

# Great Western Pre-School @ Great Western Road Day Care of Children

356-358 Great Western Road  
Aberdeen  
AB10 6LX

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**Type of inspection:**  
Unannounced

**Completed on:**  
19 February 2025

**Service provided by:**  
Lorndale Aberdeen Limited

**Service provider number:**  
SP2013012192

**Service no:**  
CS2013321312

## About the service

Great Western Pre-School @ Great Western Road is registered to provide a care service to a maximum of 70 children at any one time from birth to those not yet attending primary school.

The service is located in a previously residential building which has been adapted for use as a daycare of children setting within a residential area of Aberdeen. Children are cared for over three floors and have access to a sensory room and enclosed outdoor play areas.

The service consists of three areas on different floors, Snuggle bugs for children aged birth to two years, Caterpillars for children aged two to three years and Owls for children aged three to five years.

## About the inspection

This was an unannounced inspection which took place between 09:30 on 18 February 2025 and 12:30 on 19 February 2025. The inspection was carried out by two inspectors 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:

- Spent time with children using the service and spoke to five of their parents/carers.
- Received 14 responses to our request for feedback from parents and staff via our online questionnaire.
- Spoke with staff and management.
- Observed practice and children's experiences.
- Reviewed documents.

## Key messages

- Children experienced warm, caring, and nurturing approaches from staff who knew them well.
- Children were happy, confident and having fun.
- Children benefited from a warm and homely environment that was very well resourced. This contributed to them having high quality play and learning experiences.
- Children and families benefitted from a service committed to continuous improvement.
- Effective staff deployment ensured that the needs of children were well met throughout their day.

## 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 attending the service were settled, happy and confident. They experienced warm, caring, and nurturing approaches from staff who knew them well. Parents told us they had a strong connection with the staff caring for their children. One parent said, "We are very pleased and have complete trust in the staff working with our child, they know [our child] so well." As a result, children were well supported and felt safe and secure.

Personal plans were in place for each child. These were completed in collaboration with families to ensure information was current and reflected their needs, wishes and choices. This approach ensured consistency and continuity in care routines. These were regularly reviewed to ensure that all information was current. Families told us they had regular chats with staff to share information and they felt included in their child's care. One parent commented, "I was actively involved in my child's support plan with face to face meetings, calls and feedback at the end of the night about strategies." Another parent shared, "We are provided with continuous updates on development and I know I can discuss any areas with the team."

Children were provided with appetising and nutritious meals and snacks. Overall, mealtimes were well organised, unhurried and supportive of children's needs. Staff sat with children as they ate, promoting conversation and providing effective supervision to keep them safe. Children were encouraged to be independent and older children benefited from opportunities to set the table, pour drinks, self-serve and clear away dishes. Children's allergies and food preferences were well catered for through staff awareness of any allergies or dietary requirements. This supported children's health and wellbeing.

Personal care was sensitively supported and promoted children's independence, privacy and dignity. Staff were respectful of children's wishes throughout these experiences. Appropriate storage and systems were in place to support the safe administration of medication. Medical consent forms were completed with parents. Clear protocols supported staff to know the signs, symptoms, and actions to take where a child may require medication. This helped keep children safe and well.

Children's safety and wellbeing were supported through sensitive arrangements for sleep routines. Staff followed family preferences, and were responsive to individual children's needs throughout the day. Cosy, quiet spaces were available in the older children's rooms where children had the opportunity to rest and relax when required. A child told us, "If you are tired you can have a nap with a blanket and a sleeping mat." This helped them rest and feel energised for the afternoon.

Children's safety was promoted through staff's understanding of their role in identifying, recording and reporting any safeguarding concerns. Staff attended regular child protection training and a detailed policy was in place to support staff in the processes should they identify a concern.

### Quality indicator 1.3 Play and learning

Children were having fun as they experienced high quality play and learning opportunities. Children enjoyed working together to create models with blocks, cooking in the role play area and exploring the sensory play experiences on offer. As a result, children confidently led their learning.

Children's physical health and wellbeing was promoted through daily outdoor play. Children had the opportunity to take part in regular rugby and football sessions led by visiting specialists. Fully enclosed outdoor play spaces provided further opportunities for exploration and sensory experiences, as well as developing physical skills and managing risks. This supported children's wellbeing and resilience.

Parents commented positively on children's play and learning and one parent told us, "All the activities are changed regularly and look engaging and tailored to the children's needs. My child enjoys the outdoor environment and loves the sensory room." Another parent commented, "There is always so much to accommodate my child's curiosity." This meant children were engaged in sustained play experiences throughout the day.

Children were well supported to achieve and progress. A balance of responsive and intentional planning was used to respond to children's interests. Observations of the children at play helped identify and develop next steps to support children's learning and progression. A focus on real life experiences, schematic play and individual planning ensured children experienced meaningful learning. For example, children's interest in animals had resulted in a trip to a local petting zoo.

Staff were responsive to children's requests in their play and intervened at appropriate times. This contributed to children feeling valued and having the ability to lead their own learning by following their interests. Most staff interactions extended and developed children's individual learning. The manager advised further training was planned to support this.

Literacy and numeracy opportunities were woven throughout the play spaces and were very well promoted through the varied range of experiences. For example, a wide range of reading materials including newspapers and magazines and a variety of measuring items available at the sand and water areas. Staff understood the importance of language development and we saw children and staff sharing stories, dancing and singing songs and rhymes throughout the day. Counting, sorting and matching were encouraged as children selected and tidied away their mark making resources.

Children benefitted from regular opportunities to visit nearby woodlands to explore the natural environment. Strong links with their community had been developed through walks to local parks, library, shops and visits to local sheltered housing residents. This approach stimulated children's interest and feeling of inclusion in the local community and enhanced their play and learning opportunities.

### 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.

Children experienced a setting that was clean, comfortable and welcoming where they could play and learn. Spaces were interesting and well resourced, promoting curiosity and a sense of wonder. For example, attractive role play areas contained many real life resources such as food packets, tins, weighing scales,

menus, pots and pans. These opportunities supported children's developing imagination, social skills and creativity.

Displays around the environment showcased children's artwork, creations, photographs and writing. As a result children felt valued as they were able to share their learning with family and friends. This gave a strong message that children mattered and enabled children to take pride in their work and celebrate their achievements.

Staff were clear on their responsibilities and children were supported to care for their resources and surroundings. This promoted children and staff ownership and pride in their environment.

Staff implemented infection, prevention and control routines to minimise the potential spread of infection. Staff undertook regular cleaning and sensitively supported children to wash their hands at various times throughout the day, promoting a safe environment for children.

Overall, children experienced a well maintained environment. We discussed the importance of reviewing the maintenance of furniture and fittings as a few pieces of furniture and areas of decoration showed signs of wear and tear. We identified a few minor repairs needed which were immediately actioned.

Children's safety was supported by the risk assessments which were in place. These covered the indoor and outdoor environment as well as individual needs. The setting was safe and secure with controlled entry and separate enclosed outdoor areas for younger and older children. Children were encouraged to participate in risk assessing and were keen to tell us how they kept themselves safe. One child said, "We wear a high vis vest when we go to the play park and forest school."

Children's personal information was stored securely to ensure families privacy and confidentiality.

## 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.

Children were cared for in a service with clear vision, values and aims. These were displayed and shared with parents, which supported them to know what to expect from the service. Management told us these were under review, along with the service policies. They planned to include all staff and parents in this review to ensure that the views of all stakeholders are included.

Gathering the views of children and families was important to the service. This helped them to engage in a cycle of continuous improvements through reflective practice. The feedback we received from parents highlighted they felt they were involved in a meaningful way to help develop the service. Suggestions had been acted upon and were reflected in the service improvement plan. This focused on key areas, such as developing the outdoor learning environment and increasing learning opportunities within the community for children. One parent commented, "We are regularly asked for our opinion or input into policy or learning environments." Another parent told us, "Nursery will often seek feedback on how to improve their service." This meant families felt included in the life of the setting.

Self-evaluation and quality assurance processes led to sustained and positive outcomes for children. A quality assurance calendar had been developed to support all staff in their roles within the organisation's quality assurance framework. A range of quality assurance processes were in place to enable reflection on

the service and planning for improvements. These were used to highlight strengths as well as areas for development. Regular team meetings provided opportunities to share ideas, support and reflect for improvement. This was supporting children's play and learning across the service. For example, following staff reflection the construction area had been extended to ensure ample space for children's problem solving and creativity.

Leadership at all levels was actively encouraged. This empowered staff to share their individual skills and knowledge. Staff interested in outdoor learning led regular forest sessions to enrich outdoor experiences for children. This approach built on existing strengths and supported all staff to further develop their practice and skills.

## 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.

Children were supported by motivated and enthusiastic staff who were committed to their role. Positive relationships had been developed and parents told us staff were, "Friendly, welcoming and nurturing." Parent comments about staff included, "Engaging staff go above and beyond to make our child feel welcomed and supported." "The team are so helpful and accommodating, you can tell they genuinely care about their work." "My child thrives in this nursery" and, "It is like a family."

Children were cared for by a staff team who worked well together, making good use of each other's knowledge and skills. Tasks were shared, and staff took responsibility for areas where they had particular knowledge or interest. Staff helped each other, moved around the setting, and responded to children's needs by positioning themselves where they were needed most. Staff breaks were planned to minimise impact on the children whilst enabling staff to rest and be refreshed. This helped to ensure that children were safe and well supported.

Regular meetings and support from management ensured staff felt professionally and personally supported. Staff told us they felt that they received supportive feedback on their work and felt able to approach the leadership team for wellbeing support or with ideas to improve the service. This contributed to a positive ethos within the service.

Staff were competent and encouraged to develop their skills and knowledge further. Staff told us how recent training including child protection and planning for children's learning had positively impacted on their practice. This meant staff could share learning to improve provision and outcomes for children.

## 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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