Brodick Primary Early Years Class
Day Care of Children

Brodick Primary School
Brodick
Isle of Arran
KA12 8EE

Telephone: 01770302367

Type of inspection:
Unannounced

Completed on:
7 November 2023

Service provided by:
North Ayrshire Council

Service provider number:
SP2003003327

Service no:
CS2022000253

About the service

Brodick Primary Early Years Class is located on the Isle of Arran, North Ayrshire. It is situated within Brodick Primary School. The service is provided by North Ayrshire Council.

The service is registered to provide a daycare of children's service for a maximum of 21 children aged from three years old to not yet attending primary school.

Children have access to a large, bright playroom and an outdoor space. All children can freely move between indoors and outdoors throughout the day. The early years class is located within walking distance of local shops, parks, beaches and amenities.

About the inspection

This was an unannounced inspection which took place on 3 November 2023 between 09:00 and 15:30. We gave feedback to the service using Microsoft Teams on 7 November 2023 at 15:30. The inspection was carried out by two inspectors from the Care Inspectorate. This was the first inspection of the service.

To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service, and intelligence gathered since the service registered.

In making our evaluations of the service we:

- observed and spoke with several children using the service
- sent out a family questionnaire and received seven responses
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were confident, happy and having fun.
- Nurturing, knowledgeable staff knew the children and their families very well.
- Children were encouraged and praised throughout the day.
- Free flow access to an enclosed outdoor play space was available throughout the session.
- The service was providing quality experiences for children and their families.
- Staff were observed to effectively communicate with each other, discussing children's needs, sharing information and offering support to each other.

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

We found significant strengths in aspects of the care provided and these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 1.1: Nurturing care and support

A nurturing and inclusive ethos had been established within the service and staff knew children well. Children were confident as they experienced positive and supportive interactions from all staff. The nurturing approach meant staff were affectionate and children sought out staff attention which supported their emotional wellbeing. Staff were down at children's eye level and actively joined in with their play. As a result, children were comfortable, settled and happy.

Children's health and wellbeing were well-supported by effective use of personal planning. Personal plans considered the wellbeing indicators and information gathered was used to develop strategies to support individual children. Children with additional support needs had support plans in place to ensure 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.

Personal plans were shared with parents through the online Seesaw application, which parents told us was working well. Feedback we received from parents/carers agreed they were fully involved in their child's care including developing and reviewing their personal plan. One staff member told us: "We have a clear understanding of planning for the child as an individual - All about me booklets, observations, personal learning plans (PLPs) which are evaluated with parents/carers, medium plans and trackers. We follow the child's interests and responsive planning happens naturally within the playroom."

Children benefited from unhurried meal and snack times. Children's independence was supported with some opportunities to prepare food for snack, self-serve their food and tidy away their plates when finished. Staff used mealtimes as an opportunity to role model good table manners. Children were relaxed as they chatted with staff and friends whilst eating. Children enjoyed mealtimes and they benefited from healthy and plentiful mealtime options and fresh drinks. This supported them to be healthy and nourished. However, they would benefit further from helping to set the table and a more flexible approach to where they sit.

Children's health and wellbeing was supported through well-managed systems and processes. Staff were clear about their roles and responsibilities in safeguarding children. Regular audits meant that children's health needs were current. This meant that staff were meeting children's health needs.

No children required a nap during our visit. Staff described a procedure that ensured children's safety and comfort was considered, supporting children's health and wellbeing. Most parents either strongly agreed or agreed that their child can rest or sleep when they need to within an area that is comfortable and cosy. However, there was a small percentage of parents who disagreed or did not know. We asked the manager to continue to consider the pace of the day, particularly for younger children. The addition of more cosy and quiet spaces will support children to self-regulate their emotional wellbeing and ensure the pace of their day is unique to them. Although we did not observe a nappy change, we saw there were effective procedures in place supporting children's health and dignity. Personal protective equipment (PPE) was used effectively, and robustly.

Quality indicator 1.3: Play and learning

Children were confident and had fun as they happily explored all that the nursery had to offer. They particularly enjoyed active, physical play in the outdoor area. Many children told us that they liked playing outside. Others excitedly showed us how they were using loose parts and open ended resources to build a bridge. They worked together as they problem solved and explored their creativity and imagination. As a result, we could see that children were busy and engaged as they actively led their play and learning. Free flow access to the outdoors was well managed and worked well. The outdoor area was sheltered by buildings and trees and had a covered element ensuring children could enjoy this area year round.

The service had recently moved to the primary school premises from a nearby community. One parent told us "Having had a child at the previous early years setting in Brodick Hall, I can't emphasise enough how much of an improvement the new setting is. This, together with the excellent team of staff, makes for a very enjoyable nursery experience for our children." The new environment was commented on positively by all parents we spoke with.

Children benefited from a skilled staff team who were responsive in their approach to planning activities. Regular observations were well written, highlighted individual children's achievements and identified relevant next steps. They were well shared with parents through the Seesaw online app. We observed children with English as a second language being well-supported by knowledgeable staff, who were encouraging all the children to speak in both languages. As a result, children were supported to learn and develop at a pace that was right for them.

How good is our setting? 5 - Very Good

We found significant strengths in aspects of the care provided and 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 benefited from a learning environment that was well-furnished, organised, light and bright. Staff had carefully considered the spaces around children's needs and interests, as well as responding in the moment to their learning. Children were engaged and explored the variety of resources on offer. This gave a very strong message to children that they mattered. Families consistently described the service as being very well-resourced with one parent commenting: "There is a wide range of activities, toys and books for the children to enjoy."

Play spaces both indoors and outdoors reflected current interests and were well-resourced to support individual learning and to offer challenge. There were opportunities for children's curiosity, enquiry and creativity that encouraged them to explore using real, natural and open-ended resources. Children benefited from opportunities to develop their awareness of risk in their play, for example climbing on equipment, then jumping off. Children were confident to ask staff for help when faced with challenges. Staff skilfully supported children to understand and make decisions about their play experiences. This approach encouraged children to develop an awareness of how to keep themselves and others safe while supporting their confidence, health and wellbeing.

Staff had a clear understanding of infection prevention and control measures and took the necessary precautions to prevent the spread of infection. Robust risk assessments ensured that children benefited from a safe and clean environment. Children were encouraged to undertake analysis of risk for themselves. Effective handwashing routines were established across the service. This further protected children by keeping them safe and healthy.

How good is our leadership? 5 - Very Good

We found significant strengths in aspects of the care provided and these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 3.1: Quality assurance and improvements are led well

The head teacher, senior practitioner and staff team were committed to delivering a quality service for children and families. They had a shared vision and their values were evident in the nurturing interactions we witnessed during our visit. A positive ethos meant that staff felt supported and confident in taking shared responsibility for change. This ensured that children benefited from a staff team who felt empowered and were responsive to meeting their needs.

Staff were enthusiastic and supportive of each other. They recognised the important part they each played in meeting the needs of children and families. They told us that the staff team work very well together. The senior practitioner protected time to meet weekly with staff. They were mindful and considerate of staff working patterns. Minutes and agendas from meetings were shared with the team in an easy read manner. This ensured all staff were included and had the opportunity to contribute and share information. As a result, staff felt valued and children's needs were being understood and met by the whole staff team.

The service understood the importance of parental involvement, and the potential impact this had on outcomes for children. Families were welcomed into the nursery each day and invited to attend sessions throughout the year. The senior practitioner and staff team were keen to involve families and encouraged them to share their views. Positive relationships also contributed, as families shared information informally and through the digital app. Many families told us that they appreciated these opportunities to be involved. One parent said, "They all know my child very well and I am confident in these members of staff looking after my child." The service had created an improvement plan which had been developed through self-evaluation and by gathering the views of children and families. This had been displayed in an easy read format on the wall.

Effective policies, procedures and quality assurance processes were in place and also supported the development of the service. This meant that an environment of continuous improvement was promoted and further secured positive experiences for children.

How good is our staff team? 5 - Very Good

We found significant strengths in aspects of the care provided and these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 4.3: Staff deployment

Staff had clear roles and responsibilities and communicated effectively with each other. This resulted in children's needs being consistently met across the service. Staff were respectful and very supportive of each other. They were consistently warm, caring and sensitive in their approach and demonstrated positive team working. This promoted a culture of compassion and respect, leading to a secure and happy environment for children, families and staff. Staff were proactive during busier times of the day such as at arrival time, to ensure there was very good supervision and that children were welcomed and accounted for. Routine tasks were carried out with little or no disruption to children's play and learning. Transitions across the day were well planned with children being supported to understand the routine and what was happening next. This meant that children felt included, respected and valued as they understood the routines of the day. Staff told us they felt very well supported by the leadership team.

Children benefited from a passionate and caring staff team that knew them and their families very well. Staff had developed strong relationships with families, and this ensured there was meaningful and highly effective partnership working in line with families' preferences. All families we spoke to praised the staff team. A parents told us: "I can't fault the professionalism of the staff team and the care they give my child."

We observed children being supported by staff in ways which were appropriate to meet their needs. Parents told us that staff were very approachable, supportive and friendly. This meant that children felt safe, secure and happy in a service where a caring staff team nurtured and supported them.

The manager recognised the importance of ensuring the service was sufficiently staffed at all times. Staff illness and leave were well-managed to ensure children's needs were being met at all times. Staff were flexible and breaks were planned to minimise the impact on children, whilst making sure staff had time to rest and be refreshed.

We observed staff communicating well and supporting each other across the day. All staff were highly committed, motivated and enthusiastic about providing and sustaining high quality care for all children and families.

Complaints

There have been no complaints upheld since the service registered. Details of any 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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