Bun-sgoil Ghaidhlig Inbhir Nis
Day Care of Children

Bun-sgoil Ghaidhlig Inbhir Nis
Sir Walter Scott Drive
Slackbuie
Inverness
IV2 6BA

Telephone: 01463 725 980

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Unannounced

Completed on:
29 November 2022

Service provided by:
Highland Council

Service provider number:
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About the service

Bun-sgoil Ghaidhlig Inbhir Nis is registered to provide a care service to a maximum of 106 children not yet attending secondary school at any one time. Of those 106, no more than 76 are aged three years to not yet attending primary school and no more than 30 are attending primary school. Children not yet attending school must have access to the outside space at all times. The service is provided by Highland Council and operates Monday to Friday during school term time.

The nursery operates from purpose built accommodation, comprising of two large playrooms, a large outside space and a servery. The out of school club is provided in a playroom with its own, secure entrance and an enclosed, outdoor space within the main school.

About the inspection

This was an unannounced which took place on 29 November 2022 between 8.30am and 4.00pm. 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, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

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

Key messages

- Staff knew children well and were caring and compassionate
- Children were leading their play and learning
- Children had access to outside spaces all day
- Snack and mealtimes were very relaxed and calm experiences
- Children were developing their natural curiosity within an engaging setting
- The management team were committed to continuous and sustained improvement
- The staff team worked very well together to ensure positive outcomes for children

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

From the evidence gathered, we evaluated this quality indicator as very good; performance that demonstrates major strengths supporting positive outcomes for children.

1.1 Nurturing Care and Support

Children experienced kind, warm and nurturing care from all staff members. Staff knew all children well, speaking to them with ease about their interests. One parent told us "My child's needs are always met by staff who take the time to get to know them". We saw that children were relaxed and happy and having fun with their friends and staff. This meant that children were well supported to feel safe and secure.

Effective personal planning supported children to meet their potential. Information shared by parents and families ensured that care and support was tailored to each child's likes and preferences. One parent commented "I can speak to staff about any changes that are affecting my child". Staff were proactive in seeking additional support when children needed it, working with other professionals such as speech and language therapists to identify appropriate strategies and support. As a result, children received the care and support that was right for them.

Significant improvements had been made to snack and mealtimes which were unhurried, calm and relaxed. Children were given opportunities to develop life skills through preparing and serving snack. Independence was encouraged with children cutting fruit, pouring drinks and self-serving. Children selected their own cutlery and set the tables in the nursery servery. Staff sat with children, making mealtimes a safe and sociable experience. They were focused on the children, supporting younger children with eating. As a result, all children benefited from a positive, social experience.

1.3 Play and Learning

Children were meaningfully and actively involved in leading their play and learning. Resources were attractively displayed, which encouraged children to investigate and explore their environment. Children were engaged in their play throughout the setting, some were adding loose parts to construction materials, exploring what would balance on top of the tower they had built. We saw staff support children in their play and learning with enthusiasm, taking children's lead throughout the day. This meant that children were supported to reach their potential.

Children were able to independently choose where they wanted to play for most of the day, accessing the outdoors with ease. Play experiences and resources supported creativity, problem solving, numeracy and language development, with staff effectively and sensitively supporting children to develop the Gaelic language throughout their play experiences. Children were supported to consolidate their learning through the use of skilled and effective questioning.

Planning approaches were child centred and based on their interests. Observations of children's play and learning identified progression and highlighted areas where children needed supported or challenged. This meant that children were developing a broad range of lifelong skills through their play.

How good is our setting? 5 - Very Good

From the evidence gathered, we evaluated this quality indicator as very good; performance that demonstrates major strengths supporting positive outcomes for children.

The setting provided a warm, calm and welcoming environment for children. It was a clean, tidy and well-maintained space that had plenty of natural light for children to play, learn and relax in.

A wide range of play opportunities supported children's curiosity, problem solving and creativity. All children were engaged in their play throughout the inspection, freely accessing a broad range of resources. Children were investigating water play, construction and role play throughout the session. Since the last inspection, the breakfast club service had moved to a new room which provided children with more opportunities to play and relax. This meant that children felt valued and respected.

All children enjoyed free flow access between the indoor areas and outdoors; this enabled them to be independent, direct their own play and supported them to be active and healthy. The outdoor area provided a variety of areas and surfaces for children to explore and play.

There were comfortable areas for children to access soft furnishings and cosy spaces which supported their well-being. These spaces helped children relax, self-regulate, and feel safe.

Staff demonstrated a good understanding of keeping children safe, supporting them to identify and address risks, and ensuring that children were accounted for throughout the day. As a result, children were able to enjoy challenging and fun, play experiences.

How good is our leadership? 5 - Very Good

From the evidence gathered, we evaluated this quality indicator as very good, performance that demonstrates major strengths supporting positive outcomes for children.

The management team had developed a very clear improvement plan for the setting following our last inspection, and a detailed action plan had been created. All staff were involved in the progress of the plan, with consideration given to the impact of improvements for children. Staff told us they felt more involved in developing the service as a result.

Robust quality assurance process had been put in place by the management team. They used best practice guidance such as "A quality framework for Daycare of Children, Childminding and School-aged Children" to evaluate the service they provided. Staff routinely evaluated their practice during team meetings, with a focus on reflection and improvement. This had resulted in children experiencing improved outcomes across the setting. We discussed with the management team the importance of reviewing key areas regularly to ensure sustained improvements.

Parents' and children's views were sought to inform improvement of the service. Staff recorded children's views and opinions using a variety of means across the setting. These were formally recorded and used to shape future provision, such as the development of more cosy spaces for children to rest and relax in. Parents' views had been sought through questionnaires and through daily conversation. For example, parents' thoughts had been gathered on the quality of the lunchtime experience as part of ongoing improvements. This meant that the management team and staff were able to tailor the service provided to meet children and families' needs and wishes.

How good is our staff team? 5 - Very Good

From the evidence gathered, we evaluated this quality indicator as very good; performance that demonstrates major strengths supporting positive outcomes for children.

The service was effectively staffed to meet the needs of children. The management team had carefully considered the mix of skills, experience and knowledge of the staff team when recruiting new staff. This had resulted in the formation of a strong staff team who were able to support each other and share their knowledge. As a result, children received high quality experiences throughout the day.

Staff worked well together as a team, communicating clearly when they were moving from one area to another, or when children had individual needs. This was very evident over the lunchtime period when staff were focused on children, and children's experiences were not compromised.

Children were familiar with temporary staff and had built good relationships with them. When temporary staff were working in the setting, they had access to children's information which was clearly set out. The management team told us they tried to use the same staff, who had the necessary skills and experience, to cover absences when possible. This meant that children received consistent care.

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 receive high quality play, learning and development opportunities, the manager should ensure staff are responsive to children's individual interests and needs. This should include, but is not limited to, children's choice to direct their own play.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.' (HCSC 2.27)

This area for improvement was made on 10 March 2022.

Action taken since then

Significant changes had been made to the structure of the day for children. They were now able to direct their own play, freely choosing where to play. Staff were responsive to children's interests, supporting them to develop a broad range of life-long skills through play and learning experiences.

Children's play was not routinely interrupted to take part in adult directed activities. When adults were offering activities, such as singing, children could chose to continue with their play, receiving support from other staff. This area for improvement has been met.

Previous area for improvement 2

To support children's wellbeing, the provider must ensure that all children are supported to experience a relaxed mealtime. This should include, but is not limited to, reviewing staff deployment to support children during snack and mealtimes, and opportunities for children to be independent.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'I can enjoy unhurried snack and mealtimes in as relaxed an atmosphere as possible.' (HSCS 1.35)

This area for improvement was made on 10 March 2022.

Action taken since then

An extensive review of snack and mealtimes had taken place, involving children, families and staff. This had resulted in significant changes and improved outcomes for children. They were supported to develop independence skills during both snack and lunch. Staff were deployed effectively to ensure that they had the time to be focussed on all children. This meant that children were effectively supervised and kept safe. This area for improvement has been met.

Previous area for improvement 3

To ensure all children experience an environment which is welcoming and homely, the management and staff should review the layout of the environment. This should include, but is not limited to, providing cosy areas for children to rest and relax.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'If I experience care and support in a group, I experience a homely environment and can use a comfortable area with soft furnishings to relax.' (HSCS 5.6)

This area for improvement was made on 10 March 2022.

Action taken since then

The environment now provided spaces for children to rest and relax in with the addition of cosy corners in all rooms. Children attending out of school could access a newly provided, large area dedicated to quieter activities. Staff had involved children in the development of these areas as children made suggestions about what they would like to see in the cosy spaces. This meant that children felt valued and respected.

The overall layout of the playrooms had been developed to provide different areas to engage children. Children were observed to be busy at play in a variety of activities and experiences. This area for improvement has been met.

Previous area for improvement 4

To ensure all children can access well-resourced play areas and experiences which support and extend children's learning, the management team and staff should review resources available. This should include, but is not limited to, children's access to high quality resources in the out of school club.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices.' (HSCS 5.21)

This area for improvement was made on 10 March 2022.

Action taken since then

Children attending breakfast club now accessed a bright and welcoming space instead of the school canteen. They were able to select from a range of age appropriate resources to play with, or relax in a cosy area. Real, loose parts and natural resources were available to children throughout the setting; this supported children to develop their imaginations and problem solving skills. This area for improvement has been met.

Previous area for improvement 5

To support children's wellbeing, learning and development, the provider should ensure staff are supported to reflect upon their practice. This should include, but is not limited to involving staff in the systematic review of their practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HCSC) which state that:

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional codes of conduct.' (HSCS 3.14)

This area for improvement was made on 10 March 2022.

Action taken since then

Staff meetings were held regularly within the setting. There was now a focus on evaluating the service provided against best practice guidance, reflecting on the current provision and planning for improvement. Staff gathered children's views as part of their self evaluation. As a result of this clear focus on improvement, children were experiencing high quality play and learning experiences. This area for improvement has been met.

Previous area for improvement 6

To support meaningful involvement in improving the service, the management team should create a shared vision for improvement planning. This should include, but is not limited to, developing creative and innovative approaches to consult with staff, children, and their families.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership.' (HSCS 4.7)

This area for improvement was made on 10 March 2022.

Action taken since then

The management team had developed robust quality assurance and self evaluation processes that included the views of staff, children and families. They used this information and feedback to inform the action plan for improvement. This had resulted in higher quality experiences across the setting for children. This area for improvement has been met.

Previous area for improvement 7

To support children's wellbeing and promote the continued development and improvement of the service, the management team should ensure that a routine and robust quality assurance system is in place. This should include, but is not limited to, formal monitoring of the environment, children's experiences, and staff practice

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS)which states 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 10 March 2022.

Action taken since then

The management team had developed quality assurance processes and were monitoring the environment, children's experiences and staff practice. These processes were clear and transparent, with findings discussed with the staff team. As a result of this, further areas for improvement were being identified and actions taken. This area for improvement has 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?	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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