

# West Linton Primary School Nursery Day Care of Children

Deanfoot Road  
West Linton  
EH46 7EX

Telephone: 01721 726300

Type of inspection: Unannounced  
Inspection completed on: 27 March 2017

**Service provided by:**  
Scottish Borders Council

**Service provider number:**  
SP2003001976

**Care service number:**  
CS2003017385

## About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at [www.careinspectorate.com](http://www.careinspectorate.com)

The service has been registered since 2003 and registered with the Care Inspectorate since April 2011.

West Linton Primary School Nursery is registered to provide a care service to a maximum of 30 children at any one time between the ages of three and entry into primary school.

The service operates on a sessional basis of morning and afternoon sessions. Currently the service is staffed to have a maximum of 20 children in each session.

The service operates from a large playroom within the primary school, with direct access to an enclosed outdoor play area.

The service aims include:

'to work together and be given challenging learning activities, to have fun and make connections while learning and to make sure everyone is included, valued and respected.'

The service were in the process of reviewing and updating the vision, values and aims for the nursery/early learning and childcare setting following consultations with the children, parents and staff.

The Care Inspectorate check services are meeting the principles of Getting It Right For Every Child (GIRFEC), 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 parents to work with services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included.

## What people told us

There were 15 children in attendance over the morning session and nine children in the afternoon session. We observed the children taking part in indoor and outdoor experiences over both sessions. We saw that all children were happy and confident in their learning environment and actively engaged in their own choice of activities over the course of the session. Children were supported appropriately by staff where required. The children were keen to tell us about their experiences. Some comments included:

'We've made a mud stamper.' (using the handle of a pot in the outdoor mud kitchen)

'This is our castle. I am the princess and she is the queen.' (imaginative play using large wooden blocks outdoors)

'I am drawing my mummy. Here is a picture for you.' (writing area)

'We could use a dress to make a flag.' (discussions between a small group of children)

'I like carrots, but I don't like cucumber.' (snack table)

'This is a boat, but it can transform into a car.' (construction blocks)

We sent 32 care standards questionnaires to the service to be distributed to the parents/carers of the children. We received 14 completed questionnaires before the inspection. As the inspection took place within the timescale for the questionnaires to be submitted, we also considered questionnaires which were submitted after the inspection date. We also spoke to two parents on the day of the inspection. All parents were overall happy with the quality of care their child received at the service.

Parents' comments included:

'My child settled straight away and loves her time there. The staff are enthusiastic, caring and professional. They take pride in their role and know my child very well. I am confident my child will start school confidently and well equipped, having transitioned from this setting. Well done ELC. A very grateful mummy.'

'I am very happy with the level of care my child receives. They thoroughly enjoy their time there and I get regular personal feedback on activities and learning. The staff are very welcoming to parental involvement and engagement in activities.'

'It is very clear from my child's learning journal that the staff know her so well and that planned activities come from the child's interests and individual requests. Some activities have really surprised me, for example, including the children in the online food order for snack. I wouldn't have thought of that. They are always thinking up really good and creative activities for the children. We couldn't be happier.'

'I feel they know my child so well. He just loves being outdoors and he is able to do this every day.'

## Self assessment

The Care Inspectorate received a fully completed self assessment from the provider.

The provider identified what it thought the service did well and gave examples of improvement under all four quality themes.

The self assessment clearly identified some key areas that the provider believed could be improved and showed how the service intended to do this. Examples included involving children more in contributing to transition documents such as the 'all about me' sheets and nursery handbook, further developing the outdoor play area in consultation with those who use the service and to continue to encourage and provide appropriate leadership opportunities for staff.

The provider told us how the people who used the care service had taken part in the self assessment process and how their feedback had directed the development of their plans for improving the service.

## From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

## What the service does well

Child protection training took place on an annual basis for the whole staff team and relevant information was displayed within the playroom and foyer. This highlighted the importance of child protection and the procedures staff should follow should any concerns arise. This also ensured that staff and parents were aware of the roles and responsibilities all adults had in caring for and safeguarding children.

Child-centred responsive planning took account of and respected individual children's needs, interests and preferences. Information was attractively displayed on a 'learning tree' and within floor books to show progression. Personal plans and learning journals had been further developed to highlight individual progress and identify next steps in learning. The learning journals were now more accessible to the children and parents within the playroom which meant children could fully engage and take ownership of their learning. Relevant support and resources were in place to support children and families who had additional support needs. This contributed to all children and families feeling respected and included in their child's early development and learning experiences.

The management and nursery staff team had worked on improving the daily routine in the nursery, taking into account the best practice document 'Building the Ambition', which supports staff in providing high quality early learning and childcare. We saw that children were given choice, flexibility and responsibility about where to play, both indoors and outdoors, with guidance and support from staff, where required. The children were active, enthusiastic and fully engaged in positive, uninterrupted learning experiences throughout both sessions. A wide variety of natural and inviting resources created a rich learning environment where the children could access and utilise resources independently to enable them to learn, develop their skills, explore and investigate their environment. Some examples included imaginative play using large wooden blocks and tyres, working collaboratively in the mud kitchen, designing and making a flag for a castle and taking part in art and craft activities.

All parents who returned the care standards questionnaires and the parents we spoke to confirmed that staff regularly assessed their child's learning and development, used this to plan their individual next steps and agreed that their child could experience and choose from a balanced range of activities. An informative and attractive 'what is play' display in the foyer informed and included parents in the early level curriculum and a 'sharing wall' in the foyer recorded and respected children's achievements from home and nursery. This contributed to the nurturing, welcoming and inclusive ethos within the service.

We looked at the way staff were deployed within the service to effectively supervise and meet the needs of children. We saw that staff had been suitably deployed to ensure the children had free flow access to the indoor or outdoor environment throughout the session. Staff had responsibility for specific areas within the service and ensured that these areas and resources were safe and accessible to the children. There was a keyworker system in place which had been adapted due to staff absence to ensure continuity for children and families.

The now established management team encouraged staff and parents to work together to achieve a very good service for children. Parents, children and staff's views had been sought using various formats and their responses respected and included in the ongoing improvement and evaluation of the service. Examples had included a parents' focus group, survey monkeys, emails, newsletters, twitter, staff meetings and staff visits to and from other establishments to share good practice. The service had recently consulted with children and parents to develop the outdoor learning environment, had developed the 'Parents in Partnership' policy in consultation with parents and were in the process of reviewing and updating the vision, values and aims for the early learning and childcare service with all children, parents and stakeholders of the service.

We acknowledged the progress made by the service in addressing and meeting the requirement and five recommendations made at the last inspection and praised the commitment and enthusiasm of the management and nursery staff team in the on-going improvement of this service.

## What the service could do better

We advised that the outdoor learning environment could be further resourced to support, challenge and extend children's play, for example, providing outdoor bags/boxes with varying resources which could be accessed independently by the children. One example we gave would be providing books, paper, writing and mark making tools within an outdoor resource bag/box which would mean children could continue and extend outdoor play without going indoors to access these resources at the designated writing area.

## 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](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings	
5 Mar 2015	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
15 Nov 2011	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	5 - Very good
19 Oct 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
8 Jan 2009	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good

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