

Campie Primary School Nursery Day Care of Children

3 Stoneyhill Farm Road
Musselburgh
EH21 6QS

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Type of inspection: Unannounced
Inspection completed on: 8 March 2018

Service provided by:
East Lothian Council

Service provider number:
SP2003002600

Care service number:
CS2003016981

About the service

Campie Primary School Nursery is situated in Campie Primary School, Musselburgh, and is provided by East Lothian Council. The early learning and childcare service is registered to provide a care service to a maximum of 40 children. The nursery comprises of a large playroom, toilet facilities, outdoor play areas and staff office space.

The service currently provides part-time placements to 40 children aged from three years to those not yet attending primary school. The head teacher is the named manager of the nursery with the depute head teacher having shared responsibility for overseeing the nursery provision.

The service's 'Vision, Values and Aims' are currently being reviewed in consultation with staff, children and families to reflect the principles of Getting it right for every child (GIRFEC) and early learning and childcare provision.

We wrote this report following an unannounced inspection that was carried out by one early years inspector. We gave feedback to the head teacher and depute head teacher on Thursday 8 March 2018.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives. The wellbeing indicators that are essential for children to flourish are: safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI).

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affects children, young people and their families.

What people told us

During the inspection visit there were approximately 40 children present at each session. We observed the children at play indoors, outdoors and at snack time.

We spoke to 14 children who confidently told us about their learning experiences and friendships they had made. We saw that children had settled very well and had clearly developed a strong bond with key staff and their peers. Children were confident in recalling their learning experiences as they happily showed us around the nursery and outdoor areas. Children's comments included:

'Are you going to read the story?'

'I have been reading a book about a crocodile who wanted to fly, it was very funny.'

'I like the story about 'super worm' he is very strong.'

'We brush our teeth every day, and I can brush my teeth all by myself.'

'XXXX [child's dad] showed us how to point the light, it measured 50 meters from this wall to that wall.'

'Look Hyenas like to play in the water.'

'I helped to make the biscuits for our snack. They were called melting moments but I did not like the cherry on the top.'

'Monkey.' A child recognising and naming object.

'I need help.' Staff were very responsive and provided a helping hand to support a child to climb the wooden frame.

During the inspection process, we spoke to seven parents/carers who were overall very happy with the quality of early learning and care their child received. Parents told us how they enjoyed coming into the nursery to share their professions with the children and going on local walks and outings. When asked about communication and feedback given, two parents highlighted that feedback on a day-to-day basis could be better. We shared parents' views with the manager. Parents and carers' comments were overall very positive and included:

'Very good, very happy here.'

'The settling in period was very well planned, I completed an "All about me" sheet and really got to know the staff. They always take me aside if they have to pass on any information about my daughter's day, that is if she is wet or had an accident.'

'We always get letters telling us about what's going on and I have helped on local trips to Newhailes Country House. Staff also opened up the playroom to let us see what the children are learning about and the Christmas Nativity and party were great.'

'There are lots of opportunities for parents to be involved in the nursery. I was very happy to be asked to come along and talk to the children about what I do for a living. I have also went to the library and went on walks down by the river.'

'The Twitter and Facebook keep us updated about what is going on in the school and nursery.'

'I have very high standards for my child and I have discussed a few issues that I have had with staff and the head teacher. XXXXX [staff member] took time to meet with me and was good at resolving an issue I had.'

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection.

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	not assessed
Quality of management and leadership	not assessed

What the service does well

The manager and staff at Campie Primary School Nursery had continued to work hard to create an inclusive, nurturing and caring environment where children and their families felt welcomed, valued and respected. There was a strong ethos of working with parents and carers and other partners, when needed, to ensure children had opportunities to maximise their potential within the nursery, home and wider community.

Parents spoken with confirmed our findings. They told us how staff had encouraged them to participate in a wide range of playroom and outdoor activities and that they could access library books and puppets to help them extend their child's learning at home. We observed that staff recognised, praised and valued the achievements of children and their families. They provided one to one support to enable children to recall their home learning experiences, for example, through drawings, telling stories and repeating words and events.

There was a very caring and sensitive approach adopted by staff which had helped new children and families settle into the nursery and wider community. Staff were knowledgeable about families' experiences and had tailored the planned care and support to ensure a smooth transition and continuity of care for each child. We observed that children who may need additional input and families with English as an additional language received responsive care and support from the experienced staff team.

Staff were well-trained and clearly demonstrated that they knew the individual needs of children and families very well. We looked at personal plans, wellbeing plans and learning logs and noted that each child's needs, achievements and progress were well documented and regularly reviewed. Health and wellbeing plans reflected the principles of Getting it right for every child (GIRFEC). This meant that children received meaningful one to one care and support from key staff, had a strong sense of belonging and were being enabled to develop life skills within a safe and secure environment.

Staff were very responsive and provided time, space and opportunities for children to plan, progress and evaluate their learning and interests at their own pace. We looked at mind maps and story books which clearly showed how staff and parents valued, celebrated and shared children's learning achievements. We saw a child pointing to a photograph in a story book as she asked her mother, 'Do you remember when we went to the beach with the nursery?' This approach supported the inclusive, nurturing environment we observed.

Staff explained that they had continued to assess the layout of the playroom, outdoor area and resources available to enable children to lead their own learning and safely participate in a range of risky and natural play experiences. Staff were aware of good practice guidance such as Building the Ambition, My World Outdoors and Loose Parts Play. We observed that children were motivated to lead their own learning, were curious and challenged by the natural environment. Children were also developing their gross motor skills as they explored and experimented with the available materials both indoors and outdoors.

Staff had effectively maintained and updated their child protection training log. They clearly explained how they recorded significant events and were very aware of their roles and responsibilities to safeguard and protect children from harm in line with service policy and local area child protection guidelines.

What the service could do better

We acknowledged that personal plans, learning journeys and additional support plans were in place. Following discussion, the manager agreed to consider consolidating information held on individual children in line with GIRFEC health and wellbeing indicators.

We acknowledged that the service's administration of medication forms were completed in line with local authority guidance. The manager informed us that staff were currently reviewing the recording procedure. We directed the manager to the current best practice guidance - Management of medication in daycare of children and childminding services - to ensure relevant information is clearly recorded to support staff in their role and ensure the health and wellbeing of children.

We noted that staff recorded when children arrived in the building and parents/carers signed their children in. Following discussion, the manager agreed to immediately update the register to show the times children arrive and leave the premises, to ensure an accurate record of children on the premises is maintained at all times.

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

Inspection and grading history

Date	Type	Gradings	
14 Jan 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
29 Jun 2012	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
26 Nov 2009	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	4 - Good

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