

# Inverkeilor Pre School Class Day Care of Children

Inverkeilor Primary School  
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Inverkeilor  
Arbroath  
DD11 5RY

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**Type of inspection:**  
Unannounced

**Completed on:**  
10 December 2024

**Service provided by:**  
Angus Council

**Service provider number:**  
SP2003000043

**Service no:**  
CS2003016856

## About the service

Inverkeilor Pre School Class is a day care of children service provided by Angus Council and is located in the village of Inverkeilor. The nursery is situated within the school building with access to their own enclosed outdoor space and the school grounds. The nursery is registered to provide an early learning and childcare service to a maximum of 22 children at any one time. The age range of the children will be from three years to those not yet attending primary school.

The service is situated in a rural area and is close to some local amenities such as, a community village hall, a church and nature walks. Children are cared for in a designated space, they have access to the school gym hall, their own toilet facilities, areas to have their meals and families have direct access to the nursery.

## About the inspection

This was an unannounced inspection carried out by one inspector, which took place on Monday 9 December 2024 between 09:15 and 15:40. 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 five children using the service
- received feedback from two families
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

## Key messages

- Children's play and learning experiences had been enhanced through a wide range of rich and stimulating resources across play spaces.
- Children were kept safe by a staff team who were trained, knowledgeable and confident in safeguarding them and their families.
- Children experienced very warm, caring and nurturing support from staff who knew them well.
- Children were confident to lead their play and learning.
- Staff extended children's learning through their interests in a meaningful way.
- Children experienced daily access to outdoor play and fresh air. This supported children's overall wellbeing.

## 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?	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?

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 experienced kind, warm and caring interactions from staff. Staff were down at children's level engaging in conversations and play. Comfort and cuddles were freely given to children, for example, when reading books children sat on staff's knees cuddled in. This helped children to feel loved and reassured.

Children had individual care plans in place, where important information was gathered to support their needs. These were created in partnership with parents, which helped to promote consistent care for children. Relevant information was included in the plans, for example how children communicate and how they liked to be comforted. All information was reviewed regularly with parents and changes to children's needs were documented with dates. A parent shared, "we have already had a formal review but also get regular updates". This ensured children's changing needs were met and supported them to thrive.

Mealtimes were a relaxed, unhurried and sociable experience for children. Staff sat and ate with children and engaged in conversation of interest with children. For example, talking about Christmas jumpers and special cards they could make. Children were able to leave the table when they finished their meal to continue with their play. This supported children to eat at a pace that was right for them. Opportunities to build independence and life skills were promoted through self-serving such as, pouring their drinks and choosing meals. Staff offered support when needed. This resulted in a positive experience for children.

Nappy changing took place in a separate space, providing children with dignity and respect. Current best practice guidance was followed, for example the use of personal protective clothing. Children were asked for their permission sensitively if they would like to try the toilet or have their nappy changed. For example, the staff member got down to the child's level and lowered their voice when asking them. As a result, children were respected and valued.

Children were kept safe while they attended the service. Staff were trained and confident in child protection procedures. They could confidently identify concerns and knew who their child protection officers were. Policies and procedures were in place and regularly reviewed by all staff. This ensured staff were able to follow correct processes and provide appropriate support to children and their families when needed.

No medication was stored or administered on the day of inspection. We could see it had been some time since medication was required within the service. We reviewed forms and discussed making it clear when documenting the expiry date. This would ensure when auditing takes place no information is missed. Children rarely received medication from their parents prior to attending the service. If they did, parents shared information via the online app. Management had identified how they could develop this further. For example, sharing a form with families on the app to complete when needed. This would ensure the service had accurate information in the event of an emergency.

### Quality indicator 1.3 Play and learning

Children were seen to be having fun and fully engaged in their play and learning. They experienced a balance of spontaneous and planned activities and had opportunities to lead their own play and learning. A range of resources were available, for example loose parts such as, pine cones, junk modelling and large block play. This helped to promote children's imagination and curiosity.

Language, literacy and numeracy opportunities were provided to children throughout their learning environment. Resources were woven throughout the play environment such as, puzzles, natural resources and height charts. Children's different stages of development were well considered. For example, books available for children had different amounts of text and pictures, including interactive books. Children were heard engaging in conversation with staff using mathematical language. A child shared "I can reach it now, because I am four and bigger". Another child got excited when they realised they could now reach a decoration when standing on their tiptoes stating, "look, I grew". These opportunities helped children to develop their language and knowledge in a meaningful way.

Planning approaches were child centred and responsive to their interests. A careful balance of adult led and child initiated activities supported children's overall learning. Learning and development was tracked to establish children's progress on an online platform and shared with parents. Next steps were identified and meaningful for children's stage of development, for example counting backwards from 10 - 0 or beyond five. Next steps were not always revisited by staff. Management had identified this and added this to their quality assurance systems. We would encourage the service to continue to monitor progress of all next steps to ensure children continue to receive the support they need to achieve and thrive.

High quality observations supported children to extend their interests and learning further. For example, children were revisiting their interest in water play, investigating the movement and effect water had in different situations. The staff were keen to develop this further and developed activities such as, how to make ice balls melt. A child told us "salt" makes the ice melt and another shared "sun and warm weather". Children accessed the online platform at times to share news with their families. We discussed ways to develop this further, so children can take ownership of their individual learning when they wished. For example, scrap books or jotters with their observations and ideas captured. This would help children to share their achievements and success with others.

Children had opportunities to explore their local community. For example, local walks, library van visits and the local church. Walks were often linked with children's learning, for example looking for signs and environmental print within the community. Children were included in whole school trips, such as panto and beach trips. This gave children a sense of belonging and to be part of their community.

## 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 children, therefore we evaluated this key question as very good.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in a bright, comfortable and welcoming environment. The play spaces were clean and free from clutter. The use of real soft furnishings helped to create a homely feel, for example cushions, blankets, real scales and cutlery. This could be developed further with the use of softer lighting to extend the calming feel for children. There was ample space for children to extend their play ideas. Furnishings were of a high standard and children's art work was displayed around the play spaces. This gave children the message that they mattered.

Children benefited from direct access to a well-resourced outside space with free flow access. Resources such as, cosy dens, mud kitchen, large planks, small world and crafts supported children to be curious while playing outside. Children had opportunities to explore the school grounds where they had access to large apparatus, bikes and scooters. This helped children to develop their physical movements.

Children were kept safe while they explored their environments. Risks were assessed and documented in robust risk assessments, these were reviewed annually or sooner if changes occurred. Additional assessments took place, including daily checks of indoor and outdoor environments before children attended. These processes could be developed further to include children in the risk assessing process. For example, children could carry out their own environment risk assessments. This would help children to begin to understand potential risks different environments could have.

Children's wellbeing was well supported through effective infection prevention control measures. Cleaning schedules were in place that helped staff to monitor cleaning procedures of the environment and resources. Children and staff washed their hands at appropriate times of the day, for example before eating or after wiping their nose. This ensured the likelihood of the spread of infection was reduced.

Children were encouraged to understand their own risk through their play. SIMOA (Safety, Inspect, Monitor, Observe, Act) Care Inspectorate campaign was used to support children's understanding. For example, while playing with water and paint, a staff member was heard saying to a child, "remember our purple elephant, is splashing the paint and water in our friends eyes safe?" The child responded, "oh yeah, it's not". This showed us that children have an understanding of how to keep themselves and their friends safe.

## 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

Children and families throughout the whole school were involved in developing their vision, values and aims.

These were simplified for the nursery where they displayed 'Our Pinky Promises', for example kind hands. We asked the service to consider ways to include new families who join the service throughout the year. This would allow all families and children to share what the service means to them.

Children and families were meaningfully involved in the service. Regular communications took place. A parent told us "We have opportunities to add our comments to the tree in the cloakroom". The thoughts tree allowed parents to share their comments at a time that suited them. Parents were welcomed into the service through stay and play sessions, induction visits and drop off and pick up times. A staff member told us, "we have open doors at pick up and drop off where parents can come into the setting". These opportunities allow children to share their learning and environment regularly with their families.

Quality assurance systems were in place and supported the services improvement journey. Actions required to be completed throughout the year were broken down into monthly tasks. For example, the monitoring and auditing of accidents and incidents. Staff were involved in evaluating each month using SWOT (strength, weakness, opportunities and threats) analysis to identify where they were with their improvements. Management had identified that they were looking at ways for the staff team to be fully involved in these processes. For example, providing staff with copies of the calendar used as a working document they can add to. This would develop staff confidence when making improvements to support positive outcomes for children.

A meaningful improvement plan was in place and part of the whole schools improvement journey. Identified areas were developed further to ensure they were relevant to children in the nursery. For example, an area for improvement was 'maths and numeracy provocations'. Staff ensured these opportunities were inviting and were built on children's interests. Children's progress was evaluated by staff with children termly. This helped staff to identify what was working well to ensure children had progressed.

## 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

Staff were kind and nurturing towards children. Children and families were supported by staff members who knew them well. A parent told us, "the staff are so kind" and another shared, "they are professional but friendly". As a result, positive relationships had been formed with families.

Staff worked well together as a team and communicated well with each other. For example, when leaving an area or when needing some cover. The staff team had a mix of knowledge, skills and experiences. They shared that they were happy at their work place and helped each other professionally and personally. Effective team working helped them to deliver positive outcomes for children. Staff shared with each other why children were not attending or if children were leaving the room with them. As a result, children were kept safe.

Staff undertook regular training that linked to children's needs or identified improvements, for example, Kodaly training. Staff shared their learning with each other at staff meetings, they engaged in professional discussions and reflected on their learning. They documented their learning through individual reflection logs. This helped to embed continuous development throughout the team.

Staff were appropriately deployed throughout the day to meet children's needs. Busier times of the day did not impact negatively on children's outcomes or experiences. For example, when staff went on breaks, they ensured there were enough staff to support the children. A parent told us, "there always seems to be plenty of staff". Staff consistently monitored where children were playing and took regular head counts. This helped to keep children safe while they were in 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](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?	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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