

Tannadice Pre School Class Day Care of Children

South Esk Road
Tannadice
Forfar
DD8 3SH

Telephone: 01307 473379

Type of inspection:
Unannounced

Completed on:
23 October 2018

Service provided by:
Angus Council

Service provider number:
SP2003000043

Service no:
CS2003016867

About the service

The service is a part of Tannadice Primary School in the village of Tannadice in Angus. The service operates from the main school building. The bright nursery playroom opens to a sizeable and secure garden play area. The children have regular access to other indoor and outdoor areas around the school

The nursery registered with the Care Inspectorate in April 2011. It is registered to provide a care service to a maximum of 20 children at any one time. The age range will be from three years to those not yet attending primary school. The ratio of adults will be 1:10.

On the day of the inspection there were seven children being cared for by three members of staff. Two of these children remained in nursery for the afternoon session. A number of children were absent due to illness.

The service has clear aims which are shared with parents:

- to provide an environment where children are safe, healthy, active, nurtured, achieving, respected, responsible and included,
- to create opportunities to learn,
- encourage children to explore, appreciate and respect their environment,
- encourage the emotional, social, physical, creative and intellectual development of children,
- promote the welfare of each child.
- encourage positive attitudes to self and others to develop confidence and self-esteem,
- provide opportunities to stimulate interest and imagination,
- extend the children's abilities to communicate ideas and feelings in a variety of ways.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of Getting it Right for Every Child: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

In advance of the inspection we received five completed questionnaires from parents. All of them told us that they agreed or strongly agreed that they were happy with the quality of care received by their children while in the service. During the inspection we spoke to parents as they dropped off and collected their children.

Parents told us:

- "this nursery is fantastic; the staff are wonderful"
- "they are outside so much. It is a great place for them to play"
- "staff are very approachable; I would be very happy to speak about anything that was worrying me."
- "the nursery team are brilliant; cannot fault the service for my child and happy children = happy parents."

The children were happy to talk to us and tell us about what they were doing at nursery and they said:

- "This is a conker I brought - the conker is quite hard. There might be a baby chicken in the conker."
- "This is Mr Healthy. We are having melon for snack."
- "I've made apple hot chocolate. Do you want to buy some?"

Self assessment

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

From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	6 - Excellent
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

The staff team at Tannadice nursery were motivated, knowledgeable and skilled. As a result they were held in high regard by families who attended the nursery. The headteacher was a supportive manager who involved children, parents and staff in giving feedback which was used in improvement planning for the service. This meant that all stakeholders felt fully involved in service development.

Relationships between staff and children were supportive and respectful. This resulted in very positive experiences for children and very good outcomes. Staff worked hard to create an interesting and fun learning environment where children were seen to be learning and developing their skills. Children were busy in the playroom which was bright, clean and spacious. Children were independent and confident. The session was organised to allow lengthy periods of uninterrupted play where children were seen to be deeply involved in their learning. Staff were sensitive to when it was appropriate for them to intervene. Praise was used to motivate children.

Children were leading their own learning. This was evident from the planning formats, from looking at floor books where we saw the children's contributions and from the children's learning journals.

Children had free access to the outdoor space which provided excellent opportunities for play and learning. The staff and children were working together to consider the risks and benefits of elements of their outdoor play. As a result children were making decisions and choices. They were very aware of the natural world around them. They were growing fruit and vegetables which were then used in cooking and baking.

The children were learning about the SHANARRI wellbeing outcomes through symbols around the nursery. Children could tell us how the nursery contributed to their health and wellbeing. The nursery made good use of the local community and parents to enhance the learning experiences. Parents appreciated the opportunities that they had to share in their children's learning.

Snack time and lunches were organised to provide a social experience for children. They were encouraged to help prepare snack and to be independent. Staff were knowledgeable about food allergies and any medication was administered following best practice guidance.

Staff and children from the nursery strongly identified with the whole school community. They had regular opportunities to work and play alongside older children. As a result transitions from nursery into school were smooth and children and parents were confident.

What the service could do better

The service was currently recording learning and achievements in learning folders as well as in an online journal which could be easily accessed by parents. They planned to continue this and then ask for the views of parents before deciding which format was most effective for them. The staff were making use of both photographs and observations to record children's learning. We asked that they consider how they could use their observations more effectively to record episodes of significant learning and to identify relevant next steps for each individual child.

We looked at the different areas within the playroom. We suggested that the staff could further enhance the opportunities for children to use their literacy and numeracy skills in real contexts. We looked particularly at the home corner and suggested ways to extend the experiences within the area.

The service was working hard to involve all stakeholders in evaluating the service. They were using feedback and suggestions from parents and children. The staff team should continue to develop their knowledge of the self evaluation process. They should use the new Health and Social Care Standards and How Good is our Early Education and Child Care to achieve this.

From our discussions with the headteacher and staff we were confident that the service had a great capacity to continue to improve and develop.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

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

Inspection and grading history

Date	Type	Gradings
1 Sep 2015	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
15 Apr 2013	Re-grade	Care and support Not assessed Environment Not assessed Staffing Not assessed Management and leadership 1 - Unsatisfactory
20 Apr 2012	Re-grade	Care and support Not assessed Environment Not assessed Staffing Not assessed Management and leadership 5 - Very good
1 Mar 2012	Re-grade	Care and support Not assessed Environment Not assessed Staffing Not assessed Management and leadership 1 - Unsatisfactory
26 Mar 2010	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good

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