

Great Western Pre-School @ Portlethen 2 Day Care of Children

Muirend Road
Portlethen
ABERDEEN
AB12 4XP

Telephone: 01224 780999

Type of inspection: Unannounced
Inspection completed on: 24 November 2016

Service provided by:
Lorndale Aberdeen Limited

Service provider number:
SP2013012192

Care service number:
CS2013321314

About the service

The Great Western Pre-School @ Portlethen 2 registered with the Care Inspectorate on 29 May 2014. It is registered to provide a day care service to a maximum of 37 children at any one time, aged from birth to those not yet attending primary school. Within the overall maximum 12 children aged 0 - 2 years may be cared for in the rear playroom. The care service can operate from 7.30 am to 6.30 pm Monday to Friday.

The nursery is situated in a single storey building with car parking at the front and an enclosed garden to the rear and side. It is within walking distance of the residential area of Portlethen, parks and the library, as well as the large retail stores. There are two rooms for use by the 2 - 5 age group, a baby room with nappy changing area and a sleep room. There is also an office, a staff room and a kitchen area.

The aims of the service include providing an active, happy, stimulating, safe, caring and sharing environment where children aged 0 to 5 years can grow, learn, and acquire skills that will encourage them to become confident, motivated, independent thinkers and learners.

- To monitor, observe, record and evaluate all children's progress so that appropriate learning experiences can be created to provide a balanced curriculum in line with national advice appropriate to the stage of development for each child.
- To build positive relationships between adults and children encouraging mutual understanding and respect for people, the environment, and cultural diversity.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC). Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them.

There are eight wellbeing indicators at the heart of Getting it Right for Every Child: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI indicators.

What people told us

Fourteen care standards questionnaires were returned by parents prior to the inspection and overall all the parents were happy with the quality of care. One parent wrote 'Their standard of care is very impressive and we are very happy our child is under their care'.

Other comments included "I feel that they know my child well as an individual and meet his needs well" and "We are very happy with Great Western Nursery at Portlethen. We had a couple of issues, however, management were very responsive and did make changes to improve the nursery."

All the parents agreed that there was enough space and activities and the surroundings were safe and stimulating. They also agreed that their child appeared happy and confident with staff and they were confident that the staff would protect their child and keep them safe.

Parents who were talked to during the inspection were also very positive about the nursery and felt that the staff were caring and attentive and their children enjoyed coming to nursery.

Self assessment

The Care Inspectorate received a fully completed self assessment document from the provider. The provider identified what it thought the service did well and gave examples of improvements they had made to the outside areas and to the layout of activities in the nursery.

The self assessment would now benefit from having less evidence and being more clearly focused on evaluating the service and the outcomes for children. The provider did tell us how the views of children and parents were taken into account in the self assessment process and how their feedback influenced the development of the plans for improving the service.

From this inspection we graded this service as:

| | |
|---|---------------|
| Quality of care and support | 4 - Good |
| Quality of environment | 5 - Very Good |
| Quality of staffing | not assessed |
| Quality of management and leadership | not assessed |

What the service does well

The nursery provided a bright and stimulating environment for the care of young children, with well-defined, meaningful areas for play and inviting and varied activities. Staff were friendly and welcoming to parents and children and children looked happy and enthusiastic.

The staff were warm and nurturing in their approach and helped the children to settle in. They were aware of the needs and interests of the children and took time to respond and help them to join in with activities. One parent wrote 'The staff are very caring and professional. Children are encouraged to share the activities and interests from outside nursery, which really helps build their personality'.

To encourage the children to be active the nursery rooms opened onto a varied and interesting outdoor area. There was a flat surface for bikes and wheeled toys, running and circle games. A large bark area allowed the children more access to natural materials with logs, an integral sand pit and a 'mud kitchen'. Herbs and plants were in the growing and planting areas. A nature hut had been developed and decorated with ideas from the children and parents had supplied materials for the garden. A small wooded area gave space for den building and extending of children's ideas and imagination. For most of the day the 2 - 5s were able to free flow out and in and were being encouraged to become independent in getting outside clothes on and off.

The nursery shared information through wall displays, photographs, information leaflets and posters, reflecting the children's activities and their ideas and plans. The nursery highlighted good practice documents and national initiatives such as the Shanarri wellbeing indicators and pre-birth to three guidance. Parents were asked for their ideas and suggestions and feedback was given on surveys and questionnaires and any resulting improvements.

Children's records were kept using an interactive system, so that parents could see and respond on-line but folders were also kept in the nursery to allow the children to have ownership of their Learning Journeys and review their work.

An emergent writing area had been developed by the visiting teacher, to ensure that children had the skills needed for writing. This included building up control and muscle in their shoulders and arms, as well as fine motor control to enable them to hold a pencil. Activities included making their own playdough they could practice measuring and stirring.

Great Western nurseries worked together to provide support for managers and staff, including a 'Employee of the Month' voted for by staff and parents. Monthly staff meetings allowed sharing of good practice and planning for improvements. Regular training opportunities were provided, including introducing the self evaluation document How Good is Our Early Learning and Childcare Centre.

What the service could do better

Children were not being given enough opportunities to take responsibility during nursery routines. A routine for snack helpers was not in place and children were not learning self-help skills in preparing food. Preparation for lunch was not well organised and children were expected to sit for too long before lunch time. The puddings on the menu were not in line with nutritional guidance and need revised to move away from high sugar options. Tea options appeared to include a lot of processed foods which can be high in salt and sugar. **(See recommendation 1)**

Children's records, especially for the babies, need revised so that chronologies are not being used for routine recording of developmental milestones and information on settling in or transitions. In line with Scottish Government Girfec guidance a chronology should only provide a brief summary of significant events in a child's life. Other information and observations on the children should be part of the child's care plan, showing their developmental progress and available for parents and staff to reflect on.

The learning journey observations and next steps were still being developed by staff to ensure that parents and children were fully involved in deciding and reflecting on their learning targets. Next steps diaries had been introduced to ensure that next steps were identified and followed up. More parent involvement was being encouraged to make use of the interactive learning journey system. The use of floorbooks in the planning process was also being focused on by the nursery staff as part of the local authority development plan.

The nursery was continuing to develop the use of 'loose parts' in line with Loose Parts Play, a toolkit issued by Inspiring Scotland and the Scottish Government, available on the Care Inspectorate Hub. Increased use of natural materials was highlighted in nursery planning and more planting and growing could take place, including vegetables for the children to harvest.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. A review should be undertaken of lunch and snack times and improvements implemented. This should include the length of time children are sitting before lunch and ensuring the meals provided meet the nutritional needs

of children.

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 3: Health and wellbeing.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Inspection and grading history

| Date | Type | Gradings | | | | | | | | |
|---------------------------|-------------|--|------------------|----------|-------------|----------|----------|----------|---------------------------|----------|
| 19 Jan 2015 | Unannounced | <table> <tr> <td>Care and support</td> <td>4 - Good</td> </tr> <tr> <td>Environment</td> <td>4 - Good</td> </tr> <tr> <td>Staffing</td> <td>4 - Good</td> </tr> <tr> <td>Management and leadership</td> <td>4 - Good</td> </tr> </table> | Care and support | 4 - Good | Environment | 4 - Good | Staffing | 4 - Good | Management and leadership | 4 - Good |
| Care and support | 4 - Good | | | | | | | | | |
| Environment | 4 - Good | | | | | | | | | |
| Staffing | 4 - Good | | | | | | | | | |
| Management and leadership | 4 - Good | | | | | | | | | |

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