

Friockheim Pre School Class Day Care of Children

Friockheim Primary School
Friockheim
Arbroath
DD11 4XB

Telephone: 01241 465 393

Type of inspection:
Unannounced

Completed on:
19 November 2024

Service provided by:
Angus Council

Service provider number:
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Service no:
CS2003016852

About the service

Friockheim Pre School Class is a day care of children service provided by Angus Council and is situated in the village of Friockheim. The nursery is situated within the school building and has access to a well-established outdoor play area and the school playground. The nursery is managed by the school head teacher. The service is registered to provide an early learning and childcare service to a maximum of 34 children at any one time from age two years to those not yet attending primary school.

The service is close to parks, woodland areas and other amenities. The children are cared for in one large room. There are toilets and nappy changing facilities. Children have free flow access to the outdoor play space through large patio doors.

About the inspection

This was an unannounced inspection carried out by one inspector, which took place on Monday 18 November 2024 between 09:15 and 15:30. 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 throughout the inspection year.

To inform our evaluations we:

- Spoke with children using the service
- received feedback from three families
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

Key messages

- Children were kept safe by a staff team who were trained, knowledgeable and confident in protecting their wellbeing.
- Children were happy and confident in their play.
- Children were supported to feel valued and respected by staff who knew them well.
- Children were confident to lead their own play and make independent choices.
- Families and children were meaningfully involved in the service.
- Staff were passionate and dedicated to improve children's experiences and outcomes.

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?	4 - 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 where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 1.1 Nurturing care and support

Children experienced warm, caring and nurturing approaches from staff which resulted in positive relationships. Staff knew children and their families well. One parent told us, "I feel confident leaving my child in their care." Another parent shared, "Staff are friendly and approachable." These relationships contributed to creating a welcoming and homely environment for children and their families.

Children's needs were mostly met through personal planning. All children had 'my world' documents which detailed information to support the individual care needs of children. Regular reviews with parents took place where developmental stages were discussed. One parent told us, "My World reviews are always friendly and inviting." This helped staff to know children well and how best to support them. We observed some information documented did not reflect the current needs of some children. We highlighted the need to review all parts of children's personal plans and the staff team were proactive in identifying methods to do this. This would ensure children's changing needs were documented and reflected their current care needs to support them to thrive.

Children's health was mostly promoted through effective policies and procedures to ensure the safe administration of medication. Appropriate storage and forms were in place which were reviewed termly with parents. Auditing systems were not always effective as these were not recorded. We suggested that these processes be further developed to ensure any changes or inconsistencies were identified. This would further ensure children's medical needs were met.

Children were respected while they received intimate care. For example, a staff member got down to the child's level and asked them for permission to change their nappy. The changing process took place in an enclosed space, providing dignity for the child. The staff member explained to the child what they were going to do next, for example; "just going to take the side bits off your nappy now." This helped the child to feel valued.

Mealtimes were a sociable experience, children chatted happily with each other. Children had some opportunities to develop their independence through clearing their plates away and self-serving their sides, such as salad and bread. We observed some children who could not comfortably reach items on the table and were sitting on their knees to eat their meal. The management team were proactive with solutions to ensure all children were sitting appropriately and safely at the table. This would support children's meal time experience to be relaxing and promote safe eating practices.

Children were kept safe by staff who were confident in a range of procedures. This included safeguarding children and their families wellbeing and accident and incident reporting. Regular training and professional discussions took place. As a result, staff had sound knowledge of current best practice which helped to keep children and their families safe.

Quality indicator 1.3 Play and learning

Children had fun as they played with a variety of resources, both indoors and outside. Planning approaches were beginning to be more responsive to children's interests. The team worked hard to complete daily evaluations and were keen to further develop their responsive planning approaches. Children's interests were seen to be developed further throughout the environment. For example, children's interests in dinosaurs and cars were developed through a display of different dinosaur and car books. One parent told us, "Staff support my child's interest in dinosaurs." This provided children opportunities to explore their interests in different ways and follow through with their ideas.

Children experienced opportunities to further develop their language, literacy and numeracy skills. For example, visuals and symbols were displayed throughout the service and helped children to identify areas and resources. Children were seen to be using these tools to support them in their tasks. For example, there were pictures showing them how to clear their plates after mealtimes. One parent shared, "He's learning through hands on practical skills, like learning weights and what is bigger and smaller." Another parent told us, "My child really enjoys Kodaly experiences within the setting." These experiences helped to develop children's early literacy and numeracy skills in a meaningful way.

Children's learning and development were promoted by staff who knew them well. Next steps were identified through their interests. For example, displays and props about people who care for us. This helped children to understand different roles and responsibilities of the people in their lives. As a result, children's successes and achievements were maximised at a pace that was right for them.

Children were beginning to have opportunities to take ownership of their learning through the use of floor books. These displayed activities and learning the children had taken part in, for example, simple positional language words, such as under and over. Children proudly shared their learning and demonstrated this through their play. We discussed ways for children to take ownership of their individual learning. For example, recording observations in scrap books. This would allow children to share their individual experiences and celebrate their success with others.

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for people, therefore we evaluated this key question as very good.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in play spaces that were bright, homely and well ventilated. All children had dedicated spaces to store their belongings. Children's art work and family photo's were displayed throughout the environments. This helped children to feel like they mattered.

Children benefited from free flow access to the outdoor play spaces. This outside space was well-resourced and offered a variety of play and learning experiences. For example, children explored different resources, such as a large climbing frame and a seesaw that helped them to develop their physical movements. The indoor environment provided spaces to rest and relax if they needed to. As a result, children's overall wellbeing was improved.

Children could easily access resources throughout the learning environment.

This promoted independence and gave children opportunities to lead their learning. Children were encouraged to transport toys and resources to help them extend their play ideas and learning. For example, loose parts and musical instruments were taken outside where children used them within their play. As a result, children were confident to take ownership and respected their environment.

Appropriate risk assessing of environments promoted children's safety. These risks were reflected in risk assessments. For example, daily checks of outdoor play areas supported staff to document and reduce potential risks and hazards. This kept children safe while they played and explored.

Children were supported to keep themselves safe through risky play. One parent told us, "The nursery is also part of a school that has a brilliant playground which includes a trim trail for my child to explore risky play." Staff promoted children's understanding of risk through effective questioning, such as "do you feel safe going down that way?" This resulted in children who were confident to take appropriate risks safely.

Effective infection prevention control measures were in place which promoted children's health and wellbeing. Children and staff washed their hands at key times of the day, for example before eating or before and after changing nappies. Cleaning schedules were in place that supported staff to ensure the environment was clean. This helped to reduce the spread of infection further and contributed to keeping children safe.

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 led well

The management team were friendly, approachable, and engaged well with the inspection process. Staff told us that they felt supported and were confident in making suggestions for improvements. This contributed to the welcoming ethos and one of the aims which was 'Look after yourself and others'.

Families were meaningfully involved in the service. They were welcomed into the service daily at drop off and pickup times. One parent shared, "staff offer stay and play sessions" and another told us, "nursery appears to encourage views and ideas from parents." When children first start at nursery a thorough induction process allowed parents to come and chat with staff and play with their child. As a result, strong trusting relationships had been formed and positively impacted children's experiences.

Quality assurance systems were in place that supported the daily running of the service. This allowed management to assess and reflect on what worked well and identified areas for development, for example, to create training review sheets for staff's reflection. Management were keen to discuss ways to further involve the whole staff team in these processes. We would encourage the service to continue with their plans in developing these systems further to create a shared approach to improvement.

Children benefitted from a service who strived to improve their outcomes throughout their whole learning journey. For example, supporting learning opportunities through play experiences. Staff had shared a number of areas they had planned to develop, for example, developing opportunities for children to explore their local community. We discussed ways to reflect this in their improvement plan and complete self-evaluation processes, with the whole staff team, regularly. This would support staff to identify what is going well, where further improvements were required and celebrate success with children and families.

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 people, therefore we evaluated this key question as very good.

Quality indicator 4.3 staff deployment

Children benefitted from a staff team that communicated well together. They were flexible throughout the day and ensured children's needs were met. This allowed routines such as, staff breaks to be carried out whilst ensuring children were appropriately supported. In addition, staff considered each other's wellbeing and were proactive in sharing roles. This helped to contribute to good working relationships within the team.

Staff undertook regular training that supported children's development. For example, 'Extending numeracy and literacy outdoors' and 'Keys to literacy' training helped staff learn new strategies and provided more opportunities for children. Staff took the time to reflect on any training completed. This supported the team to identify the impact the training had on their practice and how outcomes for children were improved.

Children's experiences were enhanced through a staff team with a range of skills, knowledge and experience. These skills helped staff to observe children and appropriately identify how to enhance their development opportunities. This contributed to positive interactions, play and learning experiences throughout the day.

The service was led by a passionate team who wanted to get it right for children and families in their care. Staff spoke of being happy at their work place. One staff member shared, "I like working here. It's a really nice place to work" and another told us, "I am happy coming to my work." Staff worked hard to maintain a consistent approach to support the children and their families. Parents expressed that their child's needs were always met. This contributed to the welcoming ethos within the service.

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?	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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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