

The College Nursery Day Care of Children

Moray College
Moray Street
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Telephone: 01343 576283

Type of inspection: Unannounced
Inspection completed on: 21 February 2018

Service provided by:
The College Nursery

Service provider number:
SP2003001907

Care service number:
CS2003008892

About the service

This service was previously registered and transferred its registration to the Care Inspectorate on 1 April 2011.

The College Nursery is registered to provide a care service to a maximum of 60 children not yet attending primary school, of whom no more than 20 children are aged 2 - under 3 years and of whom no more than 12 children are under 2 years.

The service operates from a one level pre-fabricated building in the grounds of the Moray College. It has its own secure outdoor play area which is easily accessible from each of the rooms.

We check services are meeting the principles of Getting it Right for Every Child (also known as 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 parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC, safe, healthy, achieving, active, respected, responsible and included (also known as SHANARRI).

The aims and objectives of the service include:

To value each child as an individual

- encourage independent play and learning and promote a positive ethos through praise and encouragement
- offer parents/carers on-going information on their child's progress and encourage parental involvement
- to provide a learning environment that supports all children including those with additional/educational support needs
- to help children to become "Confident Individuals, Effective Contributors, Successful Learners and Responsible Citizens"
- to embrace the "Pre-Birth to Three guidance" by recognising the influence early year experiences have on future learning and development
- endeavour to support all children within the "my world triangle" of GIRFEC (Getting it Right for Every Child).

What people told us

There was a total of 42 children present during the inspection although numbers fluctuated throughout the visit due to the nature of the service. We observed the children having fun during play activities which included active, creative and imaginary play, indoors and outdoors. Children told us that nursery was fun. Specific comments included:

- 'I can write my name with chalk'
- 'we are building a castle, it's going to take 25 years'
- 'we are getting a new mud kitchen, it's exciting'
- 'look our rice is different colours and I can make patterns'
- 'this is a willow tunnel, our house is at the end'
- 'nursery is fun and I have lots of friends'
- 'I can pour lots of water and it makes the wheel go round fast'.

Nine parents returned completed Care Standards Questionnaires. We spoke with seven parents. They all told us that they were very happy and always felt welcome at the service. Staff listened to and took account of their views in relation to their child's care and had got to know them very well. Notice boards and online

communication helped to keep them up to date with some of the things their child had been doing. Specific comments included:

- 'lovely, caring and nurturing environment, lots of different experiences for the children, it's great, we are very happy'
- 'a fantastic nursery, they provide me with information on my child's development and I can see that they recognise the strengths and capabilities my child has'
- 'having experienced another nursery, this one excels above that one, my child loves going every day and quickly settled'
- 'the staff and manager are always on hand to offer advice and support if needed, great communication between staff and parents'
- 'I would recommend this nursery to anyone, the service they provide is absolutely fantastic, staff are so supportive of me and my child'
- 'this nursery is by far the best I have put my child to, my child had some difficulties and they have supported them throughout, recommend 100%'.

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

What the service does well

Children experienced a comfortable and vibrant environment, that provided a variety of age appropriate play and learning activities that resulted in frequent smiles and laughter. This was evident when the younger children took part in an activity to celebrate the Chinese New Year, dancing with the dragon they had made and playing musical instrument to Chinese music. Pre-school children visited a local care home for the elderly, sharing activities and experiences together such as number bingo, parachute games and skittles, helping them to identify with the local community and learn about the world around them. Small group activities such as circle time enabled children to listen to each other in a respectful way and engage in conversation about their interests and learning.

Effective systems had been put in place to help ensure that children's information was kept up to date and reflected the needs of each child. The manager and staff knew the children very well and liaised closely with parents/carers, and other professionals, advocating early intervention. The holistic approach to the wellbeing of each of the children by the service, encompassed Getting It Right for Every Child (GIRFEC). Children experienced sensitive and responsive interactions with staff in a nurturing, adaptable and flexible environment; as a result they were happy and confident individuals. Parents told us that communication was great, the friendly and

receptive approach of the staff helped to create a caring and safe place where their child was happy and stimulated.

Snacks consisted of a range of healthy foods that complied with children's dietary needs and preferences, and a healthy eating policy for packed lunches, to promote children's growth and development. Snack and lunch time was enjoyable for the children as they were relaxed and calm, staff sat with the children, helping them to learn good social skills and behaviours associated with eating and drinking.

Children's physical and emotional wellbeing was being promoted through active, imaginative and exploratory play. All of the children had fun outdoors in the garden area; the younger children enjoyed clambering and climbing, bubbles, balls and hoops. Free flow play (indoor/outdoor) was in place for the pre-school children and many chose to play outside. Children created pictures with chalk, pretend play in the builder's yard, building a castle and riding on the specially created road with various wheeled toys.

A child protection policy was in place and staff had sound knowledge of child protection issues and procedures as a result of training and discussion, which contributed to safeguarding the children. The establishment of positive relationships also enabled staff to be alerted to changes or signs of stress that needed to be recorded and monitored.

Leadership and management reflected the commitment and aspiration of the manager who had a clear direction and focus for the setting. Staff told us that they felt listened to and valued by the manager and effective lines of communication helped with establishing a shared vision for the service. We saw that staff were motivated and enthusiastic, engaging well with the children, helping to consolidate their learning through play. Systems of monitoring and evaluation involved staff, the children (where possible) and parents/carers, with a view to improvement and enhancing outcomes for children. The manager and staff had embraced the self evaluation framework - how good is our early learning and childcare for such purposes.

What the service could do better

The manager anticipated that the recently released sharing of good practice document: our creative journey with a focus on expressive arts, would be used to further inspire children's experiences.

Children clearly enjoyed playing outdoors; its continuous regeneration utilising abundant loose parts and natural materials would remain beneficial to learning through the sense of adventure and excitement. The service had recently consulted with parents and children and new mud/messy play kitchens were going to be built in both play areas and consideration was being given to erecting shelters to further extend opportunities for outdoor play.

Following discussion, the manager considered that extending peer support such as observations and recording a sample of activities, would further enhance the strong ethos of improvement through reflection and the sharing of practice.

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
24 Mar 2016	Unannounced	Care and support Environment Staffing Management and leadership
		Not assessed Not assessed Not assessed Not assessed
15 Apr 2015	Unannounced	Care and support Environment Staffing Management and leadership
		5 - Very good 5 - Very good 4 - Good 5 - Very good
18 Apr 2013	Unannounced	Care and support Environment Staffing Management and leadership
		5 - Very good 5 - Very good 5 - Very good 5 - Very good
22 May 2009	Announced	Care and support Environment Staffing Management and leadership
		5 - Very good 5 - Very good 5 - Very good 5 - Very good

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