

Cannich Bridge Nursery Day Care of Children

Cannich
Beauly
IV4 7LN

Telephone: 01456 415 304

Type of inspection:
Unannounced

Completed on:
6 February 2025

Service provided by:
Highland Council

Service provider number:
SP2003001693

Service no:
CS2003013526

About the service

Cannich Bridge Nursery is registered to provide a care service to a maximum of 24 children aged three years up until primary one age at any one time. The nursery is operated by the Highland Council. The head teacher is the registered manager of the nursery. The nursery operates term time only.

The nursery is located within Cannich Bridge Primary School in Cannich, Beauly. It has a shared entrance and reception area with the school and separate toilet facilities. The nursery premises consists of one indoor playroom, with indirect access to an enclosed outdoor play area. The nursery also make use of the school playground and nearby natural outdoor spaces for active and energetic play.

About the inspection

This was an unannounced inspection which took place on 5 February 2025 between 08:30 and 16:00. The inspection was carried out by one inspector 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:

- Spoke with two children using the service and three of their families.
- Reviewed online questionnaire responses from five families.
- Reviewed online questionnaire responses from two staff.
- Spoke with staff and the manager.
- Observed practice and children's experiences.
- Reviewed documents.

Key messages

- Children benefited from warm and nurturing care from the staff team.
- The play and learning environment enabled children to explore opportunities which promoted their curiosity and imagination.
- Children's wellbeing was effectively supported through personal planning which was reviewed regularly with families.
- Children enjoyed a lovely calming mealtime experience.
- Effective quality assurance and self-evaluation processes supported the ongoing development of the service.
- Families commented positively on the experiences their children received and felt included and involved in developments within the service.
- Effective staff deployment supported positive 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?	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?

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 warm interactions and responsive support from staff who consistently implemented the values and ethos of the service. Children had fun and were happy and relaxed during their time in the service. We saw that they were confident around staff, and had formed trusting relationships with them. Effective use of personal planning meant that children's current needs were identified and supported. This was carried out in collaboration with families and partners to promote consistency and continuity in care. As a result, staff knew children very well and contributed to effective partnership working between families and the service. Parents were overall very happy with the service, one parent commented, "Caring, kind, professional staff who make my child feel supported and loved. My child is always excited about going to nursery and what he is going to play that day."

Effective personal planning supported children to meet their potential. Information shared by parents and families ensured that care and support was tailored to each child's likes and preferences. Parents commented how supportive the staff team are, "As a parent we have always had access and actively encouraged to participate in reviewing my child's personal plan, care and development. The staff are approachable, friendly, kind and caring. They always keep us up to date with how the day has gone, what the children have been doing and learning." As a result, children received the care and support that was right for them.

Staff worked in partnership with outside professionals to improve outcomes for children when they needed additional help. Appropriate strategies had been identified and put in place to support children, for example, staff worked closely with speech and language to ensure children were supported and appropriate strategies were in place. As a result, children were supported to reach their potential.

Significant improvements had been made to snack and mealtimes which were unhurried, calm and relaxed. Children were given opportunities to develop life skills through preparing and serving snack. Independence was encouraged with children cutting fruit, pouring drinks and self-serving. Children selected their own cutlery and set the tables in the nursery servery. Staff sat with children, making mealtimes a safe and sociable experience. They were focused on the children, supporting younger children with eating. Food choices were healthy and nutritious, family requests for specific food items at lunchtime were accommodated and children had access to fresh water throughout the day to support hydration. This supported children to be nurtured through their daily experiences.

Staff understood their roles and responsibilities to keep children safe and protected from harm. They could confidently tell us how they would respond if they had any child protection concerns. This contributed to keeping children safe.

Quality indicator 1.3: Play and learning

Staff had high aspirations to enable children to be successful. Children's voice was valued, and they were empowered to lead their own play and learning. As a result, children were happy and motivated to learn.

Effective questioning provided opportunities to widen children's thinking skills and consolidate their learning through play experiences. This supported children to achieve their potential.

Play spaces provided good access to a range of material for children to self-select from. Resources were age appropriate, providing challenge and children could freely choose from the resources available. They were able to choose from a range of real life and natural resources which supported their imagination and curiosity. All parents told us their child's development was supported through interesting and fun play experiences. Their comments included, "Staff are clear and informative about the children's learning, and always keep us up to date with developments and achievements."

Literacy and numeracy opportunities were incorporated into most areas of play within the nursery environment. Children's knowledge, understanding and skills in literacy and language were supported in a number of ways. Children had the opportunity to develop their language and literacy skills as they sat in the cosy corner sharing books with staff, painting in the outdoor area and singing nursery rhymes with their friends and staff before lunch. Staff used strategies with the youngest children, such as repeating words, using symbols while using eye contact to help develop spoken language. This experience contributed to children understanding the importance of recognising and reproducing words, which also builds children's vocabulary and communication skills.

Planning approaches were child centred and based on their interests. Observations of children's play and learning identified progression and highlighted areas where children needed supported or challenged. This meant that children were developing a broad range of lifelong skills through their play.

Connections within the community enhanced children's experiences. For example, children went to visit their local cafe, walks along to the park and the woodland area. Children also went on a visit to a local farm. Staff highlighted how beneficial these trips were and children really enjoyed their time within their community.

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

The nursery provided a warm and welcoming environment for children. It was a clean, tidy and well-maintained space that had plenty of natural light for children to play, learn and relax in. Since the last inspection the staff worked on the environment to become more stimulating and fun. Well considered resources, including open ended resources and real life materials to support learning were accessible to children both inside and outside. Children had opportunities to develop their imagination and creativity, alongside opportunities to develop gross motor skills, through sand/water play, loose parts, planting and painting. The layout of the playroom was well considered. Resources were displayed to engage children and they freely moved around the space confidently while engaging with their peers.

Staff recognised the benefits of outdoor play and provided children with good opportunities to be outside. Children told us that they enjoyed playing outside which promoted physical energetic play to keep them active and healthy. We saw nice interactions between staff and children, with staff responsive to the individual needs of each child. For example, children were making bird feeders and also enjoying some arts and crafts activities. This experience provided opportunities to promote literacy, imagination and creativity.

Staff had identified a range of outdoor spaces that provided children with stimulating areas to play. A positive approach to risk meant children learned how to keep safe outdoors. The children enjoyed their daily walks to the woods. They were actively involved in checking the woodland area for any hazard and agreeing a safe boundary. Real life experiences and natural resources offered children a breadth of experiences. For example, children were making dens for the hedgehogs as well as climbing helped their physical development as they learned about co-ordination and balance. Opportunities for mark making with sticks promoted numeracy and literacy.

Staff demonstrated a good understanding of keeping children safe, supporting them to identify and address risks, and ensuring that children were accounted for throughout the day. As a result, children were able to enjoy challenging and fun, play experiences.

Free-flow access to the outdoors was not available to children. There was no direct access to the outdoor space from the indoor playroom. To access the outdoors children had to be accompanied by staff from the school building, across a playground to a secure outdoor play area. As a result, children's requests to play indoors or outdoors could not always be accommodated which had the potential to impact their experiences and choice of where to play. Plans are in place for the nursery to move to a building across the playground where they will have direct access to the nursery garden. The work is planned to be carried out this year.

The setting was well maintained, clean and tidy. Robust infection control practices minimised the potential spread of infection, for example children were confident in their hand washing routines at snack and lunchtimes, and before going home.

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 indicators 3.1 Quality assurance and improvement are led well

The vision, values and aims of the service were shared in a joined up approach with parents and carers in the local community. The service values were clearly underpinned by children to be 'Caring, Brave, People achieving Success.' This was clearly highlighted throughout the nursery and after school club. Parents who gave us feedback either strongly agreed, or agreed that they were meaningfully involved in developing the setting. These visions and values positively informed practice within the service.

The staff team used self-evaluation effectively to lead improvement and innovation in the setting. Changes were introduced at a pace that was right for staff, parents and children. Staff were encouraged to visit and consider practice at other settings to see how they could enhance their floorbooks. Staff shared with us that they felt empowered and reflective after the visits. The process made them more aware of their strengths and how they became more confident after their visit.

Children told us that they had lots of fun and they could choose what they liked to do, playing in the water, building, arts and crafts and being in the garden were their favourite things. There was recognition of capturing the child's voice and enabling them to influence changes, particularly in relation to their environment. They had been involved in the creation of the cosy space, and further development of parts of the garden including the sand area and water tray. This supports children's choice and helps children feel included and valued in the service.

Management and staff used team meetings as an opportunity to discuss what was working well within the nursery and any areas they wanted to improve. Team meetings took place weekly where staff came together to reflect on practice, and be involved in making decisions and improvements.

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

The staff were kind and parents had very positive views on how staff had supported their families. Staff knew the families and local community well, which allowed them to provide high quality care and support to meet their needs.

Staff knew children well and secure relationships between them had been established. We witnessed children being supported by staff in ways which were appropriate to meet their needs. This meant that children felt safe, secure and happy in a service where a caring staff team nurtured and supported them. Busier times of the day, such as pickups/drops off were well managed. Staff were fully aware of the measures in place to keep children safe at these times.

The staff continued to have children and families at the heart of what they do. They truly cared for them and want to provide a service that gives children the best possible start in life. All parents and children told us that they had close relationships with the staff. Parents commented that the team are, "Wonderful and very nurturing staff. A nurturing, stimulating and safe environment for the children to learn in. Caring, kind, professional staff who make my child feel supported and loved." This illustrated how happy parents/carers were about the quality of the service.

Staff also communicated effectively and proactively worked together to benefit children. Clear roles and responsibilities provided clarity for staff and ensured all areas of the setting were accessible to children. Staff continually shared information and directed each other with a shared leadership ethos. In addition, they developed lots of new ideas to enhance the outdoor area/woodlands after completing their nature forest training.

Children were familiar with the pupil support assistant from the school and had built good relationships with them. The management team told us they use the same staff, who had the necessary skills and experience, to cover absences when possible. This meant that children received consistent care. We reminded the management team that any staff who worked in the setting for a continuous time and over a three month period they would need to be registered with the Scottish Social Services Council (SSSC). The manager has now addressed this.

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 support children's wellbeing, the provider, manager and staff should review and improve the lunchtime experience.

This should include, but is not limited to:

- a) Promoting opportunities for developing children's independence; and
- b) Reviewing and improving the lunchtime environment.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I can enjoy unhurried snack and mealtimes in as relaxed an atmosphere as possible.' (HSCS 1.35); and 'I take part in daily routines, such as setting up activities and mealtimes, if this is what I want.' (HSCS 2.21).

This area for improvement was made on 5 February 2025.

Action taken since then

A review of snack and mealtimes had taken place, involving children, families and staff. This had resulted in significant changes and improved outcomes for children. They were supported to develop independence skills during both snack and lunch. Staff were deployed effectively to ensure that they had the time to be focused on all children. This meant that children were effectively supervised and kept safe.

This area for improvement has been met.

Previous area for improvement 2

To support children to access well-resourced play areas and experiences which support and extend learning, the manager and staff should review the play and learning resources available to children indoors.

This should include, but is not limited to developing the environment to include:

- a) A range of resources which support children's imagination and curiosity which include loose parts and natural and open-ended play resources; and
- b) A review of the core provision to ensure areas are resourced to support children's play and learning needs.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.' (HSCS 2.27).

This area for improvement was made on 5 February 2025.

Action taken since then

The environment now provided spaces for children to rest and relax in with the addition of a cosy area in the main playroom. Staff had involved children in the development of these areas as children made suggestions about what they would like to see in the cosy spaces. This meant that children felt valued and respected.

The overall layout of the playroom and the outdoor area had been developed to provide different areas to engage children. Children had access to water/sand play both inside and out. Open ended resources and real life materials were available to support learning were accessible to children both inside and outside. Children had opportunities to develop their imagination and creativity, alongside opportunities to develop gross motor skills, through sand/water play, loose parts, planting and painting. Resources were displayed to engage children and they freely moved around the space confidently while engaging with their peers.

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.

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?	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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