Inverbrothock Pre School Class
Day Care of Children

Inverbrothock Primary School
East Kirkton Road
Arbroath
DD11 4GR

Telephone: 01241 465 405

Type of inspection:
Unannounced

Completed on:
24 February 2023

Service provided by:
Angus Council

Service provider number:
SP2003000043

Service no:
CS2003016855

About the service

Inverbrothock Pre School Class is daycare of children service, registered to provide care to a maximum of 36 children at any one time age from 3 years to those not yet attending primary school.

Other conditions unique to the service include, adult:child ratios will be a minimum of:

- 3 years and over - 1:8 if the children attend more than 4 hours per day, or
- 1:10 if the children attend for less than 4 hours per day.

The nursery operates from a suburban area of Arbroath, Angus. The nursery class accommodation is connected to the primary school. The children are accommodated within one playroom. Children have access to a quiet adjoining room and play space if that is required and also to a fully equipped sensory space. The children have access to a fully enclosed, large outdoor area that is accessible from the main playroom. The nursery has a secure door entry system in place.

About the inspection

This was an unannounced inspection which took place on 22 and 24 February 2023 between 09:00 and 16:30. Two inspectors carried out the inspection. 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.
In making our evaluations of the service we:

- spoke with children and eight parents using the service
- spoke with staff and management
- observed practice and children's experiences.
- reviewed documents.

Key messages

- An area for improvement has been made to ensure children's electronic information is stored and managed safely.
- Children were seen to happy, settled and engaged in their play and learning. Overall, parents were very positive about their experiences within the service.
- Children were empowered to be involved in their play and learning. Staff actively encouraged them to share their views and use this to shape their experiences.
- Setting was well furnished, comfortable and homely. Children's ideas and opinions were listened to adapt and improve the space.
- Leaders were highly motivated to improve outcomes for children. They engaged positively with the inspection process to help support their self-evaluation of the service, to identify key strengths and areas for improvements.
- There was a clear commitment to professional development. Parents commented that it was clear staff took pride in their roles and as a result their child enjoyed their time at the nursery.

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?	4 - 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

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.

1.1 Nurturing care and support

Children were nurtured well through their experiences. Staff's interactions were respectful and supportive, resulting in children's needs being well considered. Parents told us that they always found staff to be friendly, knowledgeable, and attentive. The sensory garden was used as a way to introduce children to the setting softly and peacefully if they required an enhanced settling in experience. This enabled everyone to feel that staff genuinely care about their child and family.

Children's wellbeing benefitted from effective personal planning. Parents and staff shared information effectively to ensure children's individual needs were at the centre of their care. Support strategies, such as the use of visual boards or Makaton, promoted children's health and wellbeing. These were clearly recorded and implemented consistently by staff. This ensured that children experienced high quality care from people who knew them well.

Staff supported children to reach their full potential. They were proactive in liaising with external professionals to support early intervention, if needed. A support programme called Cosy Corner was fully embedded within the service. As a result, children were given protected time with a designated adulted to explore their feelings and develop their skills. One parent shared the benefits of their child attending the sessions, highlighting an improvement in their child's social skills as a result.

Mealtimes were a very positive and social experience. Children were given time to enjoy their snack with others. Menus were well planned and nutritionally balanced. This promoted children's health and wellbeing. Staff sat with children for most of the time, taking part in meaningful conversations. Children's independence was supported well at snack times as they poured their own drinks. This meant that children were supported to develop real life skills.

Families were involved in the nursery's improvement plan. Events and activities had been created in line with family's needs. These sessions supported parents to feel valued and included. One parent commented on how well the service had worked with them to accommodate their needs and ensure these sessions fitted in their busy lives.

1.3 Play and Learning

Children had fun through a very good balance of spontaneous and planned experiences. Parents told us that children were very animated when talking about nursery and were thriving because of their learning experiences. They were seen to be fully engaged in a range of toys and games that stimulated their imagination and curiosity. For example, playdough and various loose part items were included in the home corner, along with pots and pans. Children pretended to cook and make meals, using the different objects to fit their creativity, for example, one child told us they had made spaghetti and meatballs for their Mum's tea. Staff used skilled interactions to get the most out of children's experiences. Conversations were well paced to ensure children were able to listen and process information given to them. This enabled children to develop skills in thinking, problem solving and investigation through imaginative play.

Children were empowered to be involved in their play and learning. Staff actively encouraged them to share their views and use this to shape their experiences. This was done in the moment, through conversations with children or while looking through their floorbook which captured their play and learning experiences. The construction area had been enriched through the introduction of real tools after a child suggested this as a possibility for future development. Staff had carefully considered how this could be achieved to support children's interest and safety. As a result, children loved the experience and it attracted more children to explore construction. This showed how children were included and respected as experts in their learning and experiences.

Children enjoyed reflecting on their learning with staff and their families. A few parents said that they were provided with a lot of feedback in the online learning journals and felt very included in what their children were doing and learning. One parent told us they would prefer more information to support their child's play and learning. Overall, learning outcomes and experiences were captured well. As a result, children were confident and progressing well.

Children were fully supported to explore language, literacy, and numeracy. Staff skilfully provided opportunities, such as using signs and instructions during snack that encouraged counting. As well as incorporating a very good range of books, both fiction and non-fiction, throughout the environment, including a handwashing book by the handwashing sink. Parents told us they liked that their child could choose books to bring home every week to read at home. This promoted further opportunities for children to develop their language and literacy skills.

How good is our setting? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

2.2 Children experience high quality facilities

The setting was well furnished, comfortable and homely. Children's ideas and opinions were listened to adapt and improve the space. For example, children told staff that the shed outdoors that was used for some group activities was cold and uncomfortable at times. Staff moved the group times inside to where children could be warmer and feel more nurtured. Improvements were being made to the shed to ensure it was a more comfortable and welcoming space in all seasons. As a result of staff responding to children's views, children could feel respected and have some ownership of their environment.

Children benefited from developmentally appropriate spaces within the settings indoor and outdoor environments. Staff skilfully designed areas indoors to promote curiosity and challenge for children to explore new skills through play. Outdoors, children had fun playing football with staff and taking part in some risky play. Children were able to take toys and games outside to minimise disruption in their play and learning. This ensured the environment was stimulating and fun for children.

The setting and equipment were safe, secure and well-maintained. Staff risk assessed the areas well and used best practice guidance to reflect and improve the environment. For example, an audit was carried out following the release of our Think, Look, Act Campaign, also known as SIMOA. This resulted in changes to the fencing and outdoor area to improve safety. We highlighted some additional areas for consideration,

such as gaps in the fence and climbing opportunities for staff to be aware of as part of their daily risk assessing. This would ensure children are safe at all times.

The safety and management of children's electronic information was not always fully considered. Systems used to stored children's information had been assessed to ensure they were safe for use by the provider. Policies and procedures in relation to staff practice while working from home were not robust. This had the potential to compromise the security of children's personal information. We outlined the need for this practice to be reviewed and improved to ensure that all electronic information is used and stored in line with General Data Protection Regulation (GDPR) and data protection guidance. The manager and provider were proactive in making improvements. **See area for improvement 1.**

Areas for improvement

1. To ensure that children's personal information is stored safely and confidentially, the provider should ensure practice fully considers potential risks. Staff should have a robust understanding of how to minimise any risks to ensure children are safe and protected from harm.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My environment is secure and safe' (HSCS 5.19).

How good is our leadership? 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 key question as very good.

3.1: Quality assurance and improvement are led well

Quality assurance, including self-evaluation and improvement plans, were in place and led to continuous improvement. Leaders were highly motivated to improve outcomes for children. They engaged positively with the inspection process to help support their self-evaluation of the service, to identify key strengths and areas for improvements. This resulted in positive working relationships and enabling attitudes that aimed to provide children with high quality experiences.

Shared vision, values, aims and objectives positively informed practice. Children's rights were at the centre of decision making, with staff reflecting regularly on their role in promoting these. For example, value was placed on children's play and learning to ensure it was meaningful and fun. This ensure children were respected and supported.

Children and families were meaningfully involved within the setting. Parents told us about their experience of stay and play visits. They valued these opportunities to hear about their child's development and celebrate their achievements. One parent suggested having a dedicated parents' evening to provide further opportunities to discuss their child's learning and development. The leadership team were keen to find ways to engage all parents and carers to ensure everyone felt supported and included within their child's achievements and next steps.

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 key question as very good.

4.3 Staff deployment

The deployment and levels of staff within the service ensured that effective care and support for all children was in place throughout the day. The senior leadership team supported this by quality assuring staff deployment on a regular basis to ensure a consistent approach. Parents were well informed about who was caring for their child. A board was displayed at the front entrance, with staffs names and picture to support this.

Staff were confident in their roles and communicated well as a team when tasks took them away from their areas of responsibility. For example, staff breaks were planned to minimise disruption and provide support for children at busy times of the day such as mealtimes. They worked well together to maintain quality engagement with children and were flexible and responsive. This contributed to effective supervision and continuity of care in meeting the needs of each child.

A good mixture of skills, knowledge and experiences in the staff team contributed to positive interactions and play and learning experiences for children. Staff told us they felt well supported by the management team and had regular opportunities to discuss professional reading and policies. Guidance was placed within the environment to support staff with their practice. Furthermore, the induction programme supported new and temporary staff in their roles. This supported children and families to feel confident they were cared for by skilled and knowledgeable people.

There was a clear commitment to professional development. For example, staff confidently told us about their training in writing quality observations to enhance their knowledge. They highlighted the positive changes and outcomes for children and families as a result. We saw the impact this was having on children's experiences in supporting them to reach their potential. Parents commented that it was clear staff took pride in their roles and felt this enabled their children enjoyed their time at the nursery.

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?	4 - Good
2.2 Children experience high quality facilities	4 - 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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