

# Przedszkole - Polska Szkoła im sw Stanisława Kostki w Aberdeen Day Care of Children

Albyn School Ltd  
17-23 Queens Road  
ABERDEEN  
AB15 4PB

**Type of inspection:**  
Unannounced

**Completed on:**  
22 February 2025

**Service provided by:**  
Polska Szkoła im sw Stanisława Kostki  
w Aberdeen

**Service provider number:**  
SP2019013340

**Service no:**  
CS2019376257

## About the service

Przedszkole - Polska Szkoła im sw Stanisława Kostki w Aberdeen provides a day care of children service located within Albyn School, Queens Road, Aberdeen.

The service is accessible by foot, car and by bus. The service is registered to provide a care service to a maximum of 70 children aged between three years to those not yet attending primary school at any one time.

Adult:child ratios will be a minimum of: three years and over 1:8 if the children attend more than four hours per day or 1:10 if the children attend for less than four hours per day.

The service will operate on a Saturday only during term-time and will have exclusive use of the The Sunshine Room the Rainbow Room the Anti-Preschool Room 1 and the Anti-Preschool Room 2 situated in the Oliver Wing within Albyn School. The service may also have use of the library gym hall theatre class and dining room.

The service is a Polish speaking service where children and staff will communicate in Polish. Children learn to be fluent in the Polish language and learn about the Polish culture.

## About the inspection

This was an unannounced inspection which took place on 1 February 2025, 8 February 2025 and 15 February 2025 between the times of 09:30 and 13.30. 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.

To inform our evaluation we:

- Spoke with children and families
- Received 15 completed questionnaires
- Spoke with staff and management
- Observed children's experiences
- Reviewed documents.

## Key messages

- Parents were very happy with the service and celebrated the staff.
- The Polish culture and language was highly celebrated. This supported children to feel nurtured, respected, and proud of their heritage
- Children enjoyed their time at nursery with staff who were caring and nurturing.
- Experiences for children were well organised and were made welcoming for children to promote their interest.
- Some play experiences did not yet promote enough challenge to extend children's existing knowledge and skills.
- The manager and staff had made important improvements to the service and were committed to continue this.
- Children, families and staff were involved in influencing change and continuous improvement of the service.
- Staff were deployed appropriately throughout the day and this meant that there were the right number of staff available to meet children's needs.

## 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?	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?

4 - Good

We evaluated different parts of this key question as very good and good, with an overall grade of good. Several strengths impacted positively on outcomes for young people and clearly outweighed the areas for improvement.

### 1.1 Nurturing care and support

The Polish culture and language was highly celebrated. This supported children to feel nurtured, respected, and proud of their heritage. Children were comfortable speaking and playing using the Polish language and benefited from the opportunities to learn and have freedom of communication that some would not yet have, when speaking in English. A few children who did not yet speak fluent Polish were well supported by staff who used a mixture of both Polish and English languages with them. Parents who responded to our online questionnaire were very happy their child had this opportunity. Comments included, 'Learning your mother tongue in this environment is natural and effective. It will certainly benefit in the future', 'I like my child is learning Polish and playing with other kids' and 'This school is a Saturday school only and is an additional job for most staff members. They put all their heart into it and help to create a fantastic Polish community.'

Staff supported children through kind and responsive interactions. Many children approached staff to show them their craft creations or to share their play idea. Staff listened to children and were always interested in what they had to say. This helped children feel respected and gain a sense of achievement. Children had formed good friendships with others with many laughing and enjoying play together. A parent told us, 'There is a caring approach and attention to their (children's) wellbeing. The atmosphere here exudes warmth and understanding.' New children were gently and kindly shown around the room and where some of their preferred toys may be found. They were cared for during the session by a designated key worker to support them to settle into the new environment. This supported all children to feel welcomed.

Staff knew the children in their care well and were sensitive to their needs and preferences. This enabled staff to provide support in ways which best met children's individual needs. All children in the setting had a personal plan which was based on information gathered from parents when they first started. Gathering information and the effective use of personal plans had been a key area of development. This had been completed successfully and helped to ensure that children were at the centre of their care. Some parents were involved in the six month review of their child's plan however, not all had had this opportunity yet. This formed part of the settings improvement plan.

Lunchtime was a sociable occasion where staff encouraged children to chat and share their thoughts. Parents provided a packed lunch for their child. Staff worked closely to ensure the meals that parents provided were healthy and items such as small fruits were prepared safely to prevent any choking hazards. Throughout all groups, staff sat with children and encouraged social skills and family style communication. Children were familiar with the routine and were all supported to wash their hands, helping to keep them safe. Children had opportunities for independence such as opening sandwich bags. Staff were there to lend encouraging support when needed. Staff were aware of any dietary needs of children and how to supervise this in practice to keep children safe.

Children who required additional support were cared for in a way that met their needs. Some children required support with language, settling in or understanding their difficult emotions. Most staff were

knowledgeable on how each child should be individually supported. Less experienced staff were well mentored to continue to develop their knowledge and skills on how to do this.

### 1.3 Play and learning

Children had fun as they experienced quality play and learning. Children enjoyed a wide variety of play such as sensory activities, like rice in a large tray and making slime, valentines and space themed crafts, construction materials and large scale junk modelling, stories and songs, music and movement along with puzzles and games.

Staff had developed an improved balance of spontaneous play and planned activities. Experiences for children were well organised and were made welcoming for children to promote their interest. Children had freedom to explore and choose how they wanted to spend their time. We heard laughter and happy chat throughout our visit, as staff supported children to be curious, experiment and try things out for themselves. Parent comments included, 'My son often brings home his pictures and tells me what he made. I am happy my son isn't rushed and is able to choose activities and areas of the room he wants to play at.'

Most staff had increased their understanding of learning through play and used this well to support children. Some play experiences did not yet promote enough challenge to extend the learning for children in the moment. For example, one activity was based on teaching children colours in the Polish language however, some children participating knew these confidently and were not challenged further. Staff should continue to develop their confidence and skills in how to adapt the play to extend each child's existing knowledge. This will further support children to reach their potential. This continues to be a key area of development as identified by the service.

Progress had been made in observation and planning for children's learning which helped support children in their development. Staff were developing their knowledge which was beginning to impact positively. Observations and assessments were of a rising quality and beginning to show how children were progressing. A mentoring programme was in place to support less experience staff and ongoing training was in place. This will further support children to reach their potential. This continues to be a key area of development as identified by the service.

## How good is our setting?

4 - Good

We evaluated this key question as good. We found several strengths that impacted positively on outcomes for children and clearly outweighed areas for improvement.

### 2.2 Children experience high quality facilities

Children were being cared for in a welcoming, spacious and bright environment which provided them with a wide variety of play and learning opportunities. The layout of furnishings, toys and materials enabled children to make choices about their day. Staff worked with the provider of the building, Albyn School, to share play equipment where possible. Staff also supplied additional resources each session to meet the needs and interests of the children attending. The setting was clean with no clutter, resources were all accessible to children and were in good condition.

A garden area was available for children. Staff worked well to ensure children had access to this during the session. Children enjoyed their time outside playing games with staff, running, climbing and balancing with friends. Some areas of the garden would benefit from more resources and development. We encouraged the

setting to work with the building provider to have increased access to equipment and develop the area together. Children had access to the school gym hall on extreme weather days. This meant children had a range of ways to experience active play which supports them to be healthy.

A positive relationship with the building provider ensured that any maintenance issues were reported and dealt with. Staff carried out checks of the allocated spaces before each session to ensure that areas were clean and safe for children to use. Staff took care and time to ensure spaces and equipment were clean and tidy at the end of session. This helped ensure safe and suitable play spaces for children.

Children's safety was promoted by the secure access to the building. Staff worked well together and had a good awareness of where children were. This ensured children were effectively supervised during play. Infection control procedures were in place such as cleaning tables before meals and there were appropriate handwashing facilities available. We observed children following good handwashing practice and that they were reminded to do this before meals. This helped children learn good habits and to keep them safe.

## How good is our leadership?

4 - Good

We evaluated this key question as good. We found several strengths that impacted positively on outcomes for children and clearly outweighed areas for improvement.

### 3.1 Quality assurance and improvement are led well

A shared vision and set of aims were in place which were important to the community. These represented a mix of Scottish and Polish traditions and educational ethos. There were high aspirations for the service led by the manager, and staff reflected this through their practice. Parents who responded to our online questionnaire told us what they liked about the service. Comments included. 'This is my daughter's favourite place. The staff members are lovely, friendly and helpful and they always create very welcoming and homely atmosphere', 'Meeting Polish kids and learning more Polish' and 'Meeting new friends, socialising, building positive relationships with staff, exploring the nursery and building self-confidence.'

Children and families were involved in influencing change and continuous improvement of the service. Children were asked to share how they enjoyed activities such as stories or playing outside using smiley faces. Web maps gave opportunities for extended ideas and discussion on topics such as 'what do you like about nursery?' Staff used this information from children to plan for future activity ideas. Questionnaires for parents asked for feedback on areas such as, preferred communication methods, how their child had settled, and what can be improved in nursery. Parent feedback was consistently very positive. Through our questionnaire one parent suggested 'Different times for different groups to drop off and pick up.' Families could be more involved throughout the year to further support partnership working. This formed part of the settings future development plan.

Self-evaluation activities had been implemented throughout the year to reflect against guidance and best practice documents. Staff were reflective on their learning so far and how this had led them to improve their practice as a result. Staff were keen to tell us about their successes and the important differences their improved practice made to the children. The manager led the quality assurance process effectively. Discussion showed that they had a very good understanding of what was happening in their service. A detailed improvement plan was in place which had been created using feedback from the Care Inspectorate, parents, children, and staff. The team were all committed to working toward the goals set.

**How good is our staff team?****5 - Very Good**

We evaluated this key question as very good. We found significant strengths in aspects of the care provided and how these supported positive outcomes for children.

**4.3 Staff deployment**

The whole team were committed to delivering a high-quality service for children and families. Staff and management were welcoming, approachable and engaged well with the inspection process. Management of the setting knew their team well and staff felt well supported by their manager and each other. Staff were supported to develop their skills and interests through effective mentoring, training and ongoing support. This had resulted in ongoing improvements to the experience of children and the self confidence in staff.

Staff were deployed appropriately throughout the day and this meant that there were the right number of staff available to meet children's needs. Consideration had gone into the long term staffing plan which now meant that each group was led by an experienced practitioner who was familiar with the Scottish curriculum. This had made a positive impact to the experiences of children and the progress of the nursery. One parent told us, 'The nursery groups have become smaller than they were a couple years ago, which means that the teachers can better focus on the children.' Staff had a range of experience and qualifications in childcare. Consideration was given to this when allocating the core staff for each group. Staff worked well together as a team, which helped support the positive improvements and quality care of the children.

Staff absences were well managed and parents were made aware of any changes when possible. Familiar staff from the school were available to cover any short notice absence. This helped support children receive continuity of care and helped them feel safe and secure.

All staff had completed core training such as first aid and child protection. Staff showed their understanding on how to care for children in an emergency or what they should do if they have any concerns about a child's wellbeing. An ongoing training programme for staff included areas such as, the role of the teacher, planning activities for children and child development. This had had a positive impact on the improved experiences for children. Staff were keen to learn new skills with many attending additional courses or training outwith their key role.

Regular staff meetings were held which allowed staff time to develop a positive team approach, discuss any needs of children and developments for the service. Staff showed commitment to attending these and told us about how they were important to the care of children.

**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 ensure that children's current needs and preferences are known to all staff and are consistently planned for and met, children's personal plans should be up-to-date and relevant.

This should include, but is not limited to:

- Personal plans containing detailed information about children's needs and preferences and how these will be met.
- Personal plans being reviewed and shared with parents/carers at a minimum of every six months.
- Staff having knowledge of children's personal plan and understanding their role in supporting children in accordance with these.

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

'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

**This area for improvement was made on 3 December 2022.**

### Action taken since then

All children in the setting had a personal plan which was based on information gathered from parents when they first started. Gathering information and the effective use of personal plans had been a key area of development. This had been completed successfully and helped to ensure that children were at the centre of their care.

**This area for improvement has been met.**

## Previous area for improvement 2

To support children to have fun as they experience high quality play, learning and development opportunities, the provider, manager and staff should ensure that children are meaningfully leading their own play through balanced play based activities.

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 am supported to achieve my potential in education and employment if this is right for me' (HSCS 1.27).

**This area for improvement was made on 3 December 2022.**

### Action taken since then

Staff had developed an improved balance of spontaneous play and planned activities. Experiences for children were well organised and were made welcoming for children to promote their interest. Children had freedom to explore and choose how they wanted to spend their time.

**This area for improvement has been met.**

## Previous area for improvement 3

To support children in their learning the provider, manager and staff should ensure that meaningful observations and effective assessments are in place to inform children's learning and progress.

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 am supported to achieve my potential in education and employment if this is right for me' (HSCS 1.27).



This area for improvement was made on 3 December 2022.

#### Action taken since then

Progress had been made in observation and planning for children's learning which helped support children in their development. Staff were developing their knowledge which was beginning to impact positively. Observations and assessments were of a rising quality and beginning to show how children were progressing.

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](http://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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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