# Pitlochry High
# Day Care of Children

East Moulin Road
Pitlochry
PH16 5ET

Telephone: 01796 474 666

**Type of inspection:**
Unannounced

**Completed on:**
17 November 2022

**Service provided by:**
Perth & Kinross Council

**Service provider number:**
SP2003003370

**Service no:**
CS2003016080

## About the service

Pitlochry High is registered to provide care for 76 children aged from two years old to those attending primary school. The service offers early learning and childcare, in addition to this, a wrap around service for older children.

Pitlochry High School is provided by Perth and Kinross council. The service is situated in the town of Pitlochry

## About the inspection

This was an unannounced which took place on 14 November 2022 between 14:30 and 17:45 and 15 November 2022 between 09:00 and 17:00. 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, 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
- received feedback from four parents via email, one via telephone and spoke with one parent whilst onsite
- spoke with staff and management
- observed practice
- reviewed documents
- spoke with visiting professionals

## Key messages

- Children were happy, settled and having fun in their play experiences.
- Children experienced mealtimes that provided choice and opportunities for independence.
- Opportunities for children to play indoors and outdoors were readily available.
- Children's curiosity and imagination was well supported through a range of play experiences and resources.
- Nursery children were fully supported to identify and address risk with the use of SIMOA the elephant.
- Quality assurance and an ethos of continuous improvement were evident in the service to develop children's play and learning.
- Children were supported by motivated and enthusiastic staff who were committed to their role.

## 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.

### 1.1 Nurturing Care and Support

Children attending the service were happy, settled, having fun and engaged in their play. They experienced warm, nurturing care to support their well-being. Staff were kind and respectful towards children, taking time to listen and respond. Staff knew children well and interacted positively with them to support their needs. This helped children feel secure and contributed to the positive relationships they had with staff.

Children experienced an unhurried, calm and sociable lunch time. Staff had created a homely experience for children with the use of table clothes, centre pieces, real crockery and cutlery which contributed to the positive lunch time experience. Staff joined children at lunch time which promoted meaningful conversations and provided children with an opportunity to talk about their day at nursery. This contributed to the sociable experience for children and allowed an opportunity for emerging language skills to be developed. School aged children were supported to make their own choice for snack and serve themselves. This contributed to children being responsible and having opportunities to develop independence at this time.

Children's wellbeing was supported through information gathered in personal plans. Staff worked closely with families to ensure they had the right information to meet their needs. Staff demonstrated how well they knew children and we're able to talk through strategies of support in place for individual children. However, these were not always recorded, or strategies had not been reviewed to reflect current needs. The service should continue to develop personal plans to ensure that relevant support strategies are effectively recorded and reviewed. This will contribute to children receiving consistency and continuity in their care.

Partnership working with families had been well established. Staff recognised the importance of engaging with children and their families at the earliest possible stage. Experiences such as 'Jelly Tot' sessions for families with children under three had been established to support families and ease transition into the nursery for the younger children. This contributed to supporting the holistic needs of each child and their family to improve their wellbeing.

### 1.3 Play and Learning

Children's play and learning was well supported during the inspection. Children were able to participate in planned and spontaneous play experiences that were interesting and offered opportunities for children to investigate and be creative. Schematic play opportunities supported younger children to explore, learn and develop. Across the service, staff were responsive to the needs of children during play. This supported children to be empowered and lead their learning.

Staff used skilled interactions to support children's learning and development. We observed staff using a range of communication techniques to support children at different development stages. This included staff using open questions to extend play and learning as well as using single words, gestures and music to engage and support other children. This supported children to feel valued and included within the nursery setting.

Opportunities to play indoors and outdoors were available within spaces which were well-designed and considered. This allowed children to independently access spaces and resources and enabled their choice and independence in play. Children's language, literacy and numeracy was well supported across the nursery. Opportunities for emerging writing as well as counting, sorting and matching were available indoors and outdoors. This supported children to learn key skills through play experiences.

Planning approaches within the nursery were child centred and responsive to the children's interests. Children's words, pictures and ideas were captured within floor books which demonstrated their involvement in the planning process. Within some floor books we observed good examples of learning observations which detailed significant learning for groups and individual children. However, recording key learning and meaningful next steps for children was not consistent across all planning information. Developing a consistent recording approach would help to capture children's progress and support planning for next steps.

Children's individual development and progress was recorded and shared with families via online learning profiles. We noted that some observations within children's profiles were descriptive and did not always capture their learning. The service had identified the need to continue to develop consistency of observations. We discussed how they could improve the recording of observations with a clearer focus on learning. This will support the identification of children's progress and next steps. Families we spoke with were happy with the information shared through the online profiles and had noted an improvement in this over the past few months.

Achievements and children's successes were celebrated across the service. Examples of these included an 'I can' wall, 'our achievement tree' and achievements from home. This created an environment which demonstrated children matter and ensured children are valued as individuals.

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

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

**2.2 Children experience high quality facilities**

The indoor nursery play space was homely, calming, and comfortable, with plenty of natural light and ventilation. This provided a welcoming space for children and families. The layout of the indoor space enabled children to access resources easily and lead their own play. Careful consideration had been given to the continuous provision indoors to promote children's curiosity and imagination. We observed children having fun exploring ice and scented herbs within the water play. The block area was a popular space for play and provided ample space for children to construct, use their imagination and work together. The after school provision had made recent improvements to their indoor space. We suggested developing their cosy space to enhance opportunities for children to rest and relax.

Staff recognised the benefits of outdoor play and provided children with daily opportunities for free flow access between the indoor and outdoor nursery areas. This enabled children to be independent, direct their own play and supported them to be active and healthy. The outdoor space, including the top field was an interesting and exciting space for children and provided a range of play opportunities to extend learning, follow interests and be immersed in nature. Outdoors, children had access to a range of loose parts including, tyres, plastic pipes and sticks. Areas to climb, run and explore also provided opportunities for children to develop their gross motor skills.

Spaces and resources were well maintained and in good condition. Daily risk assessments ensured the playroom and outdoor space were safe and secure. Staff were aware of the SIMOA campaign to support awareness raising of potential risks in their setting. This knowledge was used by staff to support children's involvement in identifying and managing risks. Children were supported to complete a risk assessment of the outdoor play space at the beginning of the day. They were also supported to identify risks indoors. We observed children being encouraged to think about keeping safe whilst using scissors and while moving around a wet area of floor. These experiences provided children with opportunities to assess and manage risk in their play and build self-confidence.

## 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.

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

The management team were visible leaders and were committed to improving the quality of the service. Their leadership had ensured staff, children and their families felt valued and included.

Regular communication with families took place through a variety of methods for example, questionnaire, see-saw and face to face discussions. An active parent council committee had supported the service to create the outdoor space to improve children's experiences. This resulted in families feeling valued as partners in the service and created opportunities for effective collaboration.

Quality assurance and an ethos of continuous improvement were evident throughout the setting with the management team and staff working hard to develop children's experiences. A quality assurance calendar was in place that ensured audits of various aspects of the nursery were routinely carried out. We discussed the value of further developing this to encompass the whole service from nursery to after school care and to ensure key information is reviewed.

A range of effective systems were in place for the nursery which supported a culture of continuous improvement. For example, an improvement plan that was realistic, achievable and measurable was in place and supported positive outcomes for children. An environmental audit had provided an effective review of the nursery to ensure children experienced exciting play and learning opportunities that met their needs.

Staff were also very much involved in the self-evaluation process. They were supported to reflect on the service provided, evaluate learning opportunities and resources available. This resulted in children experiencing a rich learning environment which encouraged them to be creative and curious. There were regular staff meetings which provided time for staff to come together and reflect on practice, be involved in the identification of areas for improvement and review progress. This contributed to staff feeling supported and confident to implement positive changes with a shared responsibility.

The manager and staff fully engaged in the inspection process and appreciated the guidance and signposting to best practise offered by the inspectors. The manager and staff demonstrated their commitment to the service, and we're motivated to make improvements to ensure positive outcomes for children.

## How good is our staff team? 5 - Very Good

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

**4.3 Staff deployment**

Children were supported by motivated and enthusiastic staff who were committed to their role. Staff worked well together to create a warm and welcoming atmosphere for children to support the shared vision and a positive working ethos. Regular team meetings took place meaning that there were opportunities for information sharing between the staff team. Parents told us staff were friendly and welcoming, parents comments include, "you can see that the nursery is run by professionals who enjoy working and caring for children" and "I am greeted by (child's) teacher each morning and feel really welcomed and able to ask any question on (child's) progress". Staff's differing skills, knowledge and experience complimented one another and resulted in quality experiences for children.

Staff across the service worked well as a team, communicating effectively with each other to ensure the service ran well and children's needs were consistently met. For example, if a task took them away to support individual children, this was managed well to ensure children were supervised and supported. In addition to this, staff in the after school club used walkie talkies to ensure communication was effective throughout the session. This contributed to children being respected and kept safe and created a positive ethos.

Busier times of the day are well planned to ensure children experience continued and consistent high quality interactions. For example, during the lunch period there was sufficient staffing to support the high quality experience.

## 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 | 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 |

## 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.