Grange Pre-School Playgroup
Day Care of Children

Grange Primary School
Grange Road
Monifieth
Dundee
DD5 4LU

Telephone: 07704 121 162

Type of inspection:
Unannounced

Completed on:
9 February 2023

Service provided by:
Grange Pre-School Playgroup

Service provider number:
SP2003000562

Service no:
CS2003002868

About the service

Grange Pre-School Playgroup is registered to provide a care service to a maximum of 20 children between the age of two and a half to five years at one time, or a maximum of 22 children between the age of three and five at one time.

The service operates from a dedicated space within Grange Primary School, Monifieth. The accommodation consists of a playroom, a second playroom which contains the cloakroom, children's toilets and a garden area.

About the inspection

This was an unannounced inspection which took place on Thursday 2 February 2023 between 09:15 and 15:00. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children using the service and received five emails from parents/carers following the inspection visit;
- spoke with staff and management;
- observed practice and daily life;
- reviewed documents;
- spoke with visiting professionals.

Key messages

• Children were happy and settled. They experienced warm, caring and nurturing approaches by staff to support their overall wellbeing.
• Staff worked well together and communicated effectively to support children's needs and choices.
• Quality assurance processes could be further developed to enhance continuous improvement and to measure progress.
• Families were encouraged to be part of playgroup life.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality Indicator 1.1 Nurturing care and support

Children were confident, happy, and appeared secure in the playgroup. They experienced warm and nurturing interactions from staff and we observed children engaged and having fun throughout the visit. There was lots of chatter amongst the children, with laughter heard during the session from children and staff.

We observed friendships developing amongst the children, with some helping and supporting each other. One child, playing with another two children, told us 'these are my friends' as he looked at the two children, while they used their imaginations with the wild animals in the tuff tray.

Children were confident around staff and in the playgroup environment. They involved staff in their play and learning. Staff encouraged, praised and acknowledged children's achievements supporting confidence and self-esteem. Staff were respectful and nurturing with children which helped children feel safe, valued and loved. Children were reassured and comforted when needed and given cuddles if the children wanted them. Interactions between staff and children were calm and sensitive, supporting the building of attachments and positive relationships.

Staff knew children well with a range of information gathered in children's personal plans to help staff support the children as individuals, ensuring children received the right support at the right time. Management and staff should ensure all plans are reviewed at least every 6 months with parents/carers to keep them up to date. They should be signed and dated by parents/carers upon review. We signposted the service to personal planning guidance, 'Guide for Providers on Personal Planning, Early Learning and Childcare' to support using personal plans as working documents.

Medication was stored safely and necessary consents and administration records available. Staff should ensure all forms are completed and dated, for example, signs/symptoms information.

Snack time and lunch were relaxed, unhurried experiences. Children had opportunities at snack to develop their self-help skills and independence, through their self-serving of blueberries and spreading their pancakes. Where possible the staff member sat with the children but snack was very popular and busy. Staff should consider how children's independence could be developed at lunchtimes, as all food was served for them and water was in their water bottles. One child set out the plates and cutlery and another child went with the staff member to bring along the lunch trolley. We asked the manager to consider with staff, how all children's independence could be further developed during lunch time. During lunch time, we observed the manager sitting at a table chatting with children, while two other staff were more task driven. Providing more opportunities for children to be independent and serve themselves may allow staff more time to sit with the children modelling social skills and supporting conversations.

Quality Indicator 1.3 Play and learning

Children had access to a range of experiences and resources throughout their session at playgroup. They

made independent choices about how and where they played, encouraging and supporting their decision-making skills, confidence and self-esteem. We observed the children to be happy and engaged in stage appropriate, planned and spontaneous play experiences.

We observed staff being invited into children's play, with staff extending children's vocabulary and thinking skills through good and at times, very good questioning. One staff member asked a group of children a question about the sun and what it provided the animals, the member of staff realised the children did not fully understand the question so reworded it, making the children think and giving answers. However, quality questioning was not consistent throughout the team with some closed questions heard. There were several missed opportunities to extend children's play and learning and these were discussed with the manager.

An example of where children's learning could have been extended was with the children building with the construction bricks. Children were using mathematical language such as tall and taller but there was no staff member present to further extend children's thinking and learning. We observed some staff extend children's learning well, for example, as children contributed their voice and mark making to the floorbook and discussions between staff and children about wild animals, patterns, colours and the revisiting of information gained through watching a programme the previous day about animals. We asked management to support staff in developing their confidence in using open ended questions and extending children's play and learning.

Planning approaches were responsive and child centred, leading from children's interests. Observations were recorded within the children's journals and next steps in development and learning identified, when appropriate. Children's play and learning was shared with parents through the journals and an online app. One parent asked if more individual observations of children could be shared on the app for parents/carers as there was repetition with information shared on the app and within in learning logs. Management and staff should consider what and how children's development, play and learning is shared with parents to ensure all are informed and included in their child's development.

Numeracy and literacy were incorporated into the children's play and learning throughout the day. We heard children singing spontaneously, counting naturally woven into play, for example, counting wild animals, building bricks and mathematical language being used, such as tall, taller, bigger or smaller. Staff were animated when reading books to the children who were focused and enjoying the stories.

Floorbooks recorded the experiences and activities children had participated in. Children were given ownership of these as they were empowered to be included in their experiences, adding their own drawings and mark making.

Children had free flow access to the enclosed outdoor space and had fun exploring for bugs, playing with the little tikes car and sitting in the cosy cabin where there was a variety of table top games to interest the children.

The service had reintroduced stay and play sessions, where parents and carers were encouraged to come into the service and play with their child, while seeing the playgroup environment and what was on offer. This time was also an opportunity for the parents to discuss their child's development and learning with staff. Staff shared with us the plans to further develop, encourage and promote families becoming involved in the life of the playgroup.

How good is our setting? 4 - Good

Quality Indicator 2.2 Children receive high quality facilities

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

The two playrooms were safe and secure and the quality of children's furniture and resources was good. The manager discussed the plans to develop one of the rooms into a quieter space, which we would agree with, to ensure that children have access to a cosier, calm, more homely space where they can rest or relax as they want away from the busyness of the playrooms and to support their emotional wellbeing.

Children of all ages were able to decide how they wished to spend their day as toys and resources were easily accessible to them at their level. There were spaces where children could play with friends or alone, with areas where children could use bricks and blocks to construct as far as they needed.

Staff worked together to identify risks and remove or address them. Risk assessments were recorded and reviewed annually to ensure they remained up to date.

Children had direct access to the fully enclosed garden where there were a range of resources, including loose parts for the children to investigate and encourage their imaginations. Children also had access to other areas of the school outdoor environment, with staff planning and supervising when these took place. Staff should continue to develop the outdoor space and outdoor learning, ensuring attention to detail, with the garden fully resourced for the children arriving in the morning. For example, ensuring water was available for children to use with the water trays, containers and pipes and there were resources available for children to paint with or mark make if they wished.

Infection control measures were in place within the playgroup. Staff should remind children to wash or clean their hands if wiping their noses and staff should wash their hands if touching the toilet door handle, particularly during lunch time, and when around food.

Children's information was stored securely within the service and staff were fully aware of the need for confidentiality.

How good is our leadership? 4 - Good

Quality Indicator 3.1 Quality Assurance and Improvement are led well

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

There was a new team and manager in post, since the last inspection. The vision, values and aims was shared with parents, ensuring parents, staff and children were aware of what was important to the service. This ensured a shared vision for all.

Staff understood their roles to ensure the smooth delivery of the service. We observed the staff team to be kind, caring and nurturing. They worked well together as a team, supporting each other as needed, to provide positive outcomes for children and families.

An improvement plan was in place, with staff taking responsibility for the evaluation of identified priorities and the gathering of evidence to support findings. Management and staff should continue to evaluate the service, becoming familiar with the new quality framework as a supporting tool. Thorough monitoring and auditing of all areas of the service should be undertaken to support a robust quality assurance system. Accidents and incidents should be audited regularly and the medication audit further expanded to also include but not limited to, paperwork completed, reviews are carried out, medication returned to families or stored at the playgroup.

Information was shared regularly with parents and carers, through a variety of methods, such as face to face at drop off/collection times and through the app. These methods kept parents informed and included regarding playgroup information. Comments and suggestions we received, provided by parents relating to information sharing and the use of the app were shared with the manager at feedback.

Parents confirmed they were regularly asked for feedback on the service, with one parent saying resources had been suggested for the service but these had not yet been seen. The service should consider how they collate and share feedback with parents after questionnaires and surveys have been carried out to ensure everyone is informed and has up to date information about feedback gathered, the service and its provision.

Policies and procedures were in place which underpinned the service and supported staff practice. The manager told us that she read all the policies and procedures annually to ensure they were up to date. Specific policies were shared with all staff members on a 3 yearly cycle which was a suggestion made by the Local Authority. Some policies such as Child Protection, Health and Safety, Infection Control, Medication, Quality Assurance and GDPR were reviewed and discussed annually by all members of staff.

How good is our staff team? 5 - Very Good

Quality Indicator 4.3 Staff deployment

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

A new manager was in post since the last inspection and there had been changes to the staff team. An induction process was in place to support new staff to settle and gain the knowledge needed to take up their roles.

Staff were kind, caring and nurturing. There was a mix of skills and experience within the team, and they worked well together to support the children and their individual needs. Staff told us they enjoyed their work and were supportive of each other. They feel supported by management, who they find approachable and available.

Staff had taken responsibility for evaluating and developing areas of the service improvement plan, ensuring improvement was a whole team approach.

The staff team communicated well with each other when a task took them away from the area, they were in. They informed each other when attending to a child's needs, for example, when going to help a child with their coat or shoes. Interactions between staff were kind and respectful. This helped create a positive atmosphere for staff and children to feel comfortable in.

Appropriate staffing levels were observed with sufficient numbers to meet children's needs. The manager told us another member of staff was to be employed which would further support the provision of positive outcomes for children. Staff were flexible and responsive in their work, which ensured there was no impact on children, when tasks were carried out or staff had to leave the area or playroom.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.