

Great Western Pre-School @ Portlethen Day Care of Children

7 Muirend Court
Portlethen
ABERDEEN
AB12 4UU

Telephone: 01224 780765

Type of inspection:

Unannounced

Completed on:

29 January 2020

Service provided by:

Lorndale Aberdeen Limited

Service provider number:

SP2013012192

Service no:

CS2013321323

About the service

Great Western Pre-School @ Portlethen registered with the Care Inspectorate in May 2014. It is one of a numbers of services provided by Lorndale Aberdeen Ltd. It provides a care service to a maximum of 82 aged from birth to not yet attending primary school, where no more than 15 places are available for 0-2 year olds or a maximum of 77 children aged from birth to not yet attending primary school where no more than 30 places are available for children aged 0-2 years.

The service is based in Portlethen, Aberdeenshire close to local amenities. There are four separate playrooms for children and a large enclosed garden area offers children opportunities for fresh air and outdoor active play.

Great Western Pre-School @ Portlethen's mission statement states:

'Our Vision is to prepare an environment that is stimulating for each child, regardless of age or individual need. To have knowledgeable staff who are trained to provide that environment with a caring attitude whilst maintaining a sense of humour. We feel that children should be cared for in a light-hearted way whilst providing structure and order throughout their day.'

The Care Inspectorate 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 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.

What people told us

During the inspection we observed children and saw that they were happy, relaxed and settled in the service. Some of the older children talked about what activities they enjoyed doing in the nursery. We asked them about their experiences, and they told us:

"I like to play rock bands. I can sing, dance and play instruments all at the same time."

"I'm making a book. It's about cars and aeroplanes."

"I like playing outside on the rope swing."

Thirteen parents returned completed questionnaires to us before the inspection. We also spoke to six parents as they dropped off and collected their children. Overall the parent questionnaires and discussions with parents indicated they were pleased with the service.

Comments from parents included:

'My daughter is extremely happy at nursery and I am confident when I leave her there, she is receiving the best care and attention.'

"Staff are always friendly and welcoming."

"My child has additional support needs and a recent diagnosis of autism. Staff have been fantastic in recognising their needs and taking the time to understand them with their limited language."

"If I could improve anything I would like more regular updates/feedback on my child's progress."

"Some improvements could be made in terms of communication - for example paperwork relating to my child's care and routine including medical information. Staff tend to wait until the last possible day to ask parents to update information."

"Staff communicate through emails regarding staff changes."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance processes. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

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

What the service does well

The nursery was one of a well-managed group of nurseries. The organisation had their own training centre and staff were involved in regular training sessions, staff meetings and supervisions. Staff were all enthusiastic and keen to learn and felt well supported by management and each other to carry out their roles. More experienced staff held a mentor role to support newer or less experienced staff. Staff were very reflective of their practice and were formally reflecting on any training accessed and how it had a positive outcome for children.

Staff were all registered/registering appropriately to practice with the Scottish Social Services Council (SSSC) and were recruited following best practice guidance.

Parents spoke highly of staff and felt staff were approachable. Good communication was observed at drop/off/pick up times.

Children throughout the service were happy, settled, busy and having lots of fun. They were respected and nurtured as staff interacted with them in a warm, caring manner and supported them in their play. Staff made good use of praise and promoted positive behaviour supporting children with their social skills.

Staff knew the children in their care well and were able to talk about individual children's personalities and needs. Personal plans contained detailed information to support children to settle into nursery and transition through different rooms in the nursery. For children who required individual educational plan's these were in place with clear strategies to support children. The nursery was working with partner agencies such as Speech and Language Therapy (SALT) to support individual children.

Planning for learning was responsive to children's interests with an aim to extend children's interests in the moment. The staff used family books and floorbooks to document and share children's learning with parents. Floorbooks were child led and showed a depth and breadth of learning with children engaged in their learning.

A detailed child protection policy provided guidance for staff. Established staff spoken with were clear about their roles and responsibilities for keeping children safe and protected.

Management told us they worked effectively with other agencies when required to support individual families. Chronologies were used to record significant events in children's lives which could potentially have an impact on their welfare. This contributed to ensuring that children got the right support at the right time.

Where children required medication or had an allergy or food intolerance, staff had a good knowledge of this and knew how to support the children effectively. Personal plans for allergies and food intolerances were detailed and reflected staff practice.

Children engaged in a variety of activities encouraging imagination, creativity and decision-making. Children had fun with their friends, and we heard planning and negotiation take place between them as they played. Children benefitted from free flow access to outdoors for most of the day which ensured they could direct their own play and choices. The indoor and outdoor environments offered a broad selection of learning experiences including sensory and creative opportunities and natural parts to encourage understanding, thinking and investigation.

What the service could do better

Staff turnover since the last inspection had been quite significant. Not all staff had core training including child protection. Less experienced staff would benefit from increasing their knowledge of child protection and what situations could potentially make children more vulnerable to abuse. This would support all children to be safe. Management were aware of the need to ensure all staff attended core training to ensure a consistent, highly trained and responsive staff team.

Staff mainly worked together as a team. However due to changes in staff and staff absences staff did not always work together consistently to achieve positive outcomes for children. There was a lack of communication as to the roles and responsibilities of staff in one area of the nursery. As a result, routines and experiences of children in this room were not always positive. However, staff were aware that outcomes for children could be improved in this room and we suggested some monitoring of children's experiences from management would support positive outcomes for children.

For the majority of children who required additional support a detailed support plan had been developed. However, this was not in place for a few children to ensure clear strategies were being used by all staff to fully support the needs of children.

Online learning journals gave an insight into children's time at nursery and some identified next steps for development. However, some children had no recent observations and not all observations were significant to individual children. Management should continue to support staff in writing more outcome focused, evaluative observations. Implementing these changes should make it easier to track progress, identify and follow-up on next steps. The manager should also ensure that this information is shared regularly with parents through the learning journals and verbal discussions.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

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

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

Recommendation 1

The service provider should review and revise the procedures for the administration of medication in line with best practice guidance and ensure that staff are made aware of all revisions to these procedures.

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

This recommendation was made on 8 November 2017.

Action taken on previous recommendation

The medication policy had been updated using best practice guidance. Staff had been informed that the policy had been updated.

This recommendation had been met.

Recommendation 2

The service provider should support staff to ensure that they can assess the need for increased levels of supervision outdoors quickly and independently. This would ensure that outcomes for some children were more positive and ensure that children were adequately supervised at all times.

National Care Standards Early Education and Childcare up to the age of 16: Standard 2 - A Safe Environment and Standard 5 - Quality of Experience.

This recommendation was made on 8 November 2017.

Action taken on previous recommendation

Management discussed responsibilities with staff and children were now supervised appropriately throughout the service.

This recommendation had been met.

Inspection and grading history

Date	Type	Gradings
3 Oct 2017	Unannounced	Care and support Environment Staffing Management and leadership
		4 - Good Not assessed 4 - Good Not assessed
30 Apr 2015	Unannounced	Care and support Environment Staffing Management and leadership
		5 - Very good 5 - Very good 5 - Very good 5 - Very good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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