

# Abbotsgrange Early Learning and Childcare Centre Day Care of Children

Moray Place  
Grangemouth  
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**Type of inspection:**  
Unannounced

**Completed on:**  
18 October 2022

**Service provided by:**  
Falkirk Council

**Service provider number:**  
SP2004006884

**Service no:**  
CS2003015578

## About the service

Abbotsgrange Early Learning and Childcare Centre is a day care service provided by Falkirk Council. The service is registered to provide care to a maximum of 88 children aged three years to those not yet attending primary school.

Children have access to an open plan playroom and a large, enclosed garden area. The service is situated in a residential area of Grangemouth and is close to local shops and park areas.

## About the inspection

This was an unannounced inspection which took place on Tuesday 18 October 2022 between 9:00 and 18:15. The inspection was carried out by two inspectors 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 several children using the service and six of their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

## Key messages

- Children benefitted from a well planned, inviting and interesting environment which encouraged creativity and imaginative play.
- Children experienced warm, supportive and nurturing care from a committed staff team.
- Staff worked very well as a team which supported positive experiences for children.
- Children's rights were respected and promoted by staff.
- Partnership working supported children and their families to play and learn together.
- Staff should consider how they could further support free flow access to the outdoor garden area.

## 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?	5 - Very 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**

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

### Quality indicator 1.1 - Nurturing care and support

Children experienced a nurturing, warm and responsive approach to the care and support they received. Staff listened and paid attention to children's verbal and non-verbal communication. This meant that all children felt welcomed, valued and included.

Staff had a very good understanding of the importance of developing and maintaining positive, supportive relationships with children and their families. They were welcomed at the door at the start of the session and invited in. We witnessed a child starting their first day, happily striding into the setting and keen to play. The parent told us that the service was even better than they had expected. They felt a bit anxious about the length of time the child would be in nursery but were confident that the experience would be good. The staff team recognised that secure attachments led to improved outcomes for children.

We saw that children enjoyed a relaxed, unhurried and sociable routine during their lunch and snack time experiences. They were encouraged to develop important independence skills, for example, when pouring their drink from a jug. Food choices were nutritious and children with dietary requirements were sensitively and appropriately catered for. Staff sat and chatted with children, positively role modelling social behaviours as they ate their own lunch alongside them. These routines offered rich opportunities to promote close attachments and kept children safe while they ate.

Children and families were involved in the effective gathering of information for children's personal plans. This took account of the SHANARRI wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included). Personal plans provided very clear guidance on strategies and techniques to support children and enable consistent care. This meant that all children were respected and valued as individuals.

Children's health and wellbeing needs were being met with appropriate systems in place for storing and recording medication. Staff had undertaken training to support children with particular healthcare needs and had developed supportive relationships with their families. This meant sensitive support was given to ensure children were given the right medication at the right time.

### Quality indicator 1.3 - Play and learning

Children benefitted from well considered and creative learning opportunities. Staff used observations of children's interests to inform their planning. They provided interesting prompts to encourage children to use their imagination and develop skills. The responsive style of the staff team enabled children to lead their learning and follow their own interests. This meant that children were recognised as individuals and had a sense of achievement as they developed skills supporting them to fulfil their potential.

The service had established strong links with the wider community, this enhanced play and learning opportunities for children. For example, they worked together with The Woodlands Hub to develop and include children in exciting outdoor learning experiences. This connection had developed further as staff

recognised the need to develop their own outdoor environment. They had started the process by working with the team from Woodlands to audit and identify improvement priorities. We discussed with the service ways to support free flow access to the garden to enhance children's choice and wellbeing.

The service recognised the importance of working in partnership with families and the positive impact that can have on children's lives. They told us that families had responded positively to Bookbug sessions offered. These sessions saw many families joining their children in the setting. One parent told us "the Bookbug sessions are great, where parents can join in". The service had started making plans to develop their family room to offer more opportunities for families to be involved. This would support parents to feel more included in their children's experiences at nursery.

Children's learning and progress was recorded through carefully considered observations. This was shared with children and families in journals, floorbooks and attractive displays. Staff had recently started using an assessment and progression framework which encouraged a detailed approach to children's individual learning. Outcomes for children will be improved further, as staff deepen their understanding of tracking children's progress over time.

### How good is our setting?

### 5 - Very Good

We found major strengths in supporting positive outcomes for children, with very few areas for improvement, therefore we evaluated this key question as very good.

#### Quality Indicator 2.2 - Children experience high quality facilities

Children benefitted from a calm, welcoming environment which had been well thought out, with children's needs and interests in mind. The indoor playroom was spacious with lots of natural light and ventilation. It was furnished to a high standard and was safe, secure and well maintained. Staff continually reflected on how children used the areas and made changes to ensure they were enticing and comfortable. As a result we saw children were busy and having fun as they engaged in play and learning.

Restful, quiet areas had been thoughtfully designed to offer children space to relax during the day. They were offered choices in the activities and books available. This was managed by the use of visual prompts throughout the room and the responsive interactions of staff. We suggested that children would benefit further by displaying all visual prompts at a lower level.

Children had daily access to a large outdoor area which was secure and appropriately staffed to ensure children's safety. Staff recognised the positive impact being outdoors had on children's overall wellbeing. Children were given opportunities to develop gross motor skills by using wheeled toys and loose parts, and had learned about planting and growing. They harvested courgettes that had been grown and used them to bake courgette brownies for snack. As a result children were learning the importance of being active and eating healthily.

Keeping children safe was a priority. Staff ensured that children were accounted for by recording how many were indoors and outdoors throughout the day. We witnessed robust infection prevention and control measures, which were embedded in routines. For example, children talked about the songs they sang as they washed their hands and staff were seen regularly cleaning around the snack area. This provided a clean and safe environment for children and staff.

## How good is our leadership?

**5 - Very Good**

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

### Quality indicator 3.1- Quality assurance and improvements are led well

The whole staff team had a clear vision for the service which was evident throughout our visit. A positive ethos and the values based practice meant that staff were encouraged and felt confident in taking shared responsibility for change. They felt valued and well supported by managers. This ensured that children benefitted from a staff team who were proactive and responsive to meeting their needs.

Staff were enthusiastic and supportive of each other. They recognised the important part they each played in meeting the needs of children and families. They spoke about their excitement of welcoming families back in to the setting and undertaking home visits to improve transitions for new children.

Managers protected time to ensure staff had the opportunity to meet in their huddles at the start and end of the day, several times a week. This ensured all staff were included and everyone could contribute and share information. As a result children's needs were being understood and met by all staff.

Effective policies, procedures and quality assurance processes were in place to support the development and improvement of the service. Managers and staff were reflective, with a commitment to self-evaluation, which was evident in their responsive and planned approaches. This helped to provide positive outcomes for children and families and ensured the service met their needs.

## How good is our staff team?

**5 - Very Good**

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

### Quality indicator 4.3 -Staff deployment

Children benefitted from a staff team who had a range of skills, knowledge and experience. They were proactive and effectively deployed themselves to make sure the right people, were in the right place, at the right time. Staff worked well together which created a positive atmosphere. This ensured children had a positive experience and were appropriately supported throughout the day.

Staff wellbeing was a priority for the management team. They made time to regularly meet with staff, one-to-one. Staff told us that as a result they had a strong relationship with the managers and felt valued and listened to. This contributed to staff being satisfied and motivated in their work and provided continuity of care for children from a committed and passionate staff team.

The management team recognised and valued the importance of ensuring that the service was appropriately staffed at all times. Staff were flexible and breaks were planned to minimise impact on children whilst making sure staff had time to rest.

The staff team were committed to their own continual professional development, as many of them had undertaken additional training and learning. They demonstrated a clear understanding that children's experiences and outcomes improve as they develop their own knowledge and understanding.

## 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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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