

# Gardenstown Playschool Day Care of Children

Bracoden Schoolhouse  
Bracoden School  
Gardenstown  
Banff  
AB45 3HA

Telephone: 01261 851917

**Type of inspection:**

Unannounced

**Completed on:**

28 August 2019

**Service provided by:**

Gardenstown Playgroup

**Service provider number:**

SP2003000426

**Service no:**

CS2003002550

## About the service

The service was previously registered and transferred to the Care Inspectorate on 1 April 2011.

Gardenstown Playschool is registered to provide a care service to a maximum of 18 children aged from birth to not yet attending primary school, of whom no more than 10 are aged between 2 to under 3 years or 9 aged birth to 2 years.

The service operates from a three storey building situated in the grounds of the school; the playrooms are situated on the lower level with the toilets located on the second level. It has its own small outdoor play area which is located to the front and the side of the building. The service also has use of the community library attached to the school and the school swimming pool. The service also shared the woodland area with the school.

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 GIRFEC; safe, healthy, achieving, nurtured, active, respected, responsible, and included (also known as SHANARRI).

The aims and objectives of the service include:

- to provide a safe, secure and happy learning environment for all the children
- to help children build a warm and affectionate relationship with their immediate family.

## What people told us

There was a total of nine children present during the inspection. We observed the children playing well together during various play activities that included a visit to the woodland area and outdoor play. Children were having fun and many were getting used to the experience of attending an early years service.

Seven parents returned completed Care Standards Questionnaires (CSQs). We spoke with three parents face-to-face. They all told us that they found the staff friendly and approachable and that children were given the opportunity to settle at the service which helped them to be comfortable and happy. Specific comments included:

'I have chosen to continue to use the service as my child has settled so well, I also like it is a smaller service'

'Gardenstown playschool has put me completely at ease about leaving my child, I can't sing the playschool's praises enough'

'a lovely friendly environment, it is well organised and I like receiving reports about my child'

'overall I am happy with the service, my child enjoys it and staff are caring, it would be good to extend natural play in the outdoor area'.

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their quality assurance and monitoring processes and plans for improvement.

## From this inspection we graded this service as:

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

## What the service does well

Children experienced a welcoming and caring environment that resulted in them being happy and relaxed. The younger children were relatively new to the service and staff were mindful of giving them time to settle, to feel assured and to build friendships. Staff used kind words and encouragement that helped children to work things out for themselves. Children were able to choose what they wanted to do and had the freedom to move between the play rooms. Children were being encouraged to make choices and lead their own learning, whilst being able to build their confidence and abilities through experiences such as weekly outdoor play sessions, swimming and library visits.

The play rooms consisted of low and open storage units so that children could self select. During the inspection children chose to use toy bricks to build things, jigsaws, imaginary play together in the role play kitchen, water play and be creative with play dough and drawing. A small group of children enjoyed sitting in the cosy/quiet area with a staff member to look at books and listen to a story. On-line learning stories detailed children's learning and their next steps and consisted of helpful and interesting photographs, shared with each other and parents.

The size and nature of the service was conducive to the manager and staff knowing each of the children and their families well. There was recognition of the benefits of involving parents in their child's care and learning and having personal care plans to support the health and wellbeing of the child. This reflected the national approach Getting it Right For Every Child (GIRFEC).

A child protection policy was in place; the manager and staff had an appropriate understanding of safeguarding procedures to help keep children safe, as training had been completed.

Children's physical, social and emotional wellbeing was being promoted during healthy snack where children were able to sit together in small groups, supported by a staff member, and active play outdoors. Children clearly enjoyed the weekly, interactive, outdoor activity situated in a natural woodland area located within the grounds of the school and playing outside at the service, where they were able to explore and take part in active play.

The manager and staff team met weekly, outwith the service being operational; the arrangement provided time for discussion, on-going evaluation and cohesion. This was particularly beneficial as there had been a change within the staff team; there was also a likelihood another staff member would be appointed. Staff were qualified or had almost completed a qualification and also used their experience to help children learn. Staff had

completed training in first aid and child protection to help children stay safe and training in signs and symbols to aid communication and support children's speech. Staff had taken part in an appraisal where personal development and training needs had been identified. The process helped to create a culture that valued staff and also made a difference to children's experiences. Staff considered that informal and formal support from the manager was also beneficial.

## What the service could do better

To enhance the holistic approach that supports children's wellbeing, information held within the personal care plan should be organised so that it is clear who is involved and what is the current action/outcome for the child. It is also beneficial to include any known strategies used to support the child and that parents/carers are always included in the review.

Natural and consistent use of the SHANARRI wellbeing indicators would enable children to have a wider understanding and ownership of them, such as, making better associations with play activities, helper roles within the setting and home links with parents. We provided some examples to the manager and staff during feedback.

Further expansion of natural, real life and scrap materials both inside and outside would help to widen interest, exploration and challenge, whilst developing skills to manage risk. We discussed how the role play/house corner and messy/mud kitchen could be utilised for such purposes. Enabling children to choose between indoor/outdoor (free flow) play would widen play opportunities and help with self regulation. Reference: my world outdoors, loose parts toolkit and our creative journey - [hub.careinspectorate.com](http://hub.careinspectorate.com)

Staff meetings would benefit from a clear agenda and action plan that supported evaluation and quality assurance, such as methods of recording, the impact of training and good practice documents. Staff having a more active awareness of the wider environment and increased sharing of roles/responsibilities during a session such as hand over of children and snack delivery would help to enhance staff skills and children's level of involvement.

## 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](http://www.careinspectorate.com).

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

### Previous requirements

There are no outstanding requirements.

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

### Previous recommendations

There are no outstanding recommendations.

## Inspection and grading history

Date	Type	Gradings	
7 Dec 2016	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	4 - Good
15 Sep 2015	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate
15 Sep 2014	Unannounced	Care and support	6 - Excellent
		Environment	6 - Excellent
		Staffing	6 - Excellent
		Management and leadership	6 - Excellent
1 Nov 2012	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very good
		Staffing	6 - Excellent

Date	Type	Gradings	
		Management and leadership	5 - Very good
10 Jun 2010	Announced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	6 - Excellent
		Management and leadership	5 - Very good
15 May 2009	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good

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