

# Crombie School Nursery Day Care of Children

Hays Way  
Westhill  
AB32 6XZ

Telephone: 01224 472905

**Type of inspection:**  
Unannounced

**Completed on:**  
20 September 2023

**Service provided by:**  
Aberdeenshire Council

**Service provider number:**  
SP2003000029

**Service no:**  
CS2003015702

## About the service

Crombie Primary School Nursery is registered to provide a daycare of children service to a maximum of 32 children, aged from three years to those not yet attending primary school. The service is based within Crombie Primary School in the Westhill area. The service provider is Aberdeenshire Council.

The setting consists of a large playroom and an enclosed outdoor area. Children also have access to school facilities. The service is within easy access to the local schools and amenities such as the library, community centre and various parks.

## About the inspection

This was an unannounced inspection which took place on 19 September 2023 between 09:00 and 16:30. Two inspectors from the Care Inspectorate carried out the inspection.

To prepare for 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:

- observed children using the service
- received feedback from 13 families from our online questionnaire
- received feedback from eight staff from our online questionnaire
- spoke with the staff and management team
- observed practice
- reviewed documents.

## Key messages

- Children were happy, confident and settled.
- Children were leaders of their own play and learning and could transport resources to meet their interests.
- The staff team worked well together to meet children's needs
- The indoor environment offered exciting and stimulating play spaces, contributing to children learning a wide variety of lifelong skills.
- Strong leadership ensured a culture of continuous improvement.
- Staff used their skills and knowledge to ensure high quality outcomes for children.
- The outdoor environment could be developed to ensure children access high quality play experiences.

## 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.

### Quality Indicator 1.1: Nurturing Care and Support

A nurturing and inclusive ethos had been established within the service and staff knew children well. Children were confident as they experienced positive and supportive interactions from all staff. The nurturing approach meant staff were affectionate and children sought out cuddles which supported their emotional wellbeing. Staff were down at children's eye level and actively joined in with their play. As a result, children were comfortable, settled and happy.

Children's health and wellbeing was very well supported by effective use of personal planning. Personal plans considered the wellbeing indicators and information gathered was used to develop strategies to support individual children. Children with additional support needs had support plans in place to ensure all staff were clear on sensitivities and how these were being supported, outlining any triggers and strategies being used. Staff knew children and their needs well supporting children to progress and achieve. Chronologies captured significant events in children's lives, which meant that staff had the right information to meet children's wellbeing needs. Feedback we received from parents/carers agreed they were fully involved in their child's care including developing and reviewing their personal plan. A parent commented, "We've had a really helpful transition put in place for our child. They've felt very included and cared for, something which I have also witnessed. The service seems organised with staff who care about the children. During the transition period all members of staff acknowledged me, which I felt was very kind and appropriate to a new mum visiting the setting; I had not previously experienced this at another setting."

Children benefitted from unhurried and well organised meal and snack times. Children's independence was well supported with opportunities to prepare food, set up, self-serve their food and tidy away their plates when finished. Staff used mealtimes as an opportunity to role model good table manners. Children were relaxed as they chatted with staff and friends whilst eating. As a result, children had opportunities to be independent, develop life skills and enjoy their food. Children benefitted from healthy and plentiful mealtime options and fresh drinks. This supported them to be healthy and nourished.

Children's health and wellbeing was supported through well-managed systems and processes. Staff were clear about their roles and responsibilities in safeguarding children. Regular audits meant that children's health needs were current. We asked that the service review the information they gathered, in relation to the last administered dose of medication at home, when accepting short term medication. This would further support staff in meeting children's health needs.

No children required a nap during our visit. Staff described a procedure that ensured children's safety and comfort was considered, supporting children's health and wellbeing. Most parents either strongly agreed or agreed that their child can rest or sleep when they need to within an area that is comfortable and cosy. However, there was a small percentage of parents who disagreed or did not know.

Although we did not observe a nappy change, we saw there were effective procedures in place supporting children's health and dignity. Personal protective equipment (PPE) was used effectively, and robust

handwashing practices were seen throughout the day. This helped to ensure that children were safe from infection.

### Quality Indicator 1.3: Play and Learning

Children were having fun across a variety of experiences and were engaged in the indoor environment for long periods of time. For example, a group of children were seen to be playing a role play game where they looked after the King. Children chose where to play and had freedom to transport resources around the nursery to extend their interests. One parent told us, "Fantastic set up, lots of different options for my son to play with/areas to go to." Staff were seen to use timely and well considered interactions to support children's imagination and learning. Staff knew when to intervene to support play and learning, for example, a doctor's kit was provided to maintain and develop children's interest in the 'King' role play game. As a result, children were allowed to be leaders in their play and learning.

Language, literacy, and numeracy experiences were rich and woven throughout the provision. Staff had a very good understanding and creative approach to promoting these. For example, a variety of interesting objects promoted children's curiosity and sparked their imagination. There were extensive opportunities for children to mark make indoors and children were seen to be using these well. Staff were skilled at encouraging thinking and problem-solving using effective questioning, supporting children to deepen their learning.

A variety of tools and approaches were used to support children's communication and language development, for example, PECS, MAKATON and visual cards. Staff knew children well which ensured they knew the most appropriate form of communication and when to use them. This supported children's understanding and helped them to make choices and follow their interests.

Play was a good balance of planned and child-initiated experiences led by staff knowledge of children. The online platform 'Learning Journals' was used to capture children's experiences. Regular observations were well written, highlighted individual children's achievements and identified relevant next steps. As a result, children were supported to learn and develop at a pace that was right for them. Book creator was used to effectively capture children's interests, voice and learning. Staff used technology available within the setting to display online books that had been created. This ensured children's journey in nursery was well documented and allowed them to revisit learning and experiences.

## 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.

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

The setting was well furnished, cosy and comfortable. It was well ventilated and benefitted from lots of natural light. There was ample space indoors and outdoors for children to play and explore together or alone if they chose to do so. The playroom was spacious and reflected children's interests and planned learning experiences. Children's artwork, drawings and 'writing' was displayed around the setting giving children the strong message that they matter.

The indoor areas were sensitively structured and mostly took account of children's age and stage of development. Resources were easily accessible and at child height, which promoted children's ownership of

their chosen play experiences. Children benefitted from free flow to the outdoor environment, supporting them to choose where they played and be healthy. We suggested that areas of the outdoor environment could be reviewed to ensure they motivated and challenged children's interests.

The service made very good use of available resources within the school and local community. Children's experiences were enhanced by visits to local parks, library, woodland and shops. Strong links had been developed with the school, for example, children making use of the school gym hall and other areas within the school grounds. This allowed children to feel they belonged and supported transitions. A parent commented, "I like that children visit places around the local area to learn about their community and experience opportunities with their peers."

Infection control practices minimised the potential spread of infection, for example, children were confident in their hand washing routines at snack and lunchtimes and after using the bathroom. Risk assessments were in place and implemented effectively by staff to ensure that the environment was safe for the children attending. Children were encouraged to consider risks and staff were seen to support their understanding of potential risks within the environment. As a result, children's safety was maintained.

Children and family's data was well-managed and safely stored in a locked filing cabinet, supporting them to be safe.

## 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/people, therefore we evaluated this key question as very good.

### **Quality Indicator 3.1: Quality assurances and improvements are well led**

The service had clear aims, vision, and values embedded which focused on creating a safe, nurturing environment where children have fun, are happy, included and are able to reach their full potential. As a result, children developed at a pace that was right for them in a happy and stimulating environment. Children and families had been thoroughly consulted in the recent development of the vision, value and aims, supporting them to feel valued and included.

Children and family's views were valued. They were consulted through questionnaires and face to face chats about key aspects of the nursery. Their views and suggestions supported the services ongoing improvements, meaning they were valued partners in the nursery. Most parents agreed or strongly agreed that families are involved in a meaningful way to help develop this setting and our ideas and suggestions are used to influence change.

The service valued the importance of working in partnership with families through clear communication and building positive relationships. Families were welcomed into the setting and staff took time to talk with them. They received regular updates through their online platform, daily face to face discussions, emails and newsletters. One parent told us, "Communication from the staff is good, and they know what's happened that day and can give a detailed description of child's day."

Quality assurance, including self-evaluation and improvement plans were in place. These effectively supported the staff team to identify areas for improvement and plan changes to support the development of practice. We discussed how improvement plans could be developed further to break down change ideas, supporting the staff team to measure the impact of the change. We saw evidence of staff using key good

practice documents such as the 'Quality Framework for day care of children, childminding and school-aged children' and Care Inspectorate practice notes to support self-evaluation. This supported positive outcomes for children by informing meaningful change.

## 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/people, therefore we evaluated this key question as very good.

### Quality Indicator 4.3: Staff deployment

A well-managed and organised staff team supported children's health and wellbeing. Consideration had been given to busier times of the day to ensure ratios were upheld and children were well supported. Staff were mainly clear on their rules at busier times of the day supporting effective supervision and transitions. This ensured there was no disruption to children's care, play and learning.

Children were supported by a staff team who had a range of knowledge, experience and skills. Their sound knowledge of child development, GIRFEC (getting it right for every child) and the wellbeing indicators resulted in children's individual needs being met. They were committed and enthusiastic in their role which meant children were supported to reach their potential. They talked knowledgeably about children as individuals, their care needs and how they were being met. Staff worked well together and effective communication ensured positive outcomes for children in their care. A parent told us, "Extremely happy with the leadership. You can tell the team work well/closely together." Another commented, "Staff appeared happy also, which I felt reflected a positive work place."

Procedures were in place to ensure staff were well supported by management. Regular appraisals and one to one meetings ensured opportunities to share developments, concerns and plan for further development. The staff team regularly completed peer monitoring exercises which supported them to share successes and identify areas that could be developed. All staff told us they felt well supported by management and their team members. An induction programme was completed by all new staff members. We suggested this could be developed further and signposted the manager to 'The National Induction Resource', to encourage effective reflection on their induction. This would further support management to plan individualised support strategies for new staff members.

## 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



## 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.