Ballumbie Early Years
Day Care of Children

Ballumbie Primary and Early Years
70 Lothian Crescent
Dundee
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Telephone: 01382 438 644

Type of inspection:
Unannounced

Completed on:
1 December 2022

Service provided by:
Dundee City Council

Service provider number:
SP2003004034

Service no:
CS2003015797

About the service

Ballumbie Early Years provides a daycare of children service in the Whitfield area of Dundee. The service is registered to provide a service to a maximum of 118 children age from 2 years to 12 years of whom a maximum of 25 children aged 2 years may be cared for at any one time.

The service is based in a residential area of Dundee and is close to local shops, parks, and other amenities.

About the inspection

This was an unannounced inspection which took place on 29 November 2022 between 09:00 and 16:45. Feedback was shared with the service on 1 December 2022. The inspection was carried out by two early years 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:

- observed practice and daily life;
- spoke with staff and management;
- reviewed documents;
- spoke with children using the service and three of their family members.

Key messages

- Play was child led and children were engaged in play for extended periods of time.
- A wide range of high-quality resources supported quality play experiences for children both indoors and outdoors.
- Staff were nurturing and caring which enabled positive relationships between children and their families.
- Staff worked well together and communicated effectively to support children's needs and choices.
- The manager had implemented a robust approach to self-evaluation and on-going improvement within the service.

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?	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? 5 - Very Good

Quality Indicator 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.

Staff were kind, nurturing and responsive to children's individual needs. Staff cuddled and comforted children when required and most were quick to respond if a child became upset. Management should ensure that interactions consistently respect and value children's choice across transitions and play. Most interactions were warm and caring and staff knew most children well. For example, staff shared conversations with children about recent holidays as they built 'hotels' in the block area, within the 3-5 playroom. In the Butterfly rooms, staff were kind, caring and nurturing.

Staff knew children well and talked about their interests. Children were relaxed around staff in the environment and their needs were supported to ensure they had high quality experiences. This provided a positive and nurturing ethos, encouraged children to form attachments with the staff, and feel confident in their care.

Detailed personal plans were in place for each child, which provided accurate and current information to support staff to meet the needs of the children. Plans were linked to the GIRFEC (Getting It Right For Every Child) wellbeing indicators, which are safe, healthy, achieving, nurtured, active, respected, responsible, and included. Child plans were in place to support children with additional support needs. These included strategies to support children to progress and achieve. These were regularly reviewed and updated which ensured staff held current information to support children's individual needs. Staff shared that Makaton was used with specific children and across the whole nursery, however, this was not evident during our visit. It would be beneficial for Makaton to be used frequently and consistently with all children within the nursery to support inclusion.

Mealtimes provided children with a lovely, nurturing experience where children's choice, wellbeing and life skills were developed. During lunch in the 3-5 room, food was placed in the centre of the table and staff encouraged children to choose and taste new foods. This respected children's rights, as they were able to select what and how much food they wanted, which promoted healthy eating habits. Staff sat with children during lunch, and this was well planned to support children's needs. In the Butterfly rooms, lunch offered a calm and unhurried experience. Staff sat with the children, promoted conversation, and sensitively interacted with children who were not yet ready to sit for the entire experience. As children become more settled, staff could consider ways to develop children's independence and life skills throughout the lunchtime experience. This would support children as they prepared to transition to the 3-5 room.

Children had the opportunity to rest or relax in a quiet sensory space within the Butterfly and 3-5 rooms. Children accessed the calming area, which included soft furnishings, to relax and take part in quiet activities during their play. This created a nurturing space and supported children to relax, rest and sleep, when required.

Children's medication was stored safely in a cupboard and was clearly labelled. Daily checklists were followed to ensure all medication checks were completed to maintain children's health and wellbeing.

Monthly audits were carried out to maintain robust practices and long-term medication forms were reviewed termly by parents.

Quality Indicator 1.3 Play and Learning

Children were leading their own play and developing their curiosity, imaginations and critical thinking skills, using a variety of resources both indoors and outdoors. Children made choices throughout their day about where to play and which resources to use. Staff supported play, when appropriate, and extended children's interests. For example, staff engaged in a conversation about favourite colours, as they drew together on a collaborative project, supporting teamwork, sharing and turn taking. These opportunities encouraged children to develop their creativity, imaginations, and critical thinking skills.

Children were supported through a well-balanced mix of planned and spontaneous play experiences. Most children were engaged in their play experiences for extended periods of time. For example, staff supported children to feel confident when exploring the gloop, reinforcing literacy skills, as they spoke about the texture. In Butterfly room two, staff modelled and repeated children's spoken words and utterances. This provided opportunities to develop children's early literacy skills.

Children moved freely between the indoors and outdoors to take part in a wide range of high-quality play experiences, which were supported by a mostly skilled staff team. Most staff were knowledgeable of children's development and the strategies in place to support and progress individuals. This ensured positive transitions were in place to support children, as they moved around the setting.

Staff recorded observations in a range of ways, including floor books and journals, with some evidence of skills learned and next steps, where appropriate. There was formal tracking in place in the 3-5 room and this was being developed across the two year old playrooms. Staff verbally evaluated children's learning and should continue to record this formally to highlight progression. This would ensure positive outcomes for children, as they progress and achieve at the stage that is right for them. Children in the Butterfly rooms were keen to share their learning journals. They accessed these throughout the session, which promoted a sense of ownership of their learning and experiences.

How good is our setting? 5 - Very Good

Quality Indicator 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 nursery was safe, secure and had been well laid out to provide a welcoming and nurturing environment for children to take part in play and learning. Children had ample space to move freely between areas and take part in floor play or tabletop activities. Quiet areas had been developed within playrooms to support children's wellbeing and provided spaces for rest or relaxation. Displays around the rooms highlighted children's work, interests, and family members. This promoted a sense of belonging and respect for children's lives.

The indoor and outdoor environments were well resourced to support challenge and reflected children's current interests. The outdoor spaces were welcoming, fun, exciting, and offered high quality play opportunities, such as planting and growing as well as active and physical play. For example, children were

supported to develop their imaginations when creating a potion with an adult outside. Children were encouraged to count out ingredients and explore the garden to find interesting items to add. Staff were active participants in children's play, which enabled them to support, extend and model experiences.

The indoor environment provided opportunities for children to explore a range of open-ended resources. For example, children explored numeracy in the sand and water tray, using vocabulary to discuss the amount of water and sand they needed to fill their jugs and cones. This enabled children to explore and develop their creativity and imaginations.

Staff communicated well together to minimise any potential risks within the environment. Children were monitored and supervised during indoor and outdoor play. Risk assessments were in place for all areas of the nursery and were regularly reviewed and updated to keep children safe. Staff worked well together to provide a safe environment for children to play and have fun during their learning. This ensured that children's safety was always maintained.

Children in Butterfly room one experienced daily walks out in the community. Children were encouraged to be independent whilst out on walks and when using the trim trail equipment. Parents commented that children, in the 3-5 room, had regular opportunities to visit the local library, and floor books displayed visits to local woodlands. This supported the children to develop an awareness of their local community and sense of belonging.

How good is our leadership? 5 - Very Good

Quality Indicator 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.

Staff were guided and influenced by a strong and passionate management team. This was supported by nurturing and compassionate values which recognised each individual child as part of a wider family unit. Staff worked together to create a consistent approach for high quality experiences, which promoted positive outcomes for children.

The service had detailed improvement plans in place, which focused on developing the lunchtime experience and pace of the day. Action plans had been developed to support each of these areas, which were evaluated and reviewed as progress was made. These highlighted clear links to the quality framework indicators, the intended adult role and impact on children's experiences. Staff had participated in recent training on fussy eating, which had been evaluated to ascertain staff learning and impact for children. This demonstrated that improvements were planned and purposeful. Staff shared that the improvement plan was regularly discussed at meetings. This supported ongoing developments to improve outcomes for children. Staff demonstrated an awareness of these developments and identified improvements. For example, the development of next steps and a review of attachments to support transitions. Staff shared that they felt well supported by management within their roles. This ensured staff were part of the improvement of the service, which promoted positive outcomes for children and their families.

Effective communication with families supported parents to feel involved and included in their child's early years' experience. Regular surveys for families were carried out to consult parents on their child's learning and development. Key workers shared a personal breakdown of each individual child's day with families, as

they were collected from the service. This was commented on positively by families. Parents shared that they had enjoyed coming back into the setting to share learning with their child and key worker. This ensured families felt included, valued, and consulted as partners in their child's learning.

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.

Staff communicated well with each other and worked well together as a team to meet the needs of the children. Staff shared that they communicated well across the team with various opportunities to share their knowledge, for example, meetings, inset days, sharing observations, and working with other agencies. Management should continue to be mindful that all staff across the setting feel included, and communications are effectively shared. Staff identified recent training they had participated in and the impact this had on implementing positive outcomes for children and their families. This ensured staff had opportunities to develop their knowledge and understanding of best practice and child development.

A rota was in place for staff responsibilities, however, this was flexible and could be adapted to meet the needs of children and staff. Staff were responsive and respectful of children during play and interactions. There were mixed skills within the staff team and supports were in place to develop these. The team were organised to support a peer learning approach through a buddy system in the playroom. Management should continue to put measures in place to ensure all staff are confident in the strategies used to support individual children to progress.

Policies to support effective and safe practice were in place and were shared with staff to ensure they had a good knowledge of each document. These should be reviewed at least annually to ensure they remain effective and current. Regular meetings took place to support the staff team and their ongoing development within their roles. Staff shared that they felt well supported and nurtured by the management team, which encouraged them to be motivated and driven within their roles to provide quality experiences for children.

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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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