

International School of Aberdeen Nursery Day Care of Children

Pitfodels House
North Deeside Road
Cults
Aberdeen
AB15 9PN

Telephone: 01224 730300

Type of inspection:
Unannounced

Completed on:
6 March 2020

Service provided by:
The International School of Aberdeen
Educational Trust Limited

Service provider number:
SP2003003561

Service no:
CS2003016174

About the service

International School of Aberdeen Nursery has been registered with the Care Inspectorate since 2011. It provides a care service to a maximum of 60 children aged from three years to attending elementary school. The International School of Aberdeen Educational Trust provides the service.

The service is delivered from a modern, purpose-built area of the school campus which has its own secure entry for parents. Children have access to the large enclosed outdoor play area accessed directly from the nursery.

The vision of the whole school is:

"To deliver excellence in education through a safe and caring learning environment. Our students are challenged to reach their maximum potential through academic success and personal growth, becoming learners for life and socially responsible, active global citizens".

We check services are meeting the principles of Getting it Right For Every Child (also known as GIRFEC). This is 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 support them and their parent(s) to work with services that can help them. There are eight wellbeing indicators at the heart of GIRFEC. They are safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as SHANARRI wellbeing indicators.

What people told us

There were up to 51 children present over the inspection visits. We observed confident children who interacted with staff with humour and respect. Children told us;

'The rolling snack is relaxed.'

'I'm fine, I've been riding on a bike.'

'Now we go for lunch, after lunch we choose to come outside or go into the pod - I'll come outside I like that best.'

'This is my cubby, there is my photo.'

'I can speak Russian - good morning (in Russian).'

'I can speak French, I learned it here.'

'Snack is good, we get to choose what we have.'

'I am sitting with my friend'

'What's your name, I am.....are you our Spanish teacher?'

Prior to the inspection we sent 20 care standard questionnaires for the service to distribute to parents. We received 14 completed questionnaires and spoke to four parents when they arrived to collect their children. All parents strongly agreed that they were happy with the quality of care their child received in the service. Comments included;

'The staff are all friendly and personable. They truly care about the children and it shows. They are wonderful at keeping parents informed of what is going on in preschool. The facility is outstanding especially the garden. My child truly loves going to school at ISA preschool.'

'My child just started school this year and is thriving. They want to attend preschool and look forward to the different activities scheduled throughout the week. Staff are welcoming, kind, generous and patient and I have total faith in their abilities to keep my child safe and stimulated.'

'I could not be happier with the care and education my child is receiving. ISA preschool is superlative in every way.'

'The staff and facility have been very accommodating to our child and family. We are very satisfied by the level of care being provided.'

'I asked my child if they had any comments and explained briefly what it was for. They said "I love my preschool; it makes my days go so great. I miss preschool when it is not one of my days, I love my teachers so much". The staff are responsive to my child's character, interests and skills while also identifying and supporting them if and when skills need further development. There is a positive atmosphere of mutual support within the preschool. All children are fully engaged and encouraged to contribute with group situations, when they are comfortable to do so, and thus they have become confident contributors. The curriculum delivered is frequently child led and always varied and interesting. It also encourages a real care for the environment. Most of all preschool is safe, fun and nurturing.'

'Very happy with the quality of the school and the staff are exceptional. I know my child is well taken care of and enjoy coming to school every day. We have had nothing but wonderful experiences.'

'The school really supports families. Staff are approachable, flexible and helpful.'

'There is a good network to support parents and provide opportunities for them to get to know and support each other.'

'The communication is very good. We can arrange a formal meeting or just chat if we need to discuss anything.'

Self assessment

The service was not asked to submit a self assessment prior to inspection. We looked at the development plan and discussed areas of strength as part of the inspection.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	4 - Good
Quality of management and leadership	4 - Good

What the service does well

A major strength of the service is their recognition of the importance of building relationships. Children were warmly welcomed into the nursery and supported to freely accessed the resources they wanted to play with. This allowed children to settle into their environment and make choices about how and where to spend their time. Staff responded sensitively when children arrived, providing a nurturing approach to help them settle.

Positive working relationships had been established with parents, enabling good communication between the setting and home. This promoted effective information sharing and clear identification of children's needs. There were a variety of opportunities for parents to become involved with the service and participate in their child's care. These included parent conference meetings, class events co-ordinator positions, opportunities to read with children and parent cook sessions.

Children's safety was supported by staff who had a very clear understanding of service procedures and their roles and responsibilities for safeguarding children. Staff understood factors which may impact on a child's wellbeing making them more vulnerable. They were confident in discussing support that could be given to children and families in these situations.

Staff had a very good knowledge of each child, allowing them to support their learning and development by providing opportunities and resources which promoted children's thinking, engagement and fun. Within each child's personal plan and learning journal were recorded their achievements and experiences as well as strategies that had worked to support their development and wellbeing. This supported accurate information sharing within the staff team, with parents and with other agencies involved in the child's care.

Interactions between staff and children were nurturing and respectful, building children's confidence and self-esteem. Staff supported children to participate, consider and problem solve. Children had fun playing and interacting with each other, using a range of open-ended play resources which helped them be creative, use their imaginations and explore their environment - including creating ramps and obstacle courses outdoors. They were able to identify areas where their intervention could build a child's confidence or extend learning and where support was needed to resolve potential conflict. These interactions supported children to develop a positive view of themselves and form secure, trusting relationships with staff and each other.

Staff morale was high and they spoke passionately about their role in caring for children. There was a warm, welcoming atmosphere because of the strong teamwork and good working relationships. Effective communication and regular team meetings supported staff to best meet the care and learning needs of children. Staff took pride in their knowledge and skills and were committed to continuing their professional development. The management team actively supported staff to access a variety of courses and qualifications to further enhance their knowledge. This meant that care and support was based on relevant guidance and best practice.

The staff were well supported, professionally and pastorally, by all management within the school. They told us they felt proud to be part of the organisation. This supported care for children to be consistent and stable. The pre-school team was very much a valued part of the whole school and were able to access the expertise and interests of the wider staff. This extended children's experiences and built on the community feeling of the service, supporting children to feel valued and respected and build positive relationships.

The manager carried out assessment of the service using relevant documents such as the Health and Social Care Standards (HSCS). This enabled them to identify areas for development which would positively impact on the experiences of children. A development plan had been formed which was shared with staff. This supported a consistent and positive approach to change, where staff were confident in their participation.

What the service could do better

As part of their self-evaluation the service had identified the need for further development to improve the pace and flow of the day for children. During the inspection they were trialling a rolling snack. The benefits of this were reduced waiting and extended time for free, child led play. Changes were in the very early stages and the impact on outcomes for children was not yet measured.

The staff and manager were also looking at ways to encourage more open-ended play outdoors and increase the flow between outdoor and indoor play for children. This would extend the opportunities for children to participate in problem solving, exploration and investigation and increase the time they could spend outdoors.

We saw some opportunities for staff to take on additional focused roles and the benefits this has in building staff confidence and knowledge. We suggested that developing more opportunities for staff to take on leadership roles would further support improvements.

Permanent staff were all qualified and registered or registering with the Scottish Social Services Council (SSSC). However, not all supply staff were registered with an appropriate body within the six-month time period required by legislation. See recommendation 1.

A policy was in place which supported safe recruitment of staff. However, this had not been consistently followed regarding the "stringent vetting through written and verbal references". See recommendation 2.

As part of their self-evaluation the service had identified the need for further development to improve the pace and flow of the day for children. During the inspection they were trialling a rolling snack. The benefits of this were reduced waiting and extended time for free, child led play. Changes were in the very early stages and the impact on outcomes for children was not yet measured.

The staff and manager were also looking at ways to encourage more open-ended play outdoors and increase the flow between outdoor and indoor play for children. This would extend the opportunities for children to participate in problem solving, exploration and investigation and increase the time they could spend outdoors.

We saw some opportunities for staff to take on additional focused roles and the benefits this has in building staff confidence and knowledge. We suggested that developing more opportunities for staff to take on leadership roles would further support improvements.

Permanent staff were all qualified and registered or registering with the SSSC. However, not all supply staff were registered with an appropriate body within the six-month time period required by legislation. See recommendation 1.

A policy was in place which supported safe recruitment of staff. However, this had not been consistently followed regarding the "stringent vetting through written and verbal references". See recommendation 2.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1.
The service should ensure that supply staff are appropriately registered with the relevant professional body within timescales required by legislation. This is to ensure that care and support is consistent with Health and Social Care Standards which state "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes". (HSCS 3.14)
2.
In order to safeguard children the provider should ensure that a safe and robust recruitment process, in line with national guidance Safer Recruitment through Better Recruitment <https://hub.careinspectorate.com/media/1608/safer-recruitment-through-better-recruitment.pdf>, is followed for all staff. This is to ensure that care and support is consistent with the Health and Social Care Standards which state "I am confident that people who support and care for me have been appropriately and safely recruited". (HSCS 4.24)

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at 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	
15 Nov 2016	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent 6 - Excellent Not assessed Not assessed
7 Mar 2013	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent 6 - Excellent 6 - Excellent 6 - Excellent
28 Feb 2012	Re-grade	Care and support Environment Staffing Management and leadership	Not assessed Not assessed Not assessed 1 - Unsatisfactory
16 Mar 2010	Unannounced	Care and support Environment Staffing	5 - Very good 5 - Very good 5 - Very good

Date	Type	Gradings	
		Management and leadership	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 nithear iartras.

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۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

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.