

# The Lossie 2-3 Group Day Care of Children

The Warehouse Theatre  
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Lossiemouth  
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**Type of inspection:**  
Unannounced

**Completed on:**  
30 April 2025

**Service provided by:**  
The Lossie 2-3 Group

**Service provider number:**  
SP2023000162

**Service no:**  
CS2023000258

## About the service

The Lossie 2-3 Group provides a day care service for up to 15 children aged 2-3. Additionally, an out of school service is provided for up to 15 children of primary school age. The service provision for primary school age children does not operate at the same time as for pre-school children. On the day of the inspection there were 7 children attending the day care service and 5 children attending the out of school service.

The service operates from a purposely refurbished building and is located in the coastal town of Lossiemouth. Children are cared for in a large playroom and have direct access to a secure outdoors area. The building also houses a community hub which has a separate entrance.

## About the inspection

This was an unannounced inspection which took place on Monday 28 April 2025, between 09:15 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:

- Observed practice and children's experiences
- Spoke with the staff and manager at the service
- Spoke with children during their play
- Gathered feedback about the service from families
- Reviewed documents.

## Key messages

- Children were supported by staff who were kind, caring, and nurturing and this supported their overall wellbeing.
- Children were able to lead their own play indoors and outdoors, and were confident and happy learners.
- Children were being cared for in a well laid-out, airy environment.
- The service should continue to develop and embed self-evaluation and quality assurance processes to help inform the service improvement plan.
- The staff team worked well together and the culture was one of support and respect.

## 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.

### 1.1 Nurturing care and support

Children were nurtured and supported through their daily experience, by kind and caring staff. They were supported with respect, lots of praise and cuddles when needed, which helped children to feel safe, confident and secure. For example, younger children's skills and independence were promoted as they put their splash suits on to go outside. Older children attending the after-school service were supported to settle in and could choose where to play or rest. The friendly chat with staff helped them to feel secure and valued. Parents agreed that their child was well cared for in the service. One said, "All the staff are wonderful. Very friendly and welcoming. Fantastic with all the children. I have a good relationship with all the staff."

Mealtimes were a positive and relaxed experience overall. Children were supported to serve themselves at the table and pour their own drinks. Staff sat at the table and ate alongside children, making it sociable and homely and enabling staff to closely supervise. A weekly soup and sweet lunch with senior people at the local football club gave children opportunities to try different foods within the wider community. Fresh water was available all day to ensure that children could remain well hydrated. We encouraged the service to continue to work with good practice guidance to further refine children's planning and involvement in mealtime preparation.

Children were provided with places to sleep or rest when they felt tired. The quiet areas were inviting and a few children chose to rest or read on cushions. The service had developed a protocol for agreeing and reviewing sleep arrangements with parents, in line with good practice guidance. Parents told us that they were kept well informed of where and when their child had had a nap. This was helping to promote good habits around sleeping.

Children's overall wellbeing was supported through the effective use of personal planning. Children's information was kept alongside learning profiles and staff knew children's needs and preferences well. For children who needed additional support, plans were in place which included information from parents and other professionals. These helped to support continuity of care and were regularly reviewed with parents through termly meetings. The manager and team were skilled and experienced in supporting families and had built positive relationships to enable this. We advised the service to further develop personal plans for children in the after-school service, to ensure continuity of care between home and the service. Children were kept safe by staff who had recently undertaken training on, and demonstrated good knowledge of safeguarding children.

### 1.3 Play and learning

Children had fun and were happy and enthusiastic learners. They were mostly able to lead their own learning and benefitted from opportunities to free-flow between indoor and outdoor play. Staff interactions were positive and supported children's interests. For example, outside in the garden, staff supported children to use the hose to fill a watering can and water the plants. Indoors, children were supported to role play in the home corner and at the doll's house.

Planning approaches had been developed by the staff with support from the local authority early years team, and these supported staff to effectively plan for children's progress and development. Staff had undertaken training on observations, planning and incorporating children's views, and were beginning to identify next steps to support individual learning more consistently. We advised the service to incorporate intentional planning alongside their child-led planning, to enable staff to track progress more effectively.

Routine gatherings were used to support transition times, for example before snack and lunch. However, these were too long and led to some children becoming disengaged. We acknowledged that these gathering times were used to promote learning in literacy through rhymes and action songs, however a review of this could help to ensure that children have more choices over where and how they play.

Children benefitted from experiences which helped them to develop skills in language, literacy, and numeracy. Books were available indoors and outdoors and we saw children taking opportunities to read throughout the day. Mark making and playdough gave opportunities for children to develop pre-writing skills. We suggested that adding more environmental print to the play spaces, and finding ways to incorporate numeracy into the experiences on offer could further enhance children's learning. We also advised the service to consider further outdoor resources which would support the interests of older children.

Children's opportunities for play and learning were enhanced through well-established connections to their own and wider communities. Parents told us that they valued the approach to community involvement. One parent said, "The eco committee and planting the mammas grass for the costal erosion project, I think this was great to get the young people involved and have their voice heard." We agreed that community involvement this was a strength of the service and was leading to positive outcomes for children.

## 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.

The playroom was bright and airy, and children had ample space to move around. Staff had gathered children's views on the room and had rearranged it to create attractive and inviting spaces for play and rest. This gave children the message that they mattered and had ownership of the room. Indoors the playroom was well-stocked with open-ended resources which were easily accessible to the children. There were opportunities for messy and creative play, including paint and water. This meant that children could choose from a wide variety of stimulating play resources.

Children benefitted from regular opportunities to play outside. Outdoors the garden was thoughtfully laid out with a variety of surfaces. Water play and other sensory play was well supported, and the children enjoyed planting and caring for herbs and flowers. Some of the older children had worked with the local Men's Shed to install a bug hotel in the garden. This helped to broaden their knowledge of the natural world.

Children were encouraged to understand the impact of risky play and supported to make positive choices in order to keep safe. Risk assessments had been completed to help identify any possible hazards, both indoors and out. Accidents and incidents were being recorded. We advised some changes to the documents being used to capture this information so that audits could be effectively carried out.

Children's health was promoted by staff's understanding of infection prevention and control. Children were effectively supervised when handwashing before and after meals. Toilet and nappy changing facilities were clean and appropriate. Children's privacy was protected by the safe storage of their information, including electronic and paper files.

## 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.

The service recognised the importance of inclusion and working together with families and this was a strength of the service. Parents told us that they were welcomed into the service and that they were involved in meaningful ways to help develop the setting. They agreed that their children were involved in suggesting and making improvements. For example, one of the children attending after school had created QR codes to enable the service to gather families' views. Parents were invited to play and stay sessions and to other seasonal events such as an afternoon tea for Mother's Day. They were welcomed in at the end of the day where they received quality information on their child's day. We encouraged the service to continue to identify ways of involving all parents in all aspects of the service, to ensure that the service continues to offer what children and families need and want.

The leaders within the setting valued the contribution from staff to make changes to support continuous improvement. They recognised the benefit of encouraging staff to take ownership and responsibility for changes. Regular team meetings had been introduced and staff spoke positively about the support provided by the management team. This contributed to a positive ethos and as a result, staff felt valued for their contributions.

Self-evaluation and quality assurance of the service had been based on the areas for improvement identified in the previous inspection report. The staff team had been supported by the local authority early years team to develop their approaches. This had led to improvements on a number of aspects of the service, including sharing information on children's development and learning, and the environment. A quality assurance calendar was in place and shared with staff and this was beginning to promote consistent and improved outcomes for children. We advised the service to continue to embed the self-evaluation and quality assurance systems now in place, and to continue to build on progress within all aspects of the service.

## 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.

Children were supported by a team who worked well together. Staff knew children and families well and had built positive relationships with them. They communicated well with each other throughout the day and this supported them to meet children's needs. Staff interactions were positive to support children's care, wellbeing and self-esteem. Staff were kind and committed to supporting children and their families. This created a positive ethos and contributed to good outcomes for children.

Staff deployment had been reviewed since the last inspection and was more effective in meeting children's care needs. For example, staff took their lunch breaks before or after the children's lunch service. This led to a much calmer and more positive lunchtime experience for everyone in the service, as there were more staff available to support children at busier times. We advised the service to further review deployment when

free-flow play was in operation, to ensure that quality play and learning was supported both indoors and outdoors. The manager was keen to make further changes in order to address this.

Staff were committed to developing their skills and knowledge. They were enabled to identify their own training needs and had recently taken part in observations training. They talked with enthusiasm about the positive changes they had made to their practice as result of this. We encouraged the leaders to continue to develop opportunities for staff to reflect on the impact of changing practice on children's outcomes. This could help to identify future training needs and service improvements, and help the team to plan effectively for them.

Some staff were undertaking formal childcare qualifications and told us that they felt well supported by the leadership team and colleagues as they progressed. Staff who were new to the team also told us that they were supported by everyone in the team to settle in and become familiar with the role and responsibilities. This meant that children were supported consistently by people who understood their needs. Procedures were in place to ensure that new staff were recruited safely, and this helped to keep children safe.

## 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, development needs and progress, being effectively met, children's personal plans should be further developed and streamlined.

This should include but is not limited to:

- Ensuring that information is accessible to staff and can be clearly shared.
- Plans should be reviewed and updated as children's needs, challenges and achievements change, or at least every six months in line with legislation.
- All staff are knowledgeable about each child's health and wellbeing needs and that tailored care and support strategies are provided and used effectively to meet those needs.

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); and

'My care and support meets my needs and is right for me' (HSCS 1.19).

**This area for improvement was made on 30 April 2024.**

#### Action taken since then

The staff team had reviewed approaches to all aspects of personal planning. As a result, staff had access to relevant information to enable them to support children effectively. Families were regularly invited into the

setting to review plans as part of a review of their child's development. This was enabling the service to meet the needs of children more effectively.

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

## Previous area for improvement 2

To ensure children's medical needs are safely managed, the service must have in place robust procedures for the safe administration of medication. This includes but is not limited to:

- Ensuring that medical permission forms are fully completed by parents and carers prior to the administration of medication.
- Ensuring that medication administered is accurately recorded.
- Ensuring that staff are knowledgeable and competent in relation to the recording of medication in line with current best practice guidance.

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

'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

**This area for improvement was made on 30 April 2024.**

### Action taken since then

The manager had developed medication policies and procedures in line with updated medication best practice guidance. As a result, effective systems were in place to support children who required to have medication administered whilst in the service.

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

## Previous area for improvement 3

To ensure that children are kept safe, the provider should make sure that arrangements are in place to maintain a safe environment.

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

'My environment is secure and safe' (HSCS 5.19).

**This area for improvement was made on 30 April 2024.**

### Action taken since then

Robust and detailed risk assessments had been developed for all aspects of the service. Staff demonstrated a good understanding of their role in keeping children safe and were supporting children to manage risk during play.

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

## Previous area for improvement 4

To support children's wellbeing and promote the continued development and improvement of the service, the manager should ensure robust quality assurance systems are in place.



This should include but is not limited to:

- Formal monitoring of staff practice and providing staff with constructive feedback to support them to fully meet children's needs.
- Auditing all children's information recorded, including medication information, ensuring this corresponds between recording formats.
- Regular self-evaluation which involves parents and children.

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

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

**This area for improvement was made on 30 April 2024.**

#### Action taken since then

The staff team had developed effective approaches to self-evaluation, which were having a positive impact on children's experiences.

The manager and leadership team were continuing to develop their approach to monitoring of practice. Staff were benefitting from regular opportunities to discuss their practice with leaders and this was helping the manager to identify future priorities for development. The manager was committed to refining approaches to carrying out audits, in order to identify inconsistencies in practice and record-keeping.

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

#### Previous area for improvement 5

To meet the care and learning needs of all children, leaders and staff should work together to ensure effective supervision and quality engagement with children across the day.

This should include but is not limited to, ensuring staff have the skills and knowledge, and are deployed effectively, to promote high quality interactions and children's safety.

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

'People have time to support and care for me and to speak with me' (HSCS 3.16).

**This area for improvement was made on 30 April 2024.**

#### Action taken since then

The staff team had undertaken training and worked well together to develop their approach to supporting quality play and learning for children. They had reviewed staff deployment at busy times, such as lunchtimes, and this was helping to promote calm and sociable mealtimes.

The manager and staff were keen to further develop their approaches to high quality interactions and had made good use of support offered to them by the local authority early years team.

**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	4 - 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

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