

# Przedszkole – Polska Szkoła im św Stanisława Kostki w Aberdeen Day Care of Children

Albyn School Ltd  
17-23 Queens Road  
ABERDEEN  
AB15 4PB

**Type of inspection:**  
Unannounced

**Completed on:**  
3 December 2022

**Service provided by:**  
Polska Szkoła im św Stanisława Kostki  
w Aberdeen

**Service provider number:**  
SP2019013340

**Service no:**  
CS2019376257

## About the service

Przedszkole - Polska Szkoła im sw Stanisława Kostki w Aberdeen provides a day care of children service located within Albyn School, Queens Road, Aberdeen.

The service is accessible by foot, car and by bus. The service is registered to provide a care service to a maximum of 40 children aged between 3 years to those not yet attending primary school at any one time.

The service will operate on a Saturday only during term-time and will have exclusive use of the following rooms within the Albyn school: YF1, YF2, YF3, YF4, the library, gym hall, theatre class, and dining room.

The service is a Polish speaking service where children and staff will communicate in Polish. Children learn to be fluent in the Polish language and learn about the Polish culture.

Children have access to classroom areas within Albyn school that are used by the nursery children only. A dedicated entrance and cloakroom area allocated for the youngest children within the school allows children to arrive and depart in a safe way and be welcomed by staff.

## About the inspection

This was an unannounced inspection which took place on 19 November 2022, 26 November 2022 and 3 December 2022 each between the hours of 09:30 and 13:30. 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, registration information, information submitted by the service and intelligence gathered since their registration.

In making our evaluations of the service we:

- spoke with children using the service during their play
- spoke with parents/careers and received email feedback
- spoke with staff and management
- observed children's experiences
- reviewed documents.

## Key messages

- Staff created a strong sense of community and belonging for children. Children enjoyed getting to know each other and learning about the culture and traditions of their second nationality.
- The manager and senior had a positive approach to improvement. They were skilled and knowledgeable about childcare.
- Children were nurtured and supported by staff throughout their play. They had fun and most enjoyed time with friends.
- Improvements were ongoing to develop opportunities and ways in which children could direct their own play. Staff should improve their skill in observation and assessment of children's learning and use this to influence future learning.
- Opportunities for families and children to be meaningfully involved in ongoing evaluation and feedback was not yet fully established. Quality assurance and self-evaluation was not yet embedded into the practice of all staff.
- Recruitment process did not follow best practice guidance and created potential risks for children. A requirement has been made.

## 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?	3 - Adequate
How good is our setting?	4 - Good
How good is our leadership?	3 - Adequate
How good is our staff team?	2 - Weak

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

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

## 3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact on outcomes for children, key areas need to improve.

### 1.1 Nurturing care and support

A positive ethos and strong sense of community was evident throughout. The nursery was very much a part of the school and included in school achievements and cultural celebrations. Staff from nursery worked closely with the other departments of school and together they created a welcoming place for children to feel safe, nurtured and cared for. Children were comfortable speaking and playing using the Polish language and benefited from the opportunities to learn and have freedom of communication that some would not yet have when speaking in English.

Some parents told us;

"I'm happy that my daughter is involved in Polish language and has interaction with other children".

"My child learns language development, cultural development, values development, tradition knowledge, interaction with other peers".

Most children arrived happy knowing the routine well. A few children required extra support to do this. Staff used sensitive approaches giving hugs and encouragement. Staff communicated well as a team and with parents to help the child feel at ease and settle into play and being with their friends.

Most staff knew children's individual needs, preferences and wishes. Staff took the time to build positive, supporting relationships with children. Parents told us staff knew their children well and supported their individual needs. One parent told us that; "Yes, children are known by teachers, they know their needs and my child is always coming back home with a big smile on their face".

All staff were kind and caring during their interactions with children throughout the day. Staff showed encouragement and support to children, celebrated achievements together and would listen with care to what children said. When needed staff provided hugs, warm smiles and comforting care. This helped support children to feel nurtured and respected.

All children had personal plans in place, however, these needed to improve to fully support the ongoing care of children and ensure their progress. Not all staff were aware of each child's personal plan and information held within it. We spent some support time with the manager on how to improve these. Development work on these was completed by the following week which helped support children's wellbeing. Development of personal plans and how to use these effectively should continue. **(See area for improvement 1.)**

Most children enjoyed playing with or around their friends. Some friendship groups had been established and others were being built. Staff were always close by hand to support any play conflict calmly with children. This helped children build social skills and feel a sense of belonging and feel included.

Mealtimes provided an opportunity for children to sit together with staff, to enjoy a packed lunch from home. Staff were aware of safety measure such as cutting small fruits for children to eat and worked with

parents to ensure that healthy and safe lunches were provided. Staff used this time to chat with children and offer help in a way that promoted children's independence. Due to restrictions within the playroom use, children often had to walk to the dining hall in all weathers. This meant that children had to spend time dressing for the weather and walk out in the rain which took away from their play time. Managers are aware of good practice documents and are continuing to develop children's mealtime experiences. Children's safety was promoted through staff practice when moving around the school. For example, children were escorted by staff in smaller groups. Staff communicated with each other to ensure all children were counted for and present.

### 1.3 Play and learning.

Children experienced fun play opportunities and most enjoyed time with friends. We saw children smile, laugh, and enjoy time with staff. Children were engaged in a variety of activities throughout their time in nursery. Children had opportunities to play on their own, with friends or with staff. Most parents were happy with the activities at nursery. We heard from one parent however that was not happy.

Improvements were ongoing to develop opportunities and ways in which children could direct their own play. Children enjoyed a variety of activities that were planned and prepared by staff to keep within the broad interest of the class and seasonal celebrations. For example, children enjoyed painting, playdough, building train tracks, playing table top games about shapes and colours, crafting glue and stick pictures, colouring, reading books. However, activities were often pre-printed worksheets or had product focused outcomes. Staff should continue their work to create more opportunities for children to explore, create, develop curiosity and problem-solving skills following Scottish guidelines such as 'Curriculum for excellence' and 'Realising the ambition: being me, national practice guidance for early years in Scotland'. **(See area for improvement 2.)**

Staff focused on interacting with the children, joining in with their play and activities. This helped staff get to know children's likes and dislikes in play and use to form ideas for future activities. However, children's learning journeys and observations of development and progress were lacking. Many children had very limited information available. Staff had not made skilled observations and identified next steps for their learning and progression. **(See area for improvement 3.)**

### Areas for improvement

1. To ensure that children's current needs and preferences are known to all staff and are consistently planned for and met, children's personal plans should be up-to-date and relevant. This should include, but is not limited to:

- personal plans containing detailed information about children's needs and preferences and how these will be met
- personal plans being reviewed and shared with parents/carers at a minimum of every six months
- staff having knowledge of children's personal plan and understanding their role in supporting children in accordance with these.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1:15).

2. To support children have fun as they experience high quality play, learning and development opportunities, the provider, manager and staff should ensure that children are meaningfully leading their own play through balanced play based activities.

To support children and ensure they reach their potential to achieve the provider, manager and staff should ensure that meaningful observations, effective assessments and suitable next steps are in place to inform children's learning and progress.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'As a child I am supported to achieve my potential in education and employment if this is right for me' (HSCS 1.27).

3. To support children in their learning the provider, manager and staff should ensure that meaningful observations and effective assessments are in place to inform children's learning and progress.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'As a child I am supported to achieve my potential in education and employment if this is right for me' (HSCS 1.27).

## How good is our setting?

## 4 - Good

We evaluated this key question as good. We found several strengths that impacted positively on outcomes for children and clearly outweighed areas for improvement.

### 2.2 children experience high quality facilities.

Children were settled, confident and happy within their environment. We found the accommodation to be bright, warm and welcoming with a good variety of quality furnishings. The service operated from two classroom within Albyn school. The setting was safe and secure and maintenance issues were addressed in a timely manner. Staff worked well together to ensure that risks were minimised and that children were accounted for throughout the day.

Staff and management had created a warm, caring environment for children and families. Parents and children were warmly greeted by a staff member on arrival to the service, supporting them to feel welcomed children were happy and settled within nursery.

The two classrooms were situated next door to each other and shared a peg area. Children were allocated to each class by age where one class was for children age 3-4 years of age and another for those who were 4-5 years of age. This gave opportunities for staff to plan for age appropriate activities and allow children to develop ongoing friendships.

Positive procedures were in place which allowed children to have a safe and protected area to visit the toilet or be supported with personal care routines. Child sized hand washing sinks within the classrooms meant that children could conveniently wash their hands when messy or at required times such as mealtimes. We spoke to the manager about bins for paper towels being too small which resulted in them overflowing. This

was fixed at the time of feedback.

Staff were working to develop play materials such as loose parts and natural, open-ended materials. This had been challenging as a large amount of the play resources for each session had to be provided for and transported to the venue each session by staff themselves. This did mean, however, that there were some restrictions for children in what was available for play.

Children had some time outdoors in the garden play area, however, this was limited and they may have benefited from more time to play outside. The allocated play area did not have a wide range of suitable play toys and equipment. Again this was restricted due to limitation on using resources from another service.

The provider and manager were aware of this restrictions and were looking at ways to improve. This was in progress at time of feedback.

## How good is our leadership?

## 3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact on outcomes for children, key areas need to improve.

### 3.1 Quality assurance and improvement are led well.

The provider, manager and senior had a very positive approach to improvement and welcomed any feedback. This positive leadership supported staff to build their confidence in supporting the care and learning of children.

A set of aims, values and vision statements were in place for the nursery, however, these were not always clear and therefore was made difficult for staff to achieve. In addition, staff were not always familiar with what these were. The manager and staff should now find ways to create a clear and concise vision that reflects the service's aspirations and includes those of staff, children and families.

A range of policies and procedures were in place, however, many of these referenced out of date or irrelevant guidance and best practice. This did not support the staff to use policies as a guide on what to do, how to act or what to achieve. **(See area for improvement 1.)**

The leadership team had clear goals to achieve and an action plan that did well to identify key areas of improvements and steps to be taken to achieve positive results. These were separated into short, medium and long-term goals. Staff were not always aware of these key areas for development and the information held within the action plan. For an action plan to be successful in achieving positive improvements the manager and staff now need to find ways where all staff can be fully involved and knowledgeable about the progress.

The manager and staff were reviewing their approach to children's play and learning. The manager and senior had a secure knowledge and understanding of using a child led play approach incorporating loose parts and natural play equipment. Staff had attended training which had begun to impact on small changes in how resources and activities were made available to children.

Opportunities for families and children to be meaningfully involved in ongoing evaluation and feedback was not yet fully established. A recent evaluation questionnaire for parents focused on the settling into the setting for children. The manager spoke about how this would be collated and used for future

improvement. The manager and staff now need to work on how to build on this for continued successful partnership working.

Quality assurance and self-evaluation was not yet embedded into the practice of all staff. Senior staff were familiar with the new document, 'A quality framework for day care of children, childminding and school aged childcare' and were beginning to use this to evaluate the service. However, most staff were not aware of the document and how to use it in their self-evaluation work.

There was a positive ethos of continuous improvement in the service led by the management team. The manager and senior had worked hard to develop a programme of continuous improvement. Some areas highlighted at the inspection had been identified by the manager and senior as areas for improvement. They should now ensure that areas identified in this report, and by them, are addressed in a timely manner.

Staff described feeling well supported by the manager and provider and an ethos of respect was apparent within the service. This meant that the manager and staff were motivated to develop their own practice and that of the organisation.

## Areas for improvement

1. In the interest of genuine partnership working the provider, manager and staff should find ways to involve children and families in the evaluation and improvement of the service.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I can be meaningfully involved in how the organisation that supports and cares for me work and develop' (HSCS 4.6); and

'I am supported to give regular feedback on how I experience my care and support and the organisation uses learning from this to improve' (HSCS 4.8).

## How good is our staff team?

**2 - Weak**

We evaluated this key question as weak. Whilst we identified some strengths, these were compromised by significant weaknesses. As these weaknesses concerned the welfare and safety of children, we made a requirement for improvement.

### 4.3 Staff deployment.

We found that recruitment process did not follow best practice guidance and created potential risks for children. Safer recruitment is about properly examining the skills, experience, qualifications and values of potential staff in relation to work with vulnerable people. There were no formal procedures that were consistently followed to ensure this was the case for all staff. Although most staff went through an interview process this was not formally recorded, at times references had not been thoroughly checked, and there were occasions where staff had started without updated police checks that allow staff to work with vulnerable groups. We spent time with the manager and provider to support their progress in this and drew there attention to the relevant guidance 'safer recruitment for better recruitment'. **(See requirement 1.)**

The enthusiastic staff team demonstrated commitment in continuing to develop their knowledge and



understanding of how best to meet the needs of children. Staff were undertaking group training based on areas of practice that required further knowledge and development. All staff were taking part in a course to expand their knowledge of child led learning. Staff had completed training in core areas such as child protection and first aid. Ongoing staff training should continue to cover a wider range of skills and knowledge required for the role.

The deployment of staff within the service during our visit was well-managed and effective to meet children's needs. Staff meetings had recently been introduced to practice. This helped the staff to work well together as a team and be supported by each other. Both the manager and the senior were visible in the service and provided consistent support and guidance for staff.

Staff had created a caring ethos promoting a climate of respect. Children presented confidently in the care of staff. Parents were very positive about the staff team.

Some parents told us that;

"My child always has a smile when we pick him up, which is one of the best indicators of the care he receives".

"The feedback I get after the sessions is very genuine and makes me feel like I really know what happened".

"Nursery staff are the most warm and children-loving people you could find".

"My child always comes out of the nursery with lots of happy stories to tell about what she did during the day".

"The staff are very committed and involved".

## Requirements

1. By 31 May 2023 the provider must ensure that recruitment procedures follow best practice. To do this the provider must at a minimum ensure that staff are recruited:

- a) following robust procedures in keeping with guidance 'safer recruitment for better recruitment'
- b) following these procedures consistently for all staff
- c) ensure all staff have completed the required safety checks before working with children.

This is to comply with Regulation 4 (1) (a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

## 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?	3 - Adequate
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	3 - Adequate
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	2 - Weak
4.3 Staff deployment	2 - Weak

## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.