Langlands Pre-School Class
Day Care of Children

Langlands Primary School
Glamis Road
Forfar
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Type of inspection:
Unannounced

Completed on:
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Service provided by:
Angus Council

Service provider number:
SP2003000043

Service no:
CS2003015766

About the service

Langlands Pre-School Class is registered to provide a daycare of children service to a maximum of 44 children, from the age of three years to those not yet attending primary school.

The service is based within Langlands Primary School, situated close to the centre of Forfar in Angus. The service provider is Angus Council. The setting consists of a main playroom, a sensory room and a large enclosed outdoor area. Children also have access to school facilities, including the gym hall, play trail and wooded areas.

About the inspection

This was an unannounced inspection which took place on 17 and 19 January 2023. Two inspectors from the Care Inspectorate carried out the inspection.

To prepare for 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:

- received feedback by email from four parents and spoke to one parent of children who attended;
- spoke with the children, staff and management;
- observed practice and daily life;
- reviewed documents.

Key messages

• Children experienced warm, caring and nurturing support from staff who know them very well.

• The service had established strong community and school links which provided children with a variety of quality learning opportunities.

• Improvements were needed to ensure medication processes and procedures were in line with best practice guidance.

• The service should continue to develop a child led approach throughout the day, providing more opportunities for children to lead their play.

• Quality assurance processes could be further developed to enhance continuous improvement.

• Positive relationships with families supported continuity of care and effective partnerships.

• Management and staff were committed to the ongoing improvement and development of the service to achieve the best outcomes they could for children and their families.

• The service had a dedicated staff team who communicated and deployed themselves well throughout the day to supervise children's safety and welfare and support their play experiences.

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?	5 - Very 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. Whilst some improvements were needed, the strengths identified had a significant positive impact on children.

1.1 Nurturing care and support

We observed children were happy, settled and having fun. Throughout free play times children were engaged in their play and learning. We found staff to be kind and respectful towards children and they took the time to listen and respond to children's suggestions and ideas. It was clear from our discussions with staff that they knew the children well and were familiar with children's interests and needs. Interactions were positive and staff responded to children in a caring and nurturing way. This contributed to children feeling secure and provided the message that they mattered and were respected.

Children's learning and progress was supported with information being gathered through a variety of personal planning documents, including all about me forms and learning documents. Staff worked closely with families to ensure plans were current and the right information was gathered to meet children's needs. This promoted a consistency and continuity to the care children received. However, we found there were some missed opportunities to implement identified support strategies. The service should ensure that all staff implement strategies to provide children with care that is right for them.

Mealtimes were unhurried and a sociable experience for children. Staff sat with children providing the opportunity to develop social skills and support language. Food choices were nutritious, and children had access to fresh water throughout the day to support hydration. Allergies and food sensitivities were managed well ensuring that children only ate food that was safe for them. We observed missed opportunities for choice, independence and for children to be responsible during mealtimes. We discussed how the service could support children to develop self-help skills and suggested the service refer to Care Inspectorate's practice note, 'Keeping children safe: supporting positive mealtime experiences in early learning and childcare (ELC)', to develop mealtime experiences.

Improvements were needed to ensure medication procedures were in line with best practice guidance to support the safe storage and administration of medication. During inspection we found that not all medication was stored safely and documents lacked information to support meet the health care needs of children. The service had taken action promptly and we found that by day two of inspection all medication was safely stored. We directed the service to Care Inspectorate 'Management of medication in daycare of children and childminder's' guidance to support develop medication documents and procedures further. **(See area for improvement 1)**.

The service had established good working relationships with agencies. Staff were proactive in reaching out and seeking advice from professionals to support meet the needs of children. Children benefitted from a service that valued the importance of partnership working and good relationships had been formed with families. Parents confirmed that communications were good and were carried out daily either verbally, during meetings or through online platforms. Feedback we received highlighted that parents feel well informed and included in their child's experiences and learning. One parent shared, "The nursery actively asks for parent feedback which very much keeps us involved in our child's learning. The learning profiles are a great example of this".

1.3 Play and Learning

Play experiences provided rich and exciting opportunities for investigation, curiosity and imaginative play. A wide range of natural and open-ended resources promoted creativity, imagination and problem-solving. For example, the junk modelling was used well by children. Materials encouraged them to explore and design using a variety of resources and tools, offering children choice and supporting them to make decisions and lead their play.

We observed the pace of the day and balance of spontaneous and planned learning was at times adult led. There were too few opportunities for children to lead their play and experience learning that was meaningful to them. During free play times we observed children to be highly engaged, independent and their choices and ideas respected. Children were supported well during free play, and staff interactions promoted children's curiosity, encouraged problem solving and challenged thinking. We found that children's play was interrupted too often throughout the day to participate in adult-led experiences. Several children were not engaged during these times and sat for prolonged periods. We asked that the service review the daily routine to provide more opportunities for children to actively lead their play.

Numeracy and literacy opportunities were evident throughout the service. Books were available in most areas of the nursery and children explored print and numbers throughout their play. Children were observed during water play using a variety of resources which encouraged them to develop skills through measuring and counting. Staff encouraged children's vocabulary development during interactions, exploring words to describe resources and materials being used.

Observations and assessments of learning were captured in children's folios and used effectively to track children's development, progress and achievements. These were accessible to children, allowing them to reflect on learning. Families benefitted from these being routinely shared which supported their involvement in their child's learning. Children could contribute to planning through floor books, allowing their ideas to be captured and used to inform experiences. These provided good opportunities for children's involvement in learning discussions and enabled them to share their views and evaluate experiences.

Staff were beginning to use a responsive planning framework to promote child led provision. Children's interests were reflected within planning documents allowing staff to plan inclusive of children's ideas. Our discussions with staff highlighted they feel this is still in the early stages of development, but were keen to ensure children are at the heart of planning approaches.

Play and learning was enhanced through links within the school and local community. Opportunities to participate in school events allowed children to be included in the wider school family. A variety of outdoor learning enabled children to explore natural environments and stay active.

Areas for improvement

1. The service should ensure that medication procedures are in line with current best practice guidance to support children's safety and health care needs. This should include but not limited to:-

- Medication is stored safely
- Detailed information is captured within medication documents to support safe administration and meet the health needs of children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:
'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

How good is our setting? 5 - Very Good

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

2.2 Children experience high quality facilities

Children experienced a safe, clean and well-maintained environment throughout the setting. It was well furnished with equipment that supported children's comfort and engagement. Neutral decoration contributed to the calm atmosphere and windows provided natural light.

The layout of indoor and outdoor spaces enabled easy access to a range of developmentally appropriate resources which supported children's choice and independence. Children had ample space to move around between areas and take part in floor play activities. Children were able to use materials and resources freely and move them around to extend their own play. Staff told us this was vital in allowing children to extend their learning and make connections to support thinking. Play spaces were well presented and offered choice, challenge, and opportunities to develop creativity and problem-solving skills.

Children were provided with cosy areas where they could spend time alone or with peers. Spaces allowed children to rest and relax in comfort, offering quiet times when needed. We found the children often accessed these areas as a space to reflect or socialise with peers. One child told us, "This is the story corner where you can rest. It's nice to come here to relax".

Sensory areas gave children a calming space where they could relax and take time away from the busier playroom. This supported their emotional wellbeing and provided opportunities to take part in focussed learning and play.

Measures were in place to minimise the spread of infection and support children's health and wellbeing. Rooms were well ventilated and regular cleaning took place. Robust infection control measures ensured children experienced a clean, safe environment. Effective hand washing practices were carried out by both staff and children at key times, and children had a good understanding of routines to keep them healthy.

Children's safety and security was supported with systems for monitoring doors and gates. Risk assessments were in place for indoor and outdoor environments to support the safety and wellbeing of the children. These documented potential risks and measures to support a safe environment. Children were included in risk assessing their environment, encouraging them to think about their own safety. Accidents and incidents were documented well and information shared with parents. We asked that the service carry out auditing of accidents and incidents to highlight recurring issues and frequencies. This would support action further measures if needed to enhance children's safety and wellbeing.

Children's and families personal and confidential information was stored securely in locked files and when using electronic systems. This ensured that dignity and privacy was respected.

How good is our leadership? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children.

3.1 Quality assurance and improvement are led well

Parents were now becoming involved in the daily life of the nursery again and were being invited to attend stay and play sessions. The service had offered parents the opportunity to be involved in surveys allowing them to share their feedback and views to support ongoing improvements. The team shared plans to revisit the school's vision and values and work with children and families to create a nursery vision to run in conjunction with the school. This would allow the children, families, and staff to create and embed a meaningful vision for the nursery.

Children's views were sought to gather their ideas on activities and resources through a variety of methods, including daily discussions with staff. We saw mind maps, floor books and planning documents that captured children's voice and provided opportunities for their views and ideas to be included within developments.

Staff and practice observations and monitoring had not taken place recently due to changes within the team. We discussed how reflecting on practice and recording progress would help drive forward improvements and support children's experiences further. Management recognised the importance of this in improving practice and outcomes for children. They have plans in place for future monitoring of the service and continuing with identified improvements. We are confident that the current management team are committed to a culture of continuous improvement that will be sustained and embedded.

Staff had regular opportunities to reflect on provision through team meetings and professional discussions. This allowed them to carry out self-evaluation of the service and plan developments. The use of Education Scotland's self-evaluation framework 'How good is our early learning and childcare' (HGIOELC) supported staff to recognise and celebrate success and achievements, and identify areas requiring further improvement. Our evidence demonstrated this was an ongoing cycle of improvement and regularly revisited by the deputy head teacher. We suggested that the service develop areas of leadership within the staff team. This would contribute to a shared responsibility and involvement across the team for driving improvement and securing positive outcomes for children.

How good is our staff team? 5 - Very Good

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

4.3 Staff deployment

Staff were committed to providing a positive experience for the children in their care. They were warm and friendly with a respect for all children attending. Staff knew the needs and interests of the children which allowed them to offer individualised support and care. We found the staff team to be enthusiastic and motivated and our discussions highlighted that they were passionate about their role. Staff had opportunities to take part in training and were keen to continue with their professional development. They were able to discuss the impact recent training had on their practice and how it had inspired changes in

provision, contributing to positive outcomes for children.

Staff communicated well as a team. Roles and responsibilities of staff within each area of the nursery were displayed, which ensured key tasks were carried out and supported consistent practice. Children benefitted from the wide range of knowledge and experience of staff. Effective teamwork and sharing of knowledge and professional learning promoted consistency of care and continued outcomes for children and families.

The wellbeing and needs of children were being met by the right number of staff throughout the day. Children who required additional support were supported by staff to feel respected and included in daily experiences. Children benefitted from a team who knew and understood their needs. Staff were always available during drop off and pick up times which allowed effective information sharing between the service and home and to support the supervision and safety of children during transition times.

Staff breaks, absences and when tasks took them away from their areas of responsibility were planned and communicated well to minimise the impact on children's day. Staff were flexible and moved with children dependant on their interests and needs. Overall, tasks were carried out at times that did not impact on children's experiences or the level of care they received.

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

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1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good

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

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