

REPORT TO: SCRUTINY COMMITTEE – 25 JUNE 2025

REPORT ON: SUMMARY OF EXTERNAL CARE INSPECTORATE INSPECTION REPORTS
FOR LOCAL AUTHORITY NURSERIES MAY 2024 TO MARCH 2025

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 204-2025

1 PURPOSE OF REPORT

- 1.1 The purpose of this report is to provide a summary of Care Inspectorate (CI) inspection reports for Dundee City Council nurseries from May 2024 and March 2025.

2 RECOMMENDATION

- 2.1 It is recommended that the Committee:
- a Note the summary of the external inspection reports.

3 FINANCIAL IMPLICATIONS

- 3.1 There are no direct financial implications arising from this report.

4 BACKGROUND

- 4.1 Four settings were inspected by the Care Inspectorate between May 2024 and March 2025: Menzieshill Nursery, Balgay Hill Nursery, Baluniefield Nursery and St Andrew's Nursery Class. Summary reports of these inspections are included in Appendix 1.
- 4.2 Table 1 provides a summary of the evaluations from these inspections in relation to the quality indicators:
- How good is our care, play and learning?
 - How good is our setting?
 - How good is our leadership?
 - How good is our staff team?
- 4.3 Overall, there were 0 requirements and 0 areas for improvement.
- 4.4 Copies of the inspection reports are attached.

Table 1 Summary of 3 Inspections in relation to Quality Indicators

Quality Indicator	Based on May 2024 to March 2025 (4 settings)
All Indicators	100% of Dundee City Council nurseries were graded very good or good in their 2024/25 inspections.
How good is our care, play and learning?	100% of Dundee City Council nurseries inspected in 2024/25 were graded very good and all those with a previous rating (4 settings), maintained or improved their rating.
How good is our setting?	100% of Dundee City Council nurseries inspected in 2024/25 were graded very good and all those with a previous rating (4 settings), maintained their rating.
How good is our leadership?	75% (3 of 4) of Dundee City Council nurseries inspected in 2024/25 were graded very good and all those with a previous rating (3 settings), maintained or improved their rating.
How good is our staff team?	100% of Dundee City Council nurseries inspected in 2024/25 were graded very good and all those with a previous rating (3 settings), maintained or improved their rating.

5 POLICY IMPLICATIONS

- 5.1 This report has been subject to the Pre-IIA Screening Tool and does not make any recommendations for change to strategy, policy, procedures, services or funding and so has not been subject to an Integrated Impact Assessment. An appropriate senior manager has reviewed and agreed with this assessment.

6 CONSULTATION

- 6.1 The Council Leadership Team have been consulted in the preparation of this report and are in agreement with its content.

7 BACKGROUND PAPERS

- 7.1 None.

Audrey May
Executive Director
Children and Families Service

Paul Fleming
Head of Education, Learning and Inclusion
Children and Families Service

APPENDIX 1

SUMMARY REPORTS FOR 4 NURSERIES

Menzieshill Nursery	Inspection by Care Inspectorate	Latest Grade Awarded		Grading History
	Theme	May 2024	Theme	Nov 2017
	How good is our care, play and learning?	5- very good	Quality of care and support	5- very good
	How good is our setting?	5- very good	Quality of environment	5- very good
	How good is our leadership?	5- very good	Quality of management and leadership	4- good
	How good is our staff team?	5- very good	Quality of staffing	4- good

Summary

- Children were leading their own play, choosing where to play and choosing which resources to access.
- Children benefitted from a caring, nurturing staff team who knew them and their families well. Staff were committed to providing high quality care and support to the children and families.
- Children had opportunities to make links with their local community through nature walks. The older children had weekly visits to the nearby care home where they took part in intergenerational activities.
- The indoor and outdoor environments were age and stage appropriate and provided a wide range of resources to support and develop interests and curiosities.
- Lunch time was a calm, unhurried experience for the children, where they were encouraged and supported to serve their side dishes and pour their drinks.
- Staff used a responsive planning approach to children's learning with some adult initiated provocations and inspectors observed effective questioning being used throughout their visit to extend and develop children's learning.
- Staff recorded children's learning and achievements within their learning journals, which were shared with families, to keep them informed and included in their child's nursery experience. It was evident children had ownership of their journals, as they revisited activities and learning experiences while sharing their journals with staff and inspectors.
- Management and staff were using various self-evaluation tools to identify and further improve areas within the nursery. Regular monitoring and auditing, along with consultations with children, families and staff supported the improvement agenda.
- There was a wide range of training opportunities that had been carried out by staff which supported them in providing quality care, support and learning opportunities for children and families.
- Staff knew children very well and were kind, caring and nurturing in their care and approach with the children.
- A parent commented "The staff are amazing and deserve to be praised."

Area(s) to develop

n/a

Balgay Hill Nursery	Inspection by Care Inspectorate	Latest Grade Awarded		Grading History
	Theme	May 2024	Theme	March 2020
	How good is our care, play and learning?	5- very good	Quality of care and support	5- very good
	How good is our setting?	5- very good	Quality of environment	5 -very good
	How good is our leadership?	5- very good	Quality of management and leadership	not assessed
	How good is our staff team?	5- very good	Quality of staffing	not assessed

Summary

- Children experienced warm, nurturing and caring interactions from kind staff. Staff were responsive to children's needs and cues.
- Children could lead their own play and follow their interests with a range of stimulating resources.
- Books and print were spread throughout the play spaces and children were seen exploring these spaces with confidence.
- There was ample space for children to extend their learning and interests with their chosen activities.
- Children's plans were updated regularly and documented the development and progress they had made and what they would like to learn next.
- Children and families were involved in discussing progress and agreed how they would work together.
- Planning approaches were child centred and followed children's interests. There was a balance of intentional promotions and spontaneous learning documented. Floorbooks were used to capture children's interests, what they have learned and what next steps were identified to extend learning further.
- Staff were kind, caring and nurturing. They knew children and their families very well.
- Regular communications with families took place in the form of questionnaires, feedback notes, emails, seesaw and stay and play sessions.
- Children's needs were well supported, staff practice was developed and enhanced by further training staff had undertaken. As a result, children were cared for by passionate and skilled practitioners who wanted to get it right for them.
- One parent commented "The staff members make the nursery the best place it can be. They seem happy to be at work and this relates into a welcoming happy nursery."

Area(s) to develop

n/a

Baluniefield Nursery	Inspection by Care Inspectorate	Latest Grade Awarded	Inspection by Care Inspectorate	Latest Grade Awarded
	Theme	January 2025	Theme	May 2023
	How good is our care, play and learning?	5- very good	How good is our care, play and learning?	4- good
	How good is our setting?	5- very good	How good is our setting?	5- very good
	How good is our leadership?	5- very good	How good is our leadership?	5- very good
	How good is our staff team?	5- very good	How good is our staff team?	4- good

Summary

- Children were seen to be having fun and were fully engaged in their play and learning.
- Children had access to a variety of different resources that were developmentally appropriate.
- Children were cared for in a bright, comfortable and welcoming environment. The play rooms were clean and free from clutter and furnishings of a high standard. There was ample space for children to extend their play ideas both indoors and outdoors. The use of soft furnishings displayed artwork and pictures throughout the service gave children the message that they mattered.
- The interests of children were respected and extended further by skilled staff, with the use of open-ended questions and technology.
- Children had individual care plans in place, where important information was gathered. These were reviewed at least every six months with parents or sooner if changes occurred. Additional plans were put in place to support the service to ensure they were meeting the needs of all children who attended.
- Staff were skilled and used their experience to facilitate and enable children's learning and development. This resulted in children who were engaged in their play for extended periods of time.
- Planning approaches were child centred and responsive to their interests.
- The use of national frameworks and best practice documents supported the staff to understand the breadth of the experiences children had.
- Children took ownership of their learning and proudly shared their 'journals' with visitors. High quality observations captured children's significant learning with meaningful and appropriate next steps.
- Staff had a mix of knowledge, skills and experience. They were kind and nurturing towards children.
- Children and families were supported by staff members who knew them well.
- A parent commented, "They are wonderful, always helpful and so involved with the children". Another parent shared, "Excellent relationship, very supportive and successful with my child's development".

Area(s) to develop

- n/a

St Andrew's Nursery Class	Inspection by Care Inspectorate	Latest Grade Awarded	Inspection by Care Inspectorate	Latest Grade Awarded
	Theme	March 2025	Theme	August 2023
	How good is our care, play and learning?	5- very good	How good is our care, play and learning?	5- very good
	How good is our setting?	5- very good	How good is our setting?	5- very good
	How good is our leadership?	4- good	How good is our leadership?	4- good
	How good is our staff team?	5- very good	How good is our staff team?	5- very good

Summary

- Children were nurtured and cared for by a responsive and caring staff team who knew them well.
- Children had opportunities to develop their language, literacy and numeracy skills through their learning environment.
- The environment was bright, light, clean and free from clutter. Play spaces were laid out carefully to ensure children had ample space to develop their play and interests.
- Planning approaches were child centred and followed children's interests.
- Floorbooks were used to celebrate and capture children's learning. Children's voice was celebrated throughout these floorbooks, with comments, mark making and pictures.
- Children benefited from free flow access to the garden space where children's health was supported through fresh air and physical play.
- Children's overall experience was enhanced through a robust quality assurance system and processes that supported the effective running of the service.
- Children were cared for by a staff team who were passionate about improving their skills and knowledge. Regular training took place, as a team and online.
- Children and families were meaningfully involved in the service. Families were welcomed into the service regularly, including at drop off and pickups.
- Children and their families were supported by staff members who knew them well.
- A parent commented, "My child's key worker communicates very well with us and we feel listened to". Another parent commented, "I always speak away without any difficulty and are approachable and friendly". As a result, positive relationships had been formed.

Area(s) to develop

Care Inspectorate noted:

- Mealtimes, such as the lunchtime routine had recently been changed. Management had identified and monitored changes with plans to develop these further. Care inspectorate would encourage the service to continue with these plans.
- Resources such as books, blocks, name tags, and some visuals signs could be developed further throughout the indoor and outdoor spaces.
- Management to ensure areas identified from audits that could be improved were actioned or a plan in place to support these changes.

APPENDIX 1

Menzieshill Nursery School Day Care of Children

160 Earn Crescent
Menzieshill
Dundee
DD2 4EE

Telephone: 01382 435 956

Type of inspection:
Unannounced

Completed on:
9 May 2024

Service provided by:
Dundee City Council

Service provider number:
SP2003004034

Service no:
CS2003016942



Inspection report

About the service

Menzieshill Nursery School is registered to provide an early learning and childcare service to a maximum of 133 children at any one time, age from 2 years and not yet attending primary school. Of those 133 children no more than 30 children are age 2 to under 3.

There are two playrooms for children, one for children under 3 years and another playroom for children 3-5 years. Both playrooms have direct access to the garden areas.

About the inspection

This was an unannounced inspection which took place on Wednesday 8 May 2024 between 09:15 and 15:15. The inspection was carried out by two 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 last inspection.

In making our evaluations of the service we:

- spoke with children using the service and one of their parent/carers. We reviewed feedback from 19 MS Forms;
- spoke with staff and management;
- observed practice and daily life;
- reviewed documents.

Key messages

- Children were happy, secure and had formed positive relationships with the staff team.
- Staff were kind, caring and nurturing. They were responsive to children's ideas, suggestions and requests.
- Children had a variety of planned and spontaneous opportunities to have fun and experience high quality play and learning.
- The staff team worked well together, communicating their movements and were respectful of each other in their interactions.

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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

Inspection report

How good is our care, play and learning?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 1:1 Nurturing care and support

Children were happy, settled and enjoying their time at nursery. Staff knew children very well and were kind, caring and nurturing in their care and approach with the children. Most of the children were confident in their play and learning, supported well by the staff team. It was evident children had formed positive relationships with staff, inviting staff into their play, seeking them out for help and support. Staff were at children's eye level either sitting on the floor or on low level chairs. A parent commented "Staff build positive, nurturing relationships with all children".

Interactions between staff and children were warm and caring. Staff were responsive to the needs of children for example, giving comfort, reassurance and cuddles when children asked for them. Calm approaches were observed by staff when speaking with children, who were encouraged to resolve any issues themselves before staff intervened, supporting children's security and regulation. Children were encouraged and praised throughout the inspection which promoted independence and confidence.

We observed opportunities for promoting independence throughout our visit. Children chose where to play and what to play with. There was free flow play in both playrooms with children accessing outdoors as they wished. Children were putting on their own wellies and coats for play outside, they served themselves at snack and their sides and fruit at lunch time, poured their milk or water and tidied their dishes away when finished in both rooms. A group of children were keen to take responsibility in the 3-5 room to tidy up after making bread. Younger children were supported by staff to wash their hands before snack, choose where they wanted to play and collected their coats when they wanted to go outdoors.

Personal plans were in place for the children. They included detailed information required to support staff to fully meet the needs of the children in their care. Parents were involved in completing the information in the plans and regular review meetings took place to ensure the information remained current and relevant to the children. All plans had been reviewed by families within the last six months, ensuring they were up to date.

Medication was safely stored in locked cabinets. Appropriate consents were gathered from parents/carers before medication was administered and staff recorded when medication was given to children. Audits were carried out to ensure the safe management of medication. We discussed the confidentiality of allergies within the playrooms with management and staff.

Staff took part in annual child protection training to ensure their knowledge and understanding were up to date. Staff knew that head teacher was the Child Protection Officer (CPO) and shared that they would speak to the senior practitioners in the head teacher's absence. There were clear procedures in place for staff to follow should they have a concern.

Snack time in both rooms encouraged independence and social skills. Children chose what they wanted to eat and poured their drinks, supported by staff as needed. Lunch time was a calm, unhurried experience for the children, where they were encouraged and supported to serve their side dishes and pour their drinks. Staff supported the children and modelled self help skills, such as cutting up the food. A variety of

conversations were heard throughout lunch time which encouraged children's language, vocabulary and understanding.

Quality Indicator 1.3 Play and learning

Children were leading their own play, choosing where to play and choosing which resources to access. They made good use of the construction area, moving blocks around and stacking them up high. Staff reminded children about safety as they played and we observed children risk assess their play. A group of children enjoyed role playing and using their imaginations in the home area, where they had a pretend picnic with a staff member.

Staff knew children's interests and ensured there were resources to meet these. Children were interested in bugs and had fun outside looking at a spider, then a fly with magnifying glasses. A parent said "Seems to be lots of fun and learning".

Staff used a responsive planning approach to children's learning with some adult initiated provocations and we observed effective questioning being used throughout our visit to extend and develop children's learning.

Children had access to a variety of resources and experiences which encouraged and supported investigation, curiosity, imagination and problem solving. Staff talked of ensuring there was challenge for children in their learning. They also planned to further develop the nursery environment to continue to support high quality play and learning experiences for the children.

Literacy and numeracy were observed within the setting. Books and print were across all areas of the nursery. Staff were heard introducing words to the children and repeating them so they became familiar, for example, ladle. There was singing from different members of staff, with children joining in. Children enjoyed Bookbug sessions with staff and parents, which encouraged language and literacy in nursery and the home environment. Staff communicated with board maker signs on lanyards to support children to understand what was happening next, for example, lunchtime. We discussed the possible use of boardmaker symbols within the nursery setting. Numeracy opportunities were throughout the nursery. We saw one child measuring her height against the large measuring tape on the wall, with a staff member helping to read the height. Children were heard counting outdoors as they investigated bugs and made cakes in the cake tins within the mud kitchen.

Staff recorded children's learning and achievements within their learning journals, which were shared with families, to keep them informed and included in their child's nursery experience. It was evident children had ownership of their journals, as they revisited activities and learning experiences while sharing their journals with staff and inspectors. Floor books were used to highlight play and learning experiences the children had participated in. The child's voice was evident within these through art work, mark making and comments.

Children had opportunities to make links with their local community through nature walks. The older children had weekly visits to the nearby care home where they took part in intergenerational activities. There was excitement within the nursery as they had recently been put forward for an award for their intergenerational work. Staff working with the younger children talked of developing opportunities and making more use of the local community.

How good is our setting?

5 - Very Good

Inspection report

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 2.2 Children experience high quality facilities

The nursery was well furnished, welcoming and homely for children and their families. The setting had several nurturing and cosy spaces where children could rest and relax or take part in quieter activities. Artwork was displayed around the nursery which supported children to feel valued and respected.

The service was well maintained, safe and secure. Risk assessments were in place for all areas of the service both indoors and out. Written risk assessments were reviewed regularly to ensure all hazards and risks were identified minimised and addressed.

There was ample space for children to move around, take part in floor play activities and table top play indoors. Outdoors provided space and opportunities for active play, exploration, investigation and problem solving. The two playrooms had their own gardens which allowed the children to have their own spaces to play and learn.

The indoor and outdoor environments were age and stage appropriate and provided a wide range of resources to support and develop interests and curiosities. A wide range of loose parts and natural resources were available indoors for children to explore. A variety of construction resources supported children to design and create structures and models. We observed the creative areas were well resourced to provide choice, with children having fun as they used their imaginations with paint, glue and craft materials. A parent commented "High quality provisions with a wide variety of experiences available to all children. My child feels happy to come to nursery".

A wide range of loose parts and open-ended resources outdoors were available to support critical thinking and develop imaginations. We observed staff access further resources to extend children's learning throughout the inspection. Children's interests were supported well by staff, who joined in play and learning when appropriate to do so. Children had fun bug hunting using their magnifying glasses, they helped staff clean out the sandy water tray and a child was making 'food' in the mud kitchen, breaking pieces of celery into the muffin tray. A group of boys enjoyed a game of football with a member of staff and went to look for resources to make goalposts encouraging their problem solving and decision making skills.

Infection prevention and control measures were in place. Staff washed their hands regularly throughout the day and at all appropriate times. Children washed their hands before and after mealtimes, after messy play and after toileting, supported and supervised by staff when needed.

How good is our leadership?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 3.1 Quality assurance and improvement are well led

The vision and values of the service ensured that there was a shared vision, with a clear direction for the service, where everyone felt valued and respected. The vision and values were displayed around the nursery.

Management and staff were using various self evaluation tools to identify and further improve areas within

the nursery. Regular monitoring and auditing, along with consultations with children, families and staff supported the improvement agenda.

A QA calendar was in place to inform the quality assurance systems and improvement plan. The Improvement Plan identified priorities to further develop and improve the service, supporting and meeting the needs of children and families.

Staff had all recently had appraisals/annual conversations to support their own professional development. Staff groups had been given ownership of specific areas within the nursery or specific improvements to be taken forward, empowering the team and developing their knowledge and skills.

Positive relationships have been developed with families. Effective sharing of information takes place face to face, through emails and an online App. Families were encouraged to be part of nursery life through stay and play sessions, pop into play and Bookbug sessions. A parent commented "Good communication with the parents." Home learning was also encouraged and supported by the staff team.

Policies and procedures were in place which underpinned the service and supported staff practice. These policies were reviewed at least annually to ensure they remained relevant to the service and continued to follow best practice guidance.

Staff had completed core training which included child protection training. They had also taken part in a range of professional development opportunities which enhanced their knowledge skills and practice, such as play on pedals, nursery narrative, ABC and Beyond and outdoor learning.

How good is our staff team?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 4.3 Staff deployment

Children benefitted from a caring, nurturing staff team who knew them and their families well. Staff were committed to providing high quality care and support to the children and families. A parent told us "The staff are amazing and deserve to be praised. They all look after my child and help with his developments and safeguard him". Staff were warm and responsive in their approach, joined in children's play when invited or appropriate to do so and followed children's interests.

There was a mix of experience and knowledge within the staff team, with staff having a good understanding of their roles and responsibilities. Staff communicated very well with each other and worked well as a team, ensuring effective supervision and quality engagement with children.

Effective staff deployment within the service ensured that children's individual needs were met by the appropriate number of staff, consistently throughout the day. We observed staff to be flexible across the setting, which meant there was no negative impact on children's outcomes when key tasks or responsibilities were carried out. The pace of day was not interrupted for the children.

There was a wide range of training opportunities that had been carried out by staff which supported them in providing quality care, support and learning opportunities for children and families.

Inspection report

Arrangements were in place for planned and unplanned absences, which ensured ratios were maintained and children were kept safe and well supervised by familiar staff, encouraging and promoting a sense of security. A parent said "I really like that the team is always consistent I think that says a lot about them itself. It brings stability to kids and parents as well as give parents confidence".

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

Inspection report for Menzieshill Nursery School
page 10 of 10

APPENDIX 2

Baluniefield Nursery Day Care of Children

Balmerino Road
Douglas
Dundee
DD4 8RN

Telephone: 01382 438244

Type of inspection:
Unannounced

Completed on:
30 January 2025

Service provided by:
Dundee City Council

Service provider number:
SP2003004034

Service no:
CS2021000174



Inspection report

About the service

Baluniefield Nursery provides a daycare of children service in the Douglas area of Dundee. The nursery is a purpose built building with access to their enclosed outdoor space. The nursery is registered to provide an early learning and childcare service to a maximum of 104 children at any one time from the age of two years and those not yet attending primary school; of those 104 no more than 30 are aged two years.

The service is based in a residential area of Dundee and is close to local shops, parks, and other amenities. Children are cared for in two large play rooms with access to multiple rooms for activities or groups, separate area to have their meals and separate toilet facilities.

About the inspection

This was an unannounced inspection carried out by two inspectors, which took place on Monday 27 January 2025 and Tuesday 28 January 2025 between 09:00 and 16:00. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluations we:

- spoke with children using the service
- received feedback from ten families
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

Key messages

- Children's play and learning experiences had been enhanced through a wide range of rich and stimulating resources across play spaces.
- Children's interests were developed further by skilled staff throughout the play spaces to help children develop their curiosity and imagination.
- Children experienced very warm, caring and nurturing support from staff who knew them well.
- Robust auditing systems were in place to ensure children were kept safe while they attended the service.
- Children were confident to lead and take ownership of their play and learning.
- Staff supported each other's wellbeing well and offered help and support when needed.
- Children experienced daily access to outdoor play and fresh air. This supported children's overall wellbeing.

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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

Inspection report

How good is our care, play and learning?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 1.1 Nurturing care and support

Children experienced kind, warm, caring and nurturing interactions from staff. They were down at children's level engaging in play, learning and conversations. For example, when children were playing games on the floor. Staff and children were on the floor together discussing the rules and how they were going to take turns. Children were encouraged to play on their own with staff supporting if they needed it. This resulted in trusting relationships being developed and children felt respected.

Children's needs were met by staff who were seen to be responsive to them through their interactions. Staff knew children well and this helped them to know when to offer appropriate support, for example cuddles or distraction. Children were confident to come and ask for help if they needed it, for example when trying to put items of clothing on. These interactions helped children to feel loved and reassured.

Children had opportunities to develop their independence skills throughout the day. They were encouraged to put on their own outdoor clothing when accessing the outdoor space, wash their hands independently, use the bathroom when they needed to and choose where to play. As a result children were confident to manage and complete tasks on their own.

Children had individual care plans in place, where important information was gathered. These were reviewed at least every six months with parents or sooner if changes occurred. Additional plans were put in place to support the service to ensure they were meeting the needs of all children who attended. For example, strategies were highlighted to support them with social communication, emotional regulation and transactional support. We could see identified strategies used during staff practice and interactions with children. This gave children the opportunity to thrive at a pace that was right for them.

Nappy changing took place in a separate space, providing children with dignity and respect. Current best practice guidance was followed, for example the use of personal protective clothing. Next steps were explained to the child throughout the process, for example staff said "taking your nappy off now". This helped children to prepare for the next action the staff member was about to take. Children were asked for their permission sensitively if they would like to try the toilet or have their nappy changed. For example, the staff member got down to the child's level and lowered their voice when asking them. As a result, children were respected and valued.

Mealtimes was a sociable and unhurried experience for children. Children washed their hands before snack and lunch. Staff sat with children at the table and engaged in conversations of interest with them. For example, children were sharing their plans with a staff member for the afternoon and where they wanted to play. Opportunities to build life skills were promoted through self-serving such as, pouring their drinks, choosing their meals and dishing up their side dishes. Staff offered appropriate support to individual children when they needed it. Children were able to leave the table when they finished their meal to continue with their play. This supported children to eat at a pace that was right for them. As a result children had a positive mealtime experience.

Children and their families were kept safe by staff who were confident in child protection procedures. Annual training and refresher training were completed at least annually. A child protection flow chart was displayed for all staff to view and used to support with processes. A child protection policy was in place and identified different types of abuse and how to manage these concerns. All staff read and signed this policy. This ensured all staff were confident in how to manage concerns. As a result, children and their families were supported to be kept safe from harm.

Quality indicator 1.3 Play and learning

Children were seen to be having fun and were fully engaged in their play and learning. Children had access to a variety of different resources that were developmentally appropriate. The interests of children were respected and extended further by skilled staff, with the use of open ended questions and technology. For example, children were interested in the weather. They displayed the information they had discovered on a low display board and celebrated their learning in a floorbook. Staff were skilled and used their experience to facilitate and enable children's learning and development. This resulted in children who were engaged in their play for extended periods of time.

Language, literacy and numeracy opportunities were provided to children throughout their learning environment. Resources were woven throughout the play spaces such as, puzzles, natural resources and loose parts. Children's different stages of development were well considered. For example, the use of signs, symbols and visuals supported all children to explore their play environment independently. Children were heard engaging in conversation with staff using mathematical language, for example "its tiny" and "it has three wheels". Another child was observed sticking bits of Sellotape together stating "Its not long enough, it needs to be longer". These opportunities helped children to develop their language and knowledge in a meaningful way.

Planning approaches were child centred and responsive to their interests. A careful balance of adult led and child initiated activities supported children's overall learning. The staff team met regularly throughout the week to evaluate areas looking for the 'Golden Thread' of learning and interests. The use of national frameworks and best practice documents supported the staff to understand the breadth of the experiences children had. Each area had their own planning folder, for example the outside area. This helped the team to keep track of individual children's learning and interests throughout the service to help children extend these further.

Children took ownership of their learning and proudly shared their 'journals' with visitors. High quality observations captured children's significant learning with meaningful and appropriate next steps. Children shared "come and see my learning" and another asked "do you want to see my observations". Journals were displayed at a low level with children's photograph and name displayed clearly. This allowed children to access these when they wished. As a result, children had ownership of their learning and celebrated their successes with others.

Children had opportunities to explore their local community, for example library trips and visits to the Dighty burn. Connections to the community were beginning to develop with parents groups and parental involvement. Careful consideration to the types of groups and times of groups available, such as cooking and art sessions had increased interest and involvement from parents. One parent told us, "my child very much enjoyed cooking over the holidays". Home visits had started for not only new children to the service but children who already attended. Staff visited their homes and delivered a 'Bookbug' session or took part in an activity. This helped to develop family engagement and relationships further.

Inspection report

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in a bright, comfortable and welcoming environment. The play rooms were clean and free from clutter and furnishings of a high standard. There was ample space for children to extend their play ideas both indoors and outdoors. The use of soft furnishings, displayed art work and pictures throughout the service gave children the message that they mattered.

Children benefited from direct access to a well-resourced outside space with free flow access. This provided children with healthy options for play, fresh air and to explore large physical movements. One parent told us, "My child loves playing in the sand pit and gardening". Another parent shared, "I really love that they have the opportunity to go outside regardless of the weather". Activities such as planting, painting and bug hotel building provided children with opportunities to develop new interests. Children from both rooms shared this large outside space. This helped them to build relationships with all staff and other children. As a result, children's needs were effectively supported throughout the service.

Children were kept safe while they explored their environments. Risks were assessed and documented in robust risk assessments, these were reviewed regularly. Children were involved in ongoing risk assessing. One child was heard telling a member of staff "look its wet, needs cleaned". Children were supported to take part in risky play with the use of large loose parts and climbing frames. Children were confident to take appropriate risks. They were starting to use SIMQA (Safety, Inspect, Monitor, Observe, Act) the Look, Think, Act campaign from the Care Inspectorate. This helped children to begin to understand how to identify risks in different environments.

Children's wellbeing was well supported through effective infection prevention control measures. A dedicated cleaner attended at lunch time to clean the toilets, touch points, sinks and empty bins. Staff monitored their areas and cleaned as they needed to. Children and staff washed their hands at appropriate times of the day, for example, before and after eating, after using the toilet and after outdoor play. This ensured the likelihood of the spread of infection was reduced.

Children benefitted from improvements in the outside environment that contributed to keeping children safe while they explored. The addition of the Willow around the fence has created a natural and calming outside learning space. Staff have their zones they are responsible for and were aware of which children were playing in these areas. A large range of resources were available to children, for example bikes, large sand and mud pit and loose parts. As a result, children were engaged and focused on their play.

How good is our leadership?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 3.1: Quality assurance and improvement are led well

The service had vision, values and aims which were in the early stages of being reviewed in consultation with children, families and staff. We would encourage you to continue with this to develop a shared vision.

This would ensure families expectations and the support the service can provide to families and children were clear and manageable.

Children and families were meaningfully involved in the service. Regular communications took place through email, phone calls, questionnaires and news letters. These forms of communications kept families up to date with the life of the service, for example important dates and learning focuses. Parents were welcomed into the service at drop off and pick up times and regular family groups were on offer to develop parent involvement. One parent told us, "I am allowed to be very involved as a part of the nursery service and can stay and play with my child at any time". Another parent shared, "we are always being encouraged to join the nursery for activities and asked our opinions". These opportunities allowed children to share their learning and environment regularly with their families.

New staff and supply staff were supported by a robust induction plan, which incorporates the National Induction resource. This was regularly revisited with management and staff to ensure staff were confident in their practice, knew the service and the children and helped identify areas for development. Staff shared "management make sure all staff understand their roles, giving training where needed". Another staff member shared, "All staff have an induction pack that is completed with senior management team and all new staff are supported by staff members". As a result, staff were confident to carry out their roles and responsibilities to ensure outcomes for children were improved.

Quality assurance systems were in place and supported the improvement journey of the service. Actions were broken down into daily, weekly and monthly tasks. For example, the monitoring and auditing of accidents, incidents and medication. Robust checks were in place that contributed to children being kept safe if they had an accident or if they required medication. A meaningful improvement plan was in place with priorities identified. For example, an area for improvement was 'maths and numeracy provocations'. Staff ensured these opportunities were inviting, were built on children's interests and woven throughout the environment. Children's progress was evaluated with staff and children at group time regularly. This helped staff to identify what was working well to ensure children had progressed.

Leadership roles were well established and staff had ownership of developing these further. For example, staff stayed in their areas for a year where they developed these spaces with the children. Staff delivered parent groups, such as 'Bookbug' sessions and yoga classes. These opportunities helped staff to build their confidence and share their skills and passions with others.

How good is our staff team?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 4.3 Staff deployment

Staff had a mix of knowledge, skills and experience. They were kind and nurturing towards children. Children and families were supported by staff members who knew them well. A parent told us, "They are wonderful, always helpful and so involved with the children". Another parent shared, "Excellent relationship, very supportive and successful with my child's development". As a result, positive relationships had been formed with families.

Staff worked well together as a team and effectively communicated with each other. For example, staff asked for help or offered help when needed.

Inspection report

They were flexible and ensured they supported each other, for example changing lunch breaks. Staff were passionate about supporting one another and their wellbeing. One staff member shared, "When I need support with a situation I am finding challenging, my colleagues are very supportive and helpful". Another staff member shared, "one to one meetings with manager are had regularly to support my wellbeing". This contributed to strong working relationships and effective team working supported them to deliver positive outcomes for children.

Staff were appropriately deployed throughout the service to meet children's needs. Busier times of the day such as staff breaks did not impact on children's outcomes or experiences. Staff consistently monitored where children were playing and took regular head counts. This helped to keep children safe while they were in the service.

Staff undertook regular training that linked to children's needs or identified improvements. For example, Sensory processing, Bookbug at home, Environment as the Third Educator, Child protection and Medication training were completed by staff. Staff shared that they regularly evaluated their training to ensure their practice and children's experiences had improved. This helped to embed continuous development throughout the whole team and provided consistent care where children could thrive and achieve.

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

Children should consistently experience nurturing approaches to meet their care and wellbeing needs. To achieve this, staff should increase their understanding of interaction and strategies, to support the needs of children effectively and safely.

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 124).

This area for improvement was made on 9 May 2023.

Action taken since then

All staff had undertaken training to support them to improve their practice around respectful and positive interactions with children. Individual support plans were developed further to ensure all staff were aware of how to support individual children. The use of lanyards with signs and symbols were used by all staff to help children with transitions and their understanding. Staff were seen consistently supporting each other and children in a respectful and safe way.

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.

Inspection report

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nìthear iartras.

অনুবোধসাপেক্ষে এই প্রকাশনাটি অন্য ভাষা বা আকারে প্রাপ্য পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

இந்த அறிக்கை வேறு மொழிகளில் அல்லது வேறு வடிவங்களில் கிடைக்கக்கூடியது.

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.

APPENDIX 3



Balgay Hill Nursery School Day Care of Children

1 Glenagnes Road
Dundee
DD2 2AB

Telephone: 01382 435 345

Type of inspection:
Unannounced

Completed on:
16 May 2024

Service provided by:
Dundee City Council

Service provider number:
SP2003004034

Service no:
CS2003015782



Inspection report

About the service

Balgay Hill Nursery School is provided by Dundee City Council. The nursery has its own secure entry for children and their parents. The large, bright playroom gives opportunities for indoor play. The children have access to a large, well equipped outdoor space.

The service is registered to provide a care service to a maximum of 114 children from the age of 3 years to those not yet attending primary school.

About the inspection

This was an unannounced inspection which took place on Wednesday 15 May 2024 from 09:15 to 15:45. Two inspectors carried out the inspection.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluations we:

- spoke with children using the service
- received feedback from 32 families
- received feedback from staff
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

Key messages

- Staff were responsive to children's needs and cues.
- Children benefited from skilled, knowledgeable and passionate staff.
- Children were appropriately challenged from a well resources environment.
- Staff knew children and their families well, providing additional support when required.
- Children could lead their own play and follow their interests with a range of stimulating resources.

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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

Inspection report

How good is our care, play and learning?

5 – Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for people, therefore we evaluated this key question as very good.

Quality indicator 1.1: Nurturing care and support

Children experienced warm, nurturing and caring interactions from kind staff. Staff were responsive to children's needs and cues. They were down at children's level engaging in conversations or play. Children were confident to engage with staff, seek comfort or help when needed. Comfort and cuddles were freely given from staff. A parent told us "My child is really happy with his nursery. The staff are very approachable and understandable." We concluded that staff consistently showed children that they mattered.

Children's emotional wellbeing was well considered and cosy spaces were woven throughout the environment. Relaxing music, cushions, books, mirrors and sensory items allowed children to relax in a way that suited them. The use of the colour monster story promoted discussions around emotions and feelings. Children shared with each other what colour they were feeling that day. This showed that children were beginning to become confident understanding their own and others' emotions.

Children had individual personal plans in place, where they reflected children's care needs and preferences. Children's plans were updated regularly and documented the development and progress they had made and what they would like to learn next. Children and families were involved in discussing progress and agreed how they would work together. Detailed chronologies were in place that ensured any changes to children's lives were captured and documented. This ensured staff were fully aware of what children were going through and how to support them appropriately.

Meal and snack times were relaxed, sociable and unhurried. Children had opportunities to develop their independence skills through self-service meal times. Children were able to serve themselves their side dishes, drinks and clear their dishes away when finished. Children's developmental stages were well considered when supporting children with opportunities to eat. Strategies used for individual children were consistent across the team. This resulted in children who benefitted from this social experience, allowing them to chat with friends and staff while being able to relax and eat at their own pace.

Staff were confident in child protection procedures, annual training and refresher training were completed. A child protection flow chart was displayed for all staff to view and regular discussions took place at meetings. This supported staff to feel confident in identifying different types of abuse and how to manage these concerns. This kept children and their families safe from harm.

Medication was stored appropriately, including lifesaving medication. Medication forms gathered important information and reviewed monthly in consultation with parents. The senior team carried out robust audits of medication each month. This ensured children were kept safe in the event that medication is required.

Quality indicator 1.3: Play and learning

Children were seen to be having fun with a variety of resources, both indoors and outdoors. Children led their own play and learning and engaged in their play for extended periods of time. Children chose where they wanted to play and were supported to follow their own interests. For example, children were interested in pirates and role play opportunities allowed them to create a ship, treasure maps and treasure boxes. Children were encouraged to explore this interest in all areas of their play for example, making a treasure chest with junk modelling at the crafts area. Children were encouraged to explore their imagination and creativity where they wished to.

A range of resources and experiences were available for children to take part in for example, still life painting of fruit and a water tray with different colours and ice. A large sandpit on the floor supported children to explore their sensory needs, children could be seen rolling around in the sand happily. Resources were at children's height, easily accessible and additional resources were added to support children's interests. All children were able to explore their environment freely and independently.

Language, literacy and numeracy were woven throughout the learning environment. Signs and symbols were displayed, including areas descriptions and name tags. Signs and symbols held meaning to the children, for example board maker symbol sequences throughout areas for hand washing. This allowed children to develop their problem solving skills, supported by these tools. Signs were used to support children's communication skills and understanding of routines. One child shared that she was a Makaton leader and proudly showed the signs they have been working on. A natural literacy and numeracy rich environment has allowed children to be confident in sharing their learning and knowledge.

Planning approaches were child centred and followed children's interests. There was a balance of intentional promotions and spontaneous learning documented. Floorbooks were used to capture children's interests, what they have learned and what next steps were identified to extend learning further.

Children were very keen to share their learning journals. They fondly spoke about observations in their journals and expressed what they had fun doing. One child told us that she knew the difference between the illustrator, author and blurb in books. It was clear to see these learning discussions took place with children and staff. Journals captured significant observations, progress, achievements and reflection points. Families had opportunities to take the journals home and feed back information about their children's learning. As a result, children could take ownership of their own learning and look back at past experiences with their peers and families.

How good is our setting?**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for people, therefore we evaluated this key question as very good.

Quality indicator 2.2: Children experience high quality facilities

The environment was bright with plenty of natural light, clean and homely. The use of plants and low lighting with lamps throughout the setting, including in the corridors, created a calming environment for the children and their families.

Inspection report

Free flow access between indoors and outdoors was provided for the children throughout the whole session, including at lunch time. One child shared "I just went outside for a bit to get some fresh air. It is healthy for you to do that". This provided children with healthy opportunities to explore physical play as they wished.

There was ample space for children to extend their learning and interests with their chosen activities. Books and print were spread throughout the play spaces and children were seen exploring these spaces with confidence.

Risk assessments were in place that ensured the building, resources and activities were safe for the children to use and explore. Risk assessments were reviewed annually or sooner if changes occurred. Any changes made were shared with the staff team to ensure they were up to date with current assessments. A daily risk assessment took place of the whole environment before children arrived. This allowed staff time to evaluate the space and log any hazards and act appropriately before children entered the space, keeping them safe.

Children showed an understanding of how to keep themselves and their peers safe. For example, one child told us that they must wear helmets when they were on the bikes because that is what keeps you safe. Children were supported and encouraged to manage their own risk through outdoor play, where they had opportunities to develop their gross motor skills. This resulted in children who are beginning to understand how to keep themselves and others safe.

Accident and incident forms gathered appropriate information and were shared with parents at the end of the session. If a child has a head bump or a more serious injury, their parents are contacted and made aware. This ensured that parents were kept informed if their child was hurt. Robust auditing systems were in place to monitor accidents and incidents. This supported staff to identify trends or to take further action if required.

How good is our leadership?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for people, therefore we evaluated this key question as very good.

Quality indicator 3.1: Quality assurance and improvement are led well

Children and families were meaningfully involved in the service. A shared vision, values and aims had recently been reviewed in consultation with staff, parents and children. Families were able to share with the staff what the service means to them. This provided opportunities for the staff team to reflect on what they offer children and their families and adapt their vision accordingly. This ensured a shared vision and children and families felt involved in this process.

Regular communications with families took place in the form of questionnaires, feedback notes, emails, seesaw and stay and play sessions. A display board was set up every day that shares children's learning and interests for that day. This kept families informed of their children's daily activities and interests. This approach ensured all families were able to receive communications in a way that suited them.

A quality assurance calendar was in place to support improvements and staff development. The improvement plan was outcome focused with priorities where staff took leadership roles. For example digital technologies was developed by staff, going on to win an award. Self-evaluation took place and further areas for development were identified as a team. This meant children benefitted from a service that continued to improve.

New staff were well supported with mentors, information packs and core training opportunities. The national induction resource was used to support this. This was adapted to reflect how the service operated and to keep staff fully informed. This helped staff to feel valued, respected and included within the team from the start.

How good is our staff team?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for people, therefore we evaluated this key question as very good.

Quality indicator 4.3: Staff deployment

The staff team had a mix of knowledge, skills and experience. Staff were kind, caring and nurturing. They knew children and their families very well. One parent shared with us: "The staff members make the nursery the best place it can be. They seem happy to be at work and this relates into a welcoming happy nursery." As a result positive relationships had been formed with families and children.

Staff were deployed appropriately throughout the day. Busier times of the day, such as staff lunches, did not impact on experiences for children. Staff moved around the area to support other staff members. Staff communicated well with each other, asking for cover or letting others know where they were going. This ensured children were supervised and were still offered support if they needed it.

Children's needs were well supported, staff practice was developed and enhanced by further training staff had undertaken, for example SCERTS training. Staff shared that they felt this was helpful and improved their practice to ensure that they were supporting all children to reach their full potential.

Staff knowledge and confidence in their practice was further developed through leadership roles. They were able to take ownership of their training and learning opportunities. Staff shared this with their team at regular team meetings and learning walks around their environment. As a result, children were cared for by passionate and skilled practitioners who wanted to get it right for them.

Complaints

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

Inspection report

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

To find out more

You can also read more about our work online at www.careinspectorate.com

Twitter: @careinspect

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.

APPENDIX 4

St. Andrews Primary School Nursery Class Day Care of Children

45 St. Leonard Place
Dundee
DD3 9HD

Telephone: 01382 307 830

Type of inspection:
Unannounced

Completed on:
11 March 2025

Service provided by:
Dundee City Council

Service provider number:
SP2003004034

Service no:
CS2003015793



Inspection report

About the service

St Andrews Primary School Nursery Class is a day care of children service provided by Dundee Council and is located in the Dundee area. The nursery is situated within the school building with access to their own enclosed outside space. The nursery is registered to provide a care service to a maximum of 44 children aged from three years to those not yet attending primary school.

The service is close to some local amenities such as, parks, shops and nature walks. Children are cared for in a designated space, they have access to the school gym hall, their own toilet and kitchen facilities, areas to have their meals and family rooms.

About the inspection

This was an unannounced inspection carried out by one inspector, which took place on Monday 10 March 2025 between 09:15 and 15:30. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluations we:

- spoke with children using the service
- received feedback from five families
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

Key messages

- Children were happy and confident while they played.
- Children were kept safe by a staff team who were trained, knowledgeable and confident in safeguarding them and their families.
- Children were supported to feel valued and respected by staff who provided comfort and reassurance.
- Staff worked well together to deliver positive outcomes for children.
- Children benefitted from play environments that were clean, comfortable and homely.
- Quality assurance systems were in place that supported ongoing improvements throughout the service.

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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	4 - Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

Inspection report

How good is our care, play and learning?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for people, therefore we evaluated this key question as very good.

Quality indicator 1.1 Nurturing care and support

Children were nurtured and cared for by a responsive and caring staff team who knew them well. Staff were down at children's level engaging in conversations and play. Comfort was freely given as reassurance to children when needed it or when they asked for it. This helped children to feel loved and secure.

Children were confident when engaging with staff. They asked for help if they needed it or to show them their achievements. For example, children showed staff they had written their name successfully and took staff to show off their creations outside. Staff praised children with enthusiasm and were genuinely proud of what children had achieved. As a result, children were excited to celebrate their achievements with others.

Children had individual care plans in place, where important information was gathered to support the needs of children. These were reviewed with parents in line with current guidance. Care plans were in place that supported staff to meet children's needs with strategies of medical needs highlighted. We discussed with the service to ensure these were signed and dated when they were no longer required. Chronologies were in place that captured significant events in children's lives. This helped to provide appropriate support to individual children.

Medication was stored appropriately and forms were reviewed with parents in line with current guidance. We identified some gaps in medication forms where information was not always clear. The management agreed and were proactive and amendments were carried out on existing forms. This would help with auditing processes where information is kept together and ensure information is not missed.

Children benefitted from a staff team who were continuously reflecting on how they could improve their experiences. Mealtimes, such as the lunchtime routine had recently been changed. These improvements provided children with opportunities to have their meal together in a calming environment. Children had opportunities to develop their independence skills, through self-serving side dishes, pouring their drinks and clearing their space away. Children carried out these tasks with confidence. Management had identified and monitored changes with plans to develop these further. We would encourage the service to continue with these plans. This would ensure children experienced mealtimes where they can develop their social skills and build relationships with others.

Children were kept safe and protected while they attended the service by a staff team who were trained and confident in relation to child protection. Annual training took place for all staff. A robust policy and procedure flow chart was in place for safeguarding children and their families. This ensured staff were able to follow correct processes in the event of an emergency.

Quality indicator 1.3 Play and learning

Children were seen to be having fun with a variety of resources, both indoors and outdoors. Children were engaged in their play and followed their interests. They were encouraged to transport resources of interest to them to develop their play ideas.

For example, children who were interested in dinosaurs played with these in the block and role play area. This allowed children to follow through with their play ideas and develop their creative thinking.

Children had opportunities to develop their language, literacy and numeracy skills through their learning environment. Resources such as books, blocks, name tags, and some visual signs. This helped children to explore and supported them with developing their information handling skills. Children were heard saying "this tower is taller than me" and another child shared, "look, this one is smaller than me". These resources could be developed further throughout the indoor and outdoor spaces. This would allow children to develop these skills further in different environments.

Planning approaches were child centred and followed children's interests. Floorbooks were used to celebrate and capture children's learning. Children's voice was celebrated throughout these floorbooks, with comments, mark making and pictures. Regular planning meetings took place between staff. This allowed them to come together, share children's interests in different areas and identify next steps to extend learning opportunities. As a result, children's experiences were enhanced.

Children took ownership of their own learning through their learning journals. These journals were kept low enough for them to access them if they wanted. The 'My Learning Conversation' update helped to keep parents informed and up to date with their child's achievements. Regular significant observations were captured of children's learning and appropriate next steps identified. The management team had identified next steps were not always revisited and systems were being developed to track children's achievements. This would help staff to ensure children progressed or identify if further support is needed.

Children had opportunities to explore their local community. They explore the local area through walks and visits to the library. Local football coaching teams come to deliver lessons with children while they attended nursery. These different experiences helped children to feel part of their community.

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for people, therefore we evaluated this key question as very good.

Quality indicator 2.2: Children experience high quality facilities

The environment was bright, light, clean and free from clutter. Play spaces were laid out carefully to ensure children had ample space to develop their play and interests. Additional rooms were available to use for different occasions, for example group times or family events. These spaces provided a calming space to engage in groups or discussions.

Children and families were welcomed into a homely and welcoming space. The use of real and natural objects, such as lamps, fairy lights and real plants created a calming environment. Children were seen role playing using real pots, pans, cutlery and mugs in the home corner. As a result, children were able to explore real life situations in a home from home environment.

Children benefited from free flow access to the garden space where children's health was supported through fresh air and physical play. Resources available to children outside promoted imagination and curiosity, for example loose parts such as, crates, guttering, and planks. A parent told us, "My child enjoys outdoor play and has had the opportunity to do some gardening". Further opportunities to develop physical play were offered to children. For example, playing games in the school gym hall.

Inspection report

Children were given the choice if they wanted to go to the hall and play games or continue with their play, their choices were respected. This resulted in children who felt listened too.

Children were kept safe while they explored their play areas both indoors and outdoors. Risks were assessed and monitored through robust risk assessments. These were reviewed regularly. Changes were documented with comments and dates. This ensured staff were aware of the most up to date assessment and supported safety throughout the service. Considerable work had been put in place with staff and children to develop security measures in the outdoor environment. This also included using SIMOA (Think, Act, Look) campaign from Care Inspectorate. Resources such as, the purple elephant were used to develop children's understanding of where it was safe to climb and play. One child shared "look the purple elephant is there, so it is not safe to climb there". As a result, children were beginning to be aware how to keep themselves safe.

Infection prevention control procedures were in place. Daily cleaning of resources and environments took place. This was further supported through effective hand washing by staff and children. Children were confident in washing their hands, for example before lunch or after using the toilet. We discussed with the service to ensure the children's toilet door is closed throughout the day. This would further reduce the likelihood of the spread of infection.

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 led well

Children and families were meaningfully involved in the service. Families were welcomed into the service regularly, including at drop off and pickups. A vision, values and aims were in place and presented nicely within the entrance. The management team had identified these required to be reviewed. This would ensure a shared vision is created that benefits staff, families and children.

Children's overall experience was enhanced through a robust quality assurance system and processes that supported the effective running of the service. A quality assurance calendar was broken down into daily and weekly tasks. This helped staff to keep track of important actions that were required to be carried out. For example, when to review personal plans and medical forms.

Children and families benefitted from a meaningful improvement plan that focused on improving outcomes and experiences for them. Identified improvements were broken down into manageable tasks and timeframes. For example, priority three 'Leadership for all' included family learning, nursery champions and children's roles and responsibilities. These could be seen threaded throughout staff practice and children's experiences. For example, children helped to empty the dishwasher and put the snack plates away and had champion roles, such as 'Vegi Heroes'. As a result, children's outcomes, skills and knowledge were enhanced through a staff team who valued continuous improvement.

Regular audits took place throughout the service. These had been developed further through peer evaluations and professional discussions with other services. We discussed with management to ensure areas identified from these audits that could be improved were actioned or a plan in place to support these changes. This would ensure these processes were meaningful and continue to support continuous improvements and staff practice.

The management had a good oversight of the running of the service. They were up to date with current guidance and best practice. They reflected as a team how improvements were impacting experiences for children. We discussed how this could be developed further to ensure all auditing systems were robust. For example, ensuring all forms were completed accurately, such as medication or accident and incident forms. This would further support the staff team to ensure children were kept safe and support them to thrive.

How good is our staff team?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for people, therefore we evaluated this key question as very good.

Quality indicator 4.3 staff deployment

The staff team had a mix of knowledge, skills and experiences. They were kind and nurturing towards children. Children and their families were supported by staff members who knew them well. A parent told us, "My child's key worker communicates very well with us and we feel listened to". Another parent shared, "I always speak away without any difficulty and are approachable and friendly". As a result, positive relationships had been formed.

Staff deployed themselves appropriately throughout the day. There was ample staff to meet the needs of the children and extend their play and learning opportunities on the day of inspection. Busier times of the day did not negatively impact children's outcomes and experiences. For example, other staff members covered staff breaks. This ensured areas such as the outside were kept open, and children were able to continue to explore their play choices without disruption. The management team recognised and supported the staff team when absences occurred to meet children's needs.

Staff communicated well together and with children. They shared where they were going, what children were interested in or had achieved and asked for cover if they needed it. Staff were respectful towards each other and moved around the service with the majority of the children. This ensured staff that were covering in different areas felt supported. For example, when most of the children chose to play outside more staff went with them. This meant that children were monitored appropriately and staff were available to extend play and learning opportunities.

Children were cared for by a staff team who were passionate about improving their skills and knowledge. Regular training took place, as a team and online. A staff member told us, "It brings in fresh ideas and a fresh perspective to activities and the way we can use resources to extend and further develop children's learning". Another staff member shared, "Knowledge and experiences gained has updated current learning for myself and allowed me to transfer these skills within the setting". As a result, children's experiences were enhanced and they were supported to thrive and achieve.

Complaints

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

Inspection report

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nìthear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

मेन्ती 'डे रिट' पूरासन देर गुण अडे देरता' कसदा रिच सिपलसय है।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.

This page is intentionally left blank