

# Woodlands Pre-School Class Day Care of Children

Queen Street  
Carnoustie  
DD7 7SU

Telephone: 01241 803566

**Type of inspection:**

Unannounced

**Completed on:**

10 May 2019

**Service provided by:**

Angus Council

**Service provider number:**

SP2003000043

**Service no:**

CS2007157109

## About the service

Woodlands Pre School is a service provided by Angus Council and is situated in Woodlands Primary School in the town of Carnoustie. The nursery is within the main school building. It has its own secure entry for children and their parents. The large, bright playroom gives good opportunities for indoor play. The children have free access to a large, well equipped outdoor space. Toilets are adjacent to the playroom and are fully accessible by all children.

The service is registered to provide care to 30 children at any one time. The age range of the children will be between three years to those not yet attending school.

On the day of the inspection there were 24 pre school children attending the morning session. The afternoon session was attended by 26 ante pre school children.

Woodlands Pre-school class was first registered by Social Care and Social Work Improvement Scotland (SCSWIS) on 1 April 2011.

The service is managed by the headteacher, depute headteacher and a senior early years practitioner.

The shared aims of the service are to:

- be happy
- try our best
- make learning fun and enjoyable
- be a responsible person
- work independently and as part of a team
- share our learning with families and the community.

We check services are meeting the principles of Getting It Right For Every Child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of Getting It Right For Every Child: safe, healthy, achieving, nurtured, active, respected, responsible and included.

## What people told us

We received five completed questionnaires in advance of the inspection. All of those who responded told us that they strongly agreed or agreed that they were happy with the quality of care received by their children in the service.

During the inspection we spoke to parents; their comments were positive and they told us:

- "the staff are so supportive of us"
- "the nursery has really got better"
- "we have had a chance to visit and my child has really settled so well"
- "the staff here are so great"
- "our child always looks forward to going to nursery. She gets involved in so many activities"

- "my child feels very safe and happy there and is always motivated to go"
- "the communication is excellent"
- "a fantastic nursery and excellent staff"
- "all members of staff are loved by my child who cant wait to come to nursery every day".

The children were happy to tell us the things they enjoyed about nursery, and they told us:

- "everyone has a buddy to look after you when you go to Primary 1"
- "I really like these ham wraps"
- "lets play in here; you have a pet squirrel and you have to listen while I sing".

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

## From this inspection we graded this service as:

<b>Quality of care and support</b>	5 - Very Good
<b>Quality of environment</b>	not assessed
<b>Quality of staffing</b>	5 - Very Good
<b>Quality of management and leadership</b>	not assessed

## What the service does well

Woodlands Pre School Class offered a very good nurturing and learning environment for pre school and ante pre school children. The spacious playroom was very well equipped with interesting and challenging resources which helped to promote learning through investigation and enquiry.

Older children were independent and seen to be confidently using both the indoor and outdoor areas. Despite the wet weather on the day of the inspection the children were investigating the water in buckets and in the puddles. There was a very good selection of 'loose parts' for the children to choose from and we saw photographs of their inventiveness and creativity.

Children had a wide variety of opportunities to work alongside older children in the school. This contributed positively to the transition for children from nursery into school. Children were always given choice about the activities that wanted to participate in. Their opinions were listened to and respected by staff.

Younger children were cared for sensitively. Those who had recently joined the service were being supported to explore the playroom, to become familiar with the routines of the nursery.

Children's learning folders used staff observations and photographs to identify learning experiences and achievements. Staff regularly reviewed and revisited learning with the children. The children contributed to their own folders and their words were recorded. Children's folders were monitored by the management team and appropriate support was given to staff which was helping to provide consistency.

Children were at the heart of the planning process and their interests and ideas were displayed around the room. Staff met weekly to discuss what the children had been interested in and this formed the plan for the next week. Diaries were effectively used to keep parents informed about the planned experiences for the next week.

The new staff team were working together to ensure that their skills and knowledge were consistently supporting children and developing their learning. Staff were making very good use of their 'Word Aware' training which was having a very positive impact on the language and vocabulary development. Staff were committed to their own learning and some were very good at reflecting on their learning and how they used it to benefit children.

Very good induction and core training ensured that children were kept safe and protected from the prevention and spread of infection. Staff understood their responsibilities to protecting children. They had training in child protection and were aware of their reporting and recording responsibilities. As a result children were protected.

The service was held in very high regard by families. Parents were very involved and supportive of the nursery. The communication from staff was much appreciated by parents we spoke to and those who responded to our questionnaire. The children learned from a good range of experiences and visitors from the local community. Children participated in activities which benefited them and the local community.

The service was very well managed. Through a robust programme of self-evaluation monitoring and quality assurance the headteacher had a clear vision for the nursery, and had identified the improvements which were needed. The headteacher, depute headteacher and senior early years practitioner were ambitious for the service and had used their improvement plan to drive developments and improve practice.

## What the service could do better

During the inspection we identified some areas where we considered the service could improve.

All of the early years staff were appropriately registered with the SSSC (Scottish Social Services Council).

We asked that the headteacher and her depute look at the Council website to confirm that the correct staff are assigned to the service. They should now investigate how they could access this site to allow them to make regular checks on staff registration.

We looked at the management of medication in the service. We asked that the depute headteacher carry out a review of how this was working and make any changes that were necessary.

The staff team had undergone changes with some new staff recently joining the nursery. Together they were working with the headteacher and depute headteacher to improve the quality and consistency of engagement and interactions with children. The senior early years officer modelled these across the nursery sessions.

A peer mirroring process was in place and was being successful in encouraging staff to observe and feedback to each other on their practice. This work was continuing and we considered that this would have a very positive impact on children's learning and experiences.

From our discussions with the headteacher and staff we were confident that the service had a great capacity to continue to improve and develop.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

## 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).

## What the service has done to meet any requirements we made at or since the last inspection

### Previous requirements

There are no outstanding requirements.

## What the service has done to meet any recommendations we made at or since the last inspection

### Previous recommendations

#### Recommendation 1

Children's learning logs should be more regularly audited to ensure that a consistently high standard of recording is achieved to maximise benefits to children and their learning.

**National Care Standards early education and childcare up to the age of 16.**  
**Standard 4: engaging with children; standard 5: quality of experience.**

**This recommendation was made on 26 September 2013.**

#### Action taken on previous recommendation

We found children's profiles to be generally of a high standard but there were some inconsistencies to the quality of recording. This issue has been highlighted as an area for development in this inspection report.

#### Recommendation 2

The nursery should continue to review snack menus to maximise healthy eating options.

**National Care Standards early education and childcare up to the age of 16.**  
**Standard 3: Health and wellbeing.**

**This recommendation was made on 26 September 2013.**

#### Action taken on previous recommendation

A varied, healthy and substantial snack menu was in place.

### Recommendation 3

The nursery should consider introducing a 'Question of the month?' to gather parental views informally.

**National Care Standards early years education and childcare up to the age of 16.**  
**Standard 13: improving the service; standard 14: well-managed service.**

**This recommendation was made on 26 September 2013.**

#### Action taken on previous recommendation

The service had introduced a range of measures to engage with and involve parents, which were found to be effective and embedded in practice.

### Recommendation 4

Monitoring of the service and staff development should continue to focus on staff engagement with children, to extend learning opportunities and further enhance outcomes for children.

**National Care Standards early education and childcare up to the age of 16.**  
**Standard 4: engaging with children; standard 5: quality of experience; standard 6: support and development.**

**This recommendation was made on 10 March 2017.**

#### Action taken on previous recommendation

A robust programme of monitoring is in place. Staff are involved in mirror imaging which focusses on staff interactions. This is happening within the nursery and across the cluster.

This work is continuing as the staff team changes.

## Inspection and grading history

Date	Type	Gradings								
8 Nov 2016	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>Not assessed</td> </tr> <tr> <td>Staffing</td> <td>Not assessed</td> </tr> <tr> <td>Management and leadership</td> <td>5 - Very good</td> </tr> </table>	Care and support	5 - Very good	Environment	Not assessed	Staffing	Not assessed	Management and leadership	5 - Very good
Care and support	5 - Very good									
Environment	Not assessed									
Staffing	Not assessed									
Management and leadership	5 - Very good									
26 Sep 2013	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>5 - Very good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>5 - Very good</td> </tr> </table>	Care and support	5 - Very good	Environment	5 - Very good	Staffing	5 - Very good	Management and leadership	5 - Very good
Care and support	5 - Very good									
Environment	5 - Very good									
Staffing	5 - Very good									
Management and leadership	5 - Very good									
27 Sep 2010	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>Not assessed</td> </tr> <tr> <td>Staffing</td> <td>Not assessed</td> </tr> <tr> <td>Management and leadership</td> <td>5 - Very good</td> </tr> </table>	Care and support	5 - Very good	Environment	Not assessed	Staffing	Not assessed	Management and leadership	5 - Very good
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5 Feb 2009	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>5 - Very good</td> </tr> <tr> <td>Staffing</td> <td>4 - Good</td> </tr> <tr> <td>Management and leadership</td> <td>4 - Good</td> </tr> </table>	Care and support	5 - Very good	Environment	5 - Very good	Staffing	4 - Good	Management and leadership	4 - Good
Care and support	5 - Very good									
Environment	5 - Very good									
Staffing	4 - Good									
Management and leadership	4 - Good									



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