

# First Class Day Nursery Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
23 August 2024

**Service provided by:**  
First Class Day Nursery (Peterhead)  
Ltd

**Service provider number:**  
SP2005007195

**Service no:**  
CS2005087375

## About the service

First Class Day Nursery is a day care of children service registered to provide care to 40 children aged from birth to primary school age. There were between 18 and 21 children present during the inspection.

Care is provided from a two storey terraced property in the town of Peterhead, situated close to local amenities and bus routes. Children are accommodated over two floors. Children over the age of three are cared for on the upper floor premises and the younger children on the ground floor. Primary school aged children are cared for in a separate area on the lower floor after and before school.

## About the inspection

This was an unannounced inspection which took place on 23 and 24 August 2024 between the times of 09:00 and 17:15. 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 and complaints 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 and two of their parents/carers
- received 16 completed questionnaires
- spoke with staff and management
- observed practice and daily experiences
- reviewed documents
- spoke with visiting professionals.

## Key messages

- Children's overall wellbeing was supported by caring and supportive interactions from staff.
- Children enjoyed some activities which supported skills in literacy and numeracy but staff should work to develop this area throughout all areas of the provision.
- Children's health and wellbeing benefited from recent building improvements which increased the natural light and ventilation in playrooms for younger children.
- Quality assurance work was now identifying where improvement was needed to support positive outcomes for children.
- Staff were enthusiastic and caring; this promoted a positive atmosphere for children and their families.

## 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?	4 - Good
How good is our staff team?	4 - 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 evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality Indicator 1.1 - Nurturing care and support

Children were supported to feel valued and cared for through the comforting and reassuring interactions of staff. Children were confident and well settled in the service and parents told us they were happy with the care provided. Staff had built positive relationships with children and parents which supported them in knowing the children well.

Children's dignity and privacy was promoted during personal care routines. This included staff asking children's permission to carry out tasks such as moving them or wiping hands and faces. Nurturing interactions during nappy changes supported children's comfort. Children were given time to develop independence skills when carrying out tasks such as washing hands or changing into outdoor clothes.

Further opportunities for children to develop self help skills were offered during meal times. These included children taking turns to help set tables and prepare snack. Meals were prepared on the premises and generally reflected nutritional guidance. In order to promote children's health we advised that the overall amount of processed food offered be monitored. This could then be reduced where possible to support children to be healthy and learn positive habits.

Staff sat with children throughout their meal time experience. This supported children's safety as staff were focused on them. Meal times were relaxed and unhurried with lots of chatter between children and staff about their meal. Staff should try to extend the topic of discussion to reflect children's interests. On the first day of inspection it was noted that interactions for the youngest children could have been better. On the second day this was much improved and we were told this was what was usually in place. Staff should ensure that all children consistently receive quality interactions.

Sensitive arrangements for children's sleep supported their health and wellbeing while reflecting parent's wishes and home routines. Staff knew the children's routines, how they liked to be comforted or settled to sleep. They had an awareness of the impact of lack of sleep on children's experiences.

Most children's overall wellbeing was supported by the use of personal planning. Plans for each child contained information to support their health and wellbeing. Information was regularly reviewed with parents, ensuring it was up to date and relevant. Recording of these reviews and some updates could have been clearer, for example having clear dates recorded for any changes. This would remove any potential for reviews or updated information to be missed. Plans did not all detail the strategies being used to support children. Developing plans to consistently record agreed strategies of support would ensure staff had access to accurate information to assist them in meeting children's needs.

Children's safety and wellbeing was promoted as staff showed a good awareness of child protection process and procedures. Links had been made with other professionals involved in children's care to support sharing of information which promoted a consistent approach.

### Quality Indicator 1.3 - Play and learning

Children were having fun and were engaged in their play experiences. A mix of planned and spontaneous experiences promoted children's choice and independence. Planned activities were focused on observed interests of the children. Children were able to access resources independently supporting their choice in how to play. Parents spoke positively of their children's enjoyment in the outdoor activities and use of local amenities such as parks and the library.

Children's skills in communication were supported by chats between them and staff throughout the day. There were opportunities made for children to express their views and ask questions but some natural opportunities for this were missed by staff. For example, when children were expressing their views during story time they were encouraged to wait until the story was finished. By this time some children no longer wanted to participate in discussion.

Children had opportunities to develop their literacy and numeracy skills. These included access to books and mark making activities and encouragement to count and match numbers. These opportunities could be further developed throughout the playrooms. For example, having measuring and writing tools in construction and role play areas. This would provide further opportunities to extend children's learning through routine access to numbers and writing.

Children's learning was mostly supported by staff interactions. Staff supported them in counting items and pattern recognition for example. Staff were less confident in encouraging children to explore or investigate by asking them to wonder why something happened or problem solve. While staff were responsive to children's interests, facilitating a bug hunt, for example, there were some missed opportunities to extend their learning in this. For instance, when discussing what worms may eat staff mentioned looking it up in a book but did not follow this through.

Children's learning and achievements were recognised through regular observations. These were recorded and shared with parents verbally and by parents accessing their child's paper learning journals. The observations were individual to children's experiences and linked to curricular learning outcomes. Staff should now focus on linking the observations to children's individual learning and planning next steps. This will promote opportunities for staff to use agreed strategies to support children's progression.

### 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 benefitted from a relaxed and homely environment within the playrooms. There was soft furnishing such as cushions rugs and seating to support children's comfort. Further decoration had been carried out in the entrance way to promote a more welcoming and calmer feel. The addition of windows in the downstairs playrooms meant that those children now enjoyed a brighter and better ventilated space. This supported their health and wellbeing.

Children's safety was supported as the furnishings and resources in each room were developmentally appropriate. These included some open ended and real life resources which supported children's imaginary play. Children were able to access most resources independently, supporting their choice of how to play.

There was an enclosed outdoor area for children to participate in more energetic and physical play. This was not suitable for children to access independently and so time here was built into their daily routines. Staff should now consider ways for access to the outdoor area to be more responsive to individual children's needs and preferences. Children's outdoor experiences were extended by use of local parks and green spaces. This also supported children to feel confident in their local community.

Risk assessments and environment checks were in place. Improvements meant that risk assessments were now more detailed. This supported staff to feel confident in keeping children safe.

The environment was generally well maintained. However, staff were not always identifying where resources needed changed to support children's play. For example, bin bags used to line tyres to create an outdoor sand play area had been damaged during recent bad weather. This now inhibited children's play. The amount of sand in these areas and others indoors needed to increase in order to support children's play. The manager agreed to review this area of staff practice.

Children's health was promoted through the processes in place for infection prevention and control. This included encouraging children to wash their hands at appropriate times such as before and after eating, and when coming in from outside.

## How good is our leadership?

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 3.1 - Quality assurance and improvement are well led

A statement of the service's vision, values and aims had recently been reviewed with parents and staff and was displayed. This supported parents to know what to expect from the service. Parents told us that they felt involved in the development of the service. Parents views of the recent improvements made had been sought. This supported the self-evaluation process to ensure the new space worked well for children. Gathering of children's views was in the early stages and currently focused more on individual activities. This should continue to be developed to ensure children's views are being gathered and effectively used to positively influence improvements.

Improvements had been made to audit and monitoring systems. This supported ongoing improvements to children's care and learning experiences. Staff told us that they felt involved in these processes and in influencing change. These systems were informing the self-evaluation of the service in conjunction with parent and staff feedback. Action plans were then used to plan changes and developments. They took account of feedback from the last inspection and other professionals supporting the service. Current action plans included further development of the outdoor area and improvement in the observations and assessment of children's learning.

Children were benefitting from the improvements made to the environment. Some changes had not progressed as quickly as the manager had intended. This meant that improvements may not have a positive impact on the experiences of children currently attending the service. Some evaluations made focused on completion of tasks rather than the impact of the changes for children. We discussed the importance of changes being progressed in a timely manner and evaluated against outcomes for children.

The staff and management team were committed to making further improvements and engaged in the inspection process. This meant children were benefitting from an ethos of continuous improvement.

## How good is our staff team?

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 4.3 - Staff deployment

Children's safety and wellbeing were supported as there were enough staff present to meet their needs. The need for appropriate levels of staffing was recognised by the manager. Children were supported by staff with a balance of skills and experience. The deployment of staff within smaller teams considered individual skills and experience and any development needs of staff.

Children's transitions were planned to support their confidence and wellbeing. This included communication between parents and staff at handover times and communication between staff when children moved to a new room. Strategies such as visual timetables were used to support children with routine changes within the day.

Staff and leaders recognised the importance of a continuity of care. Staff breaks and absence were managed to limit any negative impact on children's experiences or routines. Parents told us that they had built relationships with staff. They commented on their friendliness and approachability saying, "All the staff are so friendly and happy at all times" and "All the staff at the nursery are very approachable and I find it easy to talk to any of them".

Staff were proactive in recognising where they were needed and moving there to enable them to support individual children. They communicated well with their colleagues to support consistent care for the children. This included busier times of the day such as meal times and handover times.

Staff felt that they were supported to gain confidence in their role through the services induction process. This was currently a system to record sharing of information regarding children's records, policies and routines of the services. We suggested developing the induction process over a longer period and the use of the "national induction resource". This would support new staff to reflect on their learning using guidance documents and identify where further support is needed.

## 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

To further promote children's safety the manager should ensure that staff develop their knowledge and understanding of mitigating any risks within the environment, including when on excursions. They should ensure that risk assessments contain enough detail to support staff awareness of risks and the actions they should take to reduce these to an acceptable level.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My environment is secure and safe' (HSCS 5.17).

**This area for improvement was made on 20 June 2023.**

#### Action taken since then

We were unable to observe younger children on outing however, school aged children's safety was observed to be supported while at the park and while crossing roads to return to the nursery.

Risk assessments were now reviewed regularly and reflected practice. Staff show good awareness of how to implement the actions within the risk assessments.

**This area for improvement has been met.**

#### Previous area for improvement 2

To ensure improvements are made that have a positive impact on the outcomes for children, the provider, management and staff should further develop effective and robust quality assurance processes. This should include but is not limited to:

- i. Clear and effective plans in place for maintaining and improving the service
- ii. Undertake effective monitoring and audits to ensure areas of concern are identified and addressed promptly.

This is in order to ensure care and support is consistent with the Health and Social Care Standards, which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19).

**This area for improvement was made on 14 September 2022.**

#### Action taken since then

Improvement plans have promoted improved experiences for children through change. Some evaluation had taken place which identified if planned actions had been completed. The manager should now ensure that this is evaluated and measured against the intended outcome.

A system for monitoring and audits is in place. This is identifying where change is needed and supporting improvement.



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?	4 - Good
1.1 Nurturing care and support	4 - 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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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