updated regularly. Therefore this recommendation had been met.

Inspection and grading history

| Date | Type | Gradings |
|-------------|-------------|--|
| 18 Dec 2017 | Unannounced | Care and support Environment Staffing Management and leadership |
| | | 4 - Good Not assessed Not assessed 4 - Good |
| 21 Feb 2017 | Unannounced | Care and support Environment Staffing |
| | | 3 - Adequate 4 - Good 4 - Good |

| Date | Type | Gradings | |
|-------------|-------------|---------------------------|--------------|
| | | Management and leadership | 4 - Good |
| 14 Jan 2016 | Unannounced | Care and support | 4 - Good |
| | | Environment | 4 - Good |
| | | Staffing | 4 - Good |
| | | Management and leadership | 4 - Good |
| 19 Dec 2012 | Unannounced | Care and support | 4 - Good |
| | | Environment | 4 - Good |
| | | Staffing | 4 - Good |
| | | Management and leadership | 4 - Good |
| 13 Oct 2011 | Unannounced | Care and support | 4 - Good |
| | | Environment | 3 - Adequate |
| | | Staffing | Not assessed |
| | | Management and leadership | 3 - Adequate |

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