

The Compass School Day Care of Children

West Road
Haddington
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Telephone: 01620 822642

Type of inspection:

Unannounced

Completed on:

12 December 2018

Service provided by:

The Compass School Board of
Governors

Service provider number:

SP2003003572

Service no:

CS2003016994

About the service

The service has been registered since 2002.

The Compass School is an independent school in the town of Haddington, East Lothian. The service is registered to care for 20 children aged between 3 years and primary school entry.

The class for the youngest children in the school is referred to as Form One. The school is in partnership with the local authority to provide early learning and childcare.

Form One are accommodated within the school. Premises include a playroom, outdoor spaces, use of the gym hall, music room, library and toilets.

Aims and objectives are in place and shared with parents are in place through a range of literature. These include:

"Our aim is to make this school a happy and secure learning environment in which our pupils will acquire the skills and knowledge necessary for developing their individual potential.

The Compass School aim to provide for each child an opportunity to build confidence, resilience, self-awareness and self worth."

We found these aims reflected what we found during our visit.

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. We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by the 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. GIRFEC is being woven into all policy, practice, strategy and legislation that affect children, young people and their families. There are eight wellbeing indicators at the heart of GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible, and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children. Information on SHANARRI can be found at <http://www.scotland.gov.uk/Topics/People/YoungPeople/gettingitright>

What people told us

We observed children to be busy, engaged and enjoying the activities and experiences on offer to them. They were happy and confident in their chosen play and interactions with staff and each other. Children told us what they liked doing whilst in Form One. This included:

"I like these animals. Look at the dart frog. Here is a squid and my friend has a hermit crab and an octopus."

"I like free styling with lego."

"I like to play outside. It's so much fun building things and making dens."

"I like reading books. We go to the library and act out stories."

We sent 11 care standards questionnaires to the service to give to parents, eight completed questionnaires were received prior to our inspection. Parents strongly agreed with the statement 'overall I am happy with the quality of care my child receives in this service'. Representative comments included:

"The Form One staff are amazing with my child. They challenge them physically, mentally and tease out the best of his personality and abilities."

"The facilities and set up for Form 1 is pretty remarkable and of an excellent standard."

"The opportunities my son can experience is above and beyond my/our expectations. Excellent nursery."

"Absolutely brilliant school. Delighted with Compass Form 1. The teachers couldn't be more impressive."

"Both of my children thoroughly enjoyed Form 1."

"It would be difficult to improve on outstanding service."

"We have been very happy with Compass School so far."

"I am confident that my child receives exceptionally high standards of teaching, support and care."

"The variety of experiences and learning on offer is truly fantastic."

"My child has only been in the school for 6 weeks but is delighted with it. They are happy, stimulated and engaged."

"I can't over emphasize how fantastic the nursery staff are at the Compass School. They are engaged, enthusiastic and loving towards the children in a nurturing and encouraging way."

"I have every confidence in all that they do."

A parent described the teacher as being a real life 'Mary Poppins'. Another commented that the nursery nurses were "super support staff".

We spoke to six parents. They told they were very supportive of the service. They told us their children were "happy", "engaged" and "constantly learning so much about themselves and the world around them".

We shared and discussed all the written and verbal comments parents made with staff at the time of inspection feedback. We respected parent confidentiality.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. On the day we visited we looked at the improvement plan that was in place for the service. Staff talked to us about future developments they had planned and the ones that were currently in process. This included the further development of Forest Kindergarten philosophy.

From this inspection we graded this service as:

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

What the service does well

The enthusiastic and professional staff team were focused on creating a happy and stimulating environment for children. We noted that a very friendly and caring atmosphere existed where children and parents received a genuine welcome when they arrived. This approach improved families sense of belonging and inclusion within Form One. Staff knew the children well and there were excellent levels of individualised care and as a result children were confident and content.

The well considered playroom provided an attractive and thought provoking environment for children. Staff worked alongside children to create interesting areas to encourage their natural curiosity to investigate and explore. Children were involved in a variety of imaginative and exciting play opportunities and were supported by staff to develop their own or shared ideas. This included designing and creating their own stories through the use of a Story Creator application. Currently children were tracking and recording the growth of the broad beans they had planted. Loose parts play was embedded throughout the service. There were resources for creating richer learning environments which promoted creativity and problem solving.

Children were treated respectfully and staff listened to them, offering additional help with play when this was wanted and needed. A nurturing ethos was promoted by staff and their gentle interactions reminded children to be kind and helpful. A guide to daily happiness for children was embedded in the form of 'Fill A Bucket'. Children were familiar with this terminology and this meant that children were becoming more aware of the needs of others. The use of 'helicopter stories' created a culture of curiosity. Children's imaginings during both the telling and the acting out of stories gave staff insight as to how the child was feeling and how they were doing.

Children enjoyed free flow outdoor play where choice, independence and self-esteem was promoted. We saw children were having great fun investigating and exploring outdoors. We saw them building friendships, transporting resources, using their imaginations and being active. The 'magic tool belt' adventures promoted story telling and songs.

We saw staff intervened with children's play only to enable them to extend and add value to their play. They encouraged them to balance any risks with the benefits of their wellbeing and safety. This supported children to take responsibility for their own safety whilst ensuring they had free choice to play how they wanted. Staff had an excellent understanding of how to protect children and keep them safe.

Children were learning how to be healthy and take care of their own wellbeing. They were enjoying planting and tending to the vegetables they were growing. All children were very familiar with hand washing routines.

What the service could do better

The Compass School should continue to use the excellent quality assurance and assessment processes to maintain the quality of the service.

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
22 Jan 2016	Unannounced	Care and support 6 - Excellent Environment 6 - Excellent Staffing 6 - Excellent Management and leadership 6 - Excellent
7 Feb 2013	Unannounced	Care and support 6 - Excellent Environment 6 - Excellent Staffing 6 - Excellent Management and leadership 6 - Excellent
10 Mar 2010	Unannounced	Care and support 4 - Good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good

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