Bridges Pre-school Nursery - Arnhall
Day Care of Children

1 Prospect Place
Arnhall Business Park
Westhill
AB32 6SY

Telephone: 01224 744 741

Type of inspection:
Unannounced

Completed on:
27 October 2022

Service provided by:
Bridges Pre-school Nurseries Ltd

Service provider number:
SP2003000323

Service no:
CS2004069141

About the service

Bridges Pre-school Nursery - Arnhall is registered to provide an early learning and childcare service to a maximum of 140 children under the age of 12 years, of whom no more than 64 children under three years of age may be cared for on the upper floor of the property.

The care service will operate between the times of 7:30am and 6:00pm.

100% of the manager's time (or person acting in their absence) shall be supernumerary.

The nursery operates from a purpose-built, double-storey building located in a retail/business area of Westhill in Aberdeenshire. Children are cared for in three large rooms and also have access to a secure outdoor play area.

About the inspection

This was an unannounced inspection which took place on 25 October and 27 October 2022. 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
- five of their family
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- Children were supported by kind and caring staff.
- Children were provided with appetising and nutritious snacks and lunches.
- Children were meaningfully and actively involved in leading their play and learning.
- The indoor and outdoor learning environments were structured to support children's age and stage of development.
- Self evaluation and improvement plans were in place to support continuous improvement of the service.
- New staff would benefit from an improved induction programme.

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?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - 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/people and clearly outweighed areas for improvement.

1.1 Nurturing care and support

Children and their families experienced warm and welcoming interactions. Parents told us their children were excited to attend and had fun. They felt their children were well supported through transitions, both when starting and when moving through rooms. This helped children build positive attachments and relationships with staff, helping them to grow in confidence and feel safe and secure.

Most staff were nurturing, caring, and responsive to children's physical and emotional needs. Babies receiving milk feeds were provided with loving care, eye contact, and smiles to help them feel relaxed and happy. Staff were compassionate and respectful of children's dignity when supporting children with their personal care, always ensuring they were happy and at ease. Children were encouraged to be independent and resilient but were given support and guidance, if needed.

Children's overall wellbeing was supported through the effective use of personal planning. Prior to children starting, parents provided key information about their personalities and interests, and staff demonstrated a good knowledge of the children. Parents told us they were regularly asked to update their child's plan to ensure the information remained current and up-to-date.

Children were provided with appetising and nutritious meals and snacks. The menus were varied and food options were in line with the nutritional guidance, 'Setting the Table'. Allergies, food intolerances, and preferences were well catered for with a suitable and tasty alternatives. Most children experienced a positive and unhurried mealtime and were given the help and support they needed. Some high chairs were not well placed to ensure babies felt included and part of the lunchtime experience. This was much better managed on day two of our visit. We discussed developing learning opportunities during mealtimes and the manager agreed to take this forward.

Children's safety, emotional security, and wellbeing were supported through sensitive arrangements for sleep routines. A comfortable room with individual cots meant the sleep routines of babies were consistent with their sleep patterns from home. Well established routines after lunch meant children were able to sleep and rest in a safe and comfortable environment within the playrooms.

Children were kept safe and protected by knowledgeable and well trained staff. The safe administration of medication was well managed and safeguarding systems and procedures were followed to protect children from harm or abuse. Chronologies were used effectively to ensure children and their families were provided with they support and care they needed.

1.3 Play and learning

Children had fun and were actively involved in leading their play. Parents felt their children were well supported in their learning and one parent commented, "I like that there are lots of sensory resources and plenty of things to keep an active child occupied and interested".

Children benefited from opportunities to play outdoors. Changes to where children played outside increased the outdoor play opportunities for babies and made free-flow access easier for the children in the three to five room. This supported children's emotional health and promoted a calming and more soothing environment.

Children were progressing well and were happy and confident. Planning approaches included using a Big Book planning format which recorded children's interests and experiences. Children's individual progress and development was recorded in a learning journal. However, a few parents felt a more up-to-date and current profiling system would be beneficial. Some next steps did not accurately reflect children's learning needs or the good practice we observed. Support in effective planning, teaching, and assessment was ongoing.

Most staff were skilled in using quality interactions to extend children's thinking and develop their ideas. Positive relationships between staff and the older children contributed to high quality play and learning experiences. Some children enjoyed den building and the opportunity to develop their creativity and problem-solving skills. Most staff demonstrated a good understanding of when to step back, allowing children to investigate and explore freely, and when to intervene and provide support. A few staff would benefit from further training in child development, allowing children the opportunity to explore freely and experience high quality play and learning. The manager advised training was ongoing.

Literacy and numeracy development was embedded in the indoor and outdoor play experiences. Skilled staff brought stories and rhymes alive to all children in the nursery, helping to develop early 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/people and clearly outweighed areas for improvement.

The building was well maintained with good quality furnishings and equipment. Staff were knowledgeable and competent in the Care Inspectorate campaign to keep children safe within the setting. Risk assessments had been completed to help identify any possible hazards and help keep children safe and well. We discussed keeping the playroom for the babies tidier, reducing the potential risk of trips and falls.

Babies played in one large playroom which had been zoned into different areas. Staff described changing these areas in response to the children's needs. For example, they had created a new sensory area with stimulating red and black stripes. A sofa and inventive use of a cot created comfortable areas for children to crawl and receive cuddles and stories from staff.

The playrooms for the older children were well resourced and supported children's age and stage of development. Good use of recycled bottles for pencil storage promoted sustainability, encouraging children to be responsible citizens. Real life resources, including pots and pans for role play, helped children play and learn through familiar and everyday experiences.

The outdoor play spaces were enjoyed by the children and reflected their current interests and curiosities. Since previous inspection, there were more opportunities for babies to play outside and go for walks in the local community. We discussed further developing the area with safe spaces to protect children in the early stages of walking and crawling.

Older children and toddlers were encouraged to understand the impact and consequence of risky and unsafe behaviour and to make informed decisions about the risk taken during their play. In doing so, children's activities were not compromised and they were supported to enjoy challenging and fun play experiences.

Children's health was promoted by staff's understanding of infection prevention and control. The setting was clean and tidy and we observed good handwashing before and after eating.

Children's privacy was protected by the safe storage of their information, including electronic and paper files.

How good is our leadership? 4 - Good

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

The leadership team were committed and enthusiastic to drive improvement to the service. They advised they were well supported in their role by the local authority and spoke positively about their engagement with the Care Inspectorate improvement programme. They had demonstrated a willingness to listen, make changes, and assess the impact on outcomes for children and their families.

Children, families, and staff benefited from the shared vision of the service which promoted a welcoming, safe, and nurturing environment where staff, children, and their families were fairly treated, respected, and valued.

Leadership within the service promoted a culture of continuous improvement. Self evaluation was embedded in practice and was based on the previous inspection findings. They had identified key areas for development leading to sustained improvements and positive changes. Some staff had been involved in self evaluation of the learning environments and positive changes were made as a result. To support further positive changes, we discussed involving staff in the self evaluation process using the 'Quality Framework for day care of children, childminding, and school aged childcare'.

Children and families benefited from quality assurance systems that impacted positively on their experiences and outcomes. Audits of medication and of any accidents which took place in the service helped keep children safe and well. Some observations of staff practice, questionnaires, and audits of their knowledge had been undertaken and had led to improved staff interactions with children. This should be further embedded to ensure consistency of care across the service.

The importance of using the views of parents and children to inform the planning and development of the service was recognised. Newsletters and emails helped keep parents informed of any changes to the setting. Some parents told us they enjoyed the recent play and stay sessions and the opportunity to see their child at play. They were asked for feedback after these sessions and their responses were audited for any suggestions or comments. This contributed to working together to influence positive change.

How good is our staff team? 4 - Good

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

Children were supported by a mainly consistent staff team, many of whom had worked at the service for a number of years. Parents told us they felt confident their children were cared for by competent and skilled practitioners. This mix of staff skills and experience helped ensure children's experience across the day was positive. A more supportive induction process was in development to help new staff grow in confidence and feel fully equipped in their role.

Children were supported by staff who worked well together. Room leaders were committed, hardworking, and respected by the staff in the rooms. This promoted a positive ethos where staff felt valued and happy in their work. We discussed additional leadership training to support increased delegation and shared responsibility.

Skilled and knowledgeable staff supported children's care, wellbeing, and learning. Staff were enthusiastic to undertake training relevant to their strengths and experiences, such as in music and supporting children's mental health. Staff demonstrated a good knowledge of safeguarding children and in infection prevention and control procedures to help keep children safe and well.

Staff deployment worked well to support the needs of children. There were enough staff across all the rooms to meet children's needs. Good communication between staff members meant they were able to undertake tasks and keep children safe. When delegating staff duties the service should ensure less experienced staff are provided with the support and role modelling to ensure good outcomes for children.

Staff absences were well managed to support children's experience and ensure their wellbeing needs were met.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To enable children to progress and achieve their potential, staff should be supported to undertake meaningful observations and use this information to effectively assess and plan for children's learning and development.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am supported to achieve my potential in education and employment if this is right for me' (HSCS 1.27).

The following link may be useful in supporting the service to meet this recommendation: https://education.gov.scot/improvement/learning-resources/Effective observation leading to effective assessment.

This area for improvement was made on 20 September 2019.

Action taken since then

Children were progressing well and were happy and confident. Observations of the children at play were meaningful and individualised and used to effectively assess and plan for children's learning and development.

This recommendation had been met.

Previous area for improvement 2

In order to ensure children receive high quality early learning and childcare, are kept safe, and their wellbeing needs are met, the provider should ensure quality assurance processes are robust and effective.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 20 September 2019.

Action taken since then

Children and families benefited from quality assurance systems that impacted positively on their experiences and outcomes. Audits of medication and of any accidents which took place in the service helped keep children safe and well. Some observations of staff practice, questionnaires, and audits of their knowledge had been undertaken and had led to improved staff interactions with children.

This recommendation had been met.

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?	4 - Good
2.2 Children experience high quality facilities	4 - 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?	4 - Good
4.3 Staff deployment	4 - Good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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