

ABC Nursery Above and Beyond Childcare Day Care of Children

The Bungalow
Dunkeld Road
Aberfeldy
PH15 2AQ

Telephone: 01887822657

Type of inspection:
Unannounced

Completed on:
30 January 2025

Service provided by:
ABC Nursery Above and Beyond
Childcare Limited

Service provider number:
SP2023000438

Service no:
CS2024000094

About the service

ABC Nursery Above and Beyond Childcare is registered to provide a day care of children service to a maximum of 26 children aged up to and including 8 years of age at any one time.

The service is in the town of Aberfeldy, within Perth and Kinross. The nursery has two playroom's with direct access to the nursery gardens. There is a kitchen, an office space, and children's toilet and changing facilities.

About the inspection

This was an unannounced inspection which took place on 29 and 30 January 2025. 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 registration information, information submitted by the service and intelligence gathered. In making our evaluations of the service we:

- spoke with children using the service and reviewed six responses to our survey by their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- Children were settled, happy, and having fun with their friends. They had developed positive relationships with staff which contributed to them feeling safe and secure.
- Children experienced relaxed and unhurried snack and mealtimes. Meals were cooked onsite, balanced, and nutritious which supported children to be healthy.
- Staff worked very well together they were compassionate, friendly, and motivated. It was evident they had children's best interests and wellbeing at the heart of their work.
- We encouraged the management team to continue to embed systems in practice to ensure their self-evaluation and quality assurance was robust, effective and provides a steady pace of change.
- Staff were respectful towards each other and worked well together which meant effective staff deployment ensured children were always well supervised and supported appropriately.
- To keep children safe and protected the provider should ensure that effective recruitment systems are in place.

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?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - 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 received warm and friendly support from staff who were kind, caring, and knew them very well. They had high aspirations for children which promoted their overall wellbeing and nurtured them through their daily experiences. There was a strong focus on children being empowered to be independent, staff were respectful towards children, taking time to listen to them, and sensitively responded to their needs. This meant children were well cared for and helped them to feel loved, safe, and secure. Children were happy, settled, and confident and keen to tell us of their experiences at nursery. They told us, 'I like the garden, and I can play with my friends' and 'I like to draw pictures for my mummy.'

Children were supported to reach their full potential through effective and detailed personal planning which supported staff to provide children with compassionate care. Children requiring extra support had clear strategies in place which staff used to provide care and attention that was right for them. Staff had developed trusting and positive relationships with families. They were central in planning their child's care which resulted in children's overall wellbeing being fully considered and their needs being met. Families told us, 'We've had really useful discussions about our child's care with their key worker, focusing on areas where they've needed a bit of extra support or areas where they are doing well. Being involved allows us to have a coordinated approach to supporting our child's development' and 'I have attended meetings with my children's key workers and work towards same shared goals with them.'

Children experienced relaxed and unhurried snack and mealtimes. Food was homecooked balanced and nutritious. Staff sat with children which provided opportunities to build close attachments and develop language skills which impacted positively on their health and wellbeing. Younger children were supported to eat and drink at a pace that was right for them and enjoyed nurturing interactions as staff sensitively supported them. Staff were knowledgeable on how to respond to a choking episode which contributed to keeping children safe. To enhance children's experience and learning further we suggested ways in which children could be provided with more choice and responsibility at mealtimes.

Children's rights were respected as personal care routines were carried out using sensitive and warm interactions. We observed a staff member talking a child through their routine with a calm and quiet voice. Children were able to sleep and rest in response to their needs, promoting good sleeping habits. A separate sleep room provided them with a calm and quiet area to rest and relax. This supported children's emotional security, wellbeing, and development.

Medication was stored safely, and paperwork enabled staff to understand children's health conditions. Effective procedures were in place to safeguard children, staff were knowledgeable on how to respond if they had concerns about a child's wellbeing. This contributed to keeping children safe and protected.

Quality indicator 1.3: Play and learning.

Staff provided children with a range of play experiences that were responsive to their current interests. This supported children to be engaged in their play in a meaningful way. Responsive and retrospective planning

ensured that experiences offered to children met their development needs and interests. We asked the management team to review staff's understanding of their role in providing learning outcomes through the activities they provided. This will further support children to learn through their play.

Children's successes and achievements were shared with families on a digital platform. These observations were individualised and focused. Staff tracked children's learning and progress well which helped them to identify the specific needs of children, and plan next steps in children's development.

Staff interactions with children were friendly and fun. We observed staff getting down to children's level, listening to them and responding to their requests. Most staff were skilled at using effective questioning to extend and further develop children's thinking. We asked the management team to undertake some quality assurance to help staff that required further support in this area of practice.

The older children's floor book evidenced their ideas and opinions mattered as children evaluated their experiences and revisited learning. We found floor books were not consistent in quality across age groups, some were descriptions of activities the children had experienced. We suggested ways in which these could be improved further to evidence depth and progression in learning and support all children to achieve their full potential.

Children's language, literacy and numeracy was supported well throughout their environments. Opportunities were provided for mark making, staff were spontaneously singing, and books sparked children's curiosity. Older children were fully engaged in finding shapes on a grid taped to the carpet, one child told us, 'Look a square.' We discussed how staff could make the large storage case located in the hallway full of natural loose parts more accessible to children. This would help develop curiosities and support them to sort and match in different areas of play.

Children formed a positive sense of belonging within their community. At the time of the inspection, the older children were practising a performance they were going to share with the residents of a local care home. A child told us, 'We are going to act out The Three Billy Goats Gruff.' Daily walks along the river, to the shops and playing in a large green space, opposite the nursery meant children could explore and become connected to their local and wider communities.

Children benefited from caring for the nursery dog 'Copper,' who was very much part of nursery life and loved by the children. Copper was calm and well behaved, and children were learning safe and positive behaviour around dogs. They told us, 'Copper is so soft' 'We love him,' 'We can stroke him at his back, look like this' and 'Copper keep's us safe.'

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.

Children spend a lot of their nursery day outdoors in the nursery gardens. These spaces were inviting and welcoming and resourced to provide children with fun, and interesting experiences. Children could experience physical, messy, and sensory play through a good provision of natural materials which encouraged their imagination, exploration, and enquiry skills. Small wooden huts furnished with rugs and

cushions and a basket of large warm blankets enabled children to have some quiet time in cosy surroundings if needed.

Children risk assessed their environments prior to play. One child told us 'You need to check everything to see if it's safe.' Additionally, nursery and outdoor risk assessments were in place to reduce harm and keep children safe, including loose parts being kept away from the fence. We showed the manager some larger loose parts and mud kitchens that were placed up against a low garden fence. On our second visit the staff had been responsive to our suggestions and these resources had moved further into the nursery garden. We asked the management team to ensure staff were adhering to the preventive measures within their risk assessments and signposted our 'Keeping children safe - look, think, act campaign' (SIMOA) to support reflective practice across the staff team.

The playrooms were well ventilated with lots of natural light. Resources were age and stage appropriate and displayed in a way that provided children with choice. Displays of artwork and photographs of children's families gave the message to children that they mattered. We found the older children's playroom was more inviting, and welcoming than the playroom for younger children. The staff were responsive to our suggestions and on our second visit had added plants, objects of interest, and textured materials to the wall. Lighting had been softened, and mirrors had been lowered to children's level, these improvements created a homely and warmer ambience.

Some infection prevention and control practices prevented the spread of infection. For example, the service was tidy, well organised, and clean. On a few occasions staff did not wash their hands after supporting children to wipe their noses. The service should further embed effective hand washing routines. We also highlighted to staff, in the older children's playroom, any preparation and consumption of food should be at the furthest point from the toilet door. This would promote children and staff's wellbeing and reduce the spread of infection.

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 improvements are led well.

The management team were committed, visible and supportive of staff. They had developed strong relationships with children, staff, and families. Positive working relationships with staff meant there was an ethos of mutual trust and respect between the staff team. This approach was promoting a happy, secure, and supportive environment for children and their families. Staff comments included 'We have good, strong leadership in our nursery, and because we are a small setting, we have good relationships with our management. I am confident to turn to them with any problems or needs and I am sure that they will care about it and take steps to help and make it better' and 'I strongly agree that my wellbeing needs are recognised and supported by leaders. I've received a lot of support from the management.'

The vision and aims of the service were displayed in the entrance of the nursery to promote a shared understanding. There was a welcoming ethos within the service, information was shared regularly and QR codes were available on attractive displays to inform families of play activities and learning. Most families who responded to our survey felt meaningfully involved in the setting. Their comments included, 'I feel that the level of consultation at the nursery is very good. The team are always looking for input on new ideas, and I know that they ask the children for their ideas too.'

A realistic improvement plan with achievable targets supported most staff to have a good understanding of the vision of the service and their role in improving outcomes. Some self-evaluation and quality assurance had been undertaken which enabled the team to assess the impact of improvements from the previous year. Staff reflected together within their playrooms and used a system to identify where they felt their strengths were and what needed improvement. We encouraged the management team to continue to embed systems in practice to ensure their self-evaluation and quality assurance was robust, effective and provides a steady pace of change. This will help maintain positive developments and support continuous improvements for children and families.

How good is our staff team?

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 4.3. Staff deployment

The management team recognised and valued the importance of ensuring the service was staffed to meet the individual needs of children and families. They were visible leaders and known to the children. They regularly visited the playrooms to assist staff with tasks or enable them to have time to eat and rest. Staff communicated well with one another and deployed themselves effectively across play spaces. These approaches meant children's routines were not disrupted through staff absence or breaks.

Staff were respectful towards each other and worked well together. They were happy, and most were confident within their roles. They met regularly with the management team to plan and share valuable information. This resulted in children being cared for in a consistent and caring way.

Staff were committed to their professional development and confidently told us of training they had attended and how it had improved children's experiences. For example, participating in a Nurture pilot programme and a communication champion role which supported staff to build children's confidence and resilience.

The staff team had experienced some recent changes and were working well together to become an established team. We found there was a good mix of skills and knowledge within the team and staff members were enthusiastic and committed to enhancing children's experiences. Procedures were in place to maximise staff attendance and staff told us they felt supported, respected, and valued.

We sampled recruitment files and found some staff had not been recruited safely. For example, references and relevant checks had not been received before staff were employed. The provider should ensure that effective recruitment systems are in place to keep children safe (see area for improvement 1).

Staff members new to the team were complimentary of the management team and other staff members whom they found approachable and supportive. They were provided with an induction that informed them of key policies, and nursery systems. We asked the manager to consider further developing the induction programme to include staff's reflections on their practice. This would support new staff further to gain confidence in their roles and responsibilities. We signposted the manager to the 'National Induction resource' to assist them with this.

Families commented on the positive relationships they had with staff and told us, 'Staff are amazing with

the kids and have genuine bonds with them', 'They are very professional but also seem to know each individual family and their needs', 'They are also very approachable' and ' Staff are always on hand to listen, advise and support us as parents'.

Areas for improvement

1. To keep children safe the provider should ensure that staff are recruited safely with references and the relevant checks being received before staff work with children.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I am confident that people who support and care for me have been appropriately and safely recruited' (HSCS 4.24).

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	5 - Very Good
1.3 Play and learning	4 - 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?	4 - Good
4.3 Staff deployment	4 - Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.