

Westfield Community Resource Hub Day Care of Children

Aberdeenshire Education Department
Westfield Community Resource Hub
Westfield School, Argyll Road
Fraserburgh
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Telephone: 01346 415 855

Type of inspection:
Unannounced

Completed on:
29 January 2025

Service provided by:
Aberdeenshire Council

Service provider number:
SP2003000029

Service no:
CS2013317793

About the service

Westfield Community Resource Hub is located within Westfield School, Fraserburgh.

The service is registered to provide a day care of children service to a maximum of 15 children aged from six weeks to not yet of an age to attend primary school at any one time. One hundred per cent of the manager's time will be supernumerary.

Children are cared for in one main playroom with direct access to an outdoor play area. There is a large cloakroom with an additional play space. The service make good use of other areas within the school, such as soft play and sensory rooms.

About the inspection

This was an unannounced inspection which took place on 28 and 29 January 2025 between 09:00 and 16:30. 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:

- interacted with children using the service
- spoke with six of their parents/carers
- received eight completed questionnaires
- spoke with staff and management
- spoke with visiting professionals
- observed practice and daily experiences
- reviewed documents.

Key messages

- Staff went above and beyond to provide children and families with help and support.
- Children experienced excellent nurturing and loving care.
- Children took part in a balance of spontaneous and high quality planned play experiences.
- Children experienced a setting that was secure, clean, and welcoming.
- Innovative ways involving all stakeholders supported the development of the service. This led to high quality and consistent care for children.
- Skilled and knowledgeable staff supported children's care, wellbeing, and learning.

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?	6 - Excellent
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 evaluated different parts of this key question as excellent and very good, with an overall grade of very good. Significant strengths in aspects of the care provided and how these supported positive outcomes for children.

1.1 Nurturing care and support

Children and families were supported by very skilled and motivated staff. Staff went above and beyond to welcome families and provide them with the targeted support they needed. Embedded approaches, such as home visits and weekly parent support groups, helped improve the confidence and resilience of parents and carers, and this was recognised as key to improving outcomes for children. Parents commented, "I do not feel judged at this setting, I only feel welcomed" and "Staff are always concerned about not only the child but everyone that cares for that child".

Children experienced excellent nurturing and loving care which supported their overall wellbeing. Staff were very skilled at building close attachments and relationships. This contributed to excited children who jumped with glee on arrival when they spotted staff and their friends. Staff were responsive to children's physical and emotional needs, providing comfort when needed and celebrating success when appropriate.

Children's health and wellbeing was very well supported by information collated in their personal plan. Parents and carers were central to this process and were influential in ensuring the information was relevant and up-to-date. This meant staff knew children's personalities and interests well which led to high quality and consistent care for children. Parents contacted 'strongly agreed' that staff knew their child well, including what they liked and what was important for their care.

Children with complex needs were very well supported by very skilled and knowledgeable staff. They had completed training in postural management and moving and handling to fully support and meet the needs of children using specialised equipment. Information needed to meet their care needs was robust, enabling well informed staff to be very inclusive in their practice. This led to happy, considerate children playing together, in a safe and caring environment.

Children experienced positive meals and snacks. Snack was unhurried with opportunities to prepare fruit, chat, and build friendships with their peers. Lunch was well organised and a sociable experience for children. Focussed staff sat with the children to provide support, model good eating habits, and keep children safe. Children enjoyed the food on offer and were able to choose what they wanted to eat. Water was readily available during the day to help keep children hydrated and well.

Children's safety and emotional security and wellbeing were well supported through sensitive arrangements for sleep and rest. All children were given down time to help relax and rejuvenate after lunch. A few children slept soundly in cosy beds and staff stayed with them to keep them safe.

Staff were skilled and knowledgeable in the safe administration of medication. They were trained in the specialist care needed to keep children with complex medical needs safe and well. Information, including medicines administered at home, was available to hand over to paramedics if needed.

1.3 Play and learning

Children took part in a balance of spontaneous and high quality planned play experiences. This included

some well designed and thought-out group activities which were short, focussed, and age appropriate. This promoted discussion and helped children follow daily routines, as well as encouraging listening skills and turn taking. Resources and techniques, such as circle time and talking mats (visual communication framework which supports people with communication), helped children regulate their emotions and understand their feelings.

Children were provided with good opportunities to develop their play and learning. They had fun and were actively involved in leading their play. They were able to choose from a range of natural materials, sensory resources, and real-life objects familiar to the children. For example, some children had great fun sweeping leaves using brushes and dustpans. This helped their physical development and learning through problem solving and cooperative play. This contributed to children who were confident, excited, and enthusiastic learners.

Planning approaches were child-centred and responsive to children's interests and life experiences. For example, a child with older siblings was able to play with dolls similar to those played with at home. Parents told us, "The nursery always encourages play and experience on what my children have shown an interest in".

Experienced and knowledgeable staff supported children to progress and achieve. They knew when to stand back and when to intervene, allowing children to explore freely whilst facilitating their ideas and wishes. For example, they played alongside children drawing, making sure they were provided with the materials they needed to create their pictures.

Literacy and numeracy development was embedded in rich play experiences. Staff were very engaging when reading stories and singing songs, encouraging children to remember phrases and join in. Staff were skilled in the use of Makaton (a communication system using signs and symbols) to support children's communication and understanding. Daily routines, such as snack time and lunch, were used well to support the development of early numeracy skills, such as counting and number recognition.

Soft toy characters helped children understand and regulate their emotions. This helped them develop their own resilience and play cooperatively with others.

Opportunities for play and learning were enhanced through strong connections to the school community. For example, they were able to access spaces, such as the hall, soft play, and sensory rooms. There were opportunities for some children to use the swimming pool, helping to develop their confidence when visiting the local community pool. Previously, children benefitted from opportunities to play and learn in a nearby wooded area. However, recent vandalism meant this area was not in use and was in the process of safety checks.

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.

2.2 Children experience high quality facilities

Children experienced a setting that was secure, clean, and welcoming. A large mural, painted by friends of the setting, provided an interesting and inviting entrance. Children enjoyed looking for the small characters, identifying their favourites, and looking for new ones. A spacious cloakroom displayed information for parents and provided plenty of space for parents and carers to chat with staff. Children were able to play in

this area at appropriate times of the day and enjoyed reading stories and making puzzles in a quiet and more relaxed environment.

The playroom was well set out and supported children's age and stage of development. Children could easily access resources, supporting their independent play and choice. A safe climbing area with wide steps and a chute was enjoyed by children playing indoors. An attractive floor level sandpit encouraged sensory play and children were able to wriggle their toes in the sand while filling buckets and containers. A wide range of books and writing materials were attractively displayed making access by the children easier. A comfortable sleeping area with soft furnishings and projected stars on the ceiling promoted safe sleep and rest.

Children benefitted from opportunities to free-flow between indoor and outdoor play. They accessed a designated safe play area which offered a range of toys and resources for physical, imaginative, and creative play. For example, there were wheeled vehicles and a kitchen for cooking.

Children were encouraged to understand the impact and consequence of risky and unsafe actions and to make informed decisions about the risks taken during their play. The Care Inspectorate campaign to keep children safe was embedded in practice. In doing so, children's activities were not compromised and they were supported to enjoy challenging and fun play experiences.

Children's health was promoted by staff's understanding of infection prevention and control. The setting was clean and tidy, and we observed good handwashing before and after eating.

How good is our leadership?

6 - Excellent

We evaluated this key question as excellent, where performance was sector leading with outstandingly high outcomes for children.

3.1 Quality assurance and improvement are well led

The small number of children attending enabled individualised support to both children and their families. Strong leadership modelled good practice and promoted a shared vision focussed on improvement. This contributed to the delivery of high quality care and support.

Leaders created conditions where all staff felt confident to initiate well informed change and share responsibility for the process. Staff felt valued for their contributions and were influential in developing the service and in providing high quality care. For example, they undertook responsibility for developing key areas of practice, such as supporting children's toileting routines, health and wellbeing, and communication.

Children, parents, and families had been consulted and fully involved in reviewing the current service vision, values, and aims. The vision statement was fully embedded in practice and stated: "We are an early years hub that reaches out to the heart of the community and strives to enable every child and family to achieve their full potential". This meant parents and carers were provided with a service which fully met their needs.

Ways to involve children and families in the development of the service were innovative and fully embedded in practice. For example, parents were consulted on the snack and mealtime experience for children. In order for parents to fully understand the options, they were invited to join their children and decide if it was beneficial to eat as a group. Parents commented, "I am always listened to when asking opinions or asking progress".

The children's voice, their views, and opinions were embedded in the play experiences offered. For example, innovative approaches, such as using talking buttons, supported children's communication and created conditions where they were very clear on what was happening. Strategies, such as using talking mats (visual communication framework which supports people with communication), were used effectively to find out how the children were feeling and what they enjoyed doing. One child expressed they were angry because when they were sleeping they missed soft play. Staff used this to plan extended time in this area the following day.

Children benefited from effective self evaluation and quality assurance systems that impacted very positively on their experiences and outcomes. This informed meaningful and manageable improvements, which were ongoing. For example, staff champions with roles and responsibilities to ensure high quality care of children had been introduced and further ways to capture achievements from home were in process. Regular audits of medication and of any accidents which took place in the service helped keep children safe and well.

Observations of staff practice, team meetings, and regular support and supervision helped support staff with their professional development. This helped deliver very good and excellent outcomes for 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 children. Therefore, we evaluated this key question as very good.

4.3 Staff deployment

Positive staff relationships with the children and their families was a significant strength of the service. Staff took time to speak to parents and were very patient and understanding. The small setting and limited numbers of children attending contributed to staff knowing the families really well. Parents told us:

- "My child is very well looked after, there is a great community feel about the nursery. Communication is key here and all staff are very supportive, not only with the children attending the nursery but the entire family."
- "The staff are so lovely and caring and genuinely have my children's needs and welfare at a high standard."
- "The staff at Westfield are so attentive and caring. If I go to them with any issues, they always think of a solution and help me. They are always welcoming."

Skilled and knowledgeable staff supported children's care, wellbeing, and learning. New staff were supported with an effective induction and mentoring system to help develop their confidence and skills in their role. There was a positive ethos of attendance which supported high quality outcomes for children. Parents contacted 'strongly agreed' or 'agreed' that they felt staff had the skills and knowledge to care for their child.

Staff deployment worked well to support the needs of the children. There were enough staff at key times, such as during lunch and at arrival and drop-off, to supervise, engage, and keep children safe and well.

Children were supported by staff who worked well together. The day-to-day routines were well organised and staff were confident in their roles and responsibilities. They communicated well throughout the day and

informed each other when they needed to leave to undertake a task. When doing so, they considered the needs of the children and ensured they were happy and safe before moving away.

Staff were enthusiastic and committed to ongoing professional development. They discussed the benefit of visiting other services and engaging with other staff from different settings. This contributed to high quality care and learning for children and families. Staff demonstrated a good knowledge of safeguarding children and infection prevention and control procedures to help keep children safe and well.

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

Staff should ensure that next steps build effectively on children's prior learning and development and support children's continued progress.

National Care Standards for Early Education and Childcare up to the Age of 16. Standard 4: Engaging with children.

This area for improvement was made on 8 February 2018.

Action taken since then

Children are progressing well. Learning experiences are planned in response to their interests and developmental needs.

This area for improvement has been met.

Previous area for improvement 2

The head teacher should continue to develop monitoring and evaluation approaches to support improvement objectives.

National Care Standards for Early Education and Childcare up to the Age of 16. Standard 14: Well managed service.

This area for improvement was made on 8 February 2018.

Action taken since then

Self evaluation and quality assurance processes are embedded in practice and lead to high quality care and support.

This area for improvement has been met.

Previous area for improvement 3

To protect children from the risk of cross infection, the manager should ensure that high standards of hygiene and infection control are consistently maintained.

National Care Standards for Early Education and Childcare up to the Age of 16. Standard 2: A safe environment.

This area for improvement was made on 8 February 2018.

Action taken since then

The nursery is clean and tidy. Staff follow appropriate infection prevention and control measures when supporting children in their personal care. Handwashing is embedded in practice.

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	6 - Excellent
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?	6 - Excellent
3.1 Quality assurance and improvement are led well	6 - Excellent

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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