

Lhanbryde Primary School Nursery Day Care of Children

Garmouth Road
Lhanbryde
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Telephone: 01343 843 778

Type of inspection:
Unannounced

Completed on:
5 June 2025

Service provided by:
The Moray Council

Service provider number:
SP2003001892

Service no:
CS2003016376

About the service

Lhanbryde Primary School Nursery is a day care of children service. It is registered to provide a care service to a maximum of 37 children not yet attending primary school, of whom no more than 5 are aged 2 years to under 3 years. There were 30 children present over the inspection. The service is provided by Moray Council.

The service operates from a main playroom and that has it's own kitchen, and toilet facilities, a smaller room has been equipped with a sensory area. A fenced outdoor play area is accessed directly from the playroom. There is an option outdoor play space situated within the grounds of the school, a short distance from the nursery.

About the inspection

This was an unannounced inspection which took place on 4 June 2025 between 8:45 and 16:15 and 5 June between 9:00 and 12:30. 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:

- spoke with five parents
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

As part of this inspection we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Children's overall wellbeing was being supported by the warm and caring approaches of the staff that helped children to form positive relationships and to feel secure.
- Children were involved in leading their own play and learning that helped to promote their choice and independence, they were happy and confident.
- The indoor and outdoor environments were being sensitively structured, to take account of the children's stages of development and to offer a range of resources and play materials that supported creative and curious play and learning.
- Children benefited from being cared for in a clean and comfortable setting that was equipped with good quality furnishings.
- The manager and local authority were beginning to create conditions where all people felt well-informed to share responsibility for the change process
- The relatively new manager was at the early stages of establishing a clear programme of quality assurance and self-evaluation that supported continuous improvement.

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?	3 - Adequate
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/people and clearly outweighed areas for improvement.

1.1 Nurturing care and support

Children's overall wellbeing was being supported by the warm and caring approaches of the staff that helped the children to form positive relationships and to feel secure. Children appeared relaxed, happy and confident. When children felt overwhelmed staff provided a calm and response that helped them to manage their emotions.

Personal care routines promoted children's independence, privacy and dignity. Suitable arrangements were in place for any child needing to sleep at the setting to support their development and emotional wellbeing. A quiet cosy area within the play room was being developed and it enabled children to choose comfort and relaxation. Children rested on the cushions and at times sat close to staff to share a story and sing some songs away from the hub of activities.

Children enjoyed eating together in small groups in an unhurried and generally relaxed atmosphere. Staff sat with the children at mealtimes and some also chose to eat with them, it enabled them to focus on the needs of the children and also helped to promote close attachment. Children shared in the preparation wiping and setting tables and cutting fruit for snack. The manager advised that mealtimes were being further developed so that children were able to be more involved in the delivery that supported their independence skills and choices.

A set rolling menu provided healthy food options and complied with children's dietary needs and/or food preferences. To help encourage children to remain hydrated through out the day, drinking water dispenser and cups were prominent and readily accessible within the playroom.

Staff knew the children well that helped them to promote nurturing relationships. Families had been involved in the creation of their child's personal plan such as health, specific needs and routines that helped to support their development. Staff were familiar with and had ease of access to identified strategies of support based on children's individual needs, although it was not always clear if or how these had been shared with families. The manager and staff were in the process of implementing a consistent programme of review that supported comprehensive sharing of information with families. It would help to ensure continuity of care and enable staff to respond to changes (see area for improvement 1 under 'What the service has done to meet any areas for improvement we made at or since the last inspection').

Chronologies also helped to identify children's needs and directed actions to support them well.

Parents told us that they felt able to share information with staff at handovers. They were happy with the care and support offered to them and their child.

1.3 Play and Learning

Children were involved in leading their own play and learning that helped to promote their choice and independence, they were happy and confident. A small group of children were busy and having lots of

conversations with each about what they were making with playdough and the different shapes and patterns. Children filled small pots of coloured paints and were busy painting pictures and making patterns with their hands. Children were using a variety of blocks and pieces of wood and materials to build and make structures, working out what would fit where.

Most children chose to play outdoors at various times, it enabled them to benefit from the fresh air. Staff encouraged them to change into outdoor clothing, it supported them to problem solve and develop fine and gross motor skills (muscle movement). Children were having lots of fun with water play using various tubing and jugs, children were digging holes in the mud and adding water watching it drain away, they were filling wheel barrows and making mounds. Small garden slabs created interest when a group of children decided to build a wall using wet sand and working out what to do with some prompts from staff. A couple of children were exploring the mud kitchen making soup with vegetables. A couple of children chose to help staff to plant flowers and they talked about how deep the hole should be and how much water was needed. Children made good use of the wicker den, they placed the cushions together and cuddled up to each other to read stories.

Staff were mindful of the routines of the day so that there were minimal interruptions, such as tidy up time. Children and staff enjoyed a small group activity that included memory games, reading a story together or singing songs/rhymes for a few minutes prior to lunch. It was beneficial to children's language skills and understanding. Some staff sang impromptu songs to and with the children. Staff and leaders were continuing to undertake a whole audit of the environment. It was beneficial to considering how spaces were being organised and used, and was helping to identify and address gaps in stages of development and quality learning. There was recognition that further developing natural and real materials, literacy and numeracy across the spread of play experiences, would lead children to see how things worked, to engage and explore their emerging interests.

The service had some approaches in place to evaluate children's progress and achievements. It had been recognised that observations had not always been informative and linked to children's interests and next steps of learning that supported their development. New assessment paperwork had been introduced and was in the process of being fully implemented. Responsive and intentional planning, whilst at an early stage of development and was being progressed to support assessment and learning.

Children's opportunities for play and learning were to be enhanced through children having stronger connections to their own and wider community. Children had visited the local shop and post office.

How good is our setting?

4 - Good

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

Children benefited from being cared for in a comfortable setting that was equipped with good quality furnishing. Neutral décor and full windows provided plenty of natural light and ventilation that helped to promote children's psychological wellbeing. It helped to give the message to children that they mattered.

The setting was clean and well-maintained. Staff were clear about the procedures for cleaning within the service to ensure a quality and safe environment for themselves and children in their care.

Infection and prevention control supported the wellbeing of children through practices such as good hand hygiene. Children washed their hands well before and after eating. We advised that encouraging and

supporting children to wash their hands following outdoor play and after blowing their nose, would also support robust practice. Where children needed personal care, the use of disposable gloves and aprons, also helped to minimise the potential spread of infection.

Overall, staff worked well together to remove risks both indoors and outdoors across the day. They were in the process of implementing sound practice that helped to ensure children were accounted for at all times and that the environment was safe and secure. Leaders should ensure that staff maintained a shared approach towards SIMOA (Safe, Inspect, Monitor, Observe, Act) good practice guidance that promoted safe practice. Consideration was also being given to children being more widely involved in managing risk, and to learn about their own limits so that they benefited from challenging and fun play experiences.

The indoor and outdoor environments were being sensitively structured, to take account of the children's stages of development and to offer a range of resources and play materials that supported curious play and learning.

How good is our leadership?

3 - Adequate

We evaluated this theme as adequate, where strengths only just outweighed weaknesses.

The manager of the setting had early years knowledge and experience. They had been in post for a relatively short period of time, after a somewhat unsettled period of management within the setting. There had been a focus on communication with families and they had been invited to share their views with the manager as a starting point for informing development of the setting. Changes had been made to the format and delivery of newsletters and on-line information about children's activities/events were being consistently posted for parents to see. Parents had also been invited to stay and play that enabled them to share in their child's learning and experiences. We discussed the benefits of meaningful parental involvement with the manager.

Ref: Me, my family and my childcare setting: A practice note for building stronger connections and meaningful relationships - careinspectorate.com.

Parents told us that they had appreciated being able to share their views with the manager. Specific comments included:

'I liked seeing the changes, particularly the garden, my child is really enjoying the different experiences and loves being outdoors'

'Stay and play is a good idea, I like sharing play with my child and seeing what they do'

'Communication has been much better lately and is working well, I feel more informed'

'I like being able to enter the setting and can speak with staff at handovers'.

Children told us that they had fun and liked lots of things at nursery. A child told us that being outside was the best, they liked digging and building. Another child told us I can pick my own paint to colour and I like to draw. A child was keen to show us how they were building a wall with small blocks and sand.

Children were beginning to have influence in relation to changes to their environment. We suggested that there could be wider opportunities to capture the child's voice in relation to changes.

The manager and local authority were beginning to create conditions where all people felt well-informed to share responsibility for the change process. It was helping staff to feel valued, and to have confidence in their capacity to support children and families to achieve their potential. A planned programme for staff

meetings helped to ensure that staff had protected time to reflect together, and to focus on continued improvement.

Leaders planned to refresh the vision for the setting that also reflected the aspirations of children and families so that it helped everyone to know what was important. The culture of self evaluation for improvement was at an early stage of development. An action plan had been developed, it was in the process of being used consistently to inform improvements within the setting. A method of quality assurance in relation to some systems such as medication, accident/incidents had been established. A comprehensive programme of observation and examination that helped to identify inconsistencies and aspects of practice that could be improved was being established. (see area for improvement 3 under 'What the service has done to meet any areas for improvement we made at or since the last inspection').

How good is our staff team?

4 - Good

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

Leaders had ensured that the service was appropriately staffed during the day to support the wellbeing of children. Staff had different roles associated with their levels of experience, skills and knowledge. Whilst there was a couple of relief staff due to unforeseen circumstances, children seemed settled, as core staff had remained consistent.

Daily responsibilities were shared between the staff to support children's experiences across the day. Staff breaks were planned to minimise the impact on the children whilst enabling staff to refresh.

There was scope to monitor the arrangements of staff positioning within play areas, so that staff consistently promote interactions and support to the children. We discussed this with the manager.

Staff worked well together and overall, they communicated with each other when a task took them away from their responsibilities. Arrangements were in place to promote continuity of care across the day and ensured positive transitions and communication with families such as drop off and pick up times.

Children experienced a warm and respectful atmosphere, staff interactions were caring and kind that was conducive to their wellbeing, confidence and self-esteem. This contributed to good outcomes for children.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By Friday 11 April 2025 the provider must ensure that risks posed to children are clearly identified and that appropriate action is undertaken to support their health and safety.

To do this the provider must at a minimum:

- a) ensure that all hazards are clearly identified and actioned
- b) all risks and any action identified to mitigate/eliminate such risk are clearly recorded and kept under review.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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 5.17) and

'I am helped to understand the impact and consequences of risky and unsafe behaviour and decisions' (HSCS 2.25).

This requirement was made on 20 February 2025.

Action taken on previous requirement

Hazards outside clearly identified and action had been taken to ensure that areas were safe for the children. Staff were positioning themselves to provide appropriate levels of supervision for the children. Risks had been clearly identified, monitored and reviewed.

Met - within timescales

Requirement 2

By Tuesday 6 May 2025 the provider must ensure the manager has sufficient time allocated to effectively manage and lead the service.

This is to comply with Regulation 4 (1)(a)(b) (welfare of Users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011(SSI 2011/10)

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

'I use a service and organisation that are well led and managed' (HSCS 4.23).

This requirement was made on 20 February 2025.

Action taken on previous requirement

The provider had ensured that the manager was well supported and had sufficient time to manage and lead the service.

Met - within timescales

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 overall wellbeing, the manager and staff should ensure that, children and families are central to the review of the personal plan through the sharing of information.

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 20 February 2025.

Action taken since then

There was an inconsistent approach to review of the care plan with families, strategies and individual risk assessments had not always been signed by parents confirming their involvement.

This area for improvement has not been met.

Previous area for improvement 2

To further support children to be meaningfully and actively involved in their play and learning, the manager and staff should further develop a balance of spontaneous and planned high quality play experiences that promotes children's curiosity, extends thinking and consolidates their learning.

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 can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

This area for improvement was made on 20 February 2025.

Action taken since then

Indoor and outdoor environments were being developed to promote children's curiosities and extend their thinking. Staff were being responsive to children to support their play experiences. It remained a focus area for improvement through observation and monitoring by leaders and staff.

This area for improvement has been met.

Previous area for improvement 3

To support continuous and sustained improvements, that enhances the delivery of high-quality practice and improved outcomes for all, leaders should establish robust methods of self-evaluation and quality

assurance.

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

'I am supported to give regular feedback on how I experience my care and support and the organisation uses learning from this to improve' (HSCS 4.8) and

'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 20 February 2025.

Action taken since then

The culture of self-evaluation for improvement was at an early stage of development and quality assurance systems had not been fully embedded.

This area for improvement has not 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?	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?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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