

Dunoon Primary Pre Five Unit Day Care of Children

Dunoon

Type of inspection:
Unannounced

Completed on:
2 June 2023

Service provided by:
Argyll and Bute Council

Service provider number:
SP2003003373

Service no:
CS2003014642

About the service

The service was registered with the Care Inspectorate on 1 April 2002 .

Dunoon Primary Pre Five unit is located in Dunoon. The service is based in and is part of Dunoon Primary School. The provider of the service is Argyll and Bute Council. The service is registered to provide a care service as follows:

To provide a day care of children service to a maximum of 32 children not yet of an age to attend primary school at any one time.

Of those 32 no more than 0 are aged under 2;

No more than 5 are aged 2 to under 3 and;

No more than 27 are aged 3 to those not yet of an age to attend primary school.

2. Adult: child ratios will be:

Under 2s - 1:3

2 to under 3s - 1:5

3 and over - 1:8 if the children attend more than 4 hours per day, or

1:10 if the children attend for less than 4 hours per day

If all children are over 8 years old and over 1:10

About the inspection

This was an unannounced inspection which took place on Wednesday 31 May 2023 and Friday 2 June 2023. The inspection was carried out by one early learning and childcare inspectors 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 service registered.

In making our evaluations of the service we:

- spoke with and observed children using the service
- contacted families and staff through Microsoft forms to gather their views
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Staff worked well as a team and they felt they were listened to and their ideas for improvements were respected.
- Relationships between the staff and children were strong and children experienced nurturing, respectful and supportive care.
- Mealtimes provided opportunities for children to be independent.
- Children's opportunities for play and learning are supported through connections to their own and wider communities.
- Management and staff were motivated to continue improving the nursery for each individual child.
- To support and enhance childrens play and learning further both the indoor and outdoor environment should be developed further to support children to engage meaningfully.
- The provider and manager should review the deployment of staff to ensure all children receive the care and support that is right for them.

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.

Quality Indicator 1.1 - Nurturing care & support

Children were happy, settled and very confident throughout the inspection accessing all areas of the nursery. Relationships between the staff and children were strong and children experienced nurturing, respectful and supportive care. Staff were very responsive to children's individual needs by offering reassurance, praise and physical comfort to children when needed. This supported children to feel safe, confident, and secure within the nursery environment. Parents told us.

"The team have been nothing short of amazing with all the help and guidance they have given to myself and my children".

"The nursery have gone above and beyond my expectations with how they have adapted the space for my two-year-old to be safe and comfortable".

Overall, children's care needs were met by staff who were warm and nurturing in their interactions and knew the individual care needs of the children. Children were spoken to gently and with affection and were familiar with the routines of the nursery, and we saw staff supporting children well encouraging them to develop life skills like sharing toys, being kind to each other and taking turns. Parents told us.

"The staff team are great at nurturing the children in the ELC, giving them plenty of different opportunities to be able to explore and grow as individuals".

"The staff team are lovely they all seem to know my child well and I've always felt I could approach them about any situations that have arisen regarding my child".

Mealtimes provided opportunities for children to be independent and developing self-help skills through being encouraged and supported to self-serve during lunch and snack. Children could choose to sit with their friends and staff sat with children during lunch and encouraged friendly social interactions. This helped children to feel included, develop conversations and learn about healthy choices.

Children enjoyed the flexibility of having snack outdoors we discussed with management that staff should be encouraging children to sit and eat snack and not climb on resources while eating and also wash hands prior to having snack outdoors. This would support less opportunities of children chocking and develop good hand hygiene reducing the risk of spreading germs.

Children's care plans contained relevant core information about children's individual needs. To ensure a consistent approach to documenting children's needs and how these will be met in line with current legislation and guidance we have asked the service to monitor and streamline recording methods to reflect 'how' staff are meeting and supporting individual next steps including play and learning and overall health, welfare, and safety needs.

Medication forms and storage of medication were not in line with current best practice guidance.

Management should update permission forms, policy and storage of medication and ensure medication is being monitored and audited in line with the current health guidance 'Management of Medication in Daycare and Childminding Services'. **(See area for improvement 1)**

Quality Indicator 1.3 - Play & Learning

Most children engaged well with the learning experiences on offer and were confident at accessing the environment. Children were observed to be leading their own play both indoors and outdoors and were making choices from a range of resources available to them. Staff were supporting children to explore their ideas and build on their interests providing opportunities for children to develop their play and learning through some open-ended materials and loose parts play.

Children's opportunities for play and learning was supported through connections to their own and wider communities. Children benefitted from walks in the local surrounding area, visits to the library and swimming, as well as intergenerational links within the local community. The development of the 'outdoor explorers' also meant children were exploring the local woods, which provided them with opportunities to take measured risks within their community environment.

We could see the staff team were working with the children and their families in developing and supporting children's literacy and numeracy through providing resources inside and outside the nursery as well as links with home. Staff were singing nursery rhymes and reading stories to capture children's interest and extend their knowledge and understanding. Staff had also introduced literacy and phonological awareness with rhyme of the week and regular book bug sessions. The school principal teacher has also held sessions with parents to support them at home.

Children were given a mixture of experiences outdoors to engage with friends or play on their own. Most children were enjoying filling, emptying, and splashing in the water, digging in the mud kitchen area and the bark as well as taking part in the woodwork experiences which were very popular. However, we found experiences outdoors could be developed further as some areas were tired and required resources to be replenished for example, the mud kitchen area, developing provocations, increase more natural and open-ended resources rather than toys from inside. We discussed with management further opportunities for physical play and mark making and to consider developing areas for the two-year-old children as we found they were not as engaged at times due to the experiences on offer. To progress and enhance childrens play and learning further experiences both indoors and outdoors should be developed to support children to engage meaningfully. Management agreed further consultation with children and tailoring experiences to childrens interests would enhance childrens play and learning further.

Observation books and big books were supporting staff in planning and recording childrens play and learning and online learning journals, were providing a link with home. We discussed with management about staff continuing to develop observations, questioning and the environment to support and develop play and learning further clearly identifying childrens next steps and providing experiences tailored to childrens interest. One parent told us.

"The nursery has only in the past year moved into using the 'seesaw app' which I think is going well and has been good to see what my child has been learning about at nursery".

Areas for improvement

1. To keep children safe and healthy, management should update the medication policy, guidance and recording of medication procedures in line with current best practice guidance 'Management of Medication in Daycare and Childminding Services'.

This is to ensure 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).

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.

Quality Indicator 2.2 Childrens experience high quality facilities.

Children were cared for in a large playroom and had access to a secure outdoor area. We found the nursery was warm and welcoming for children and their families. The reception area was informative for parents and visitors with staff pictures, newsletters, policy of the month as well as makaton sign and rhyme of the week. The nursery was well ventilated with natural light in each room. There was a secure entry system in place which was monitored by staff. Children were confident moving around the playroom and outdoors, this showed us children felt safe and secure.

Outdoors, staff supported children to explore their environment safely through effective questioning as children enjoyed exploring risky play. Children also took part in looking after the nursery guinea pigs and stick insects as well as planting and growing activities which helped them learn about the natural world and caring for animals. Staff communicated well with each other to support childrens safety through using walkie talkies when children were moving from the back garden to the front garden or when they required to return indoors. This was keeping children safe when accessing outdoors.

On the day of inspection, we found some areas to be messy and untidy, and resources were not being respected which was impacting on childrens experiences and outcomes. Staff need to role model looking after resources and encourage children to tidy up and be respectful within their environment. This will support children to engage and be inspired to learn and develop in an environment that is organised and captures their curiosity and imagination. We discussed with management encouraging children to take a bit more care of their environment and resources which will support children to develop a sense of responsibility and engage more meaningfully in experiences provided.

Overall, staff demonstrated good practice in infection prevention and control. For example, children were reminded to wash hands at appropriate times such as before lunch. However, staff should be encouraging children to wash hands after retuning in from outdoors and after eating. We discussed the possibility of hand washing stations outdoors as the services policy relating to animals' states children will have access to a hand washing stations this would also encourage children to develop healthy habits.

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.

Quality Indicator 3.1 Quality assurance and improvement are well led.

The manager and staff team were open and honest throughout the inspection and promoted a shared vision in delivering a quality service to all children and families. Management and staff used self-evaluation as a feature of their approaches to improvement. They regularly met to discuss children, what was working well within the nursery and any areas they wanted to improve.

The nursery improvement plan and development plan which included achievable targets focussed on improving children's learning and experiences. The staff team were given some opportunities to support in developing the service further through embarking on a range of Improvement projects using the plan, do, study act model. Staff had also visited other services and attended training which was supporting the team to continue to improve outcomes for children. The team would benefit from continuing to evaluate the nursery environment, resources and experiences and build on good practice and address areas where improvement is needed. Aspirations for the nursery were shared by all staff and supported by the manager which showed us the service had capacity for change. Staff were motivated to continue improving the nursery for each individual child. We are confident that the setting will continue to grow and move forward.

Quality assurance processes were beginning to be effective in evaluating the quality of the provision provided. The manager and staff team had a vision for the nursery and should continue with plans discussed to implement effective quality assurance processes to help embed and sustain any changes for example, staff monitoring and auditing processes. The manager should continue to develop processes to support staff to meaningfully reflect on their practice through monitoring and observations in the playroom. This will support sustained and continuous development for them as individuals and the nursery as a whole.

Management and staff communicate and engage well with families. Parents are given regular updates on their child's development and learning as well as opportunities to take part in stay and play sessions. Most parent's felt communication was good as they had a variety of ways to share information with staff. One parent told us.

"There are opportunities as a parent to be able to come into the service for things like stay and play or going on walks with the nursery".

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.

Quality Indicator - 4.3 Staff deployment

Staff told us they worked well as a team to achieve quality care and experiences for children attending the nursery. The team were listened to and their ideas for improvements were respected. This supported a positive team culture. Children and their families benefited from an evident ethos of respect within the team which resulted in a positive working environment. Staff told us they were happy to be at their work and spoke positively about developments and plans for the future. Staff were committed to their lead roles and talked passionately about wanting to support children to reach their full potential.

Regular team meetings enabled staff to discuss children's learning and progress as well as any identified strategies required for individual children.

As a result, most children were supported, and opportunities were planned that were appropriate to children's interests and stages of development. It would be useful to review children's personal plans and next steps as part of this process, looking at how they can document and track children's next steps, focusing on streamlining all evidence gathered.

There were sufficient numbers of staff across the day to meet adult: child ratios and to speak with parents or carers during drop off and collection, this supported good relationships with children and families. However, we found that staff deployment impacted on the quality of experiences available to children at key times throughout the day. Staff agreed that the number of children needing additional support impacted on the team's ability at times to meet the needs of all children, or to consistently offer children high quality engagement. The provider and manager should review the deployment of staff to ensure all children receive the care and support that is right for them. **(See area for improvement 1)**

Areas for improvement

1. To ensure positive outcomes and experiences for all children the provider and management should monitor and review the deployment of staff to ensure all children receive the care and support that is right for them.

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

'My needs are met by the right number of people' (HSCS 3.15).

'My care and support is consistent and stable because people work together well'. (HSCS 3.19)

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?	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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