Balgillo Nursery - Langlea Place
Day Care of Children

15 Langlea Place
Barnhill
Broughty Ferry
Dundee
DD5 3RP

Telephone: 01382 774 144

Type of inspection:
Unannounced

Completed on:
15 March 2023

Service provided by:
Balgillo Nurseries Dundee Limited

Service provider number:
SP2013012127

Service no:
CS2016347318

About the service

Balgillo Nursery - Langlea Place is a day care of children service, registered to provide care to a maximum of 28 children from six months of age to entry to primary school age.

Other conditions unique to the service include:

• A minimum of two staff to be present in an operating playroom at any time.
• This service is managed peripatetically. The other service managed by the manager of this service is Balgillo Nursery, Ardler Village, Turnberry Avenue, Dundee DD2 3TP.

The nursery operates from a residential area of Broughty Ferry. The children are accommodated within one playroom which has been divided to provide appropriate play spaces for different age groups. There is also a small office within this space. The children have access to a large, fully enclosed outdoor area that is accessible from the main playroom, the snack and lunchroom, and the baby room. The nursery has a secure door entry system in place.

About the inspection

This was an unannounced inspection which took place on 14 and 15 March 2023 between the hours of 08:30 and 16:30. One inspector 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 three parents using the service;
- spoke with staff and management;
- observed practice and children's experiences; and
- reviewed documents.

Key messages

- Staff had successfully created a positive atmosphere, where children and families felt comfortable and safe. Staff were very attuned to children's needs and respected their rights.
- Children's spaces were developmentally appropriate, both indoors and out. Parents liked the outdoor play area, commenting that it provide good opportunities for them to explore.
- Children were encouraged to have fun and share their ideas. Staff gave children a voice; for example, through mind maps as a way to empower them to share their views and opinions.
- There had been a high turnover of staff since the last inspection which resulted in a whole new team of staff. Management had a very good understanding of the impact this had on children and families using the service.

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 and clearly outweighed areas for improvement.

1.1 Nurturing care and support

Children were nurtured and cared for through daily experiences. Parents felt that a strength of the nursery was that their children were always greeted with a warm and welcoming manner and were always called by their name. Staff were seen to be kind and compassionate in their interactions with children. They were very attuned to their needs and respected their rights. This resulted in a positive atmosphere, where children and families felt comfortable and safe.

Children's wellbeing benefitted from effective personal planning. Essential information was recorded within their personal care plans and regularly updated as and when needed. This resulted in staff knowing children well and having a good understanding of their individual needs. Chronologies were in place to record significant events in children's lives; however, staff used these less frequently. We highlighted the benefits to children, including providing early indications of emerging patterns of concern. This would enable children to get the right help and support when needed.

Staff involved families in their child's care. Parents told us they felt listened to and staff communicated with them regularly to ensure their children's needs were being met. A teddy bear and diary were sent home with children to build relationships between nursery and home. Staff told us children loved the responsibility of taking the bear home and everyone enjoyed reading their adventures when teddy returned. This supported everyone to feel included and build positive relationships.

Children's meal and snack time experience was calm and peaceful. They enjoyed a social experience, where they could talk to their friends and help younger children if needed. Tablecloths and flowers decorated the tables to provide a nurturing environment. Where appropriate, children could self-serve; this promoted healthy eating habits as they were able to choose their own portion sizes. The use of ceramic dishes and cutlery enhanced children's experience and enabled them to feel trusted. As a result, children had a good level of independence and were able to develop life skills.

1.3 Play and Learning

Children were encouraged to have fun and share their ideas. Staff gave children a voice through mind maps, for example, as a way to empower them to share their views and opinions. One mind map asked children what their favourite foods were. This led to an activity where children could make their own pizza breads for lunch. This enabled children to shape their play and learning experiences.

Staff used some skilled interactions to enhanced children's play and learning experiences. Staff showed a good understanding of when to support children and when to enable them the time and space to explore their own abilities. This supported children to develop their imagination and problem solve. As a result, children used similar supportive conversations to help their friends during play.

Language, numeracy and literacy were present throughout the environment. For example, fictitious books were available, as well as handmade menus in the mud kitchen outside. This enabled children to develop

some early reading and writing skills. We suggested where the inclusion of more numeracy and literacy would enhance children's play and learning further.

Children's play and learning experiences were inconsistently captured within their learning journals. Staff completed daily diaries for children under two years old, to inform parents about their experiences and outcomes. Parents commented that, due to changes in the staff team, they received less information about their child's experiences and development. The management team were aware of this and were working closely with staff to develop their skills in observations, planning and assessment. Children's play and learning opportunities were meaningful and supported them to achieve. Consistent use of the learning journals will allow progress and achievements to be shared with families and enable children to reach their full potential.

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, resulting in children feeling comfortable and at home in the space. The abundance of natural light created a fresh and inviting space. Children had some control of their environment; for example, selecting music through a smart speaker. Staff monitored the music to ensure it did not compromise children's experiences.

Children's spaces were developmentally appropriate both, indoors and out. Parents liked the outdoor play area, commenting that it provide good opportunities for them to explore. Staff were passionate about the development of the nursery. For example, the mud kitchen and a bug hotel had recently been added to create more stimulation and inspiration for children outdoors. This led to children using the areas more frequently. Staff shared that they particularly enjoyed feeding the bug house and discovering the variety of insects that lived there.

Children were able to choose from a good range of toys and activities. Staff responded well to children's cues and adapted the space to meeting their needs. For example, a tray containing shaving foam was provided to allow children to explore their mark making skills. Later, this area was changed to contain sand and various trucks. As a result, children were able to have fun and learn through investigation and curiosity.

The setting and equipment were safe, secure and well-maintained. Risk assessments were carried out regularly by staff and children were involved at times. On the day of inspection, the outdoor area had become muddy and slippery due to wet weather; this was not fully considered as part of the risk assessment. We asked the managers to ensure staff carry out robust risk assessments to ensure children's health and safety. The management team had a good oversight of accidents and incidents and regularly reviewed these to identify any areas for improvement. This promoted good health and safety practices for children.

Children and staff had good handwashing practices embedded into their daily routines to prevent the spread of any infections. We highlighted a few small areas of improvement in relation to infection prevention and control procedures, such as storage of nappies and staff jackets. These were immediately acted upon and resolved.

Appropriate systems were in place to manage electronic data safely. As a result, children's personal information was safely stored, in line with relevant best practice.

How good is our leadership? 4 - Good

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

3.1: Quality assurance and improvement are led well

There had been a high turnover of staff since last inspection which resulted in a whole new team. Management had a very good understanding of the impact this had on children and families using the service. They had a robust plan to drive improvement, which focused on developing relationships and supporting children with the changes. As a result, the staff team worked well together and had a good knowledge of children they cared for. They commented that they felt connected and friendly while maintaining their professional standards.

Quality assurance, including self-evaluation was in place and led to continuous improvement. The management team were committed to sharing learning across their organisation, for example, through peer observations, to drive high quality experiences for children and families. Regular observations and monitoring in areas, such as environment, nappy changing practices and handovers with parents, enabled management to provide tailor support where needed. As a result, staff were given clear professional development targets and given the training and resources to meet expectations. This resulted in a reflective staff team who felt supported and focused on a shared vision.

A shared vision, values, aims and objectives were in development to positively inform practice. The management team had evaluated that their vision and values required updating to ensure they were right for children and families using the service. They were in the process of reviewing these as a whole team. Staff told us that "Wellbeing Wednesdays" and Getting It Right For Every Child were being reintroduced into the service as a result. This promoted a positive ethos for all within the setting.

Children and families were able to influence some changes within the setting. Staff listened well to their needs and used information to shape their experiences. Parents were kept well informed of how the service responded to feedback or comments via face-to-face discussions or electronically, through email, Facebook or newsletters. This supported children and families to feel valued and respected.

How good is our staff team? 4 - Good

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

4.3 Staff deployment

Staff had a good mix of skills, knowledge, and experience across the whole day. They worked effectively to share duties, such as personal care and cleaning, without compromising children's outcomes. Parents commented that staff were all very friendly and appeared to genuinely care for children.

Levels of staff were effective in supporting children's care, play and learning needs. For instance, one

member of staff remained outdoors all day to promote good use of outdoor play. This enabled children to feel fully supported to follow their own interests and curiosities. During busier times, such as lunchtime, breaks were well planned to ensure supervision remained at a safe level.

Families were informed of changes to the staff team. Staff used face-to-face discussions and an online platform, called Famly, to share information quickly and easily. This promoted an inclusive ethos and enabled parents to know who was caring for their child.

Safer Recruitment Through Better Recruitment guidance was followed to ensure the right people cared for children. Management had implemented a clear process for mentoring and supporting temporary agency staff. This included one-to-one discussions with staff, tailored support and sharing of best practice to highlight expectations of care. This enabled staff to feel supported and well informed. They told us they were able to have a good knowledge of children's needs as a result. This promoted a good quality of care, play and learning 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	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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