

Oaklands School Nursery Class

Day Care of Children

Oaklands School
750 Ferry Road
Edinburgh
EH4 4PQ

Telephone: 0131 315 8100

Type of inspection:

Unannounced

Completed on:

3 October 2018

Service provided by:

City of Edinburgh Council

Service provider number:

SP2003002576

Service no:

CS2007153489

About the service

Oaklands School Nursery Class is registered with the Care Inspectorate to provide a daycare service to eight children aged between two and a half years to primary one.

At the time of our visit the nursery class operated full days on Tuesday, Wednesday and Thursday with a half day on a Friday. The nursery ran a parent and toddler group on a Monday.

The nursery class is part of Oaklands School in the residential area of West Pilton in Edinburgh. Oaklands is a school for children with a range of complex additional support needs. They offer education from primary through to secondary. The nursery is situated within the school and comprises of a main play area with several smaller rooms off it to support a range of play and therapy experiences. There is office space, a parent/meeting room and outdoor play areas.

Aims for the school are in place and shared with parents through literature and information in the nursery. Aims include:

'We believe that children and young people in Oaklands do best when -

They are able to live safely, happily and in good health within caring family homes with the right kind of support as needed.'

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, nurtured, active, respected, responsible and included.

What people told us

We met four of the children who attend the nursery. Due to their complex support needs children were unable to communicate with us verbally. We observed that children were happy and well stimulated in nursery and showed responsiveness to staff who were caring for them.

We issued care standard questionnaires to families using the nursery. We received four completed questionnaires from families using the service. One agreed and three strongly agreed that they were happy with the quality of care their child received in the nursery. Comments included:

'Overall we have found the teaching staff are excellent at Oaklands. They engage well with us as a family and most importantly they work well with my child and are proactive in developing their skills.'

'Staff at Oaklands Nursery are amazing, supportive of my child and us as a family. The head teacher is fantastic, very approachable and makes Oaklands feel like a team.'

'We are delighted with the care and support our child receives at nursery. We always feel that all staff involved in our child's care go above and beyond expectations.'

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 paperwork. 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	6 - Excellent
Quality of environment	not assessed
Quality of staffing	5 - Very Good
Quality of management and leadership	not assessed

What the service does well

Children experienced a welcoming, warm, fun and inclusive relationship with staff. The staff group knew children in their care very well. This included care routines and personal preferences. Children were respected as staff understood and were committed to ensuring children's dignity and autonomy at all times.

A significant strength of the service was how each child remained at the centre of all decisions. Detailed information on children's health and wellbeing needs was recorded and used to inform staff and guide their responses. There were individual plans in place which were used to identify goals for each child and track their progress. These plans included significant input from parents and other professionals involved with each child.

Since our last visit staff had continued to increase their use of the outdoor area to provide children with a different sensory environment and offer opportunities for physical play and fresh air. The school as a whole used the MOVE (mobility opportunities via education/experiences) programme to increase independence through functional mobility. This approach identified what children's physical abilities were and developed activities to further improve their mobility skills of sitting, standing, walking and transitioning. The use of physiotherapy, hydrotherapy and use of the soft play area were used as tools in the MOVE programme.

Staff used a wide range of methods to communicate with children. The method used depended on each individual child. Picture prompts, song prompts, computer input and sign language were used to enhance communication and understanding. Some children had pictorial timetables to help them make sense of what was happening next and no action was taken by staff without them offering an explanation of what was about to happen or giving children choices.

The staff group were very experienced and dedicated to their work with children who had a wide range of additional support needs. Staff talked to us about training and their annual conversation which was used to investigate training and professional development. Staff had undertaken a range of training which enabled them to continue with the development of the service and meet positive outcomes for children.

Regular team meetings, whole school meetings and briefing sessions took place to ensure that information was shared. Staff told us that they felt very much part of the school team and had regular opportunities to work with professionals based in the school and school staff. This team collaboration helped to build a consistent approach to a child's care and targets for development.

What the service could do better

Increased opportunities for playing with sand, water, paint, dough and other tactile play experiences could be offered. Opportunities for some children were limited by the needs of other children in the group. During periods of free play all children should have access to increased opportunities for playing with sand, water, paint, dough and other tactile play experiences. We talked to staff about this and while we understood that there were issues about safety, for more vulnerable children, we asked them to investigate how they could increase the range of core resources for all children present.

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
5 Oct 2016	Unannounced	Care and support 6 - Excellent Environment 5 - Very good Staffing Not assessed Management and leadership Not assessed
10 Oct 2012	Unannounced	Care and support 6 - Excellent Environment 6 - Excellent Staffing 6 - Excellent Management and leadership 5 - Very good
16 Dec 2010	Unannounced	Care and support 6 - Excellent Environment Not assessed Staffing Not assessed

Date	Type	Gradings	
		Management and leadership	Not assessed
7 Oct 2009	Unannounced	Care and support	6 - Excellent
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
5 Jun 2008	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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