

# Beauly Nursery Day Care of Children

Beauly Primary School  
Croyard Road  
Beauly  
IV4 7DJ

Telephone: 01463 782 576

**Type of inspection:**  
Unannounced

**Completed on:**  
30 August 2022

**Service provided by:**  
Highland Council

**Service provider number:**  
SP2003001693

**Service no:**  
CS2003013525

## About the service

Beauly Nursery is a day care of children service in Beauly, Inverness. The service is registered to provide a care service to a maximum of 40 children at any one time aged from three years to those attending primary school.

The nursery is located in temporary accommodation within the main school building comprising of two bright playrooms, toilet provision, cloakroom and an enclosed outdoor area. Children also have access to a large enclosed garden situated within the school grounds.

The service is provided by Highland Council and managed by the primary school head teacher.

## About the inspection

This was an unannounced inspection which took place on 30 August 2022 between 09:00 and 17:00. The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- Spoke with four people using the service and six of their family.
- Spoke with five staff and management.
- Observed practice and daily life.
- Reviewed documents.

## Key messages

- Interactions were kind, responsive and nurturing with staff offering children comfort or reassurance when needed.
- Children's wellbeing was supported through effective personal planning which was reviewed regularly.
- Children directed their own play and were fully engaged in purposeful, fun experiences, through a mix of planned and spontaneous learning.
- Children's outdoor play was encouraged and supported well by staff, making effective use of spaces available.
- The manager worked collaboratively with staff to use effective self-evaluation with a focus on improving outcomes for children.
- An annual improvement plan identified priorities to support children's health, wellbeing and learning.
- Effective communication between staff meant children were well supervised.
- Staff practice supported a child-led approach to learning.

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

|  |               |
|--|---------------|
| How good is our care, play and learning? | 5 - Very Good |
| How good is our setting?                 | 4 - Good      |
| How good is our leadership?              | 5 - Very Good |
| How good is our staff team?              | 5 - Very Good |

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

5 - Very Good

From the evidence gathered, we evaluated key question 1 as very good, major strengths in supporting positive outcomes for children.

### QI- 1.1: Nurturing Care and Support

Staff knew the children well and could speak confidently about their likes, dislikes and support needs. Children were happy and having fun during their time in the service. Interactions were kind, responsive and nurturing with staff offering children comfort or reassurance when needed. This contributed to supporting a calm and caring atmosphere for children.

Children's wellbeing was supported through effective personal planning which was reviewed regularly. Parents commented positively that they felt included in the gathering and review of this information alongside the 'Being Me' documentation to support their child's needs. This partnership approach enabled staff to skilfully support children in a caring and responsive way according to their individual needs. Staff used the information effectively to develop strategies to contribute to children reaching their full potential. This included toileting, positive behaviour strategies and using visual timetables and Makaton hand signs. This enabled children to receive care and support which effectively met their changing needs.

Staff were aware of children's allergies and medical needs, with relevant important information stored correctly and safely. Clear protocols were in place for every child with an identified allergy or medical need with photos, symptoms and any required medication, dose and actions to be followed. Regular monitoring was carried out to ensure medication and first aid supplies were in date and that all medication was signed in and out of the service by parents and staff. As a result, children's medical and allergy needs were being met safely and consistently.

Mealtimes were a sociable experience for children with lots of opportunities for them to gain independence. Snack and lunch choices were healthy and followed best practice guidance. Children were encouraged to be independent in a variety of ways including helping staff to prepare snack, self-serving, spreading and pouring. Staff, including the manager of the service, sat with the children, chatting and modelling healthy eating, creating opportunities for children to develop their language and social skills. This contributed to creating a homely, relaxed and enjoyable mealtime experience for children.

### QI- 1.3: Play and Learning

Children directed their own play and were fully engaged in purposeful, fun experiences, through a mix of planned and spontaneous learning. Staff used skilled open-ended questioning to extend children's curiosity, problem solving skills and promote development of imagination.

Staff had reviewed the indoor environment and resources provided, to make sure that children had opportunities to use creativity and curiosity through their play and learning experiences. This included a large busy board with locks, screws, taps and latches and wooden blocks to promote problem solving skills. This contributed to children developing creativity and imaginative skills.

Play experiences provided challenge and fun and supported children to develop language, literacy, and numeracy skills. More open ended dressing up and role play resources were introduced to encourage

children to explore a wider range of play possibilities. For example, some children had used dressing up items to role play going on holiday. Staff members supported this play by talking about the sequencing of events before going on holiday, packing, methods of travel and where they were going to go. As a result of this responsive approach by staff, children were actively engaged in leading their play experiences.

Planning floor books were in place to capture children's thoughts, interests and to plan play and learning experiences. Children's voices had been recorded to help inform planning processes through quotes, drawings and questions. For example, the children had been learning about bees following discovering a nest in their garden. Staff supported children to answer their questions about why bees sting and how the nest could be safely moved, by using books and internet searches. Observations of learning were recorded by staff within children's individual learning folders to show progression and to plan next steps. This approach helped support staff to use responsive planning approaches and enabled children to actively learn and progress through their play and learning experiences.

Children were given daily access to outdoor play with opportunities for risky play and development of gross and fine motor skills. They were able to use both the enclosed nursery outdoor area and the garden area beside the school grounds. They could climb, pedal and balance and had plenty of space to run and be active. Children were co-operating and using their imaginations with staff encouraging and extending play and learning experiences, building on children's existing knowledge. Opportunities for developing literacy and numeracy skills were supported through painting, drawing, pouring, weighing and measuring and through staff and children sharing stories and rhymes. Staff encouraged children to engage with technology through their play, using cameras to take photos of their experiences and interests. This supported children to develop skills for lifelong learning.

## How good is our setting?

## 4 - Good

From the evidence gathered, we evaluated key question 2 as good, important strengths which clearly outweigh areas for improvement.

### QI- 2.2: Children Experience High Quality Facilities

Both playrooms within the nursery contained natural, real life and open-ended resources and were bright, clean, welcoming and furnished to a good standard. There were cozy, cushioned areas provided for children to give them opportunities to rest and relax if they needed to. Children explored the different areas happily and were actively engaged within their environment..

Children's outdoor play was encouraged and supported well by staff, making effective use of spaces available. The nursery benefitted from a tarred and enclosed outdoor play area, also access to a large, secure garden area beside the school grounds. Each area offered them different experiences and play opportunities. These included a more natural outdoor environment within the garden, raised beds for planting, polytunnel, water play, sand and a grassed play area with opportunities for climbing, balancing, and developing gross motor skills. Children were actively engaged in their play experiences and were observed to be using their imagination and curiosity. The manager and staff spoke about plans to develop this area further, with help, resources and volunteers from local businesses. Staff supported children well ensuring a good balance between maintaining a safe environment and allowing children the freedom to explore. This supported children to build confidence.

Staff worked well together to ensure children were always accounted for, despite the challenges presented by the awkward layout of the nursery. On several occasions, staff were observed to be carrying out checks

to monitor the number of children in the setting and which area they were accessing. The toilet area was located further away from the playrooms, down a corridor, meaning staff had to be vigilant to ensure children were not away for significant periods of time unsupervised. Also ensuring they had good communication with their colleagues to keep children safe and accounted for. Risk assessments had been carried out to ensure staff were confident in ensuring a safe environment for both themselves and the children. This supported children to enjoy challenging and fun play experiences whilst staying secure during transitions.

The service maintained a good standard of infection control procedures, following best practice guidance. Staff maintained a safe distance from each other and wore appropriate personal protective equipment (PPE) where necessary. During food preparation and serving, staff followed best practice guidance and carried out effective cleaning of tables before and after children ate and supervised children when handwashing. Staff had completed infection control and food hygiene training to ensure they were maintaining a safe environment for children. This contributed to minimising risks of infection for both the staff team and children.

## How good is our leadership?

**5 - Very Good**

From the evidence gathered, we evaluated key question 3 as very good, major strengths in supporting positive outcomes for children.

### QI- 3.1: Quality Assurance and Improvement are Led Well

The manager worked collaboratively with staff to use effective self-evaluation with a focus on improving outcomes for children. Staff were supported to reflect on the planning and improvement of the service based on their own observations or through the views of the children and families. The team had recently reflected on the quality of play and learning including, cycle safety, responsive planning processes and the role play opportunities children experienced. They had referred to best practice documents including the Quality Framework for daycare of children, childminding and school aged childcare and Realising the Ambition, available on the Care Inspectorate hub. Through this process, improvements had been made leading to children being more actively involved in planning their play and learning experiences and engaging in more imaginative role play through the introduction of more open ended resources. This effective approach supported continuous improvement tailored to the needs of the children in the service.

Quality assurance processes were in use with clear timescales, actions and responsibilities, with a focus on outcomes for children. Monitoring of planning had highlighted a positive impact on children's experiences and outcomes following changes within the planning processes and recording of observations. Clear feedback had been given to staff by management, along with next steps. These areas for improvement had been shared with parents and families to enable them to feel included with the settings improvement priorities. Parents spoke highly of the staff team and manager and that they felt very much included and part of the service. Local businesses within the community had been approached as part of this process, to be involved in the identified next steps for the service. This supported the continuous development of the service with a clear, shared vision on improving outcomes for children.

The manager supported staff well through regular support and supervision. Alongside their annual appraisals, staff received regular feedback from the manager and were directed to additional training opportunities to develop their professional learning. Staff had been empowered to take on leadership responsibilities within the service and to decide how these would work within the team. They spoke about feeling very supported by the manager and that this had helped to create a strong partnership between the

staff team and management. This contributed to staff feeling confident and valued.

An annual improvement plan identified priorities to support children's health, wellbeing and learning. Staff were aware of the improvement plan, and the manager had created an ethos where staff felt confident to contribute their ideas. Staff told us they felt their views were valued. The manager told us that staff were driven and focused on implementing areas for improvement, with high aspirations for children to achieve their full potential. This included creating more opportunities for children to develop literacy and technology skills. As a result, the service was making progress in securing positive outcomes for children.

## How good is our staff team?

**5 - Very Good**

From the evidence gathered, we evaluated key question 4 as very good, major strengths in supporting positive outcomes for children.

### QI- 4.3: Staff Deployment

Effective communication between staff meant children were well supervised. For example, staff explained when they were leaving an area and for what reason. This allowed other staff to be alert to children's needs. The ethos between team members was positive and interactions between staff were kind and respectful. This helped to create a positive atmosphere for both staff and children to feel comfortable and secure in.

Staff practice supported a child-led approach to learning. This helped children to gain in confidence and independence. Children happily made choices about where they wanted to play, took part in familiar routines, and enjoyed interesting games and learning activities with staff. Staff and children were having fun together through a variety of play and learning experiences, either planned or spontaneous. This supported children's experiences to be positive throughout the day.

The nursery was appropriately staffed to meet the needs of children. Staff knew children well and were effectively deployed to support continuity of care. They worked well to communicate with families and build positive relationships which enhanced children's experiences and promoted a partnership approach. One parent told us the staff were great, and that their child goes in with a smile and comes out with a smile every day. Parents told us they received good communication from staff about their child's day and that the staff team were approachable, friendly and knew their child well. This contributed to parents feeling valued and included in their child's care.

Staff made effective use of the range of skills, knowledge and experience within the team to ensure the wellbeing of children in the service. Despite the challenges presented within the layout of the temporary nursery building, staff planned routines, transitions and the use of the environment well to support highly effective and quality experiences, whilst meeting individual children's needs through effective staff deployment. This supported children to enjoy challenging and fun play experiences whilst staying secure.

## 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).

## Detailed evaluations

|  |               |
|--|---------------|
| How good is our care, play and learning?           | 5 - Very Good |
| 1.1 Nurturing care and support                     | 5 - Very Good |
| 1.3 Play and learning                              | 5 - Very Good |
| How good is our setting?                           | 4 - Good      |
| 2.2 Children experience high quality facilities    | 4 - Good      |
| How good is our leadership?                        | 5 - Very Good |
| 3.1 Quality assurance and improvement are led well | 5 - Very Good |
| How good is our staff team?                        | 5 - Very Good |
| 4.3 Staff deployment                               | 5 - Very Good |



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