

Timmergreens Pre School Class Day Care of Children

Emislaw Drive
Arbroath
DD11 2HJ

Telephone: 01241 465 434

Type of inspection:
Unannounced

Completed on:
31 March 2022

Service provided by:
Angus Council

Service provider number:
SP2003000043

Service no:
CS2003015757

About the service

Timmergreens pre school class is a service provided by Angus council and is situated in Timmergreens primary school in the town of Arbroath. The nursery is within the main school building. The nursery consists of a large, bright playroom which offered a variety of opportunities for play and learning. A smaller playroom provided children with quieter, focused play activities. Toilets and changing facilities are located off the main playroom. Free flow access to a secure outdoor area provided children with daily access to fresh air and active play experiences. Local amenities including shops and nature walks offered opportunities for learning beyond the nursery setting.

Timmergreens pre school class was first registered by Social Care and Social Work Improvement Scotland (SCSWIS) on 1 April 2011. The service is registered to provide care to 30 children at any one time. The age range of the children will be between three years to those not yet attending school.

The service leadership team consisted of, the head teacher, deputy head teacher and a senior early years practitioner.

What people told us

On the day of inspection 22 children were in attendance. We spoke to several children and observed all children during our visit. Children appeared confident and engaged in their play and surroundings, with strong relationships established with staff. Children led on their play and choice of activities within the setting.

Five families shared feedback with us about the service. Feedback received was positive. Families told us that the staff team supported their children's learning and development through a variety of experiences. Families felt well supported and told us that they were kept well informed about their child's learning and with service information and updates.

"The weekly Dojo posts that I receive about my child in the nursery are excellent. They share a lot of information on my child's learning within the nursery and also let me know what their next steps in learning are."

"It's been so difficult during Covid but the team have been amazing. They have done so well. I can't fault them. Transitions have been so positive and as a parent not being able to come into the service, staff have been amazing at keeping me informed."

"I feel really supported. Nursery are trying lots of strategies to support my child's development and with emotions. Great that they share strategies and I am involved."

Self assessment

The service was not asked to submit a self assessment prior to inspection. We reviewed their quality assurance systems and improvement plan and found these to reflect the service extremely well. These demonstrated the service priorities for development, detailing how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

| | |
|--------------------------------------|---------------|
| Quality of care and support | 5 - Very Good |
| Quality of environment | 5 - Very Good |
| Quality of staffing | 5 - Very Good |
| Quality of management and leadership | 5 - Very Good |

Quality of care and support

Findings from the inspection

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

We observed children leading their play and engaged in their learning through a range of experiences. Children appeared confident, happy and relaxed within their play environment. Children were empowered to make choices in where, what and who they played with, which supported children to explore their interests and experience learning that was meaningful to them. Staff extended children's learning through skilled interactions which encouraged children to problem solve and develop curiosity and creativity. Interactions with children were seen to be respectful, with staff using gentle tones during discussions and allowing children time to respond to suggestions and questions.

Where children needed support with personal care, we found this was carried out in a way that promoted children's independence and supported dignity and privacy.

The service had developed a variety of ways in which children could talk and share their ideas, views and feelings. A 'feelings house' supported children to identify emotions and explore their feelings further. The restorative and nurturing approach from staff was embedded into practice and supported children's emotional well-being. Staff valued children's ideas, achievements and contributions, and all staff showed genuine interest in and care for the children. This caring and enabling atmosphere was a strength of the service and effective in promoting positive self-esteem in children.

Mealtimes were seen to be valuable opportunities for children to develop knowledge of healthy food choices and develop social and self-help skills. Snack times were offered throughout the session with opportunities to eat both in the playroom and outdoor area. This allowed children to choose when they ate and where they had snack. We saw children help to prepare snack which supported them to develop self-help skills and participate in discussions about the food they were preparing. Staff sat alongside children during lunch, promoting a positive social experience. Lunch was unhurried and children could return to play when they finished which created a relaxed atmosphere. Children were encouraged to be independent, with

opportunities to set up their lunch space and clear away when finished. We discussed how the service could further promote independence during mealtimes, for example, supporting children to serve their food and wash dishes.

All staff had a clear understanding of their responsibilities in keeping children safe and protected. Child protection training had been completed, supporting staff to keep their knowledge up to date. Staff were clear on reporting and recording procedures. Strong links were established with relevant agencies which contributed to children's wellbeing and safety.

Children's information documents captured individualised information allowing the team to extend children's interests and support development. These were reviewed with parents in line with guidance to ensure that information was current and to provide a continuity of care.

Responsive planning was being developed and took very good account of children's ideas and interests. The child-led ethos informed staff to make changes in response to children's changing needs and interests.

We reviewed the service's administration of medication procedures and found these to be in line with best practice guidance.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

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

The neutral décor and natural lighting of the main playroom supported to create a calm and relaxing learning environment for children. The layout of resources and furniture enabled children to move freely between experiences, supporting choice and allowing children to lead their play. The playroom was well-resourced with open-ended learning experiences which supported to engage and challenge children, and develop their creativity and problem-solving skills. We observed some storage of resources did not support children's access. Some shelving was too high for children to easily access resources. The service plans to adjust these to allow accessibility.

A cosy room was currently being developed to provide a quieter space to allow children a comfortable area to relax, take time away from the group and to feel secure. Staff reported that these areas were well used by children and beneficial to their well-being. Plans were in place to further develop resources to maximise children's experiences within the room, including sensory equipment and nurture groups.

Free flow access to the outdoor area ensured that children had choice in where they played and daily access to fresh air and active play opportunities. Wet suits and wellies were available to support children to play outdoors during wetter weather days. The large and well-maintained outdoor area was available to the children most of the day, where there were high quality resources and scope for learning. We saw children engaged in a wide range of activities, where they were developing a range of skills. They confidently ran, climbed, jumped and balanced. Children participated in teamwork activities and had discussions about problem solving using open-ended resources.

Safe, cosy spaces had been developed within both the indoor and outdoor environments which provided children with areas to rest, reflect and access quieter learning experiences.

Trips within the community allowed children to explore and learn beyond the nursery setting. Outings to the local shops extended children's mealtime experiences by providing opportunities to source and discuss snack options. Trips to the local woodland areas supported children to experience nature activities and develop very good awareness of managing risk. Children spoke positively about these experiences, telling us about the "adventures" they had to the forest.

Accident and incident procedures were reviewed during our visit. We found that these were being documented and information shared with parents verbally. We discussed ensuring all significant information is captured to support and inform quality assurance. Parents should be offered a copy of reports to support information sharing. Audits were carried out to identify recurring issues and trends, supporting to address possible safety issues. Risk assessments were carried out as necessary, with children being encouraged to participate in these, developing their understanding and awareness of risk and safety.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of staffing

Findings from the inspection

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

Staff were recruited following Local Authority procedures and were appropriately registered with the Scottish Social Services Council (SSSC). The leadership team within the nursery was made up of the head teacher, deputy head teacher and senior early years practitioner.

We spoke to newer members of staff who discussed their positive induction into the service. They told us they felt welcomed and valued by the staff team and were included in training opportunities and staff

meetings. Staff were clear on their specific roles and responsibilities, and told us that guidance was always on hand from staff or the deputy head teacher if needed.

Staff were observed to be respectful in their interactions with children, which enabled children to feel secure and form close relationships with those working with them. The staff team knew the needs of the children in their care, allowing them to support children to progress within their learning. Staff had a good understanding of child development which was used to implement quality play experiences and extend children's learning through skilled interactions. Interactions were at a child's pace which allowed children time to think and respond.

The staff team were reflective in their practice. This allowed them to identify strengths and areas for improvement within the service, which informed plans for developments and training. Staff were motivated about their professional learning, and we observed that recent training had a positive impact on outcomes for children. For example, training in child development and play supported the team to gain a deeper understanding of how children learn. This contributed to the service's responsive planning approach and changes within provision, enhancing child led experiences.

Leadership roles were being developed within the team, providing staff with ownership and responsibility. Staff spoke about these positively, feeling they played a key role within improvements in the service. We discussed the continued implementation of these roles to build on the empowerment of staff, impacting positively on their confidence and self-esteem.

Staff had regular meetings to discuss the children's interests, planning and any particular issues that had arisen. Staff reported that communication amongst the team was very good, which contributed positively to noting and recording significant observations for children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

Findings from the inspection

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

The service was well led by the senior leadership team and staff told us that they felt well supported and informed. The nursery senior early years practitioner was part of the core staff team, working alongside children and staff, which provided opportunities to role model best practice. Support visits were carried out regularly by the deputy head teacher, which contributed to supervision of practice and quality assurance procedures, and ensured best practice was being followed.

Children's consultation was naturally embedded into staff practice, with consistent and regular discussion around wishes and thoughts. Children's choice was respected consistently which resulted in a strong presence of the child's voice throughout.

Strong relationships had been established with families, which allowed information on children's progress within their development and learning to be shared between home and the service. The service used a variety of ways to ensure parents were kept up to date with information and allow parents to share their views. For example, class Dojo supported the sharing of newsletters, learning experiences and nursery news, which kept parents informed about current provision. Parents who shared feedback with us during inspection commented positively about the service. Parents commented specifically on the level of engaging and genuine partnership support offered by the nursery staff team. We asked that the team continue to develop ways focused feedback could be gathered from families to further support their involvement within improvements and development of the service.

A whole team approach was applied to developing an improvement plan. This ensured all staff were aware of identified areas for improvement and were involved in nursery developments. This enabled staff to feel empowered and lead initiatives which supported positive outcomes for children. The service improvement plan was well-considered and reflected the core vision, values and aims of the service. Self-evaluation was regularly carried out to support the team to measure the impact changes made had on outcomes for children and evaluate experiences. This allowed staff to identify next steps in their improvement journey which supported ongoing progression.

Quality assurance systems were robust and supported improvements within the service, which ensured that best practice observed across the nursery was monitored and maintained. Self-evaluation was being carried out with challenge questions being considered by staff. The evaluation was an inclusive process for the whole staff team, reflecting on practice and providing a depth to any identified areas for improvement.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

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

Previous requirements

Requirement 1

To ensure the safety and wellbeing of children attending the service, the service must ensure that staff are registered with the appropriate professional body. This must be checked regularly by managers with staff taking responsibility for keeping their own information updated.

This is in order to ensure that care and support is consistent with the Health and Social Care Standards 3.14 which states: "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".

It is also necessary to comply with Regulation 15 of the Social Care and Social Work Improvement Scotland Regulations 2011.

Timescale: by 20 August 2019.

This requirement was made on 3 July 2019.

Action taken on previous requirement

All staff were registered with the appropriate professional body. Staff responsibility in regards to their registration requirements are discussed as part of induction procedures to ensure staff have a clear understanding of their role. An overview of staff registration is maintained by the deputy head teacher.

Met - within timescales

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

Previous recommendations

Recommendation 1

In order to ensure that children get the medical treatment they need, the provider must put in place an effective and timely system to review and update medical protocols.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: "any treatment or intervention that I experience is safe and effective." (HSCS 1.24).

This recommendation was made on 3 July 2019.

Action taken on previous recommendation

Medication procedures were reviewed during inspection. These were found to be in line with best practice. Audits were routinely carried out to review procedures and ensure information contained within records was current and correct.

Complaints

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

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

| Date | Type | Gradings |
|-------------|-------------|---|
| 4 Jun 2019 | Unannounced | Care and support 4 - Good Environment 5 - Very good Staffing 4 - Good Management and leadership 3 - Adequate |
| 3 Nov 2016 | Unannounced | Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership Not assessed |
| 19 Sep 2013 | Unannounced | Care and support 5 - Very good Environment 4 - Good Staffing 5 - Very good Management and leadership 4 - Good |
| 10 Dec 2010 | Unannounced | Care and support 5 - Very good Environment Not assessed Staffing Not assessed Management and leadership Not assessed |

| Date | Type | Gradings | |
|------------|-------------|---------------------------|---------------|
| | | | |
| 4 Mar 2009 | 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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