The Broomhill Nursery (Aberdeen) Limited @ Cults
Day Care of Children

397 North Deeside Road
Aberdeen
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Telephone: 01224 868 606

Type of inspection:
Unannounced

Completed on:
20 March 2025

Service provided by:
The Broomhill Nursery (Aberdeen) Limited

Service provider number:
SP2015012525

Service no:
CS2015338990

HAPPY TO TRANSLATE

About the service

The Broomhill Nursery (Aberdeen) Limited @ Cults is registered to provide a day care of children service to a maximum of 72 children at any one time aged between birth and entry into primary school.

The service is based in the residential area of Cults, Aberdeen. Children have access to a number of playrooms. Babies and children up to the age of two years are based upstairs. Children aged two to five are based downstairs in the Joey and Kangaroo playrooms. There is an enclosed garden at the rear of the building, as well as a smaller rooftop garden. The service is close to local shops and other amenities.

About the inspection

This was an unannounced inspection which took place on 17 March 2025 between 09:00 and 18:00 and 18 March 2025 between 08:30 and 13:15. 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:

- spent time with children using the service and spoke to 10 of their parents/carers
- received 15 responses to our request for feedback from parents and staff
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

Key messages

- Children were happy, confident and having fun.
- Children experienced warm, caring and nurturing approaches from staff who knew them well.
- Children experienced an environment which was comfortable and promoted independence.
- Children's natural curiosity and creativity were promoted through high quality play experiences.
- Children and families benefitted from a service committed to continuous improvement.
- Staff were well deployed and worked well together to meet children's needs.

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 different parts of this key question as **good** and **very good**, with an overall grade of good. We identified several strengths, which impacted positively on outcomes for children and clearly outweighed areas for improvement.

We evaluated this quality indicator as good. We identified several strengths, which impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 1.1: Nurturing care and support

Children experienced nurturing, warm and caring interactions and were happy and settled within the service. Children were given comfort, reassurance and encouragement. These positive interactions supported the development of children's confidence and attachment to staff. As a result, children felt safe and secure. Families commented positively on the relationships that their children had developed with staff. One parent shared, "Staff are really supportive and have made an effort to get to know [my child]." Another parent commented, "They are always very caring towards my child."

Children's overall wellbeing was supported through the effective use of personal planning. Each child had a personal plan which contained information to promote their wellbeing. These were reviewed regularly with parents, which ensured information was kept up to date and relevant. Staff had a good knowledge of children's plans, sought advice from professionals and welcomed multi-agency working. Where children had more specific additional support needs there was a more targeted support plan in place. We suggested breaking down the information further and having an overview of the key details. This would support staff to be consistent in meeting children's individual needs.

Most parents told us they felt connected to staff and valued opportunities to come into the service. One parent shared there were "Lots of opportunities to be invited in to events or see learning in action." However, some parents commented that they would prefer to have daily opportunities to come into the building at drop off and collection times. They advised that handovers taking place in the car park did not support their child in settling and limited information sharing. We directed the service to the Care Inspectorate practice note, "Me, my family and my childcare setting" to consider ways to further involve parents in the life of the setting and support stronger connections.

Children's health and wellbeing was supported through nutritious food options and access to fresh water throughout the day. There were opportunities for children to develop their independence and life skills when setting the table and serving their food and drinks. Staff sat with children throughout mealtimes, helping to promote a safe, sociable experience. However, children waited for an extended period of time, queuing or sitting at the table, before they received their lunch. We discussed this with the manager and observed improvement on the second day of inspection. The manager agreed to further monitor to ensure children experience consistently positive mealtimes.

Children's safety, emotional security and wellbeing were supported through sensitive arrangements for sleep, rest and relaxation. Staff followed children's sleep patterns from home to ensure a continuity of care. Children were cosy and slept in cots or mats on the floor, appropriate supervision ensured their safety. Children were able to cuddle and read stories with staff, which supported rest, recuperation and opportunities for attachment.

Children were well supported during personal care routines. Nappy changing was carried out respectfully as children were asked first and given reassurance throughout the process. This helped children feel supported and cared for.

Staff were knowledgeable about children's health needs and knew the signs, symptoms and actions to take where a child may require medication. Overall, medication forms contained accurate information. We advised a few improvements to the recording of medication which were immediately actioned by management. This meant children's safety was fully supported.

We evaluated this quality indicator as **very good**. We identified significant strengths in aspects of the care provided and how these supported positive outcomes for children.

Quality Indicator 1.3: Play and learning

Children were happy and engaged both indoors and out, having fun whilst leading their own play. Experiences included music and movement, art and crafts, food tasting, construction and sensory play which helped children use their imagination, curiosity and creativity. As they explored the resources on offer, one child told us, "I like painting... with my friends." Parents commented positively on the play experiences stating, "It's lovely to get drawings and models sent home on a regular basis."

Staff interactions were supportive and helped promote a fun and relaxed atmosphere. Effective use of questioning by most staff helped extend children's engagement, widen their skills and consolidate learning. For example, when carrying out a food tasting experience, staff encouraged younger children to describe the gingerbread taste and extend their vocabulary.

Opportunities for literacy and numeracy were embedded into daily experiences. Regular singing and storytelling promoted children's language skills. Staff supported children to discuss stories and share their thoughts which supported the development of their communication skills. The use of environmental print, such as signs and displays, provided opportunities for children to mark make and become familiar with letters. Mathematical language was introduced as children and staff counted together and played games. This supported children's progress and development.

Planning approaches supported a balance of spontaneous and planned learning. Children's ongoing learning and development progress was supported by sharing observations and next steps with parents through Interactive Learning Diaries. Observations identified significant learning and next steps which were relevant to individual children. This meant children were effectively supported to learn and progress.

Children's play and learning was enhanced through strong connections to the local community and wider world. Older children regularly visited the local hotel, shops and care home. During the inspection, children were involved in setting up a book sale in the car park as a fundraising project. Children were also supported to connect to the wider world through sending and receiving postcards with their questions to settings in other countries. These experiences supported children to build valuable connections and promoted their sense of belonging.

How good is our setting? 5 - Very Good

We evaluated this key question as **very good**. We identified significant strengths in aspects of the care provided and how these supported positive outcomes for children.

Quality Indicator 2.2: Children experience high quality facilities

Children were cared for in a welcoming, bright and well-ventilated environment. A variety of their artwork and photographs were displayed throughout the setting, which gave children a sense of ownership. The layout supported children to move around freely and access a range of resources independently. This meant that children's choice and interests were actively promoted.

A wide range of interesting resources encouraged children to use their natural curiosity and creativity. Real life and open-ended resources were embedded throughout each room. These were set up in an inviting way, which acted as provocations for children's play. This meant that children were engaged and stimulated in their play.

Children's health and wellbeing was promoted by regular access to the outdoor play areas. These were fully enclosed and had been developed to provide a variety of play experiences. For example, a group of children built a bridge and had fun retelling 'The Billy Goats Gruff' story. In the rooftop garden, younger children had freedom to explore safely, feeling different textures and listening to sounds from musical instruments. Most parents agreed their children had opportunities to play outdoors. One commented, "Lots of outdoor learning which is one of the things we really like about the nursery".

Children were encouraged to consider and manage risk, and staff supported their understanding of these during play. The service had recently introduced a home learning mascot, linked to the Care Inspectorate's SIMOA - Keeping Children Safe campaign. This supported children's understanding of safety. However, we identified there was a potential risk, where children could exit the building from the main door. We raised this with the management team who took immediate action to provide additional safety measures.

Infection control procedures supported a safe environment for children and staff. Children were protected by staff using apron and gloves at appropriate times, such as during nappy changing. Regular handwashing was carried out at key times of the day, such as after outdoor play and before eating. This supported children to remain safe and well.

How good is our leadership? 5 - Very Good

We evaluated this key question as **very good**. We identified significant strengths in aspects of the care provided and how these supported positive outcomes for children.

Quality Indicator 3.1: Quality assurance and improvement are led well

The service's vision, values and aims were displayed and reflected their ethos and aspirations for children and families who attended the service. This included 'Through kindness and care we promote a sense of self as a valued individual' and 'We will promote self-discovery, exploration and curiosity towards learning. Their motto; 'Our passion, their future' meant children were at the heart of the service.

Children and families had opportunities to be meaningfully involved in developing the service. Parents were regularly asked for feedback in a variety of ways and their suggestions were used to influence change. These included 'cuppa chats' with the manager, consultations and information sessions. Children were encouraged to share their views through regular children's meetings. This meant that there was a collaborative approach to working towards shared goals.

Children benefitted from a staff team who were motivated in developing the service. Staff shared that they felt well supported by leaders and their team. As a result, staff felt confident in their roles and were meaningfully involved in supporting improvements in the service. The management team were keen to include staff in developments and were supporting this using formal self-evaluation during team meetings, training opportunities, monitoring of practice and support and supervision meetings. This approach built on existing strengths and supported all staff to further develop their practice and skills.

Positive experiences for children were supported by a realistic and achievable improvement plan. This was broken down into short term actions and long term goals, which supported the pace of developments. Improvement focuses included enhancing children's mealtimes and outdoor learning. Previous improvements included implementing a new planning process, which involved children, families and staff. Information sessions had been held to raise awareness of this. This meant that children benefitted from meaningful learning experiences. Evaluations were ongoing to measure the impact of developments on outcomes for children.

Positive experiences for children were promoted through quality assurance practices. A quality assurance calendar was used as a working document, identifying tasks to be completed such as audits, monitoring and implementing procedures in line with current guidance. A termly analysis was completed by the senior management team which identified trends within the setting, as well as across the wider organisation. This helped maintain and support the delivery of high quality care for children.

How good is our staff team? 5 - Very Good

We evaluated this key question as **very good**. We identified significant strengths in aspects of the care provided and how these supported positive outcomes for children.

Quality Indicator 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. One parent described staff as "friendly and approachable" and another commented, "Familiar faces makes me feel confident that it's a positive staff environment which ultimately benefits the children".

A supportive induction process for new members of staff helped them grow in confidence and become competent in their role. The 'Early Learning and Childcare National Induction Resource' was being used effectively to encourage questions and reflection. A mix of staff skills and experience helped to ensure children's experiences across the day were positive.

The service was appropriately staffed, and staff were effectively deployed throughout the day to meet children's needs. For example, when a child woke up after having a sleep, a familiar staff member comforted them until they were ready to play. Staff were flexible and communicated clearly with each other in a respectful way, to promote continuity of care for children. Staff breaks were planned to minimise impact on the children whilst enabling staff to rest and be refreshed. This helped to ensure that children were safe and well supported.

Children benefitted from a staff team who were committed to their professional development. Staff had completed core training including first aid and child protection, which contributed to keeping children safe and well. A range of additional learning had taken place, such as visiting other settings to gain inspiration for garden improvements and leadership training for those in senior roles. Staff were encouraged and supported to develop their leadership skills. This included leading gym sessions and developing the outdoor environment. This meant that training was effective in developing staff's skills and improved outcomes for children.

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	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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