

# Pride N Joy (Peterhead) Limited Day Care of Children

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Peterhead  
AB42 1UD

Telephone: 01779 481 652

**Type of inspection:**  
Unannounced

**Completed on:**  
12 January 2023

**Service provided by:**  
Pride N Joy (Peterhead) Limited

**Service provider number:**  
SP2003000419

**Service no:**  
CS2010273674

## About the service

Pride N Joy (Peterhead) Limited is registered to provide a care service to a maximum of 86 children at any one time, aged from birth to those attending primary school.

Adult : child ratios will be a minimum of:

- Under two years - 1:3
- two years to under three years - 1:5
- three years and over - 1:8 if the children attend more than four hours per day, or
- 1:10 if the children attend for less than four hours per day.

The nursery operates from a single storey building located close to the town centre of Peterhead. There are three main nursery play rooms and a designated area for before and after school childcare. There is a fully enclosed outdoor area for energetic play and creative inquiry and small play area directly accessed from the baby room.

## About the inspection

This was an unannounced inspection which took place on 11 January 2023 and 12 January 2023. 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, information submitted by the service, and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children using the service
- spoke with 12 of their parents/carers
- spoke with staff and management
- observed practice and daily experiences
- reviewed documents.

## Key messages

- Children and their families benefited from a welcoming and inclusive ethos.
- Children were supported with kindness, care, and nurturing approaches that supported their overall wellbeing.
- Children experienced positive mealtimes which promoted their independence and self help skills.
- Children were meaningfully and actively involved in leading their play and learning.
- The indoor and outdoor learning environments were attractive and structured to support all children's stages of development.
- The service was well led and quality assurance, including self evaluation and improvement plans, were in place to support continuous improvement of the service.

## 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 and their families were warmly welcomed, helping to build positive and trusting relationships. Parents were kept informed through discussion at drop-off and pick-up times, emails, and the family app. This supported working together and a continuity of care. One parent told us this had helped settled their anxieties and reassured them their child was well looked after.

Children were supported with kindness, care, and nurturing approaches that supported their overall wellbeing. Children were happy and had developed positive attachments to staff. Settling in visits were tailored to meet the individual needs of the children and help build their confidence and self reliance. Children benefited from opportunities to visit friends in their previous playroom to help them settle and feel safe and secure when transitioning. Staff were responsive to children's physical and emotional needs, helping to promote positive self esteem, confidence, and their independence.

Children's overall wellbeing was supported through the effective use of personal planning. Prior to children starting, parents provided key information about their personalities and interests and staff demonstrated a good knowledge of the children. Support plans with clear strategies and evaluations of progress made meant children with additional support needs were well supported to achieve their full potential. A few personal plans were missing review dates and some older forms did not make it clear when children's needs changed. The manager advised new personal planning formats were in the process of being introduced and review meetings with parents were underway.

Children were provided with appetising and nutritious meals and snacks. Mealtimes were well organised, unhurried, and supportive of their needs. Children were encouraged to be independent and older children benefited from opportunities to self serve. Children's allergies and food preferences were well catered for and a few children who did not like the food offered were provided with an alternative. Water was readily available during the day to help keep children hydrated and well.

Staff were sensitive, compassionate, and respectful of children's dignity when supporting children with their personal care, always ensuring they were happy and at ease.

Children's safety, emotional security, and wellbeing were supported through sensitive arrangements for sleep routines. Well established and organised routines supported babies to feel safe, comfortable, and protected when sleeping. Some toddlers preferred to sleep in the playroom and a few children were cuddled to sleep by caring staff. This helped them rest, recharge, and feel energised for the afternoon.

Children were kept safe and protected from harm and abuse by knowledgeable and well trained staff. Chronologies were used effectively to record significant events in a child's life that may impact on their health and wellbeing and other agencies had been contacted, when necessary. This meant children and their families were provided with the support and help they needed.

### 1.3 Play and learning

Children were well supported to achieve and progress. Staff spoke very enthusiastically about the benefits of using nature training and the curiosity approach when planning resources and activities to meet children's needs. This meant planning approaches were child-centred and responsive to children's interests. Observations of the children at play were used to identify and develop next steps to support children's learning and progression. As a result, children were progressing well and were happy and confident.

Children had fun and were actively involved in leading their play. Parents told us their children were provided with lots of choice and were impressed by the use of real objects to encourage imaginative play. Children were able to play outdoors and most children benefited from free flow indoor-outdoor play opportunities. This enabled children to run around, climb, and explore outside whilst providing others with opportunities for quieter play inside.

Children were supported by staff who were skilled in responding to their needs. Staff demonstrated a good understanding of when to step back, allowing children to investigate and explore freely and when to intervene. This helped keep children safe and supported their resilience as independent learners.

Patient and kind staff were skilled in using quality interactions to extend children's thinking and develop their ideas. They were very good at engaging children in play and encouraging them to investigate and practise new skills. For example, in the baby room children had fun rolling, bouncing, and kicking balls. Staff used effective use of questioning to extend children's thinking, widen their skills, and consolidate their learning. This contributed to interested and excited children and high quality play and learning experiences.

Literacy and numeracy development was embedded in the play experiences. A variety of resources, including tape measures, rulers and chains, encouraged children to measure and become familiar with numbers, estimation, and the language of numeracy. There were opportunities for early mark making and early reading skills were promoted through the recognition of environment prints and books. Children enjoyed reading stories and singing rhymes with staff in the comfortable and attractive reading areas.

#### 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.

The building was well maintained with good quality furnishings and equipment. Risk assessments were in place to help identify any possible hazards and help keep children safe and well.

The playrooms were attractive, well resourced, and supported children's age and stage of development. Children had fun playing in the large sandpits and water trays available in each playroom. These contained pots, pans, and other familiar items found in real life which helped sustain their play and extend their ideas. Writing, art and craft, and mark making areas were attractive and supported children's choice and independent play. A wide range of natural materials, including pine cones, stones and wooden pegs, were easily accessible and enjoyed by the children. Soft lighting and cosy corners created a calming ambience and peaceful atmosphere. However, on dark days this made it difficult to see. We highlighted this to the manager who immediately purchased extra lamps. We suggested adding sofas and comfortable chairs for stories and rest alongside staff. The manager agreed to consider this.

Children benefited from opportunities to play outside. Babies were able to access a small, covered area and

artificial grass provided a safe surface for crawling and learning to walk. The large outdoor play area for the older children was attractive and reflected children's current interests and curiosities. Parents told us children enjoyed playing in the safe and interesting garden area.

Children were encouraged to understand the impact and consequence of risky and unsafe behaviour and to make informed decisions about the risks taken during their play. In doing so, children's activities were not compromised and they were supported to enjoy challenging and fun play experiences.

Children benefited from walks and visits in the local community. A large multi-seat buggy meant children were able to travel safely and access local amenities without first embarking on a tiring walk. This meant they were more familiar with their local environment and confident to explore new areas.

Children's health was promoted by staff's understanding of infection prevention and control. The setting was clean and tidy and we observed good handwashing before eating. At times, the nappy changing area was very busy with children waiting for a space. We discussed possible ways to provide more nappy changing stations and the manager agreed to action this.

Children's privacy was protected by the safe storage of their information, including electronic and paper files. Procedures to restrict the use of personal mobile phones in the playroom were embedded in practice to ensure children's safety and wellbeing.

## 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.

The leadership team worked very well together and were committed and enthusiastic to drive improvement to the service. They advised they were well supported in their role by the local authority and spoke positively about the support provided. They had demonstrated a willingness to listen, make changes, and assess the impact on outcomes for children and their families.

Children, families, and staff were involved in developing a shared vision for the service which reflected their aspirations. This helped everyone know what to expect and created conditions for well informed change.

Strong leadership within the service promoted a culture of continuous improvement. The manager of the service was very committed to initiate change by involving and recognising the contributions of staff. Self evaluation was embedded in practice and used to identify where improvements could be made. Staff were kept informed of new initiatives and asked for suggestions during regular team meetings. These were reflected in the service improvement plan which focussed on key areas, such as developing the outdoor learning environment for children.

The importance of using the views of parents and children to inform the planning and development of the service was recognised. Emails and information shared on the family app helped keep parents informed of any changes to the setting. Play and stay sessions were planned to fully involve parents in the day-to-day running of the service. Parents told us they were asked for feedback which contributed to working together to influence positive change.

Children benefited from effective quality assurance systems that impacted positively on their experiences and outcomes. Regular audits of medication and of any accidents which took place in the service helped

keep children safe and well. Regular observations of staff practice, questionnaires, and audits of their knowledge helped identify where some staff may benefit from further training. This helped deliver good outcomes for children and families.

### 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.

Children were supported by motivated and enthusiastic staff. A supportive induction process for new members of staff helped them grow in confidence and feel fully equipped in their role. A mix of staff skills and experience helped ensure children's experiences across the day was positive.

Parents told us staff were friendly, helpful, and mainly consistent. There was a positive ethos of attendance within the service and some staff had worked within the organisation for a number of years. This supported high quality outcomes for children.

Children were supported by staff who worked well together. The day-to-day routines were well organised and managed by strong leaders within each room. Staff told us they felt very well supported and valued for their commitment and hard work. They were encouraged to take responsibility for developing the play areas and had made positive changes. This contributed to an ethos where staff felt happy, appreciated, and motivated to initiate change.

Skilled and knowledgeable staff supported children's care, wellbeing, and learning. Staff were enthusiastic to undertake training which included developing their understanding of the curiosity approach. This was evident in their very good practice when supporting children's learning and development. Staff demonstrated a good knowledge of safeguarding children and in infection prevention and control procedures to help keep children safe and well.

Staff deployment worked well to support the needs of the children. Good communication between staff ensured children were still provided with the support they needed when staff were engaged in other activities. Additional support staff during lunch meant children were provided with the individual support needed to ensure their wellbeing and safety.

### 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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