

Braehead Primary School Nursery Day Care of Children

Braehead Way
Bridge of Don
Aberdeen
AB22 8RR

Telephone: 01224 702 330

Type of inspection:
Unannounced

Completed on:
13 March 2024

Service provided by:
Aberdeen City Council

Service provider number:
SP2003000349

Service no:
CS2003014406

About the service

Braehead Primary School Nursery is situated in the Bridge of Don area of Aberdeen, close to bus routes, other local schools, shops and amenities.

The service is registered to provide a care service to a maximum of 40 children at any one time aged from three years to those not yet attending primary school.

The service is provided in a self-contained annex of the school building. The nursery consists of a large playroom, cloakroom, toilets and an enclosed garden. Children also have access to the wider school building and grounds.

About the inspection

This was an unannounced inspection which took place on 12 March 2024 between 09:30 and 17:00 and 13 March 2024 between 09:30 and 12:00. 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 children using the service
- spoke with two families
- reviewed responses to feedback questionnaires from seven families
- spoke with staff and the manager
- observed practice and children's experiences
- spoke with visiting professionals
- reviewed documents.

Key messages

- Children were cared for by nurturing, supportive and responsive staff.
- Children's care was individualised and supported by information recorded in personal plans.
- Children were supported well to play, learn, and have fun.
- Children had access to a good range of open-ended play resources.
- Children experienced attractive, welcoming surroundings with flexible, easily accessed play areas.
- Positive experiences and outcomes for children and families were promoted through a culture of continuous improvement.
- Staff worked well together to support 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

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 1.1: Nurturing care and support

Children benefitted from nurturing, supportive and responsive interactions. Staff knew children well and worked together to meet their needs. They adopted a thoughtful, inclusive approach, changing routines where necessary to support individual children. This meant that all children were included and received the support that was right for them. One parent told us "The care at Braehead is outstanding."

Information in children's personal plans was reviewed regularly with parents and, where children had additional needs, these were recorded in a support plan. Where children did not have additional support needs strategies for supporting them were less clear. We suggested further development of personal plans to make sure that information on every child is easily accessed to help promote effective care and support.

Children's personal care was well supported. Children were encouraged to be independent, accessing the bathrooms by themselves, and washing their hands at key points throughout the day. When they needed assistance, this was provided sensitively and took account of individual needs. For example, when one child did not like the noise of the hand dryers, these were turned off and paper towels provided. This helped children build confidence and independence.

Children experienced positive, sociable mealtimes. Staff sat with them, and were knowledgeable about any allergies, helping to promote safety. They did not, however, have the opportunity to model positive eating habits as there was sufficient food for only one helping for each child. Staff chatted to children and had an encouraging, enabling attitude. Children had opportunities for independence, serving their own fruit and clearing away their plates. Fresh water was available throughout the day, to keep children hydrated and well.

Children had opportunities to rest throughout the day. They relaxed in the reading den and staff were aware of the importance of 'down time' when children attended for the full day. Cuddles and kind interactions supported children to feel comfortable, settled and cared for.

Children were kept safe and well by staff who were knowledgeable in the safe administration of medication. Medication kept on the premises was stored safely. We identified some minor improvements needed to medication recording. This did not, however compromise children's wellbeing and management promised to make immediate adjustments to ensure that recording of medication fully complies with guidance.

Children's care and support was promoted through effective relationships with other professionals. During the inspection, staff from the NHS Child Development Team were visiting the setting. They told us staff worked well with them and were proactive in seeking advice to develop support strategies for children.

Children benefitted from positive links with the wider school community. Regular trips to areas within the school building and grounds supported children to feel comfortable in their surroundings. Staff supported flexible transitions for children moving between nursery and school to help ensure children were well supported with this move.

1.3 Play and Learning

Children benefitted from a balance of organised and freely chosen play experiences. They were free to decide who they wanted to play with, and how they wanted to play. Children were encouraged to develop their own games, with staff supporting them where needed. One child was supported to make their own mop when they showed an interest in staff cleaning the floor, whilst a group of children thoroughly enjoyed a game of football with a member of staff. Staff asked questions and made suggestions, which helped promote children's interests and imagination.

Planned activities for children were responsive to interests and needs. Staff had been working to develop their skills in this area. Keyworkers knew the needs of the children they were responsible for and reflected these in the planned activities. Parents commented positively on the range of learning opportunities their children experienced.

Children's progress was assessed through observations, which were shared with parents. Observations of children were meaningful and showed clear progression in their learning. This helped ensure that all children's developmental needs were met. Some staff were more skilled than others in this area. This was identified by the service and staff were given support as required to develop skills in child observations and organising personal plans. This support should continue in order for all staff to be confident in this key area.

Children had opportunities to develop language, literacy, and numeracy skills. These were embedded throughout the activities on offer and were identified in the settings improvement plan. Painting and drawing indoors and out provided opportunities for mark making. Children were read stories individually and in groups, and children enjoyed looking at books with their friends. Where children had English as a second language, staff used agreed strategies to support them. We encouraged them to explore further ways of supporting these children to ensure that opportunities were not missed. Staff used mathematical language when talking to children, and we heard children counting together. Further opportunities were available through appropriate computer games, which children enjoyed playing together.

Children had opportunities to engage with local facilities and groups. Children had visited the nearby library and a sheltered housing complex for the elderly. There were plans to explore further opportunities to foster these relationships. These measures help children socialise and connect with the wider community.

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.

Children enjoyed attractive, welcoming surroundings. Staff had structured the environment to provide flexible, easily accessed play areas. Children were able to move from area to area, playing as they wished. This helped support children to lead their own play and learning.

We identified that some areas used by staff were cluttered and in need of a tidy. This included the kitchen and bathrooms where we encouraged staff to consider appropriate storage of items to help reduce the risk of health and safety being compromised. Action had been taken by the second day of the inspection to improve this.

On the first day of the inspection, we identified that the adult accessible toilet was used as a changing room for children. This did not follow current guidance and management rectified this immediately, directing adults to use alternative facilities close by.

Children had access to well thought out resources. These were presented attractively in baskets labelled with photos, which encouraged children to select what they wanted to play with and helped them identify where resources belonged. These included items for play, such as corks and other natural objects. Real life objects found at home helped promote children's curiosity and imagination.

Children benefitted from freeflow access to the outdoor play area. This area was fully enclosed and had been developed to provide a variety of play experiences. For example, a group of children used polystyrene blocks to build a spaceship and had fun pretending they were under attack from aliens. Natural resources such as sand, water and planting areas provided a range of interesting sensory learning opportunities. Staff were keen to continue with plans to explore ways of further developing more natural surroundings to promote children's access to nature.

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.

High quality care for children was promoted through the vision, values and aims of the service. These, along with a children's charter, had been developed with staff, parents and children, and were clearly displayed. Aims included being happy and safe, kind to each other and learning together. These were reflected in staff practice and the welcoming, supportive ethos of the service. These measures helped children and families feel involved and respected.

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 used to influence change. Results of feedback surveys were displayed to help keep parents informed and involved. Parents and carers were welcomed into the service, and activities such as Stay and Play sessions gave further opportunities for them to participate. Children's opinions were gathered through activities such as taking part in floor book planning. Staff were keen to further develop this area to help ensure that all children's views were fully embedded in the service provision.

Positive experiences for children were promoted through a culture of continuous improvement. Quality assurance practices supported very good outcomes for children. Observations of staff practice, team meetings and regular support and supervision helped support staff with their professional development. Staff regularly evaluated their own practice against current guidance to identify any areas for improvement. Developments to the service were well thought out, with ongoing realistic and achievable goals. These were detailed in improvement plans, which were displayed for parents and staff. Developments were reviewed regularly to help ensure that they positively impacted on experiences and outcomes for children. This helped ensure a robust approach to identifying and actioning any areas for development.

How good is our staff team?

5 - Very Good

Children were cared for by a staff team who worked well together, making good use of each other's knowledge and skills. Tasks were shared, and staff took responsibility for areas where they had particular knowledge or interest. Staff helped each other, moved around the setting, and responded to children's needs by positioning themselves where they were needed most. This helped ensure that children were well supported in their play and learning.

Children benefitted from staff's flexible approach. They adapted quickly to changes in planned routines, supporting children to manage their expectations. For example, when the P.E. hall was unexpectedly unavailable, staff moved promptly to move the activity to the astro turf and explained the reasons to children. This helped support children to develop resilience.

Children were cared for by the right number of staff to meet their needs. Staffing was in place to help support children with additional needs, and staff breaks were managed well to minimise disruption. Any absences were covered by relief staff, who were supported to understand their roles. These measures helped provide continuity and positive experiences for children.

Children's needs were supported by positive communication and relationships. Parents were welcomed into the setting. Staff chatted with parents and carers, passing on relevant information. Parents told us they were happy with communication from the service, and commented on the friendly, approachable staff. Staff shared information with each other throughout the day to help achieve consistency of care for children. The setting had a relaxed, friendly atmosphere, which helped children feel comfortable and welcome.

Staff were supported to understand their roles and responsibilities through a thorough induction process. This included the Local Authority's induction training and use of the Scottish Government's National Induction Resource. Staff skills were assessed against this resource to help ensure they had a shared understanding of their roles and responsibilities in providing positive outcomes and experiences for children.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

The provider must ensure that personal plans are completed in line with legislative timescales and guidelines. They must be completed with parents or representatives and with children if appropriate, covering their safety, welfare and health needs.

This is in order to comply with: The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210), regulation 5.

Timescale for meeting this requirement: 2 February 2018.

This requirement was made on 4 December 2017.

Action taken on previous requirement

Personal plans were in place for each child. These were completed and reviewed regularly with parents. Children with additional support needs had a support plan detailing strategies for meeting their support needs. Where children did not have additional support needs strategies for supporting them were less clear. We suggested that personal plans are further developed to make sure that information on every child is easily accessed to help promote effective care and support.

This requirement has been met.

Met - within timescales

Requirement 2

The provider must ensure that those responsible for submitting notifications to the Care Inspectorate are aware of their roles and responsibilities. This includes all circumstances in which the Care Inspectorate must be notified and required timescales. Systems should be in place to ensure that the Care Inspectorate is notified of all circumstances, which can be found in 'Records that all registered care services (except childminding) must keep and guidance on notification reporting' document. Submitting notifications and providing relevant information permits the Care Inspectorate to fulfil their regulatory functions.

This is to comply with: The Public Service Reform (Scotland) Act 2010 section 53 (2) (6) and SSI 210 (6)

Timescale for meeting this requirement: 2 February 2018

This requirement was made on 4 December 2017.

Action taken on previous requirement

The service have made all required notifications to the Care Inspectorate, and management are aware of their roles and responsibilities in this area.

This requirement has been met.

Met - within timescales

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

The provider should update the administration of medication forms to ensure that they are in line with best practice guidelines.

National Care Standards Early Education and Childcare up to the age of 16 - Standard 3: Health and Wellbeing

This area for improvement was made on 4 December 2017.

Action taken since then

Medications forms were in place for all medications and contained relevant information. We found some inconsistencies in the information recorded, however, this did not affect outcomes for children. We therefore suggested further development of medication recording to ensure consistency and ease of finding information.

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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