

# Tighnabruaich Primary Pre Five Unit Day Care of Children

Tighnabruaich Primary  
Tighnabruaich  
PA21 2BE

Telephone: 01700 811 413

**Type of inspection:**  
Unannounced

**Completed on:**  
1 May 2024

**Service provided by:**  
Argyll and Bute Council

**Service provider number:**  
SP2003003373

**Service no:**  
CS2003014673

## About the service

Tighnabruaich Primary Pre Five Unit is a daycare of children service which operates from a designated space shared within Tighnabruaich Primary school. The service is in a rural location, on the Cowal peninsula and the provider is Argyll and Bute Council.

The service is registered to provide a daycare of children service to a maximum of 29 children aged from 2 years to not yet attending primary school at any one time. Of those 29 no more than 5 children are aged 2 to under 3 years.

## About the inspection

This was an unannounced inspection which took place on Tuesday 30 April 2024 and Wednesday 1 May 2024. The inspection was carried out by one early learning and childcare inspector 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 service registered.

In making our evaluations of the service we:

- spoke with and observed children using the service
- contacted families through Microsoft questionnaires to gather their views
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

## Key messages

- Children knew the routines and overall were settled in the service.
- Most children appeared happy and busy and enjoying their time at nursery.
- Staff knew children well and spoke about their personalities, interests and how they were supporting children to meet their needs.
- Children were confidently accessing all areas of the service and had regular access to the surrounding community. Some children talked with enjoyment of visiting the baby bear site in the forest, going to the beach, and the park.
- Planning approaches currently in place were not supporting children to progress and develop their play and learning.
- The outdoor area requires to be improved as it was proving to be problematic for children and staff to use at times.
- Quality assurance, including monitoring and self-evaluation needs to be more firmly embedded into the process of evaluating and improving the nursery as a whole.
- The service should develop a shared vision, that positively informs practice and compliments and reflects the aspirations of nursery children, families, and wider community.
- Management and staff need to build as a team on their experience and expertise to fully meet the needs of the children's through developing the deployment of the team and revisiting the pace and balance of the day.

## 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?	3 - Adequate
How good is our setting?	3 - Adequate
How good is our leadership?	3 - Adequate
How good is our staff team?	3 - Adequate

Further details on the particular areas inspected are provided at the end of this report.

### Quality Indicator - 1.1 - Nurturing care & support

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Most children were happy, confident, and active within the nursery environment. Children knew the routines and overall were settled in the service. Most children approached staff with confidence to seek support we observed staff providing some comfort, reassurance and warmth to children when required. Staff communicated with children down at their level in a gentle and sensitive manner. This provided children with the message that they mattered and were valued. Parents told us

'The relationships between staff and children are positive. The ethos of the school is truly inclusive and genuinely nurturing.'

'My child loves going to nursery, and I have no issues. They are sad when it is the holidays and weekend as they miss the staff.'

'My child loves going to nursery and gets very excited. I know they are going to a safe and happy space each day.'

Personal plans and 'all about me' information had been gathered for all children present and these were reviewed with parents in line with legislation. Children requiring additional support had individual plans and risk assessments where required. We found the information gathered was supporting some staff to support children to have positive experiences. However, to ensure children's overall health, wellbeing, and safety needs and develop children's play and learning information gathered requires to be streamlined with focused targets and strategies that are clear and concise for all staff to follow. This will enable all staff to provide positive outcomes for all children.

**(See area for improvement 1)**

During our observations we noticed that some children were requiring individual support to engage in experiences and to play with their peers safely. Although staff were positioned throughout the playroom, the room was busy at times and staff were task focused and they did not always notice when children required support to engage or regulate their emotions. This meant that children's wellbeing and engagement was not always being supported effectively.

Staff knew children well and spoke about their personalities, interests and how they were supporting children to meet their needs. However, whilst staff could tell us how children were being supported, we observed missed opportunities to use identified strategies to meet children's needs, for example, the use of visuals to aid children's communication and understanding. Therefore, not all children were given the appropriate support they needed to reach their full potential.

Lunch and snack were a sociable experience for children and staff were encouraging children to be independent through self-serving and clearing away their dishes. We would ask staff and management to continue to develop lunch through considering having cutlery on the table for children to independently access, encourage and support children to be involved in self-service. This will support children in developing further life skills.

We sampled the nurseries medication policy and consent forms and have asked the service to implement the updated formats created by the local authority which are in line with current best practice guidance 'Management of Medication in Daycare and Childminding Services'. No children were currently on medication during inspection.

### Quality Indicator - 1.3 - Play & Learning

Most children appeared happy and busy and enjoying their time at nursery. Staff had developed some areas of interest to engage children's imagination and develop their language, literacy, numeracy, and wellbeing, for example, block play, sand, home corner, mark making and outdoors. The nursery was well resourced and there was some natural, opened materials available for children to be creative and develop curiosity.

However, we saw little evidence of children's views being used to shape the environment. On the first day of inspection areas were set up for children to access and play however children were not interested or engaged in the resources on offer. On several occasions we observed children that were disengaged, and not being sufficiently stimulated or challenged. We found play and learning required to be developed further inside and outside to include more opportunities to actively involve children in leading their own learning.

Planning approaches currently in place were not supporting children to progress and develop their play and learning. As a staff team they would benefit from having responsibility and ownership of areas that they can develop and enhance. With a focus on delivering experiences that inspire children to play and learn through providing experiences that spark children's natural curiosity, sense of wonder and fun while developing their imagination, independence and offering challenge. Management should also support and monitor staff interactions to ensure they are extending children's thinking and widening their skills. All staff need to take ownership and responsibility to plan and deliver quality experiences and outcomes. This will further ensure that all children are supported to reach their potential.

**(See area for improvement 2)**

Seesaw online learning journals were supporting communication and links with home. However, to ensure children's play and learning is tracked and documented with clearer links that identify children's next steps and achievements in play and learning management should support staff to be triangulating children's progress, recording high quality observations, and clearly identifying children's next steps for learning. This would add value to the children's experience and ensure they are fully supported and challenged.

### Areas for improvement

1. The manager and staff should streamline information gathered to ensure individualised personal plans are sufficiently detailed to include but not be limited to identified next steps in learning with focused targets and strategies that are clear and concise for all staff to follow. That all staff have access to the most upto date information to support children's health, welfare and safety needs as well as play and learning targets.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices'. (HSCS 1.15)

2. To support children to achieve their potential the manager and staff should ensure appropriate levels of challenge and depth in learning through child led planning. Consideration should be given to how individualisation is captured within planning. In addition, planning should be closely linked to observations in children's online journals with meaningful next steps recorded. These should be monitored to ensure consistent quality of written observations. With a focus on delivering experiences that inspire children to play and learn through providing experiences that spark children's natural curiosity, sense of wonder and fun while developing their imagination, independence and offering challenge.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me'. (HSCS 1.19)

## How good is our setting?

### 3 - Adequate

#### Quality Indicator - 2.2 Children's experience high quality facilities.

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Children were supported in a playroom which had ample space for them to play together or on their own if they wished. Staff had developed the environment to support interest areas for children to freely access. The playroom was warm, welcoming and well-ventilated. The service entrance had a secure door entry system, and children have free flow access to outdoors. Children were confidently accessing all areas and had regular access to the surrounding community. Some children talked with enjoyment of visiting the baby bear site in the forest, going to the beach, and the park. This supported children's wellbeing and links with the local community.

Children enjoyed being outdoors. They were having fun painting, playing with the cars and engaged with the school children as they passed by. However, we found the outdoor area to be problematic for children and staff to use. We identified several potential hazards and staff told us for them to safely use the area there were times two or more staff were required outdoors depending on the children's needs. Children had limited access to outdoors after lunch due to staffing as the area could not at times be maintained with one staff member. We would ask the provider to look at supporting the service to develop and have access to a suitable outdoor environment that will support children's individual needs and safe surroundings. This will allow children to access outdoor play safely and will have a positive impact on their play, learning and overall wellbeing.

#### (See area for improvement 1)

Staff and children washed their hands before mealtimes. We would encourage children and staff to wash their hands at other key points of the day, including when they come in from outdoors. Staff should also support children when they have a runny nose and encourage children to wash their hands and face after lunch. This will help to stop the spread of infection and ensure children and staff are kept safe and healthy.

#### Areas for improvement

1. To support children's health, wellbeing and choice, the provider along with the manager should develop arrangements to ensure all children can choose when they access outdoors. This should include a focus on a safe area to play with more exciting and challenging outdoor play experiences.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which states that:

'As a child. I play outdoors every day and regularly explore a natural environment' (HSCS 1.32).

## How good is our leadership?

## 3 - Adequate

### Quality Indicator - 3.1 Quality assurance and improvement are led well.

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

The management and staff team actively participated in the inspection process demonstrating their commitment to delivering a quality service for children, staff, and families. As a team they engaged well throughout the inspection, taking on advice and suggestions. Their engagement and receptiveness to feedback and suggestions highlighted during the inspection, when implemented, should support their continuous improvement.

Management and staff supported parents to be part of the nursery through having regular 'stay and play' sessions, parents' meetings and updated parents regularly on their child's play and learning through the nursery online learning journal. Parents told us they have regular meetings to discuss their child and any areas of support or development. However, parents did comment they would like better communication surrounding their child's day, what they have eaten and about the advantages of outdoor play. We discussed this with staff and management to ensure that all parents feel informed about their child day.

We understand the service is in the early stages of supporting staff with leadership roles. For example, literacy, numeracy and family learning. This style of leadership can support staff's individual strengths and contribute to improved experiences for children and we encouraged this to be progressed.

We found management had developed an improvement plan identifying some service priorities. For example, planning to support practitioners to have the confidence and skills to lead learning, implement challenge and progression, leading to learners being fully engaged and immersed in learning experiences. However, these processes were not yet regular or robust enough to ensure procedures were consistently followed or to secure sustained improvement. Quality assurance, including monitoring and self-evaluation now needs to be more firmly embedded into the process of evaluating and improving the nursery as a whole. It would be helpful for the manager to visit the Care Inspectorate HUB where they will find 'The Model for Improvement' which provides a framework for developing, testing, and implementing changes. This would enable the manager to monitor change and the impact to support more reflective practice and improved outcomes for children.

**(See area for improvement 1).**

To improve outcomes for children and enhance the nursery environment. Staff and management would benefit from continuing to visit other services to undertake observations enabling them to gather ideas and support them to progress in delivering and implementing better outcomes and experiences for children.

As part of the services improvement journey and to support improved outcomes the management team in partnership with children, families and staff would benefit from reviewing the services vision, values, and aims. With the aim of developing a shared vision, that positively informs practice and compliments and reflects the aspirations of nursery children, families, and wider community.

## Areas for improvement

1. To improve better outcomes for children. Management should develop and implement robust quality assurance systems including self-evaluation with a focus on, monitoring children's personal plans, children's play and learning experiences, monitoring of staff practice and engagement, and evaluating and improving the nursery as a whole.

This is to ensure that management and leadership is consistent with the Health and Social Care Standards that state,

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

## How good is our staff team?

**3 - Adequate**

### Quality Indicator - 4.3 Staff deployment.

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Staff were warm, welcoming, open, and honest throughout the inspection. The service was appropriately staffed to meet the ratio of children in the service. However to support children's individual needs over the lunch time period we would ask management to review the current deployment of staff to support staff in meeting all children's needs.

Parents were welcomed into the service at drop off and collection times and staff were observed engaging in positive conversations during this time. As a result parents and staff were developing relationships, sharing information and supporting children to settle in the service. Parents told us

'My child seems so happy and eager to go to nursery and has formed some very special relationships with the staff members, particularly his/her key worker.'

'The staff work really hard to develop a great bond with my child, she / he loves all the members of staff.'

'Staff are very approachable and easy going.'

'I'm happy with all the staff and feel they are very approachable.'

'Staff are very caring with all the children.'

Most staff felt supported by management and as a team they met regularly to discuss planning, any upcoming events and children's progression and wellbeing. Personal development reviews (PDR) were being carried out on a yearly basis to support staff with what they are doing well, areas of development and any training. Moving forward staff would benefit from having more regular one-to-ones with their manager. This would give staff the opportunity to be supported to continue to develop their skills and leadership in a more formal way.

We would ask that management now look at developing a more formal monitoring process with a focus on staff practice and engagement, resources and experiences including the quality of play and learning. Staff should be supported to continue reflecting and reviewing to ensure the pace of change is sustained and the



service continues to work towards delivering positive experiences and outcomes for children and families. Management and staff now need to build as a team on their experience and expertise to fully meet the needs of the children's through developing the deployment of the team and revisiting the pace and balance of the day. Highly effective supervision would provide an opportunity for staff to be clear on their responsibilities and accountable for their role. Performance should be constructively reviewed, and effective support planned and evaluated.

**(See area of improvement 1)**

Staff were safely recruited and were registered with Scottish social services council (SSSC) to protect children and keep them safe from harm and abuse. This approach ensured that children were safe, and secure.

### Areas for improvement

1. To ensure positive outcomes for children management should monitor and review the deployment and positioning of staff with a focus on staff responsibilities, engagement and effective supervision.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'My needs are met by the right number of people' (HSCS 3.15). 'My care and support is consistent and stable because people work together well'. (HSCS 3.19)

## 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

Management and staff should develop the format of children's personal plans. All entries in the plans should be dated and the review of plans needs to be formalised to show they are undertaken every six months or sooner if necessary.

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 28 April 2017.**

#### Action taken since then

We sampled personal plans held for children present. Plans had been developed and held information to support some of the children's health, welfare and safety needs. Plans were being reviewed and updated in line with legislation.

**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](http://www.careinspectorate.com).

## Detailed evaluations

How good is our care, play and learning?	3 - Adequate
1.1 Nurturing care and support	3 - Adequate
1.3 Play and learning	3 - Adequate
How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	3 - Adequate
4.3 Staff deployment	3 - Adequate

## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.