

Papdale Primary School Nursery Day Care of Children

Papdale Primary School
Willow Road
Kirkwall
KW15 1PJ

Telephone: 01856 886651

Type of inspection:
Unannounced

Completed on:
23 June 2022

Service provided by:
Orkney Islands Council

Service provider number:
SP2003001951

Service no:
CS2003016046

About the service

Papdale Primary School Nursery is registered to provide a day care of children service to a maximum of 94 children aged from three years to not yet attending primary school at any one time. Adult:child ratios will be a minimum of:

- Two years to under three years - 1:5
- Three years and over - 1:8 if the children attend more than four hours per day, or
- 1:10 if the children attend for less than four hours per day.

The service operates from Papdale Primary School in Kirkwall, Orkney. The nursery runs from a newly extended and refurbished part of the school which is dedicated to housing the nursery service. A large playroom gives way to the garden area allowing direct access for children to choose when to play indoors or outdoors. Toilets give easy access for children and allow for supervision by staff. A secure entry system is in place which is separate to that of the main school reception. Private rooms are available for meetings and partnership activities with parents or visitors.

About the inspection

This was an unannounced inspection which took place between 16 June 2022 between 09:30 and 16:00 and 17 June 2022 between 09:15 and 14:30. Two inspectors carried out the inspection. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- Spoke to children during their play.
- Gained feedback from parents in person or by email.
- Spoke with staff and the manager.
- Observed practice and experiences for children.
- Reviewed documents.

Key messages

- Children were very well nurtured and supported throughout their daily experiences.
- Children experienced warm, caring and nurturing interactions with staff.
- Children were effectively supported by staff who worked closely with other agencies, when appropriate, to further meet the needs of children.
- Children had fun as they experienced an excellent quality of play, learning and development opportunities.
- Staff used children's interests to provide considered and creative approaches to play.
- Children's learning, development and well-being needs were met in an excellent indoor area.
- Children and families were supported by a manager who had a very positive approach to improvement and welcomed any feedback.
- Quality assurance arrangements made a positive impact in maintaining and improving high quality of care for children.
- The high-quality care of children was supported by positive staffing arrangements to promote continuity of care across the day.

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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	6 - Excellent
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?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good

1.1 Nurturing Care and Support

Children were very well nurtured and supported throughout their daily experiences. They were supported by staff who knew their individual needs, preferences and wishes well. Children were provided with extra support where needed by confident and knowledgeable staff.

Children's care was supported well as their individual personal plans were effective for each child and showed their needs and progress well. Staff worked closely with families, children, and each other to ensure information was effectively shared. Staff kept children at the centre of the process while considering their health, safety and wellbeing. This promoted consistency in the support provided for each child.

Children were effectively supported by staff who worked closely with other agencies, when appropriate, to further meet the needs of children. Information was shared sensitively to ensure the wellbeing of children was maintained. Staff worked well to build close relationships with parents and those supporting the child from other agencies.

Children benefited from staff who took the time to know them and their families well. A key worker approach helped to build relationships with children and parents. These groups were known as 'families' which gave children a sense of belonging and comforting space in a large nursery. One parent said that staff have always been welcoming and friendly.

Children experienced warm, caring and nurturing interactions with staff during personal care such as toileting and changing clothes. Children were treated with dignity and respect, whilst encouraging their independence. The caring nature shown by all staff gave children confidence and independence.

Mealtimes provided children with healthy options and opportunities to develop social skills in an unhurried and relaxed manner. Children were supported to make choices of what they would like to eat each day from a menu. Snack time was rolling throughout the morning which gave children independence to choose when to eat and recognise when they were hungry. Children enjoyed eating and being together in their key family groups. Staff supported children during this time to develop skills in pouring, eating well and talking to others. Children were well supervised at mealtimes helping to keep them safe.

1.3 Play and learning

A strong ethos and understanding of the importance of play and learning experiences was embedded in practice. Staff had a very good understanding of child development and skilfully used this to support children in high quality play and learning experiences.

Children had fun as they experienced an excellent quality of play, learning and development opportunities. Children were engaged in a variety of activities throughout their time in nursery. Children had opportunities to play on their own, with friends or with staff. They were supported by the play environment to lead their own day and learning.

Children experienced high quality play and learning experiences which promoted their creativity, curiosity and extended their thinking. Staff used children's interests to provide considered and creative approaches to play. As a result, a wide selection of spontaneous and planned play was on offer supporting quality learning. Some of the key 'family' groups had recently been looking at the life cycle of a frog. Each group directed their own learning and investigations into what the children found interesting or wanted to learn about. Children enjoyed showing us some of their pictures and telling us about the life cycle and how they had looked after their tadpoles and took them to the pond.

Opportunities for children to develop in their literacy and numeracy skills were embedded throughout play. Children explored mark making, story times, tactile play, measuring and problem solving. Many were skilled with numbers and letters. Staff had introduced Makaton signs as a further way to support children in their communication.

Children were confident and comfortable to approach staff for help, support, and to have fun. Children's learning and social skills were extended through their play by meaningful interactions with knowledgeable staff. Children's achievements were recognised and celebrated, helping them develop a sense of pride, build resilience and support their self-esteem.

Children of all ages played together well. We saw that children were making friends within the group. Staff were sensitive and on hand to provide support to any children that needed it. Children were encouraged to care for and respect one another, helping to build confidence and allow them to feel respected, loved and included.

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, we therefore evaluated this key question as very good.

Children had direct access from the playroom to the garden area and chose when to play outdoors allowing them to direct their own play. Children had many opportunities to explore. Children were able to use a range of open-ended and natural materials as well as equipment to promote their physical development. They had fun making up games on the slide and climbing frame, painting treasure to dig for in the large sand pit, carefully painting pictures on the shed wall, digging holes and experimenting with water.

Children's learning, development and wellbeing needs were met in an excellent indoor area that had been created by the knowledgeable and skilful staff. Intricate and well-equipped play areas for children had been developed using their past and present interests allowing children to revisit and further extend their learning.

Children were provided with appropriate activities and resources that supported and extended their learning. Space, furniture, and equipment were well thought out to create areas for children to play alone, have some cosy time or be with groups of friends sharing play. There were lots of opportunities for children to explore and develop their thoughts, ideas and experiments. They enjoyed exploring the water and sand trays as well as activities to support their creativity and curiosity such as playdough, drawing, building, making cups of tea in the house corner. The children had also created an 'electric wire' obstacle course out of wool and stories during the day.

An open plan serving, and dining area gave a dedicated space for mealtimes that did not interrupt other children's ongoing play. Children's access to the toilet and nappy changing areas was monitored by staff throughout the day. Children were supported to be independent in their toileting routines and handwashing with staff available to provide suitable support when needed.

Children's achievements were celebrated during interactions with staff. Wall displays of children's own artwork and learning stories helped children feel respected and celebrated their achievements.

Staff worked together to keep the area safe and secure for children. Entrance areas were staffed during arrival and departure times with staff working well together. Children's health and wellbeing was supported by knowledgeable staff who carried out effective infection, prevention and control practice.

How good is our leadership?

6 - Excellent

We evaluated this key question as excellent where performance was sector leading with outstanding quality outcomes for children.

Children and families were supported by a manager who had a very positive approach to improvement and welcomed any feedback. This strong leadership supported staff to have high aspirations and confidence in their capacity to support children and families to reach their full potential. High quality play and learning was at the heart of the staff's work to support children.

Staff had worked with children, parents, and each other to create a new, revised set of aims and a shared vision. This vision was "To enable children to learn through play in a fun, homely environment, to be the best they can be." This was reflected in the work of the staff and in how the children interacted and enjoyed their time.

Leaders had a comprehensive understanding of the importance of using the views of children and families to inform their improvement plan. Children and families had been meaningfully involved and influenced change such as routines for arrival and departure times. Families had a range of ways to provide feedback including regular questionnaires, stay and play session, contact with staff, and open days. Feedback and changes were collated and fed back to families. This helped support positive communication and relationships.

Quality assurance arrangements made a positive impact in maintaining and improving high quality of care for children. The manager and senior staff carried out monitoring of staff practice and staff monitored each other through peer support. Staff were very positive about how this helped them to become reflective practitioners and understand changes they had made to their practice for the care and support of children.

Regular self-evaluation and monitoring of practice had identified continued areas of improvement, such as mealtimes and the use of mathematics in learning. Improvements created from this had made a positive impact on the experiences and learning for children. We observed practice that showed these had now been embedded into the daily life of nursery. This meant that staff were supporting children's individual needs in a way that was meaningful to them.

All staff were involved in self-evaluation at all levels creating an ethos of positive reflection and development. Regular team meetings were held to ensure staff were informed and involved in the service. Dedicated team time was allocated for evaluation and reflection only. Staff reflected well together and used this reflection to bring about positive and continued improvement. Staff were encouraged to develop areas

they were interested in, helping them feel valued and respected.

The strong self-evaluation process enabled the staff to deliver high quality care and support which was tailored to children's individual needs. Family support was embedded in the work of the team.

How good is our staff team?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. We therefore evaluated this key question as very good

Children's care benefited from staff who were skilled and well trained. Staff supported each other well and used their different abilities and experiences to provide high quality care for children. Staff were competent and were encouraged to develop their skills and knowledge further.

The high-quality care of children was supported by positive staffing arrangements to promote continuity of care across the day and to ensure that tasks and routines did not impact negatively on the care of the children. Staff rotas were well managed to ensure that there was always enough staff to meet the individual needs of children. Part time staff were employed to provide extra care during busy times such as over lunch time. Positive communication between staff meant that part time staff were well informed of the routines and happenings of the day. This meant that they were well placed to support the children daily.

All staff were involved in regular team meetings which helped positively support children. Meetings were scheduled to discuss team development, take part in self-evaluation and training activities. Staff were allocated time to take part in these throughout the year. This supported the team to work well together to support the individual needs of children.

Children were well supported by staff who were attentive, engaged and actively involved with children's learning. Team leads took responsibility for managing their own group of staff. This helped ensure that rotas and tasks were well managed to meet the ongoing needs of children.

Staff were motivated and enthusiastic about their caring role and worked well together as a team to meet the needs of the children. This helped create a warm and welcoming atmosphere for children. Staff felt they were well supported by each other and the manager and were well placed to ensure the best outcomes for children continued.

Complaints

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

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	6 - Excellent
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	6 - Excellent
3.1 Quality assurance and improvement are led well	6 - Excellent
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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