

# Eday Primary School Nursery Day Care of Children

Eday Primary School  
Eday  
Orkney  
KW17 2AA

Telephone: 01857 622 227

**Type of inspection:**  
Unannounced

**Completed on:**  
10 November 2022

**Service provided by:**  
Orkney Islands Council

**Service provider number:**  
SP2003001951

**Service no:**  
CS2003016051

## About the service

Eday Primary School Nursery is registered to provide an early learning and childcare service to a maximum of maximum of five children aged from two years to those not yet attending primary school. The service will comply with the following minimum staffing ratio of one adult to five children.

Eday Primary School Nursery forms an integral part of Eday Primary School. The room used by the nursery opens directly off the school classroom and, in addition, the nursery shares appropriate school resources, as well as access to the school hall, community room, and the outside garden and play areas.

## About the inspection

This was an unannounced inspection which took place on 1 November 2022. The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, information submitted by the service, and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with three children using the service
- spoke with two of their family
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

## Key messages

- Children and their families benefited from a very welcoming ethos.
- Children were supported by a kind and nurturing practitioner.
- Children's health and wellbeing was well supported through the use of effective personal planning.
- Children experienced high quality play and learning that supported their progression and development.
- Children would benefit from toilet facilities more suited to their age, stage, and development.
- At times, children's learning, health, and wellbeing could be better supported by more effective staff deployment.

## 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?	3 - Adequate
How good is our leadership?	4 - Good
How good is our staff team?	4 - 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/people, therefore we evaluated this key question as very good.

### 1.1 Nurturing care and support

Children were supported with kindness, care, and nurturing approaches that supported their health and wellbeing. They were greeted with a smile and cheery voice by a friendly practitioner, helping them feel welcomed and keen to attend. Children were comforted when they were upset and were given cuddles and a story when they were tired. The practitioner was respectful of children's dignity when supporting them in their personal care, helping children to feel comfortable and at ease.

Children and their families benefited from the inclusive and supportive ethos within the school and the nursery. Parents of a child who was new to the setting told us they felt very welcomed into both the school and the community of Eday. They felt their child had been well supported to settle, feel safe, and to follow nursery routines. Friendships had been formed with older children who modelled positive and caring behaviour, encouraging everyone to be kind and to help each other.

Children's overall wellbeing was supported through the effective use of personal planning. Parents provided key information about their child's personality and interests and the wellbeing indicators were used to help identify where children would benefit from some help and support. Children's progress was evaluated with a next step added to support their development.

Children experienced very positive mealtimes. The nursery, school, and staff ate lunch together, creating a very supportive, unhurried, and sociable environment. The food was nutritious and very tasty. Children were encouraged to be independent and make healthy food choices and were able to self-serve salad and vegetables. They were encouraged to be responsible, tidy away their dishes, and keep the dining hall tidy. Children did not have snack during our visit and we were told they did not often want it. We discussed making snack more appetising and interesting to promote the opportunities for learning and to encourage children to drink and keep hydrated.

Children were kept safe and protected by knowledgeable and well trained staff. The safe administration of medication was well managed and safeguarding systems and procedures were followed to protect children from harm or abuse. Chronologies were used effectively to ensure children and their families were provided with the support and care they needed.

### 1.3 Play and learning

Children had fun and were happy, engaged, and enthusiastic learners. They were wrapped up cosy and warm and enjoyed playing outside despite the inclement weather. This supported their emotional health and promoted a calming and soothing atmosphere.

Children were supported by a very skilled practitioner. Effective questioning and good interactions were used to support and extend children's thinking and learning. For example, they were encouraged to consider different ways of measuring height using the resources available. The practitioner was very skilled in supporting the children in their negotiation to take turns and play cooperatively. This meant the children

were good friends and demonstrated tolerance and respect for others. The practitioner was very good at sustaining children's play and engaged their interest during a game of pretend. Children were encouraged to think of new characters, helping to extend their thinking through imaginative and creative play.

Children benefited from opportunities to play with the older children in the school. They modelled how to build paths and construct obstacles using wooden blocks. This helped develop children's problem solving and promoted cooperative play and listening to the ideas of others.

Literacy and numeracy development was well embedded through the children's play experiences. The practitioner modelled using numbered stones in a game which the children continued to practice on their own. They used clothes pegs to form a number line and were encouraged to use the language of numeracy when measuring.

The child enjoyed a story after lunch and various pictures and print displayed on the walls helped develop letter recognition and early reading skills. Children were able to access a variety of factual and fiction books attractively presented in all areas of the nursery.

Children were happy and confident learners. The practitioner knew them well and used their interests and life experiences when planning to meet their learning needs. Observations were used effectively to help plan activities and resources to support children's progress. This meant children experienced learning that was personalised and challenging for their age and stage of development.

## How good is our setting?

### 3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

The playroom looked attractive and clean. Since the previous inspection, new furnishings had been purchased and used effectively to zone the nursery into learning and play areas. Old toys and games had been replaced and the playroom looked clean and safe for play. Children were encouraged to keep it tidy and to be respectful and responsible.

The playroom supported children's choice and independent play. There were loose parts and natural resources to support children's imaginative and creative play. The children enjoyed craft activities and were able to independently access glue and other craft materials.

Children were able to rest in the story corner. They enjoyed a story after lunch, helping them to relax and recuperate for the afternoon. However, the location of the story corner meant some children were playing noisily nearby. During feedback, the manager advised changes had been made to the nursery environment, enabling children to rest and sleep without being disturbed.

Children benefited from the learning opportunities in the outdoor environment. The outdoor space had been developed with the support of the local community and children were able to play in a warm and cosy shelter. This was furnished with a wood-working bench and good quality tools and equipment. There was evidence of children building fires outdoors and learning how to keep safe. They had been involved in risk assessing the outdoor play activities and were aware of keeping safe without compromising on having fun.

The toilets and nappy changing area did not meet the needs of the children attending. The nappy changing unit was located in the girl's toilets and did not support children's dignity and privacy. The toilets were very cold, uninviting, and could not be accessed independently from the playroom. This meant children were

reluctant to visit the toilets and the needs of children toilet training were. The nappy changing mat and table were not clean and safe for use (**see requirement 1**).

Children's privacy was protected by the safe storage of their information, including electronic and paper files.

## Requirements

1. By 30 January 2023, the provider must ensure children's wellbeing, dignity, and privacy when going to the toilet.

To do this, the provider must, at a minimum ensure:

- a) Toilets are warm.
- b) The nappy changing unit and mat are clean and safe for use.
- c) Appropriate plans are in place to support children's independent use of the toilet facilities.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience an environment that is well looked after with clean, tidy, and well maintained premises, furnishings, and equipment' (HSCS 5.22); and 'I can easily access a toilet from the rooms I use and use this when I need to' (HSCS 5.2).

## How good is our leadership?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

The vision, values, and aims of the service were reflected in the ethos of the school and nursery. This supported staff and families to know what was important for the service to meet the needs of the children and families.

The importance of using views of parents, children, and other stakeholders to inform the planning and development of the service was recognised. Parents were encouraged into the setting and were fully involved in the continuous improvement of the service. They had been instrumental in developing the outdoor area which had led to improved learning experiences for children. The Peep 'Learning Together Programme' encouraged family involvement by inviting families to the setting for songs and rhymes. Initiatives, such as the Harvest Home, had been instrumental in bringing communities living on the island together and in encouraging a supportive and collaborative approach to working together.

Staff were encouraged to initiate well informed change and share responsibility for improvement. The guidance 'A quality framework for day care of children, childminding, and school aged children' and 'Realising the Ambition' were used to identify what was working well and what needed to improve. Changes to positively impact on provision for children were detailed in the service improvement plan. Areas for development included making changes to the outdoor play space and parents, children, and the local

community have been involved in taking this forward.

The manager had been supported in the quality assurance of the service by the early years team from Orkney Islands Council. They worked with the service to ensure high quality play was at the heart of improvement planning. Some aspects, such as monitoring of staff practice and embedding staff appraisals, were in the early stages of implementation. Regular audits of medication stored on the premises and accidents and incidents were in place to help keep children safe and well. We discussed developing a quality assurance calendar to help ensure ongoing continuous improvement.

### How good is our staff team?

### 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

Children's care, wellbeing, and learning was supported by skilled and knowledgeable staff. Staff were encouraged to attend training relevant to their strengths and experience. For example, one practitioner had attended wood-working for young children and cascaded their knowledge and skills to other practitioners. This had helped improve the outdoor learning experiences for children. Staff demonstrated a good knowledge of safeguarding children and in first aid to keep children safe and well.

Staff within the whole school worked well together to meet children's needs. This was evident during lunch when the head teacher sat with and supported children at the table. The practitioners in the nursery described sharing ideas and supporting each other to make changes. There was a recognition that communication could be difficult between practitioners as they work different days, and they described systems and procedures to support a continuity of care.

Children's care needs were well managed if staff were unavailable for work. The practitioners worked well together to plan and provided a continuity of care should they need time off. This meant children were cared for by familiar staff who knew their personalities and care needs well. The supportive ethos within the school meant children were also supported by other familiar adults working in the school who knew the children well.

Staffing arrangements within the school environment occasionally impacted on the children's experiences. During the inspection there were insufficient staffing arrangements in place to fully support the care needs of the children. To ensure children were kept safe and not left alone, all the children went to the toilets together. This disrupted children who were resting and those at play. This meant children were less able to extend their ideas and fully participate in imaginative and creative play. The practitioner was not readily available to support a child who was reluctant to go to the toilet alone. This meant routines from home were not always followed and did not support their independence and self-reliance.

Since the inspection, the manager advised a new teacher had been employed, the administration role was covered, and there were two practitioners supporting children at key times.

## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

To ensure children receive high quality early learning and childcare, the provider should ensure all children are able to access a range of resources which stimulate their imagination, curiosity, and creativity.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, I have fun as I develop my skills in understanding, thinking, investigation, and problem solving, including through imaginative play and storytelling' (HSCS 1.30).

Supporting documents include:

- 'My Creative Journey' ([www.thehub.careinspectorate.com](http://www.thehub.careinspectorate.com))
- 'The Loose Parts Toolkit' (<http://hub.careinspectorate.com/media/405223/loose-parts-play-toolkit.pdf>).

**This area for improvement was made on 1 October 2019.**

#### Action taken since then

Since the previous inspection, new furnishings had been purchased and used effectively to zone the nursery into learning and play areas. Old toys and games had been replaced and the playroom looked clean and safe for play. There were loose parts and natural resources to support children's imaginative and creative play. The addition of a shelter outside promoted good outdoor learning opportunities.

This area for improvement had been met.

### Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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	5 - Very Good
How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.