# Tealing Pre School Class
# Day Care of Children

School Road
Tealing
Dundee
DD4 0SZ

Telephone: 01382 768 133

**Type of inspection:**
Unannounced

**Completed on:**
17 May 2023

**Service provided by:**
Angus Council

**Service provider number:**
SP2003000043

**Service no:**
CS2003015763

## About the service

Tealing Pre School Class is a registered daycare of children service provided by Angus Council and delivered within Tealing Primary School. The pre school class has exclusive use of an open plan play space, large cloakroom area, children's toilet facility, snack and meal spaces and an enclosed garden.

The service is registered to provide a care service to a maximum of 10 children from age three years to those not yet attending primary school.

## About the inspection

This was an unannounced inspection which took place on Tuesday 16 and Wednesday 17 May 2023 between 08:50 and 14:45. One inspector carried out the inspection from the Care Inspectorate.

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

To inform our evaluation we:

- spoke with children using the service;
- received feedback from four families;
- received feedback from two staff;
- spoke with staff and management;
- observed practice and children's experiences; and
- reviewed documents.

## Key messages

- Children received warm, nurturing care.
- A culture of respect and positive ethos was created for children and they were cared for in a loving and supportive way.
- Children could lead their play and participate in a range of stimulating activities.
- Planning and tracking allowed opportunities for children to develop their language, literacy and numeracy skills.
- We identified an area where the management of medicines could be enhanced.
- We outlined the benefits of ensuring all training which is undertaken is reflected upon.
- Staff shared the responsibility for tasks, which supported the positive welcoming ethos.
- Children's experiences were restricted for small periods of time due to staff deployment.

## 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? | 5 - Very Good |
| How good is our setting? | 5 - Very Good |
| How good is our leadership? | 5 - Very Good |
| How good is our staff team? | 4 - Good |

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

## How good is our care, play and learning? 5 - Very Good

**1.1 Nurturing care and support.**

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.

Children were happy, secure and confident within the setting. Staff were responsive, kind and nurturing towards them. For example, staff offered children a range of choices, included them in decision making and used a calm and restorative approach when they supported children's emotional wellbeing.

Natural loving and caring approaches were part of staff's practice. We observed families to be welcomed into the setting and children being told how they were missed when absent by staff. This created a respectful, positive ethos and supported secure attachments for children. Parents told us:

"The practitioners are always so kind, welcoming and approachable and provide such fantastic learning experiences for the children".
"It's a very nurturing atmosphere within the nursery".
"Children are cared for and nurtured. Staff are excellent and have a real connection with the children and families".

The team considered children's needs and wellbeing and these were supported through personal planning. Personal plans were in place and information was reviewed with parents in line with legislation every six months and included chronologies. The service had started working through children's personal plans to ensure all children's plans considered the SHANARRI wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included). We offered suggestions where plans can be strengthened. For example, through deleting information that is no longer relevant, clearly recording dates and signatures across the various documents and information. This would further support and identify progress, ensuring children's needs were current and consistently recorded.

Children's dietary requirements were considered and the service had an overview of these. Children enjoyed a relaxed and sociable mealtime experience as staff sat and engaged them in meaningful conversations. For example, children and staff discussed healthy foods, events that were due to take place and special dietary arrangements. We outlined ways to extend self-serving opportunities for children. For example, through developing the dining environment, along with the systems to better promote life skills, independence and responsibility for children.

We found medication was stored securely, labelled and out of reach of children and we were satisfied staff had knowledge of children's medical needs. We did identify an area where the management of medicines could be enhanced to avoid the potential for errors in administering medication. This included, organising old and new paperwork and strengthening the medication review process. The senior practitioner recognised the importance and agreed to take steps to enhance this area.

### 1.3 Play and learning

Staff had a very good understanding of how children learn through play. They listened to children and were responsive to their ideas and participated in their play and learning. For example, staff engaged in children's imaginary play and discussed what children were cooking while they played within the mud kitchen. Conversations took place around topics ranging from soups, making burritos and dinosaurs. The staff allowed children space, time and enhanced experiences using effective questioning to support their overall play and learning.

Children were able to freely move resources, participate in mark making and used resources creatively. This supported children to be actively involved and leading their play and learning. The indoor environment offered children access to resources which suited their stage of development. For example, children had access to a variety of books, games, drawing and craft materials along with role play and active resources. These were easily accessible and offered children stimulation.

Planning and tracking allowed opportunities for children to develop their language, literacy and numeracy skills. This was promoted through staff encouraging counting, using coins, singing songs and supporting children with their fine motor skills. Gross motor skills, risky play and health and wellbeing formed part of regular play and learning activities. For example, weekly visits to the gym hall were part of children's routines and children had access to items of varying heights to promote balance, jumping and coordination skills.

Parents told us "Mrs xxx is fantastic. She ensures the children develop their natural curiosity and allows them to learn and play in such an engaging way". And "I like the way the children's ideas are taken on board by staff...it influences lessons...".

## How good is our setting? 5 - Very Good

### 2.2 children experience high quality facilities.

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.

The environment promoted fun, imagination, and curiosity for children. Access to sensory spaces, nature, natural materials and loose parts supported play and learning. The areas were developmentally appropriate for children's age and stage of development. Children had space to move around the environment and there was free-flow access to the outdoors, which ensured the environment was well-ventilated and children had access to fresh air.

The indoor spaces had natural décor which helped create a calm atmosphere to support play and learning. We encouraged the planned developments of the indoor spaces to be progressed. For example, the refurbishment of toilet facilities to ensure they were welcoming and further supported children's privacy and independence.

Children's safety was supported by secure entries to the setting and doors being alarmed. The garden space was enclosed, free from hazards and risk assessments, along with completed daily checks which involved children, ensured a safe environment.

Staff undertook training, focusing on our Keeping Children Safe, Think, Look Act campaign, also known as SIMOA, and were observed carrying out head counts and monitoring all areas. The monitoring of accidents and incidents were carried out. We discussed where the service's systems could be enhanced when it comes to auditing accidents and incidents. For example, to identify common themes and any potential reoccurrence.

Children's health was supported by staff's understanding and adherence to infection prevention and control measures. Staff sensitively supported children to wash their hands at various times of the day to minimise the potential spread of infection.

Children's personal information was stored securely. This ensured the service complied with current best practice guidance.

## How good is our leadership? 5 - Very Good

**3.1: Quality assurance and improvement are led well.**

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.

The vision, values and aims of the setting had been shared with families. This meant that they knew what they could expect for their children attending the setting. The vision, values and aims included:

'Ensuring children are at the heart of everything we do' and 'we aim for all children, staff and visitors to feel welcome, valued and safe...'

Quality assurance systems made a positive impact in maintaining and improving high quality care for children, including the audits of different areas of the setting. A quality assurance calendar was in place outlining monthly duties. We provided suggestions on how this can be enhanced. For example, to further capture recorded evaluations of the key areas that are quality assured. This would result in ongoing development in service delivery and further enhance outcomes for children and families.

Questionnaires were shared with families to gain feedback and suggestions. The service was proactive in evidencing how feedback from families had been actioned and how this had impacted on outcomes for children.

Self-evaluation was being carried out with formal and informal monitoring taking place by the manager and senior practitioner. This ensured staff were continually encouraged to learn and develop their practice. We acknowledged how staff were reflective and committed to the service development to support positive outcomes for the children.

Parents told us:

"Staff are excellent".
"There are always enough bodies but the turnover of staff is excessive because people are trained then they can't stay".
"Thank you to the whole team for all your hard work".

## How good is our staff team? 4 - Good

**4.3 Staff deployment.**

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

Staff were caring and respectful to one another, which created a relaxed and happy environment for children. Staff shared the responsibility for tasks, which supported the positive ethos within the staff team, and ensured supervision of children. All parents strongly agreed staff know their children well, including what they like and what is important for their care.

Staff were flexible and breaks were planned to minimise the potential impact on children whilst making sure staff had time to rest. We did however find when staff were engaged in supporting children in toileting, dealing with incidents, or on their break, children's experiences were restricted for small periods of time. Most parents told us consistency in staff and increased number of staff would be an area which would make the service better. Staff also highlighted the setting could be even better through staffing which enabled a shared workload and effective planning. We discussed how the team would benefit from formal team meetings taking place to further share workload, allow opportunities to reflect more, discuss improvements and support planning in a protected space to further enhance outcomes for children.

Staff engaged well in the inspection process and were open and honest during discussions. They told us they had a strong relationship with the head teacher, and they felt valued. They were confident in their roles, communicated professionally and were motivated to extend their own learning.

We outlined the benefits of ensuring all training which is undertaken is reflected upon and used to assist practice. Staff strongly agreed and agreed that staff are deployed to make the best use of their skills and expertise.

The induction process could also be further enhanced to ensure newer staff members are given opportunities to consolidate learning and have time to meet to discuss their success and achievements or areas of practice to develop.

## 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? | 5 - Very Good |
|---|---|
| 1.1 Nurturing care and support | 5 - Very Good |
| 1.3 Play and learning | 5 - Very Good |

| How good is our setting? | 5 - Very Good |
|---|---|
| 2.2 Children experience high quality facilities | 5 - Very Good |

| How good is our leadership? | 5 - Very Good |
|---|---|
| 3.1 Quality assurance and improvement are led well | 5 - Very Good |

| How good is our staff team? | 4 - Good |
|---|---|
| 4.3 Staff deployment | 4 - Good |

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