

Grange Pre School Class Day Care of Children

Grange Road
Monifieth
Monifieth
Dundee
DD5 4LU

Telephone: 01382 768 101

Type of inspection:
Unannounced

Completed on:
11 May 2022

Service provided by:
Angus Council

Service provider number:
SP2003000043

Service no:
CS2003016853

About the service

Grange Pre School Class is a service provided by Angus council and is situated in Grange primary school in Monifieth. The nursery is within the main school building. The nursery consists of two large playrooms which offered a variety of opportunities for play and learning. An additional smaller playroom provided opportunities for sensory experiences and quieter, focussed learning experiences. Toilets and changing facilities are located off both main playrooms. Free flow access to a secure outdoor play area provided children with access to fresh air and active play experiences. Local amenities including nature walks, parks and beach provided learning opportunities beyond the nursery setting.

Grange Pre School Class registered with the Care Inspectorate on 01 April 2002. The service is registered to provide care to a maximum of 56 children at one time, age from 3 years to an age to attend primary school.

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

What people told us

55 children were in attendance during our inspection. We spoke to several children and observed all children during our visit. Children were engaged during most of their session and took part in a wide range of learning experiences.

Six families shared feedback with us about the service. Overall, families who shared feedback felt that the service offered a range of quality experiences for their child and supported their child's needs. Whilst most feedback received was positive, a few families felt that key information was not always shared by the service, particularly around mealtimes.

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 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	4 - Good
Quality of environment	5 - Very Good
Quality of staffing	4 - Good
Quality of management and leadership	4 - Good

Quality of care and support

Findings from the inspection

We made an evaluation of good for this theme, as several important strengths, taken together clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

We observed children leading their play throughout most of the session, which promoted choice and independence. Most children appeared relaxed and happy within the setting and engaged in learning through a variety of resources and experiences. Most of the session was free flow play which enabled children to choose where they played and what they played with. We heard children chatting happily and singing, which highlighted that they felt relaxed and confident.

Children and staff sat together during mealtimes which created social experiences. Healthy options were offered which supported children's understanding of nutritious choices. Dietary requirements were managed well which ensured children were given foods that were safe. Children had some opportunities to develop self-help skills and independence during mealtimes. For example, we saw children spreading their own crackers during snack. We asked the service to continue to develop children's independence throughout all mealtime experiences, for example, opportunities to serve their food and clear dishes away. The nursery was developing a café style environment in the playroom for children to have meals, which supported creating a nurturing space for children to eat in. Some children ate lunch in the school hall and the environment did not reflect the nurturing space offered in the playroom. The service should develop ways in which this could be a more nurturing experience for children.

Tidy up time before lunch and at the end of the day did not support engaging children in meaningful learning. We saw several children not focussed and engaged. Staff were observed to be task focussed during these times which resulted in missed opportunities to meet children's needs. By the time this report was written the service were reviewing transition times to ensure children's needs were met.

Children's information and learning documents were individualised, allowing the team to extend children's interests and support children to progress within their learning. These were reviewed with parents in line with guidance to ensure that information was current and to provide a continuity of care. Children's voices and input were also captured throughout documents and paperwork, to include their views and ideas.

The service had established strong partnerships with a range of agencies and other settings which enabled effective strategies to be developed to support the needs of some children. The service should ensure that identified strategies are consistently used to meet children's individual needs and support them to progress within their learning.

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.

Responsive planning took good account of children's ideas and interests, and supported child led learning. Journals captured significant learning for children and allowed staff to identify and plan next steps. Floor books documented children's experiences and enabled children and staff to discuss learning and plan next steps together. Children were working together with staff to document ideas, with opportunities to mark make, add photographs, and share views.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - 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 nursery provided a bright and welcoming environment for children. Playrooms provided a variety of resources and offered free flow play outdoors, which supported children's choice in where they played. Children were seen to be engaged in a variety of learning experiences, with opportunities to develop literacy, numeracy, and imaginative skills. The layout of resources and furniture enabled children to move freely between experiences, supporting choice and allowing children to lead their play. Toilets were situated off playrooms which children accessed independently. 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 outdoor area offered a variety of learning opportunities. It had been developed well to engage children, and provide them with lots of natural, open-ended resources to explore and support their creativity and imaginative play. Free flow access to the outdoor area contributed to children's independence, choice, and health. The service had extended its outdoor provision, providing children with a variety of learning spaces. Outdoor areas included a 'onery' which supported children with transition into primary one and links with the school community, and a forest area. Children were confident in exploring outdoors. We observed children engaged in a wide range of activities, developing a range of skills.

The 'Sunshine room' had been developed since the last inspection. This provided 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.

Strong links with the local community had been established. This supported children to experience learning beyond the nursery environment. A variety of opportunities to explore nature and participate in active experiences contributed positively to children's well-being and health. The nursery had developed a close link with the local care home which provided opportunities for intergenerational relationships and learning.

Accidents and incidents were recorded in line with best practice and shared with parents. Risk assessments were in place and reviewed regularly, contributing to create a safe environment for children. Staff demonstrated a strong risk benefit approach, supporting children with their understanding of risk and how to keep themselves safe.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of staffing

Findings from the inspection

We made an evaluation of good for this theme, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Staff were recruited following Local Authority recruitment procedures, and all staff were appropriately registered with the Scottish Social Services Council (SSSC). Staff were inducted to the service by the team, offering support and guidance to become familiar with the nursery. Staff who had recently joined the service overall spoke positively about their experience. However, some told us they would have benefitted from additional support to become familiar with the service and their role. We discussed with the leadership team that new staff should receive appropriate support to ensure they are clear on their roles and responsibilities.

Staff had completed a variety of training and were encouraged with their continuous professional development. We found most staff to be reflective practitioners who shared with us the impact of training on their practice. This contributed positively to improved outcomes for children.

Most staff were observed to be nurturing in their approach, providing children with warmth, comfort and supporting children's engagement in learning. Some staff were task oriented in their approach, often missing cues from children, which impacted on the children's experiences. We asked that staff reflect on their practice and consider their approach to ensure that it is always responsive to children's needs.

We found most staff were skilled in supporting and extending children's learning, adding breadth and challenge through engaging discussion. Open-ended questions were used to develop children's thinking and curiosity, and children were given time to respond, think and process.

Staff meetings provided the opportunity for the team to discuss planning, children's needs, self-evaluation, and plan changes within the service. Staff reported that communication amongst the team was very good, which contributed positively to noting and recording significant observations for children. Staff felt included in the overall direction of the service.

The deputy head teacher was undertaking appraisals for all staff. This provided staff with opportunities to discuss their professional development and reflect on practice. Staff spoke positively of the support they received from the leadership team, and that they felt valued within the service.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of management and leadership

Findings from the inspection

We made an evaluation of good for this theme, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

The service was led to a good standard by the head teacher, deputy head teacher and senior practitioner, and most staff told us they felt supported and informed. Support visits and appraisals were carried out by the deputy head teacher. These contributed to the quality assurance of procedures and supervision of staff practice. As part of the core nursery team, the senior practitioner worked with staff and families daily. This provided opportunities to model best practice and support quality assurance. We asked that the leadership team monitor staff deployment and practice during transition times and mealtimes to ensure that children are effectively supported.

Quality assurance systems supported improvements within the service. Self-evaluation was carried out regularly to support the team to measure the impact that changes made were having on outcomes for children. This allowed the team to reflect on practice, identify strengths and successes, and plan for future developments. We discussed ways in which the service could evaluate mealtimes to identify areas for improvement and plan changes to enhance experiences for children.

A whole team approach was applied to developing an improvement plan for the service. This ensured all staff were aware of identified areas for improvement and were involved in nursery developments. Health and wellbeing, children's mental health and Covid-19 recovery had been identified as a focus for improvement. This highlighted that the service was aware of the potential impact the pandemic had on children's well-being. Small tests of change were carried out to support the team to measure progress and to identify next steps within the improvement journey.

We recognised the positive relationships that had been formed with children and their families. The service had developed opportunities for families to share their views, which supported the team with self-evaluation and plan improvements. A variety of ways to share information with families had been developed, including Class Dojo. Families we spoke to told us they valued Class Dojo which allowed service information, children's learning and 'try this at home' activities to be shared. This supported families feel informed. Some feedback received highlighted that key information around mealtimes was not always shared and could be improved. Overall feedback received was positive and families we spoke to were happy with the care provided.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

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.

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	
21 Jun 2018	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
4 Feb 2016	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
24 Jan 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
14 Sep 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed

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