

Longhaugh Nursery Day Care of Children

Longhaugh Road
Longhaugh
Dundee
DD4 9RB

Telephone: 01382 434 982

Type of inspection:
Unannounced

Completed on:
18 November 2022

Service provided by:
Dundee City Council

Service provider number:
SP2003004034

Service no:
CS2019377187

About the service

Longhaugh Nursery is registered to provide an early learning and childcare service to a maximum of 74 children at any one time from age 3 years to those not yet attending primary school.

Other conditions unique to this service:

- This service is managed on a peripatetic basis. The manager is also the manager of Quarry View Nursery.

Longhaugh Nursery is provided by Dundee City Council and is based to the North of the city. As well as a peripatetic manager, the service benefits from an Early Years Centre Leader who is based in the service on a full-time basis. The nursery has a large open plan playroom for children aged 3-5 years of age. The playroom has direct access to large outdoor area and can offer children free flow play throughout their session. Toilets are accessed directly from the main playroom.

About the inspection

This was an unannounced inspection which took place on 15 to 18 November 2022. Two inspectors carried out the inspection. 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.

In making our evaluations of the service we:

- spoke with children and four parents and carers using the service
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

Key messages

- Children were happy, settled and had fun. Staff were skilful in their interactions, recognising the right moments to support children and when to allow them a safe space to experiment and explore independently.
- Staff worked well with external agencies to enhance children's outcomes.
- There was a strong sense of nurture and inclusion within the service. The management team promoted a shared vision across the service, engaging children and families in their aims and objectives.
- Quality assurances ensured improvements were led well. Staff had a very good understanding of the developments within the service. The management team communicated effectively to ensure everyone worked towards shared goals.
- We found that the induction procedures could be improved to support new and temporary staff in their roles.

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 how these supported positive outcomes for children, therefore we evaluated this key question as very good.

1.1 Nurturing care and support

Children were happy, settled and had fun. They were fully engaged in various activities throughout their nursery, supporting them to reach their potential. Staffs interactions were respectful and nurturing throughout the nursery, with staff often at children's level, invested in their play and learning. This enabled children to feel valued and cared for within their nursery.

Families were genuinely listened to and supported well by staff. Staff were dedicated to providing families with opportunities to thrive. They provided activity sessions, informal coffee chats and community support to engage with people and listen to their needs. As a result, families had a place where their views and opinions were heard and the right support was given.

Staff worked well with external agencies to enhance children's outcomes. For example, children and families with English as an additional language were offered bilingual support. They worked closely with the children to listen to their views and promote their voice. As a result, all children were able to feel welcomed into the service and given care that was right for them.

Mealtimes provided a calm, unhurried and nurturing experience for children. Children's choice and independence was promoted, as staff sensitively supported children in their transition to lunch. Staff shared quality conversations and laughter with children, as they sat together at the table. Children were able to choose their own food and serve themselves. Dishes were passed around the table, which promoted opportunities to develop children's literacy and communication. This was a valuable social experience, where children were supported to develop independence and life skills.

Children had the opportunity to rest or relax in a quiet sensory space within the nursery. A dedicated rest time was available for children to access after mealtimes. Mats were accessible to children if they wanted to use them for comfort or sleep. Staff facilitated this well, responding appropriately to children's cues. This provided a nurturing experience and supported children to relax and rest, as required.

1.3 Play and Learning

Children benefitted from a range of purposeful play opportunities which had been planned in response to their interests. Experiences were enhanced through quality interactions with staff who knew when to join and extend play, and when to stand back and observe. For example, peppermint had been added to the water tray to extend children's interest in sensory exploration. One child commented, 'it smells like bubble gum' and staff used effective questioning to further support children to engage in meaningful play experiences.

Children were well supported through a well-balanced mix of planned and spontaneous play experiences. For example, when experimenting with Sellotape, children were supported to develop their numeracy skills, as staff posed questions about going over and under. This promoted children's problem solving, curiosity and thinking skills. Children actively invited others to join their play experiences. For example, children

shared out the play dough encouraging others to come and play. This promoted a sense of wellbeing within children's play, as they demonstrated their care for one another.

Play spaces were organised and well maintained with age appropriate resources which encouraged children's creativity and imaginative play. A well-resourced craft station empowered children to lead their learning and take ownership of their creations. Staff reflected on children's experiences within this area to support opportunities to extend their learning. This demonstrated that staff were respectful of children's choices in play and knowledgeable of their role within experiences.

Floorbooks were skilfully used throughout the nursery to capture children's experiences. Each area had a dedicated book that staff and children added to as their play and learning developed. Suggested extension to learning were recorded by staff to promote continuity for children revisiting the area. This ensured children's interests were not lost and that their play and learning opportunities remained challenging and stimulating.

Children's individual play and learning was captured within learning journals, tracking and focused development meetings. Next steps were identified and monitored to support progress and achievement. Some paperwork could be streamlined to ensure that children's learning and progression remains responsive to their individual needs.

How good is our setting?

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.

2.2 children experience high quality facilities

Children enjoyed a well-furnished, comfortable space. Staff had designed the space around children's needs and interests, as well as responding in the moment to children's learning. Children were able to use the space as they needed. For example, two children were seen experimenting with cars, investigating how they moved on different surfaces, such as sand and carpet. They were fully engaged and able to collect items and tools they needed independently. Staff asked open ended questions to widen their thinking. This created an enabling environment that provided a space that was right for children to play and learn.

The outdoor space was an extended learning environment for children to play and learn. Some staff were based outside to enable free flow access to outdoors. Due to heavy rain, parts of the garden were flooded. Staff skilfully used this as an opportunity to engage children in risk assessing and problem solving. This enabled children to develop an understanding of identifying and managing risk, promoting safety and responsibility. Children enjoyed this experience, splashing in the puddles and talking about the weather.

Staff also worked with green space rangers to enrich children's outdoor experiences. Children benefitted from access to different spaces, such as a woodland area within their local community. This enhanced children's experiences of nature and supported their health and wellbeing.

Staff's risk assessing was proactive at identifying risks and minimising potential harm to children. For example, children had begun climbing on parts of the fence. In response, material was added to the fence to prevent children climbing as it was unsafe. Staff then positioned a climbing ladder in a safe part of the garden for those who enjoyed climbing. This promoted challenge and enabled children to take part in risky play in a safe and responsible way.

Infection prevention and control practices was embedded within the service. Children and staff were seen regularly washing their hands, in line with good practice. The majority of children were familiar with routines and were good at supporting their friends to ensure they were safe and healthy too. This minimised the potential for any spread of infections.

How good is our leadership?

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.

3.1: Quality assurance and improvement are led well

There was a strong sense of nurture and inclusion within the service. The management team promoted a shared vision across the service, engaging children and families in their aims and objectives. Weekly emails were sent to families to share key information about the service and included positive affirmations to spread kindness and provide support. Staff shared their hopes and intentions for the next week to enable families to feel included in their children's experiences. This contributed to a warm ethos that put children and families at the heart of the service.

Improvements were made in response to children and family's needs. A warm and inviting family room provided a safe place for anyone to sit and talk if needed. The United Nations Global Goals were promoted within the service to help overcome challenges and uphold children's rights. For example, people were welcomed into the service with the offer of a drink or some toast in response to their 'zero hunger' goal. Items such as clothing, food and hygiene products were available outside of the nursery for anyone who needed them. The local community were also able to donate and access these materials as well. This promoted a truly inclusive culture that promoted health and wellbeing for all.

Quality assurances ensured improvements were led well. Staff had a very good understanding of the developments within the service. The management team communicated effectively to ensure everyone worked towards shared goals. For example, monitoring of the children's floorbooks found that next steps and learning opportunities could be missed as staff were not always reflecting regularly. Staff were able to tell us what training and support had been put into place to support this development and ensure children's play and learning was meaningful and purposeful. This showed that a culture of continuous improvement was embedded within the service.

Leadership was well promoted in the service. Working groups such as, wellbeing, sustainability and enquiry were developed around staff's skills and interests to provide high quality outcomes for children. Staff engaged regularly in professional discussions around their working group to reflect and measure the impact they were having on children's outcomes. This ensured children's needs and interests remained at the heart of the service.

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.

4.3 Staff deployment

The deployment and levels of staff within the service were appropriate to ensure effective care and support for all children throughout the day. The manager supported this by quality assuring staff deployment on a regular basis to ensure a consistent approach.

Staff were confident in their roles and communicated well as a team when tasks took them away from their areas of responsibility. For example, staff breaks were planned to minimise disruption and provide support for children at busy times of the day such as mealtimes. They worked well together to maintain quality engagement with children and were flexible and responsive. This contributed to effective supervision and continuity of care in meeting the needs of each child.

A good mixture of skills, knowledge and experience in the staff team contributed to positive interactions and play and learning experiences for children. Staff told us they felt well supported by the management team and had regular opportunities to discuss professional reading and policies. We found that the induction procedures could be improved to support new and temporary staff in their roles. This would promote a robust induction that considers children's care, play and learning needs as well as identify tailored support for individual staff.

There was a clear commitment to professional development. For example, staff confidently told us how training in first aid and Makaton had enhanced their knowledge. They highlighted the positive changes and outcomes for children and families as a result. We saw the impact this was having on children's experiences in supporting them to reach their potential.

Complaints

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