

# Balgillo Nursery Too Day Care of Children

C/o St Marys Church Halls  
St. Marys Church  
Broughty Ferry  
Dundee  
DD5 1AJ

Telephone: 01382 778 566

**Type of inspection:**  
Unannounced

**Completed on:**  
7 August 2024

**Service provided by:**  
Pamela Gall trading as Balgillo  
Nursery School

**Service provider number:**  
SP2008010016

**Service no:**  
CS2010271729

## About the service

Balgillo Nursery Too is registered to provide a daycare service to a maximum of 40 children from birth to not yet attending primary school. No more than 12 children can be under the age of 2.

The service provider is Pamela Gall trading as Balgillo Nurseries. They are the named manager of the service and are also manager for Balgillo Nursery School. The service is located in central Broughty Ferry in Dundee and is close to local amenities including schools, parks, shops and a beach.

The service consists of two playrooms, one for children under 2 years old and the other for children aged 2 to 5. The service also has toilet/nappy changing facilities and an enclosed courtyard. A garden is available at the rear of the property, but is currently not in use.

## About the inspection

This was an unannounced inspection which took place on 06 and 07 August 2024. Feedback was provided at the end of the second day of inspection. The inspection was carried out by one inspector from the Care Inspectorate.

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

In making our evaluation of the service we:

- spoke with children using the service;
- reviewed feedback from 12 families;
- spoke with staff and management;
- observed practice and daily life;
- reviewed documents.

## Key messages

- Children were happy, confident and secure.
- Children had fun as they were actively and meaningfully involved in leading their play and learning.
- Children benefitted from a staff team who worked well together and had created a welcoming environment.
- Children experienced a welcoming, interesting and inviting setting. Most play spaces had been developed to provide high quality experiences.
- The team were committed to the ongoing development of the service, promoting a strong ethos of continuous improvement, leading to improved outcomes 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?	5 - Very 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?

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 key question as very good.

### Quality indicator 1.1: Nurturing care and support

Children were nurtured very well through their daily experiences. Staff were consistently kind, caring and warm. Staff knew children and families well and as a result, care, play and routines were individualised. Positive attachments had been formed and maintained with children and interactions were nurturing and loving. The pace of the day was relaxed and calm. This meant that children experienced routines that were unhurried and predictable.

Staff were responsive to children's needs providing reassurance and comfort. This approach helped children to feel safe, secure and loved. Children attending the service were happy and settled. They were confident in their interactions with staff and with each other. Staff used meaningful praise, chatting and singing with children as they supported them. Children and their families were welcomed into the service each day, this supported positive connections.

Where children required additional support as part of their daily routines and play experiences, care and strategies were planned effectively to support children to progress and achieve. This included the use of SCERTS (social communication, emotional regulation, and transactional support) plans, communication boards and through liaising with key professionals. This enabled tailored and specific support to ensure children received care that was right for them.

Children's health and wellbeing was well supported using effective personal planning. Key information was gathered in partnership with families and was used to help staff provide individualised care and plan for children's experiences. Staff were knowledgeable about each child's needs and strategies in place to support them. Plans were reviewed and updated with families to ensure children were receiving care which met their current needs.

Snack times and mealtimes were well thought out, relaxed and unhurried. These offered valuable social experiences for children. Children were fully involved and had opportunities to be independent and develop their life skills. Staff joined children at the table and took part in high quality interactions and offered effective supervision to keep children safe as they ate and to offer support if needed. Promoting numeracy and literacy was naturally included within the experience through visual routines and prompts, and through discussions and interactions.

Most families who shared feedback with us through an online survey told us they strongly agreed or agreed that they have strong connections with the staff caring for their child. Establishing good working relationships with parents was important to the staff and a key priority in the service improvement plan. There was daily communication with families at drop off and collection time as well as online updates.

Children's health and safety was promoted through effective medication and safeguarding procedures. Staff had a good understanding of children's health needs. While no medication was in place at present, procedures ensured it could be stored appropriately and children's health information could be documented effectively. Staff understood child protection procedures and were confident in identifying and reporting concerns.

**Quality indicator 1.3: Play and learning**

Children had fun and were very engaged in a variety of experiences, which were developmentally appropriate and relevant to their interests. They led their play and chose how they spent their time, which impacted positively on their wellbeing and development. Children were supported to transport resources to other areas if they wished, which allowed them to explore their ideas and develop their thinking.

Planning approaches were responsive to the needs and interests of children. Staff observed children at play and experiences were based on children's interests and stages of development. Planning was linked to national curriculums and best practice guidance, which supported staff to evaluate children's progress, plan next steps and celebrate children's achievements. As a result, children were well supported to reach their full potential.

Floor books had been used to gather children's ideas and gauge interests. These were used to stimulate discussions with children and supported including them in documenting their learning and experiences. These could be used more consistently and effectively across the team, to further develop the opportunities children had to discuss, plan and reflect upon their learning. Planning walls were being developed and helped staff to build on children's experiences in more depth and contributed to a responsive approach to play and learning.

Children experienced an environment that provided opportunities to develop their literacy and numeracy skills, with a good selection of resources available across the setting. For example, stories and story-telling resources allowed children to explore books, re-tell tales and act out their favourite books. Children benefitted from the effective use of loose parts play materials. This meant children's creativity and sense of wonder was promoted as they were able to develop their problem solving and imaginative skills. This could be extended by making more real-life objects available for children to explore and use in their play.

Staff promoted positive use of language and vocabulary during conversations with children and interacted well with them during play. They joined in play in many fun ways and were consistently at children's level. Most staff were skilled at encouraging thinking and problem-solving using effective questioning, supporting children to deepen their learning. Staff had a good awareness of when to step in to extend play and when to allow children's play to naturally develop. This meant that children experienced meaningful interactions and highlighted that staff valued children's right to play.

The location of the service provided a variety of accessible community links, which were used regularly to extend children's play and learning. This included visits to the park, trips to the beach and library. During a recent nature walk, children had discovered frog spawn which led to a discussion about the life-cycle of frogs. Children had the opportunity to observe life-cycles in person through recurring visits to investigate and explore the world around them.

**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.

**Quality indicator 2.2: Children experience high quality facilities**

Children experienced a setting that was secure, homely and inviting. Furniture and resources were of a high standard and organised to provide ample space for children to move around freely and make good use of

their environment. Children played happily independently or cooperatively in groups which helped them to build positive relationships. Soft lighting and neutral décor promoted a sense of calm and a welcoming ethos. Vintage styled furniture and interesting resources created a sense of wonder and curiosity, as children were keen to investigate and were engaged in these spaces.

Furniture and resources considered the age and stage of children, highlighting that staff had a good understanding of child development and used their knowledge to create quality play spaces. The layout of furnishings in the birth to two room promoted children's physical skills. Children had space to crawl, walk and the size of furniture enabled them to pull and stand with ease. Children were confident moving around their play spaces and explored the environment independently. This showed us children felt safe and secure.

Opportunities for children to rest and relax were provided through comfortable and cosy areas. This allowed them to seek out quiet areas where they could have some individual time if needed, which supported their wellbeing and times of relaxation.

Significant improvements have taken place since the previous inspection to the environment. In consultation with children and their families, staff have made changes to the setting to account for the needs of those using the service. As a result, children experienced a high quality learning environment. Some of the spaces still needed to be developed further. In some areas of the birth to two room, resources were sparse and lacking homely touches. The manager took this on board and was keen to continue with making improvements throughout all areas of the setting.

The setting was well maintained, clean and tidy. Children were supported to be healthy and safe through effective infection prevention and control routines. This included embedded handwashing routines and cleaning practices.

The service had effective systems to keep children safe. A newly installed buzzer entry allowed staff to monitor visitors to the nursery and provided a secure entrance. Risk assessments were in place and used by staff who referred to these regularly. They updated them and included important information needed that considered any risks and preventative actions for individual children. It would be beneficial for the team to develop a risk benefit approach when carrying out assessments. This would enable staff to account for potential risks whilst recognising the benefits of children's play experiences. Audits of accidents and incidents demonstrated that staff were actively reflecting on how to maintain children's safety.

While we were satisfied that the setting was safe and secure, we asked that the placement of some of the resources against the courtyard wall be reconsidered, as these may pose the risk of children climbing on and leaving the service.

## 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 key question as very good.

### **Quality indicator 3.1: Quality assurance and improvement are led well**

The vision, values and aims for the setting underpinned practice and promoted high-quality care and support for children and their families. These were reviewed annually to ensure they remained current and reflective of the service provided and the needs of the families. We suggested including families when next reviewing these to support promote shared wishes and aspirations for the service.

The leadership team were visible and were committed to ensuring the staff team felt fully involved in the development of the service. This approach of working together to improve outcomes was driving forward improvements and impacting positively on staff morale. One staff member shared, "we work very well together, we work to each other's strengths". As a result, staff were motivated, keen and committed to the continual development of the service.

Quality assurance processes and monitoring supported to identify where improvements could be made and maintain high-quality service delivery. An up-to-date quality assurance calendar allowed the team to plan and carry out tasks in a timely and effective way, promoting a culture of continuous improvement. Staff had regular opportunities to have professional discussions and time together to identify what was going well and plan developments.

Self-evaluation was carried out routinely and allowed the team to assess the quality of the service. An improvement plan identified key priorities for improvement. Staff reflected well together, enabling them to track the progress of developments. This had influenced changes within the service and contributed to positive outcomes for children. It would be beneficial for the team to measure the impact changes have. This would support to recognise achievements and help to identify next steps in their improvement journey.

Policies and procedures which underpin the service and support staff practice were in place. They were reviewed regularly to ensure they remained relevant to the service and continued to follow best practice.

Children and families experienced a welcoming, warm, and inclusive environment. Effective methods of communication, such as newsletters, surveys and parent feedback supported families to be included in evaluating aspects of the service. For example, prior to changes being made within the environment, children and their families had been asked to share their ideas on what they felt could be improved. Suggestions were included in the changes made. This highlighted that the views of children and families were valued and they could influence change. One parent shared with us, "There are regular questionnaires to provide feedback, new ideas, etc. Great communication by the nursery management and is open to new ideas".

## 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 key question as very good.

### Quality indicator 4.3: Staff deployment

Children were kept safe and protected through the safe recruitment of staff. Pre-employment checks were carried out and new staff were supported by an effective induction programme. Staff told us they felt very welcomed and supported by other colleagues who modelled good practice and helped new team members settle into their role.

Staff shared with us that they were happy at their work and have enjoyed working together to improve the environment and resources, and promote positive outcomes for children. Staff were observed communicating well with each other when leaving areas of the environment, to maintain ratios and ensure children's safety. Staff shared key messages communicated by families, which helped consistently meet children's needs. The nurturing and caring approaches staff had for both children and colleagues helped create a positive atmosphere in the service.

Families spoke highly of the team. One parent told us, "The staff are great. Very friendly, caring and professional. Never have any issues and I'm confident they look after my child very well". Another shared, "All staff are friendly and have very caring natures, which makes me feel at ease leaving my children in their care".

The team were deployed effectively across the day to maintain quality engagement with children. They were responsive in their approach, moving with children to respond to their ongoing interests and learning. Staff shifts and breaks were flexible which helped to minimise impact on children

The service was well staffed ensuring staff ratios were maintained consistently. During times of staff absence, the leadership team supported staff to care for children. The service also had the option for staff from other Balgillo settings to provide cover if needed. This maintained ratios and provided continuity for children and families.

Staff were committed to their own professional development. Some staff had achieved qualifications in childcare and other team members were about to commence with their studies. A variety of training opportunities ensured that the skills and practice of staff continued to develop, which influenced improvements. This resulted in positive experiences and outcomes 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](http://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?	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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