

Wellington School (Ayr) Ltd

Day Care of Children

Drumley House
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Telephone: 01292 269321

Type of inspection: Unannounced
Inspection completed on: 3 November 2016

Service provided by:
Wellington School (Ayr) Ltd

Service provider number:
SP2003003252

Care service number:
CS2003014016

About the service

Wellington Nursery has been registered with the Care Inspectorate since April 2011.

The Nursery is located within the Wellington School campus in the town of Ayr, South Ayrshire.

Wellington Nursery is an independent service, registered to provide care and education for a maximum of eighty children aged from three years until they start primary school. The service has a partnership agreement with South Ayrshire Council to deliver ante pre-school and pre-school education for up to seventy children per session.

The main accommodation comprises a large playroom, a fully enclosed outdoor play area and a separate garden area. Children regularly make use of the school gym and other resources within the school. The service also provides an outdoor nursery in two locations within an extensive area of privately owned woods and grassland. The outdoor nursery uses the school sports pavilion as a meeting place and for shelter in extreme weather; however, the children spend most of their time outside.

The service aims to:

- Provide a coherent pre-school learning experience, based within a play context, for children in their pre-school and ante pre-school years which will enable them to progress to Primary 1 with confidence and ease.
- Develop the individual potential of each child working carefully with parents.
- Provide a stimulating, supportive, secure and well-resourced learning environment.
- Promote at all times the self-confidence and self-esteem of each child.
- Assist children to become more independent and to think for themselves.
- Teach children to care for their environment and to be aware of the needs of others.

The head of the junior school is the named manager, and the depute head of the junior school has delegated responsibility for the nursery. A senior teaching staff member has the role of child protection co-ordinator across all age groups. An established team of early years practitioners provide the day-to-day care, support and learning experiences for the children in the nursery.

We 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 parent(s) 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, also known as the SHANARRI wellbeing indicators.

At this inspection, we principally looked at how children were supported and included in leading their own learning and developing confidence. We also looked at how the management team supported staff in meeting the children's health and wellbeing needs and children's achievement through quality learning experiences.

What people told us

We spoke with parents/carers from ten families during our inspection process. We also took account of comments in the service questionnaires, the questionnaires we sent out to the service to give to families and the children's 'chat books'.

Parents mainly spoke highly of the service. They trusted staff to care for their children, and felt that the children had very good quality learning experiences while attending the nursery. Parents/carers comments included:

- "There is good crossover between the outdoor and indoor nurseries".
- "The staff take the time to get to know the children but maybe a phased entry at the start would be good".
- "We have opportunities to spend time in the nursery at the stay and play sessions, trips and some parents can volunteer their skills".
- "Wellington is a great nursery. Staff are kind and caring and provide a wide range of stimulating activities. Sometimes they have a lot to see to".
- "My child has progressed greatly which I believe is down to the great staff throughout the nursery and their fantastic learning and development programmes".
- "Swimming lessons and outdoor nursery are fantastic".

Children were confident and engaged in the nursery activities and daily routines. The chat books highlighted their knowledge and understanding. Children chatted easily with us, proudly showing off a variety of their skills. They told us about their friends and the things that were important to them. Children's comments included:

- "We've got a big climbing frame. It's packed away today. It goes there".
- "She's my friend we like swimming...sure we do".
- "We're making carrot soup" (in the mud kitchen).
- "Scotland is the country we live in".
- "My little sister gets grumpy...I'm never grumpy".
- "You need to do it like that...follow the picture" (using the plant game).

Self assessment

Management and staff had identified what they thought the service did well and gave examples including involvement of children in planning their own learning through the use of mind maps and floor books, and the Parent Focus Group meetings to gather parents views.

The self-assessment clearly identified some key areas that management and staff believed could be improved and showed how the service intended to do this including further developing staff development opportunities and monitoring effectiveness, consistency and continuity of care and education across the indoor and outdoor sites. The self-assessment included how families and children had influenced and helped identify areas for development; for example, the focus group and children's floor books.

From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

What the service does well

Management and staff had developed positive relationships with families. Staff were skilled, kind, caring and patient; as a result, children showed enjoyment and enthusiasm for learning. Staff planned consistent routines and a rich programme of activities based on children's own ideas and interests. They planned learning goals with the children using 'chat books', 'floor books' and mind maps. This was a particular strength of the service and meant that children were fully engaged in leading their own learning. Through activities, including healthy snack preparation, fire safety, swimming, outdoor play, art and recycling, children were developing confidence, independence skills and were progressing well in all aspects of their learning. Staff supported children to explore the indoor and outdoor environments to design activities, assess risk, choose to play with friends or on their own and investigate the natural world.

The management team had worked hard to continue developing the service and had provided a high level of support for the nursery. As a result, staff were motivated to lead developments; for example, outdoor learning. The GIRFEC principles were firmly embedded in the work of the nursery and management and staff worked well with other agencies to provide multi-agency support for children when required. Children's personal plans accurately reflected how the service planned to meet individual needs and staff also planned responsively, for example, creating a special helper role to help a child settle in.

Another particular strength of the nursery was the transition process. Contact with other receiving primaries was established and all of the nursery children had opportunities to visit Wellington Junior School, share activities and have discussions with older pupils. The 'Transition' floor book recorded what children wanted to know about moving on to primary; for example, "People who will help us if we are sad or don't have anyone to play with". Primary pupils supported the nursery children and spent time with them talking about "what goes on in the playground" and "where the primary one's sit".

Children, parents and staff contributed to the quality assurance processes and improvement plan. The management team systematically monitored and evaluated the overall quality of children's experiences and the focus group enabled parents to influence improvement priorities. The management team effectively supported staff through professional development review processes that identified staff skills and areas for further development including outdoor learning and child protection. As a result, we found that children were well supported through aspects of excellent practice. In general children were happy, secure and confident in the nursery and presented as enthusiastic learners.

What the service could do better

We asked management to consider amending the layout of accident and incident records to provide clearer information about contacting parents and that medication forms are completed and signed consistently regarding signs and symptoms.

We also discussed further improving entrance safety at the sports pavilion for the outdoor nursery.

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	
7 Oct 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
9 Jun 2008	Unannounced	Care and support	4 - Good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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