

Drumduan School Day Care of Children

Drumduan House
Clovenside Road
Forres
IV36 2RD

Telephone: 01309 676 300

Type of inspection:
Unannounced

Completed on:
30 August 2023

Service provided by:
Drumduan School Limited

Service provider number:
SP2003003581

Service no:
CS2003016195

About the service

Drumduan School Kindergarten is registered to provide a care service to a maximum of 38 children up to the age of 9 years at any one time, of those 38 no more than 38 are aged 3 years to those not attending primary school; of whom no more than 10 are of primary school age up to 9 years old.

The service operates from two rooms in the lower part of the premises, situated within Drumduan School. There is a large, natural play area/garden adjacent to the building that is used daily by the children. After school care service operates from a building in the grounds of the school that has its own play area/garden.

About the inspection

This was an unannounced inspection which took place on 29 and 30 August 2023 between 8.45 and 16.00. The inspection was carried out by one inspector from the Care Inspectorate.

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

In making our evaluations of the service we:

- spoke with children using the service and gathered feedback from ten families
- spoke with four staff, the manager and a trustee
- observed practice and daily children's experiences
- reviewed documents.

Key messages

- Children's overall wellbeing was being well supported as staff responses were thoughtful, calm and respectful.
- Creative approaches engaged children's imagination and enriched their play and learning that helped them to develop their skills.
- Staff used their knowledge and practice to support quality play and learning experiences.
- Children enjoyed their time outside in the natural play area/garden; it enabled them to benefit from being in the fresh air and to participate in creative and active play.
- Leaders should continue to ensure that the momentum of improvement is sustained and that staff, children and families are actively involved.
- Arrangements were in place to promote continuity of care and to ensure positive transitions and communication with families.

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/people and clearly outweighed areas for improvement.

1.1 Nurturing care and support

Children's overall wellbeing was being well supported as staff responses were thoughtful, calm and respectful. This helped children to form positive and nurturing relationships, to feel safe and cared for. Staff knew or were getting to know children well and their practice reflected families views and promoted children's independence. Cosy, inviting spaces supported children's emotional wellbeing as they enabled them to have some quiet time.

Children and staff enjoyed eating together. It was a positive experience for the children as it was unhurried and there was a relaxed atmosphere. Children sat together and chatted with each other. Staff sat with them which enabled them to focus on the needs of the children and also helped to promote close attachment. Children were involved in the preparation and delivery of the snack that supported their independence skills. They helped themselves to crockery and cutlery and clearly enjoyed helping staff to cut the fruit and vegetables. A set rolling snack menu provided healthy food options and complied with children's dietary needs and/or food preferences. Fresh water was readily available to the children and they were able to remain well hydrated.

Children's wellbeing was also well supported, as families had been central to the process of information sharing. The child's personal plan identified needs such as health, interests and likes/dislikes. It also took account the SHANARRI indicators (represents a basic requirement of what children need to grow and develop - Getting It Right For Every Child).

Such information helped staff to promote consistency and continuity of care and enabled them to respond sensitively and compassionately to changes for the child. A communication record to note child and family circumstances, also helped to identify needs and direct actions to support children well.

Staff worked proactively with children, families and other professionals to identify appropriate strategies, based on individual need. Information gathered was used consistently and well, with a view to, ensuring positive outcomes for children. Staff had an awareness of the potential impact of adverse childhood experiences and supported children and families to build resilience.

Parents told us that they felt fully involved in their child's care, play and learning. Comments included: 'Holistic approach to teaching, a whole and healthy environment that nurtures children, their learning and play'.

'Incredible awareness of what children need from the adults. This nursery is a calm, safe place for children to flourish. Singing, outdoor play, a dance with the seasons. Good routines my child comes back happy and tired'.

1.3 Play and Learning

Children were actively involved in leading their own play and learning, that included spontaneous and planned quality experiences that promoted choice and independence. Creative approaches engaged children's imagination and enriched their play and learning.

Play experiences helped children to develop skills in language, literacy and numeracy. Children were digging together on a mound and told us they were looking through the soil for treasure. Children were keen to show us the baby snails they had placed in a dish with leaves and told us how they moved very slowly as they were little. Children enjoyed singing rhymes with actions and reading stories together. The calm and purposeful atmosphere helped children to be engrossed and motivated in their play.

Children moved around confidently in the play areas. They were encouraged to change into outdoor clothing that supported them to problem solve and develop fine and gross motor skills (involves muscle movement). Children enjoyed considerable time outside in a natural play area/garden; it enabled them to benefit from being in the fresh air and to participate in creative and active play. Children's play and learning was further enhanced through woodland walks in the local surroundings.

Staff used their knowledge and skills to support quality play and learning experiences. They supported the emotional resilience of the children through holistic and nurturing approaches that secured their wellbeing, including the right to play.

Staff were working together as a team and had accepted external support and guidance to improve their method of observation and assessment. At the centre of this was a "focus child" approach. Whilst staff indicated that they had gained confidence, recording of information was variable and it was not always clear how it was being used to plan for individual needs and next steps of learning. We discussed this with the manager and it was identified that a timetable for the focus child and wider sharing of practice between staff would help to support a consistent approach. Ensuring that parents continued to be involved in the process helped them to remain central to their child's care and learning.

How good is our setting?

4 - Good

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

Children benefited from being cared for in a comfortable and homely setting. It was well furnished with wooden tables and chairs and child level shelving units. Neutral decoration and windows provided natural light, that helped to promote psychological wellbeing.

The setting was clean and generally well maintained. Staff had completed food hygiene training to support food safety. Overall, staff worked well together to remove risks both indoors and outdoors and enabled children to explore and enjoy challenges. Children enjoyed climbing up rope ladders and cargo climbing nets, stacking and moving wooden blocks/crates. Staff supervised children well when outdoors. We highlighted the importance of such practice and ensuring that children were accounted for at all times. Written risk assessments also helped to support the safety and security of the children. We advised the manager that regular review and the implementation of individual risk assessments, as needs identified, also helped to ensure children's safety. On noting that children had raw carrot batons we discussed this with the manager and referenced good practice guidance: prevention and management of choking episodes in babies and children. We also shared the Care Inspectorate practice notes to support staff to keep children safe (SIMOA) - hub.careinspectorate.com

Staff were clear about their role in promoting a safe environment for themselves and children in respect of infection control. Staff and children followed good hand hygiene practices. Children washed their hands well before preparing snack, eating snack and after playing outdoors. Whilst no children accessed nappy

changing, we advised leaders to ensure that the privacy screen in the nappy changing area had a surface that could be easily cleaned/wiped to support safe practice. Ref: Nappy changing for early learning and childcare settings (excluding childminders) - hub.careinspectorate.com

Children had sufficient space for their needs and play areas had been structured to take account of their stage of development and learning. The open playrooms were warm and inviting. They had been thoughtfully arranged with the majority of space for floor play and exploration. Each room was well equipped with open ended (no fixed purpose) materials and natural/real items that had a tactile feel and helped to excite children's imagination. Soft furnishings and drapes helped the spaces to be inviting and created a sense of calm.

The large and natural wooded outdoor play area, whilst not directly accessible from the playrooms, promoted physical, exploratory and sensory play. A number of trees not only provided natural shade but had been equipped with rope swings and ladders. Mud kitchens had been created from wood pallets, a large vegetable patch helped children to learn about growing food and healthy choices. Children helped themselves to a variety equipment and materials from the storage shed that supported their thinking and creativity.

How good is our leadership?

4 - Good

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

The manager was well motivated and was in the process of completing a relevant qualification. They recognised the benefits of setting priorities and had implemented processes that supported staff in working together to support children and families. Staff had a clear understanding of their daily roles to help ensure smooth delivery of the service.

Children were able to lead their own learning and influence activities. Parents views indicated that they felt well informed about of events and changes within the service. Comments included:

'My child and I are involved in a meaningful way to help develop this setting and our ideas and suggestions are used to influence change'.

'My child has opportunities to be involved in meaningful, interesting and fun play experiences'.

The manager and staff intended to refresh the vision for the service through the involvement of children and families. This would help to ensure that it continued to reflect their aspirations and to know what was important to the setting.

The service improvement plan (SIP) was being used consistently to inform quality of the service for children and families. There had been a significant focus on staff support and team work to help ensure that staff felt valued and their individual strengths and knowledge were utilised. Staff had opportunities to reflect well together and were beginning to use their reflections. They told us of the positive changes and how they felt able to share and influence improvements. The development of clear leadership was assisting staff to have confidence in their capacity to support children to reach their full potential.

The culture of self-evaluation for improvement was leading to sustained improvements and successes and achievements were being shared with parents. Methods of quality assurance were being implemented to evaluate practice. We discussed the benefits of recording observations and examination of practice with leaders of the service, that helped to identify inconsistencies and highlighted areas for improvement.

Leaders should continue to ensure that the momentum of improvement was sustained and that staff, children and families were actively involved. Ref: Care Inspectorate ELC improvement programme to support early learning and childcare settings - hub.careinspectorate.com

How good is our staff team?

4 - Good

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

Staff had different roles associated with their levels of experience, skills and training. Arrangements were in place to promote continuity of care and to ensure positive transitions and communication with families. The nature of the provision did not entail staff having planned breaks, staff had their snack with the children.

The staff team worked well together and the culture was one of support and respect. They communicated well with each other when a task took them away from their responsibilities, to ensure appropriate supervision and engagement of the children.

There had been very limited changes to the staff team and families were kept informed of changes. To help ensure that new staff had enough guidance we discussed the benefits of a clear programme of mentoring and supervision with leaders. Ref: early learning and childcare (ELC) national induction resource - www.gov.scot

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

Requirements

Requirement 1

By 30 June 23, the provider must ensure that an appointed manager is fit to manage the service and is able to support a strong ethos of continuous improvement that enhances the delivery of high-quality practice leading to improved outcomes for all.

To do this the provider must:

- a) ensure that a manager holds a relevant practice qualification;
- b) ensure that the manager is registered with a professional body; and
- c) ensure that the manager is provided with the appropriate support to effectively manage the service.

This is to comply with Regulation 7(1)(c) and (d) (Fitness of managers) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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

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

'I am confident that people who support and care for me have been appropriately and safely recruited.' (HSCS 4.24).

This requirement was made on 6 October 2022.

Action taken on previous requirement

The manager had completed a relevant practitioner qualification and was registered with a professional body. They had commenced a relevant qualification for their role as an early years manager. The manager had received appropriate support to manage the service.

Met - within timescales

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

1. To support children's health and wellbeing, the provider/manager should improve nappy changing facilities and the toilet facilities in the after care setting.

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

'If I require intimate personal care, there is a suitable area for this, including a sink if needed' (HSCS 5.4); and

'If I require intimate personal care, this is carried out in a dignified way, with my privacy and personal preferences respected' (HSCS 1.4).

This is to ensure infection control practices are consistent with the NHS Scotland & HPS Scotland document, Infection Prevention and Control in Childcare Settings (Day Care and Childminding Settings); and Care Inspectorate document, Nappy changing facilities for early learning and childcare services: information to support improvement.

This area for improvement was made on 6 October 2022.

Action taken since then

To support children's wellbeing nappy changing facilities had been improved and the service had sought the guidance of environmental health to ensure that toilet arrangements in the after care setting were suitable.

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.

Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very 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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