Seaview Pre School Class
Day Care of Children

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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:
CS2003016866

About the service

Seaview Pre School Class is a daycare of children service, registered to provide care to a maximum of 50 children aged three to five years.

The service is provided by Angus Council and operates from Seaview Primary School, Monifieth. Children have access to two playrooms, a sensory room, toilet facilities and direct access to a large outdoor play area. The children also have access to the school facilities.

About the inspection

This was an unannounced inspection which took place on 07 November 2023. 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 five families via an online questionnaire;
- spoke with staff and management;
- observed practice;
- reviewed documents.

Key messages

• Staff knew children and their families well. This enabled them to provide care and support that met individual needs.

• High quality facilities and developmentally appropriate spaces supported children to be curious, investigate, and provided excitement. Rich outdoor experiences enhanced children's learning.

• Children were happy, settled and having fun. Children were given the time and space to make choices, directing their own play and learning.

• Quality assurance was effectively used to assess the work of the service and make plans for improvement. Plans were clear and focussed on improving outcomes for children and their families.

• The team were committed to delivering a quality service for children and families. A shared leadership resulted in shared aspirations and a positive ethos within the service.

• Medication records were not consistently completed which could result in children's health being put at risk. Staff and management took appropriate action promptly to improve procedures.

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?	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? 4 - Good

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

Quality indicator 1.1: Nurturing care and support

Children experienced nurturing and warm care from staff who knew them well. Staff interacted with children in a gentle and kind way, providing comfort and reassurance which supported children feel safe and secure. We could see that positive attachments had been formed and staff understood children's preferences and interests. Staff were down at children's eye level and actively joined in with their play. As a result, children were comfortable, settled and happy.

Staff provided lots of praise, helping to raise children's self-esteem and sense of achievement. Children were confident as they experienced positive and supportive interactions from staff.

All children had personal plans in place and parents confirmed that they had been involved in developing and reviewing these with staff. This included children's individual likes, dislikes and information about their care routines. Children with additional support needs had support plans in place. This ensured all staff were clear on sensitivities and how these were being supported, outlining any triggers and strategies being used. Staff knew children and their needs well, supporting children to progress and achieve

Medication was stored safely and clearly labelled to support safe administration. Staff knew children's health care needs well and discussed how to support these effectively. However, some of the records of medication administered to children were not fully completed. There was potential risk to children as dates were not captured. This could result in children being given too much medication or not receiving a required dose. The service should ensure that medication records capture all necessary information to support meeting the health care needs of children. **(See area for improvement 1)**. The service had taken prompt action following inspection to make sure medication procedures were safe and fully supported practice.

Children were safe and protected from harm due to the clear child protection systems that the setting had in place. Staff recently participated in safeguarding training and spoke confidently about procedures and recognising potential factors that may impact on children's welfare and wellbeing. Chronologies captured significant events in children's lives, which meant that staff had the right information to meet children's wellbeing needs and provide families with the right support at the right time.

Staff worked consistently with agencies and other professionals to identify appropriate supports and strategies based on the individual needs of children and their families. When children required extra support, this was planned in partnership with families and other professionals, which contributed to a continuity of care and enhanced children's experiences. Staff demonstrated a proactive approach to supporting children's needs. As a result, children and families were provided with the right support to meet their needs.

Staff were highly responsive to routines from home and this was supported well throughout settling-in experiences. Settling-in was managed well and at a pace to meet the children and families' needs. Children were provided with places to sleep or rest when they felt tired. Cushions and quieter spaces were available throughout the setting to support times of rest and relaxation. The quiet room was peaceful and inviting

and a few children chose to rest and join in with quieter play experiences.

Mealtimes provided opportunities for children to develop independence and life skills. Children poured their own drinks, used tongs to select the food they would like to eat and cleared away their dishes. An inclusive environment was established as children's allergies were well catered for. A calm and nurturing ethos was promoted as staff sat with children, sharing food and encouraging conversations around the table. Staff were responsive to children joining the lunch table later and supported them to feel included and settled. As a result, mealtimes were a positive experience.

Quality indicator 1.3: Play and learning

Children benefitted from a child-centred approach to play and learning, which valued children's right to play. Children's interests influenced their experiences which allowed the play and learning to reflect their ideas and preferences. This meant that their choices were respected and valued. The organisation of the playrooms and outdoor area encouraged children to independently select resources that supported their play ideas.

Children were confident and had fun as they explored a range of high-quality experiences. Most staff had the skills and awareness of when to step in to support children's play. This provided children with appropriate challenges and enriched experiences. Staff shared that the team are working to develop this consistently to enhance the responsive approach to play and learning. We would encourage them to continue, to ensure a holistic approach is embedded.

We sampled children's journals and found that whilst some contained good observations of learning, the quality and depth varied. This made it more difficult for staff to identify appropriate next steps to support individualised learning. The leadership team were aware of this and were looking to support staff develop skills in observing children, to identify significant learning and where children would benefit from additional support or challenge. This will help ensure consistency in practice and allow the team to effectively track children's progress and offer appropriate challenge to support children reach their full potential.

Children had opportunities throughout the day to reflect on their learning. Journals were accessible and pictures and documentation of children's previous experiences were visible through accessible wall displays and floor books. This allowed children to review their learning, celebrate achievements and set their own next steps with the support of staff.

Language, literacy, and numeracy development was embedded in children's play experiences. Some children enjoyed listening to stories and singing songs and rhymes. The use of environmental print, such as menus, labels and signs, provided opportunities for children to recognise and become familiar with letters. A variety of mark-making tools supported children's emerging writing skills. Maths and numeracy resources enabled children to explore size, volume and practice their counting.

A variety of approaches were used to support children's communication and language development, for example, focus groups, MAKATON and visuals. Staff knew children well which ensured they knew the most appropriate form of communication and when to use them. This supported children's understanding and helped them to make choices and follow their interests.

Meaningful links with the school and local community had been established and enhanced children's learning experiences and promoted a sense of belonging within the community.

Areas for improvement

1. To ensure children's health care needs are supported safely and effectively staff should fully complete medication records consistently.

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

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 key question as very good.

Quality indicator 2.2: Children experience high quality facilities

Children experienced a setting that was bright, homely and welcoming. The play rooms were large and spacious with plenty of room for children to move around. Neutral and natural materials promoted a calming and inviting effect. The setting was comfortable, furnished to a high standard and provided plenty of natural light.

Children's wellbeing was enhanced and supported well through a variety of cosy and quiet spaces throughout the setting. This contributed to the calm, relaxing atmosphere and ethos, offering children nurturing spaces to rest, reflect and take time away. The quiet room and sensory room contributed positively to children's emotional wellbeing, offering a safe and secure space for small group activities, rest and relaxation.

Play spaces, both indoors and out, were creatively structured and matched the learning and development stages of children attending. The well planned spaces provided interesting and exciting areas for children to explore. Children benefitted from direct access to a woodland area which promoted a sense of wonder and excitement as they explored the natural environment and learned about the world around them. The use of loose part, natural and real life resources sparked children's curiosities and allowed them to be creative and promoted children's imagination.

Children were supported to safely challenge themselves through risk benefit play opportunities, allowing them to assess risk as they played, and explore how to keep themselves and others safe. Staff supported children to think about the potential risks and what they could do to stay safe. Mind maps and risk benefit floor books highlighted that children were consistently part of safety discussions and were supported to plan and reflect upon their experiences to ensure they were safe.

To promote children's safety a secure entry system into the service was in place and registers were recorded and updated as children arrived and left the service. Staff communicated well with one another as children moved around the areas of the setting. As a result, children's safety was maintained.

Infection control practices minimised the potential spread of infection. For example, children were confident in their hand washing routines at snack and lunchtimes and after using the bathroom. The setting was clean and well maintained throughout, which supported the health, safety and wellbeing of both staff and children.

Risk assessments identified potential hazards and control measures in place to reduce these. Any previous safety issues and risks had been appropriately actioned and staff reflected well on these as a team, which supported a consistent approach to maintaining safety and assessing risks. Monthly audits of accidents and incidents demonstrated that the service were actively reflecting on how to maintain children's safety. These focussed on identifying trends and exploring whether any further action was required. This meant that children's needs were met.

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.

Quality indicator 3.1: Quality assurance and improvement are led well

The service values and aims set out a clear vision for the setting, with children's wellbeing and right to play at the heart of the service provided. Staff, families, and children were consulted promoting shared aspirations for the service and supporting them to feel valued and included.

Quality assurance, including self-evaluation and improvement plans were in place and focussed on improving outcomes for children and families. These effectively supported the team to identify strengths, areas for improvement and plan changes to support developments. Improvement plans were reflected upon regularly by the team, allowing them to assess progress and plan next steps for their improvement journey. The team shared plans to use Padlet (online platform) to support them to document and share progress and success with the team and families, which would enhance a collaborative approach.

The leaders within the setting valued the contribution from staff to make changes to support continuous improvement. They recognised the benefit of encouraging staff to have responsibility for change. For example, champion roles allowed staff to lead and have ownership in developing key areas within the service. A variety of team meetings had been introduced to allow discussion and reflection on planning, children's needs and to carry out self-evaluation. The management team were mindful to the varying shift patterns of the team and planned together times with staff effectively to ensure the whole team had the opportunity to come together. Staff spoke positively about the support provided by the management team. This contributed to a positive ethos and staff who felt valued for their contributions.

The service understood the importance of working in partnership with families and building positive relationships. A variety of communication tools were used to support share information and to enable families to share their views and ideas, for example, seesaw and voting systems. Families were welcomed into the setting and staff took time to talk with them. They received regular updates through their online platform, daily face to face discussions, emails and newsletters. Meaningful ways to involve children and families in the improvement process continued to be developed to account for the current needs of those using the service. Children's voice was highly valued and staff approaches ensured they were regularly consulted, and their ideas used to influence the care and experiences they had.

Staff participated in annual appraisals which meant they were able to discuss their practice and professional development as well as personal issues. New staff to the service were supported into their role through the National Induction Toolkit. This provided them with the opportunity to reflect on their practice and identify any training needs to support them in their role. Staff shared they were confident to share ideas or

concerns and felt respected and valued.

Policies and procedures were in place and developed using best practice guidance and current legislation. These were shared with staff to ensure a consistent approach. We suggested that core policies were updated annually, which would allow the team to assess if they were still current and relevant.

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.

Quality indicator 4.3: Staff deployment

Staff photographs displayed outside playrooms helped families get to know who would be caring for their children. Families had the opportunity to meet with staff through stay and play and my world review meetings. This supported the team to build relationships with families. The key worker approach meant children received support from familiar adults. Parents responding to our survey felt that the setting had enough staff with the appropriate skills, knowledge and experience to support their children. They spoke highly of the staff team. One parent shared, "The staff are warm and welcoming to me and my family. They are knowledgeable practitioners and plan good learning experiences for the children. Staff are patient and attentive to my child's needs". Another parent shared, "The staff are skilled and enthusiastic, even knowing the day is very long. They are committed to giving the children good experiences".

Staff breaks were managed well and did not impact on the support or supervision children received. They were clear on their roles at key times of the day, which enabled the team to carry out tasks without impacting children's experiences. Ratios were maintained and overall staff were deployed effectively, which meant that children were supervised and given support when needed. Staff were flexible in their approach to support children with their play and learning. Whilst staff were deployed effectively, we highlighted some opportunities in which staff could have been more attuned to children's needs in order to provide more meaningful support at the right time.

Staff were committed to developing their skills and knowledge. They were able to identify their own training needs and discussed positive changes to their practice as a result of recent training. A few staff told us they are undertaking training specific to their role, to develop their skills and improve their practice. Children benefitted from a staff team who were enthusiastic about using their interests and skills to support developments and promote positive outcomes.

The staff team had established positive working relationships with each other and were respectful and supportive of colleagues. This contributed to a positive, happy environment for children and families . Staff were observed communicating well with each other when leaving areas of the environment, to maintain ratios and ensure children's safety. Staff shared key messages communicated by families, which supported them to meet children's needs.

All staff strongly agreed that they worked well as a team to support each other. Leaders recognised that staff morale had previously been low and were committed to the pastoral care of the team, promoting a positive ethos and recognised the importance of staff health and wellbeing. Regular wellbeing meetings and promoting an open-door ethos resulted in staff feeling valued, respected and supported. Achievements

and successes within the team were recognised through 'wow moments' and 'staff shout outs'. These contributed to raising morale and boosting staff confidence.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very 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?	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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