

Breadalbane Academy Day Care of Children

Crieff Road
Aberfeldy
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Type of inspection:
Unannounced

Completed on:
21 February 2024

Service provided by:
Perth & Kinross Council

Service provider number:
SP2003003370

Service no:
CS2003016078

About the service

Breadalbane Academy Nursery is registered to provide a daycare of children service to a maximum of 70 children aged from two years to those not yet attending primary school. The service is provided by Perth and Kinross council.

The service operates within the Breadalbane Community Campus in the small town of Aberfeldy. Children are cared for in two playrooms, one of which is a Gaelic provision. Children have access to toileting facilities and a large outdoor area, with one playroom offering free flow to the outdoors. The nursery is close to local amenities within the town of Aberfeldy.

About the inspection

This was an unannounced which took place on 20 February 2024 between 09:00 and 16:15 and 21 February 2024 between 09:00 and 12:00. The inspection was carried out by one inspector 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:

- observed children using the service
- received feedback from ten families from our online questionnaire
- spoke with the staff and management team
- observed practice
- reviewed documents
- spoke with visiting professionals

Key messages

- Children were happy, settled and enjoyed their time at nursery. They experienced warm, caring and nurturing approaches to their personal care and learning needs.
- Planning approaches did not yet support depth and breadth in all children's learning.
- Children in the Gaelic playroom experienced a space that was homely, cosy and inviting. This contributed to children feeling comfortable and safe.
- Children benefitted from their families being warmly welcomed back into the service.
- Planned improvements were realistic, with a focus on promoting positive outcomes for children.
- Children were supported by motivated and enthusiastic staff who were committed to their role. Staff shared a common vision and worked hard to achieve high quality play and learning 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?	4 - Good
How good is our setting?	4 - 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 made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

1.1 Nurturing care and support

Children were happy, settled and enjoyed their time at nursery. They experienced warm, caring and nurturing approaches to their personal care and learning needs. Staff recognised children as individuals and responded effectively to their needs and wishes which provided them with responsive care throughout the day. They communicated with children at their level in a quiet and sensitive way. These supportive interactions developed close bonds between staff and children, contributing to them feeling safe and secure.

Children's individual wellbeing was effectively supported through personal planning. Staff knew children very well and spoke knowledgeably about children's differing needs. Overall Information recorded in children's personal plans reflected the care and support staff provided which contributed to continuity and consistency in care.

Children experienced positive snack and lunchtime experiences which were relaxed, sociable and unhurried. Staff were aware of any dietary needs, which helped them to keep children safe. We saw they enjoyed finding a place to sit and chatted happily to their peers which provided opportunities to promote close attachments and further develop language skills. They were supported to become independent and learn new skills during their mealtime experience such as using tongs to self-serve from dishes. They collected their own trays of food, poured their drinks, and cleared away their dishes when they had finished their meal. Overall, mealtimes provided children with a positive learning experience.

Children benefitted from their families being warmly welcomed back into the service. They were enabled to support their children to settle in and participate in stay and play sessions. Establishing good working relationship with parents was important to the staff. There was daily communication with families at drop off and collection time, as well as online updates. Most parents felt communication was effective. However, there was scope to enhance this. Meaningful relationships had been formed with most families who told us they felt included in the nursery community. This holistic approach resulted in children that were happy and learning, and most families felt valued and included.

1.3 Play and learning

Children received good quality play experiences which impacted positively on their health and wellbeing. They were well supported to learn and develop through play. We saw them leading their own play experiences and independently selecting resources of their choice. They engaged meaningfully with the experiences offered to them. As a result, children presented as happy and confident individuals.

Children's language and literacy development was well supported across the inspection. Staff facilitated opportunities for sharing stories which created opportunities to explore new language, and develop an enjoyment of books. A range of mark making resources, available indoors and outdoors, supported children to engage in early writing through their play experiences.

Children under three years were provided with interesting and exciting opportunities to promote their schematic and sensory play. This ensured younger children were fully engaged in experiences that were developmentally appropriate for them. Children attending the Gaelic provision had access to good range of real life resources and loose parts which enhanced their play experiences. However, children in the main playroom accessed an area that was not well resourced, with limited real life resources and loose parts available to enhance their play experiences.

Planning approaches did not yet support depth and breadth in all children's learning. Additionally, the quality of learning observations within children's learning journeys were inconsistent. They did not always detail the individual learning or skills that were being developed. This made it difficult to track children's progress and identify where additional support or challenge was needed. Some parents told us they would like more information on how their children were progressing. The service was aware of this and had identified this as an area for improvement in their current action plan.

How good is our setting?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

2.2 Children experience high quality facilities

The premises offered a calm, warm and welcoming environment. It was clean, tidy and a well-maintained space that had plenty of natural light for children to play and learn. However, the main playroom lacked homely touches and lack of cosy space for children to rest and relax in. This had potential to impact on children's emotional wellbeing. Children in the Gaelic playroom experienced a space that was homely, cosy and inviting. This contributed to children feeling comfortable and safe.

Children were engaged in their play on the day of inspection. Play opportunities supported children's curiosity and creativity. Children freely accessed age-appropriate toys and resources to extend their play. Opportunities for creative craft experiences were part of core provision within the nursery supporting children to make choices in their play. This contributed to them developing a sense of ownership and respect for their environment.

All families strongly agreed or agreed that children had the opportunity to play outdoors every day. Most children benefited from free-flow play between the indoor and outdoor area. This enabled them to have choice, direct their own play and supported them to be active and healthy. Children attending the Gaelic service did not have free flow opportunities to the outdoors. As a result, they were unable to make choices about where they wanted to play.

Outdoors, there were opportunities for children to experience more physical play experiences, helping to extend their gross motor skills. We observed children having fun investigating and jumping in puddles, using the larger playground equipment to climb and slide and practising pedalling skills on the nursery bikes. This contributed to children being confident when playing outdoors.

To support the service to keep children safe, we highlighted areas that would benefit from additional security measures. We discussed with the management team the potential of children leaving the service unaccounted for due to an unalarmed fire escape. This had been identified by the service, however at the time of inspection, property had not yet actioned this.

How good is our leadership?**5 - Very Good**

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

3.1 Quality Assurance and Improvement are led well

Children benefitted from a culture of continuous improvement. Effective systems were in place to support the development and improvement of the service. The manager and staff were motivated and committed to the ongoing development of the service to secure positive outcomes for the children.

Effective self-evaluation processes supported the ongoing development of the service. A detailed action plan, which had identified clear tasks and timescales, was in place. Staff were familiar with current improvements and could describe the positive difference they were making for children and families. Planned improvements were realistic, with a focus on promoting positive outcomes for children and were supported by best practice guidance.

A quality assurance calendar was in place that ensured purposeful audits of various aspects of the nursery were routinely carried out. We saw these to be outcome focused and detailed the impact they had on children. This contributed positively to the team continually reflecting on the experiences of care and learning children were receiving.

The senior management team were responsive to suggestions we made during the inspection, most of which had been identified through their own robust self-evaluation and quality assurance processes. We found they were well placed to achieve their ongoing improvement priorities to ensure children and families continue to experience quality care, play and learning.

How good is our staff team?

5 - Very Good

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

4.3 Staff deployment

Children were cared for by staff who were warm, compassionate and nurturing. Staff provided individualised support by effectively engaging with children throughout the inspection. Staff demonstrated an awareness of when and how to effectively intervene, picking up on cues to support children's wellbeing and extend their play experiences. This resulted in children who felt respected within the service.

Children were supported by motivated and enthusiastic staff who were committed to their role. Staff shared a common vision and worked hard to achieve high quality play and learning for children. They worked well together and had created a warm and welcoming ethos for children and their families. Regular team meetings took place meaning that there were opportunities for information sharing between the staff team. Parents told us staff were friendly, caring, approachable and professional. This contributed to positive relationships between staff and families.

A good mixture of skills, knowledge and experience in the staff team contributed to positive interactions, play and learning experiences for children. They communicated well and worked together to ensure children were safe and engaged in quality experiences throughout the day. This allowed routines and key tasks to be carried out whilst ensuring children were appropriately supported and outcomes remained positive. As a result, children experienced a very calm, nurturing experience for the majority of their time.

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	5 - Very 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?	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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