

# Great Western Pre-School @ Broomhill Day Care of Children

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Aberdeen  
AB10 7LR

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**Type of inspection:**  
Unannounced

**Completed on:**  
30 October 2024

**Service provided by:**  
Lorndale Aberdeen Limited

**Service provider number:**  
SP2013012192

**Service no:**  
CS2013321321

## About the service

Great Western Pre-School @ Broomhill is situated in the city of Aberdeen.

The service is registered to provide a care service to a maximum of 48 children from birth to those not yet attending primary school.

The service operates between the hours of 7:30am and 6:00pm Monday to Friday.

Up to 63 children were present during the inspection.

The service is provided in a previously residential building which has been adapted for use as a daycare of children setting. Children are cared for over two floors and have access to outdoor play areas.

## About the inspection

This was an unannounced inspection which took place between 09:45 on 29 October 2024 and 16:45 on 30 October 2024.

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:

- spent time with children using the service and spoke to three of their parents/carers
- received 21 responses to our request for feedback
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

**Key messages**

- Children were cared for by nurturing, supportive staff, who knew them well.
- Children were cared for in a welcoming, secure environment.
- Children were happy and enjoyed varied play opportunities.
- Staff supported children in their play and were being supported to further develop their skills in planning for, and extending, learning opportunities for children.
- Continuous improvement helped promote developmentally appropriate play spaces for children.
- Quality assurance practices effectively identified areas for improvement. These were actioned and evaluated for effectiveness.
- Children were cared for by a consistent staff team who worked well together.

**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?	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?

4 - Good

We evaluated this key question as good. We identified several strengths, which impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality indicator 1.1: Nurturing care and support

Children experienced supportive, nurturing interactions with staff. Parents told us their children were happy, and they had confidence in the staff. One parent commented "I'd recommend this nursery time and time again. They do everything to ensure the children are loved, happy and learning." Staff fostered positive relationships with families and welcomed parents into the setting. This helped build positive links between the service and home.

Children's general wellbeing was supported by the use of information recorded in personal plans. These held information provided by parents to promote staff's knowledge and understanding of children's individual needs. One parent told us "I am asked and encouraged to say what I think [my child] requires." We found that some information had not been updated recently. Management agreed to review arrangements to ensure that all information is reviewed and updated at least every six months in line with guidance. This will ensure that information is up to date and relevant in supporting children's current needs.

Children experienced pleasant, unhurried mealtimes. When children did not eat the prepared lunch, alternatives were offered. The younger age group were supported well. Staff were attentive and supervised all children throughout. Older children had opportunities to be independent. They served themselves some of their food and poured their own drinks. On the first day of inspection, staff supervising the older age group were task focused and did not always sit with children. This improved on the second day, when staff reviewed arrangements to ensure that a member of staff sat with children at all times. Children had access to water and fresh fruit outside of mealtimes. We identified some issues with the supervision of children when they were eating fruit. We discussed this with staff. They paused this practice immediately and were keen to review arrangements to provide suitable supervision without limiting children's independence. This will help to ensure all experiences for children are safe and sociable.

Children were well supported during personal care routines. Staff were respectful and sensitive to children's needs. Children were encouraged to be independent, washing their own hands and dressing themselves with appropriate supervision and support. Staff recognised these times as an opportunity to build trusting, positive relationships with children.

Staff comforted children and followed routines from home. When we identified that some cots were situated too close together, immediate action was taken to rectify this. Staff stayed with children until they fell asleep and monitored sleeping children regularly. These measures helped promote a safe, secure experience for children.

Appropriate storage and systems were in place for medication being administered safely to meet children's health needs. Clear protocols ensured staff were knowledgeable about children's health needs and to know the signs, symptoms and actions to take where a child may require medication.

### 1.3 Play and Learning

Children were happy and engaged in their play. The environment promoted spontaneous play and learning, where children could make choices. Sensory play such as sand, water and playdough encouraged curiosity and exploration. Children were extremely proud to show us their pumpkin lanterns for Halloween. Children had opportunities to develop language, literacy and numeracy skills. A thoughtfully developed learning environment included mark making materials and books. Children had contributed to environmental print by being involved in making signs and displays. Tapes and rulers provided opportunities for children to practice measuring. Staff joined in and supported children's games, however some opportunities to extend their learning through effective interactions were overlooked. This resulted in children in the older age group not always experiencing sufficient challenge in their learning.

A good range of learning opportunities for children were planned for, around their interests. Planning was mainly responsive to children's immediate interests. For the older age group, this lacked the depth and breadth of learning they needed to effectively extend their learning. Observations of children's learning were shared with parents using an online platform. This had recently been changed and was still in a period of transition. Most observations identified children's learning, however not all identified next steps to support progression. Whereas some parents were happy with their children's observations, not all agreed that these were frequent enough. The service had identified supporting staff in planning for and supporting children's skill development as an area for improvement. Staff were being supported to develop their skills in supporting children's learning through effective planning and interactions, and further training was planned.

Children benefitted from links with the local community. Regular visits to a care home and visits to a public library promoted a variety of experiences and opportunities to learn. Children and staff made use of a walkway along the nearby railway line, and visits to a park provided opportunities to explore nature. The service planned to develop further opportunities to enhance children's learning and help provide a sense of connection to their local 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.

### 2.2 Children experience high quality facilities

Children experienced a comfortable, homely environment. Learning opportunities and resources were presented in learning bays, which staff had individual responsibility for developing. All areas were developmentally appropriate and continual development of the environment helped ensure that it supported positive experiences for children and met their needs.

Children's work was displayed around the setting, and children were able to choose which pieces of work were meaningful to them. This promoted the celebration of children's achievements and learning, helping them feel recognised and valued.

Younger and older children had separate gardens, which had been recently developed. The garden for the younger age group had been decorated with fairy lights to provide an attractive outdoor space. The development of the story corner promoted language and literacy skills. The garden for older children had recently undergone refurbishment. This included the addition of a den building area and a covered area where children could play. Natural open-ended materials such as pipes, tyres, crates, cable reels, and a large pipe to crawl through enriched children's play experiences and helped develop their creativity and imagination.

Parents were generally happy with the amount of time their children spent outdoors, with one commenting "I love that the nursery has an open door policy regardless of weather, she's been involved in gardening, building things outside, looking after bugs etc."

Staff practice generally supported children's safety. Children were supported to learn about managing their own safety. Staff encouraged children to think about where they could safely stack objects, and how high these should be. They were able to take appropriate risks whilst being supported by staff. For example, when children made an obstacle course outside, a staff member supervised them, holding their hands as needed to help them navigate climbing and jumping. These measures helped ensure safe experiences for children.

Children were cared for in a well maintained, secure building. A security system and CCTV protected the outside of the building and prevented unauthorised access to playrooms. Children's personal information was stored securely to ensure families' privacy and confidentiality.

## 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.

### 3.1 Quality assurance and improvement are led well

Children were cared for in a service with clear vision, values and aims. These were displayed and shared with parents, which supported them to know what to expect from the service. Management told us these were under review, along with the service policies. They planned to include all staff and parents in this review to ensure that the views of all stakeholders are included. We suggested developing a family friendly format to make these more accessible to all, and managers agreed to consider this.

When asked, most parents agreed or strongly agreed that they are meaningfully involved in the development of the service. Staff had recently worked on developing family engagement and were looking at ways to develop how they gathered and used children's opinions. Parents views were gathered in several ways, including questionnaires, and improvement books, where they could add comments. These had included gathering parent's suggestions when refurbishing the garden and reviewing menus. One parent commented "Any feedback or suggestions are always welcomed", and another told us "Our views can be shared freely with staff." Parents' views had been used in the development of an online platform for communication, and a follow-up evaluation was planned to assess the effectiveness of this. These measures helped ensure that parents' feedback was used to positively inform developments and outcomes for children.

Positive experiences for children were promoted through the setting's quality assurance practices. The development of a quality assurance calendar to support all staff in their roles within the organisation's quality assurance framework was underway. Management used guidance documents such as Education Scotland's "How good is our early learning and childcare?" and the Care Inspectorate's "Quality framework for daycare of children, childminding and school-aged childcare". Where areas for improvement were identified these were planned for. Staff evaluated their practice and outcomes for children informally and we encouraged management to include them in more formal processes. This will help them develop their understanding of supporting guidance and support a more robust approach to quality assuring outcomes for children.

An improvement plan supported ongoing improvement and developments.

The manager adapted the overarching plan for the organisation to produce development plans relevant to individual areas of the service. These had led to staff understanding their roles in supporting developments and improved experiences for children.

## How good is our staff team?

**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.

### 4.3 Staff deployment

Children were cared for by staff with a range of experience, knowledge and skills. More established staff supported newer and less confident members of the team. Staff told us they felt well supported by management and colleagues. They had completed a range of training including first aid and child protection which helped keep children safe and well. They reflected on their practice, and they discussed the impact training had on outcomes for children. This helped create a staff team who were confident in their roles and responsibilities to promote positive experiences for children.

Children's transitions were well managed. Parents told us when their children moved rooms, they were supported well. Transitions were flexible, with children moving when they were developmentally ready, and having visits to their new room before they moved. When parents dropped off and collected their children from the service they experienced helpful interactions with staff. One parent told us "The team are always on hand to discuss anything. We get a warm welcome every time he attends nursery." Information sharing and positive communication supported positive transitions for children.

Children benefitted from a consistent staff team. Staff photos were displayed to help parents recognise who was caring for their children. When staff were absent, this was covered by staff within the setting where possible. At times relief staff were deployed from other services within the organisation. These measures helped provide consistency of care for children.

Staff communicated well to support children's care. Staff duties were planned to ensure they understood their responsibilities, and breaks were managed well to minimise disruption to children's routines. Staff helped each other and used walkie talkies to communicate across the setting. These practices helped support continuity for children and helped them feel secure.

Children were cared for by staff who had been recruited safely. New staff were supported through an induction programme, and all staff met regularly with leaders to discuss performance and professional development. Where issues were identified, these were addressed effectively, and this included supportive conversations. These measures helped promote staff's confidence, skills and knowledge in their roles.

## 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?	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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