

Summarised inspection findings

Sgoil Bhaile a Mhanaich Sgoil Àraich

Balivanich Primary School Nursery Class

Comhairle nan Eilean Siar

25 June 2024

Key contextual information

Sgoil Àraich Bhaile a' Mhanaich is part of Sgoil Bhaile a' Mhanaich, Comhairle nan Eilean Siar. The provision is for children aged one to those not yet attending school. The sgoil-àraich operates daily between 8.30 am and 5.30 pm. The sgoil-àraich is registered for 56 children at any given time. At the time of inspection, there were 50 children on the roll. Children attend from Benbecula, North Uist and South Uist.

Children attend on flexible placements during these times. Children attend during term time or the extended year. Children from other nearby settings attend during the sgoil (school) holidays while their setting is closed.

There are four playrooms. Two playrooms cater for children aged one to two years, with the other two playrooms catering for children aged three to not yet attending sgoil. Staff refer to their playrooms as GL for Gaelic (Learners) and GM for Gàidhlig Medium Education.

The sgoil-àraich provides Gàidhlig Medium Education at both stages, with children totally immersed in the Gàidhlig language. Families can also choose for children to attend the Gaelic (Learners) playrooms. This supports children's learning of some Gàidhlig, rather than total immersion. There is a waiting list for children to receive total immersion.

The sgoil-àraich is managed by a childcare manager and overseen by the head of sgoil. They are supported by a team of four play leaders and nine key workers who work part- and full-time during term time and extended year. The staff team are well established. There is ongoing recruitment for two vacant posts. In August 2023, practitioners underwent significant changes to their deployment to ensure total immersion in Gàidhlig in relevant playrooms.

1.3 Leadership of change

satisfactory

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Practitioners in Gàidhlig Medium Education and Gaelic (Learners) are keen to provide high-quality early learning and childcare. They work well as teams in their playrooms. Practitioners are very proud of their identity and strong ethos as a Gàidhlig status school. Senior leaders and practitioners have engaged well with relevant documentation specific to Gàidhlig Medium Education. This includes the 'Advice on Gaelic Education' (2022). Practitioners are effectively implementing national advice on total immersion within the sgoil-àraich. Senior leaders should continue to plan strategically so that all parents/carers choosing Gàidhlig Medium Education receive total immersion. This should ensure that parents receive their entitlement to Gàidhlig Medium Education and benefit from early language acquisition through total immersion.
- In sgoil-àraich, in both Gàidhlig Medium Education and Gaelic (Learners), staff share the vision, values and aims with the school. These have recently been reviewed, taking account of the views of practitioners and families. Children should be more aware of the values and what

they mean to them, in an age-appropriate way. Senior leaders should keep the vision, values and aims under review. This should ensure they are relevant and continue to reflect the sgoil-àraich community's aspirations.

- The sgoil-àraich has a shared improvement plan with the sgoil. Priorities for improvement include introducing a 'Slighe gu Gàidhlig' (Gaelic Pathway) to promote Gàidhlig Medium Education. This aims to have a more strategic approach to increasing the uptake for Gàidhlig Medium Education. Practitioners are now better deployed to develop children's fluency across the sgoil-àraich. They are proud of how this impacts on increasing the uptake for Gàidhlig Medium Education, at a younger age. Other priorities for improvement include children's rights and developing arrangements for children moving into, through and out of sgoil-àraich. Senior leaders should develop more individual priorities for the sgoil-àraich that reflect the development needs in Gàidhlig Medium Education and Gaelic (Learners) at this time. This should be based on thorough self-evaluation and involve all practitioners, children, and families in leading improvement. Senior leaders' and practitioners' capacity for securing the pace of change will be increased.
- Play leaders are positive role models for practitioners in each playroom. Senior leaders and practitioners should work together more effectively to increase significantly the impact on leading change. Senior leaders need to be more visible to support, motivate and inspire the practitioner team. They should also strengthen the partnership between the sgoil-àraich and sgoil. They need to ensure roles and responsibilities are clearly defined and understood by everyone.
- Senior leaders develop and use a range of relevant processes to evaluate the quality of provision. This includes monitoring children's learning profiles, displays and floorbooks. Senior leaders recognise they need to revisit the helpful feedback they provide to ensure it is actioned to impact on continuous improvement. This feedback should be underpinned by national practice guidance. Senior leaders should extend their monitoring to include more aspects of provision, including the quality of interactions, and learning and teaching. Practitioners reflect on their practice informally. They would benefit from support to develop their understanding of self-evaluation.
- Senior leaders and practitioners have participated in a range of professional learning and professional discussion with others. This includes early years 'exchange meetings', which share practice from other settings in the area. Practitioners welcome working in another local sgoil-àraich for a day to learn from another setting. They use professional learning well to develop their Gàidhlig language skills. Practitioners are committed and keen to develop how children learn best through the experiences, interactions, and spaces they provide. Practitioners should continue to seek relevant opportunities to widen and deepen their understanding of high-quality early learning immersion pedagogy. As professional confidence develops, practitioners can take on more leadership responsibilities. This should build on the positive start of recently introduced 'champion' roles. Children enjoy the role of 'special helper', which they carry out with care. They are ready to take on more leadership roles. This includes leading their own learning, being involved in decisions that affect them and managing their playrooms.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- Practitioners have created a warm and nurturing environment across all playrooms. Children benefit from very positive relationships with practitioners. As a result, they are confident and feel secure as they play, develop friendships and learn Gàidhlig.
- Children make a key start to developing fluency in Gàidhlig by attending Sgoil Àraich Bhaile a' Mhanaich. Practitioners in the playrooms for Gàidhlig Medium Education speak and model Gàidhlig well. They recognise that adults initiating activities, in which children hear and learn Gàidhlig, is important for total immersion. Practitioners plan total immersion in a progressive way. Children consistently hear practitioners making commentary, repeating and rephrasing Gàidhlig. Practitioners reinforce important language as they play and talk with children. In the playrooms for Gàidhlig Medium Education, practitioners use routines well throughout the day, including for 'time together' and snack. Children use the Gàidhlig they are learning in real-life situations. For example, while selecting items from their shopping list in a local shop. Children sing in Gàidhlig with a visiting singing instructor. Across all playrooms, practitioners should increase their use of songs and extend role plays to support further children's learning of Gàidhlig.
- Across all playrooms, most children engage well, especially where they choose what and where to play. Children are interested and enthusiastic as they play outdoors. Practitioners should increase children's access to free flow play outdoors. Across all playrooms, practitioners should have a focus on inspiring curiosity and creativity, using open-ended and natural resources. This would enable children to initiate their own learning more regularly. Practitioners should respond to children's interests and involve them in talking about planning their own learning. This is while protecting the use of high-quality total immersion.
- Across all stages, practitioners use nurturing interactions to support children's learning. In the playrooms for Gàidhlig Medium Education, practitioners use effective interactions to support learning of Gàidhlig. In all playrooms, practitioners could make more use of digital technology more regularly to support learning. For example, practitioners could encourage children to independently access the collection of songs in Gàidhlig that practitioners have collated on a digital platform.
- Practitioners record children's learning in floorbooks. They are beginning to involve children in planning their own learning. Senior leaders should set clear expectations for approaches to planning across all stages within the sgoil-àraich. Practitioners assess children's learning as they observe and engage with them in their play. These observations help to inform what they plan next for children's learning. Practitioners should continue to develop their recording of clearer observations, focusing on the skills being developed and what is significant for each child. Senior leaders and practitioners use a 'Plana Labhairt na Tràth Ìrean' (a guide to

progression in talking Gàidhlig). This should be used more effectively to track what children can do, say, and understand in Gàidhlig.

- Practitioners use developmental overviews for children aged two to four. They should extend this to track the progress of all children. Currently, practitioners' use of overviews is not taking sufficient account of children's age. Senior leaders should extend their existing tracking to include children's progress in literacy, numeracy and health and wellbeing from age three to five. Practitioners should develop moderation across the early level to ensure a shared understanding of children's progress. This should involve practitioners working with P1 staff in the school, across the cluster and nationally.

2.2 Curriculum: Learning and developmental pathways

- The curriculum has a clear focus on the development of Gàidhlig through total immersion across playrooms for Gàidhlig Medium Education. Children in playrooms for English Medium learn some Gaelic (Learners). Managers and practitioners have made significant steps to strengthen Gaelic as part of their 'Slighe gu Gàidhlig' (Gaelic pathway), especially within the Gaelic (Learners) playroom for children aged one to three. Practitioners play an active role in developing early literacy, numeracy and health and wellbeing within the playrooms. They take account of developmental milestones and early level Curriculum for Excellence experiences and outcomes.
- Practitioners use real-life learning experiences to provide meaningful opportunities to extend children's learning. These are mainly in total immersion, early literacy, numeracy and health and wellbeing. For example, children shop for healthy snack foods. When a new baby is born, this prompts children to learn about babies' needs. Practitioners should continue to use the local area to extend further children's outdoor learning experiences. For example, regular visits to the beach will develop further children's curiosity and awareness of the world around them.
- 'Pàrant is Pàiste' sessions support children's transitions into the sgoil-àraich very well. Practitioners provide helpful transition activities across stages that allows children to settle into their new playroom confidently. Practitioners support children well when moving into P1 through regular visits to the class and having their lunch in the school dining area.

2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners have established very positive relationships with parents and families. They keep parents well informed through daily conversations at drop off and pick up times. Practitioners organise bi-annual parents' evenings to promote the Gaelic First Policy and encourage parents to opt for Gàidhlig Medium Education. Practitioners use a secure social media page and a digital platform to share children's successes at sgoil-àraich. Practitioners are proactive in signposting parents to resources that can support Gàidhlig language development at home. They also support parents in their use of core Gàidhlig vocabulary by providing lists of key words and phrases.
- Parents are invited to 'Pàrant is Pàiste'. Children under three years and practitioners from both playrooms attend this weekly group. These sessions are well attended. A mobile play bus, 'Splaoid aig Deas' meets parents/carers and children in their local areas to offer learning through play. This also promotes Gàidhlig Medium Education as a strategy for increasing the numbers in Gàidhlig Medium Education. Practitioners should continue to develop a programme of parental engagement, including the reintroduction of 'stay and play' sessions. This would increase shared understanding of play pedagogy and benefit those who are learning Gàidhlig.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Practitioners demonstrate respect for children, their families and each other. They have very positive relationships with children who enjoy a nurturing ethos. There is a strong sense of community. Practitioners model behaviours that promote wellbeing and encourage this in others. As a result, children are calm, settled and are developing age-appropriate friendships. The local authority has recently developed a new positive relationship policy for early learning and childcare. As practitioners explore the implementation of the policy, they should ensure it augments and enhances existing arrangements. This should include a focus on supporting children to develop an awareness of their emotions and language to express themselves.
- Practitioners promote wellbeing through conversations with children and activities. Children recognise the importance of keeping themselves safe and healthy. They demonstrate their understanding in real-life experiences, such as crossing the road on local outings. Practitioners are at the early stages of introducing the wellbeing indicators. They are newly introducing children to rights and the United Nations Convention on the Rights of the Child in developmentally appropriate ways.
- Children benefit from, and enjoy, the freedom of outdoor spaces, including the nearby beach. They are curious and benefit from unhurried exploration of the natural world. Younger children demonstrate a sense of wonder as they investigate seaweed, the waves and puddles of water. They are developing gross motor skills as they negotiate challenging, uneven, rocky terrain. Practitioners should develop plans to make these high-quality outdoor experiences more regular. Children need to develop a range of skills in a progressive way. This includes physical stamina and resilience to support gross motor development.
- Senior leaders and practitioners engage well with statutory requirements. They are making positive progress with areas of the Statutory Guidance on Gaelic Education (2017). Children in playrooms for Gàidhlig Medium Education experience total immersion delivered in high-quality fluency. Children in playrooms for Gaelic (Learners) experience some learning of Gàidhlig. This has convinced a few parents/carers that their children will opt for Gàidhlig Medium Education in P1. Senior leaders should explore ways of moving these children to the playroom for Gàidhlig Medium Education as soon as parents/carers have confirmed their choice. Senior leaders should take immediate action to address waiting lists for children to access Gàidhlig Medium Education in the sgoil-àraich. These later two actions will assist in closing gaps in attainment longer term.
- Senior leaders should ensure they understand and fulfil all statutory duties appropriate to early learning and childcare. This will help secure the wellbeing of children. Practitioners are sensitive in their identification of concerns around children's development. They seek support from partner agencies, where appropriate, to create a partnership approach to removing barriers to learning. Children who may require additional support with learning have individual

plans. Children's targets need to be more specific and measurable to ensure they are supported to make the progress of which they are capable.

- Practitioners have created an inclusive ethos, in which everyone is treated as an individual. Children could be introduced to a wider range of cultures to raise their awareness as global citizens. In particular, children's understanding of diversity out with their immediate experience should be strengthened. This should include exploring potential stereotypes, or gender bias, to ensure there are no barriers to participation.

3.2 Securing children's progress

good

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Children not yet three years old are developing their confidence well and are beginning to develop friendships. They quickly learn the sgoil-àraich routines and develop independence, for example at snack and lunch times. Children need more activities to extend their creativity and curiosity.
- Most children make very good progress in literacy and Gàidhlig within the total immersion sgoil-àraich playroom. Children learn songs, for example about days and months. They then apply this vocabulary when talking about the calendar. Children understand very well the Gàidhlig used by practitioners as they recall stories they have heard. A few children are beginning to use common words in Gàidhlig during adult-led activities and in conversations with practitioners. Most children recognise their name, and the names of a few other children. Children would benefit from more mark making activities across a range of contexts. This will develop further children's understanding that text has meaning.
- In the playroom for Gaelic (Learners), almost all children make satisfactory progress. Children follow instructions well in groups. They enjoy discussions and share their thoughts and ideas confidently. Children use relevant English language in their pretend play, for example in their shop. Most children listen well to stories read in English and identify a favourite text. Children enjoy exploring early writing as they explore letters in their name. A few children are beginning to form letters. Most children draw with increasing detail. Children need to hear patterns and sounds of language through joining in more rhymes and songs. They should also be encouraged to create their own stories. Most children use a few words in Gàidhlig in their play.
- Across both playrooms, children make good progress in numeracy and mathematics. They develop their awareness of numbers in Gàidhlig as they count in daily routines, such as setting the table. Most children recognise numbers within 10. A few children enjoy exploring larger numbers. A few children match objects to a corresponding number and place numbers in sequence. Children apply numeracy skills in Gàidhlig to real-life contexts, for example when finding the date on a calendar and buying snack items in the local shop. In the playroom for Gaelic (Learners) most children identify and name basic shapes. Across both playrooms, children need to extend their use of mathematical language for measure and information handling more effectively through play.
- Across both playrooms, children's progress in health and wellbeing is good. Most children play well with others. All children develop their skills in hygiene, for example, as they wash their hands prior to snack and lunch. Children across the sgoil-àraich would benefit from taking on

more responsibilities. They have yet to develop an understanding of the sgoil-àraich values.

- Overall, most children make good progress since starting sgoil-àraich. Practitioners should continue developing the use of floorbooks and digital journals more effectively, to show children's progress. Most children with additional support needs make appropriate progress. Practitioners should continue to liaise with support agencies to put in place early interventions for children requiring support.
- Children enjoy praise from practitioners during their play. Children's achievements are displayed on 'Sgòthan moiteil' (WOW cloud) walls within the sgoil-àraich. Children's individual achievements are not yet captured consistently within their learning journals.
- Managers and practitioners know children and families well. They signpost families requiring support to relevant partner agencies. For example, they sensitively offer financial and clothing assistance to families experiencing challenges. This is made available through local charitable organisations.

1.1 Nurturing care and support

Children were happy, settled, and confident in their nursery environment. They experienced respectful, kind, caring relationships with staff. Children and families were warmly welcomed into the service. We observed staff welcoming children and seeking and sharing information from parents and carers. This helped children and families to feel safe and secure.

During the inspection, we observed children's lunch and snack experience. Meals provided were nutritional and catered for children's dietary requirements. Younger children enjoyed lunch in their playrooms in small groups. They were supported by staff who assisted and supervised well to ensure their safety. Older children had their meal in the school lunch hall. Although a busier environment for children, they were well supported and encouraged to collect their meals from dining staff and help clear up when they were finished. This supported their independence and prepared them for the school lunch routine.

We looked at how the service supported children who required medication. Procedures and processes were in place to ensure that medication was available and stored safely. Consent to administer medication had been obtained from parents. Staff should ensure that they work with parents to ensure that in all cases clear signs and symptoms of when medication may be required was recorded.

Every child had a personal plan which contained necessary information about their individual needs. We were able to see how staff had used some of this information and how this was being used to take forward some children's interest. We found that staff were recording some information to support children's health, welfare, and safety needs. We found this was not consistent for all children. To ensure children's needs are met and supported, management and staff should ensure personal plans comply with national guidance and legislation. Children's individual needs, support strategies and next steps should be clearly reflected. This will help to ensure staff have a coherent understanding of how they are supporting children.

Staff confirmed that they had participated in core child protection training annually. They were aware to whom they should report child protection concerns. We found that records relating to child protection were being added to personal plans. The service should ensure that information relating to child protection are recorded securely in chronologies.

Care Inspectorate evaluation: good

1.3 Play and learning

Children were happy and had fun across all rooms. They were very respectful and nurturing towards each other. We observed children supporting each other to complete tasks.

Community links led to positive learning experiences for children. Staff supported children to be part of and access the wider surrounding community at an early age, with regular visits to beaches, shops and local play parks. The Pàrant is Pàiste group enabled children and families in the local community to visit and become familiar with the Sgoil Àraich, Sgoil and staff before attending. This helped to build relationships and trust, and support children's transitions.

Children enjoyed playing and learning outdoors. There were good opportunities outdoors for children to develop their gross motor skills. Further development of the outdoors, and the introduction of a free flow outdoor experience would further enhance children's learning.

We saw some evidence of experiences that children had expressed interests in, and been involved in. These experiences were recorded in big books and on the service's online digital platform for parents and carers to see. We noted that observations recorded in seesaw were generic and mostly referred to group experiences or experiences that children had participated in. They lacked individuality around children's learning and potential areas for development.

To support children's play and learning staff should continue to develop their knowledge and understanding of child development, relevant theory, and practice. Staff need to build as a team their experience and expertise to fully meet children's needs through high quality interactions and experiences. Management should continue to monitor staff interactions to ensure they are extending children's thinking and widening their skills, this will support children to develop and lead their play and learning.

Care Inspectorate evaluation: good

2.2 Children experience high quality facilities

Children were cared for in an environment that was clean, bright, and well maintained. Staff were vigilant in ensuring that effective infection prevention and control procedures were carried out. We observed thorough hand washing procedures taking place. Children were supported to wash their hands at key points of the day such as after personal care, playing outdoors and prior to and after mealtimes.

Although we observed children having access to outdoor play, this was at times limited. Playrooms did have direct access to outdoors; this was not being used to promote more positive outdoor play experiences. Some staff lacked confidence in developing this area. Manager should role model, and work with staff to promote and encourage free flow outdoor play opportunities.

We highlighted inconsistencies and discrepancies within registers. There was some confusion about the numbers of children in attendance. For example, the numbers of children recorded on the register did not correlate with the numbers of children in the playroom. This meant that in an emergency situation there would be no accurate record of children within the building. When children left the building, for example to participate in transition visits to the school or go to the beach their names were given to office staff in order to record that they were out of the building. The service would benefit from a visual aid within the playroom that would highlight children's whereabouts. Management should ensure registers are monitored to ensure children's safety.

We had extensive discussions and made suggestions about improvements that needed to be made to ensure children's safety whilst they slept. The manager took on board our suggestions and made some immediate changes to the sleep environment, policy, and procedures. The manager needs to ensure that staff are made aware of and understand the need for the changes and the importance of providing a safe environment with robust supervision and monitoring of sleeping children.

Nappy changing facilities did not meet current best practice guidance. Children under two

should not be sharing changing facilities with those over two. We discussed this with the management team and provider representatives and offered suggestions of how this could be improved. The management team should review nappy changing facilities in order to keep children safe and well.

Care Inspectorate evaluation: adequate

3.1 Quality assurance and improvement are led well

The service had a shared vision, value and aims which reflected the culture, ethos, and practice within the Sgoil Àraich.

Since the last inspection there had been a change in the management structure. The manager and staff team engaged well during the inspection process, taking on advice and support. They were open and honest in relation to the challenges the service had faced.

The manager shared practice and engaged in professional dialogue at working groups across the authority. Some informal and formal quality assurance and monitoring had taken place, we found this was not always leading to sustained improvement. Staff and management were using Education Scotland's How Good is our Early learning and Childcare, and Care Inspectorate's Quality frameworks to self-evaluate their practice. They met as a team to discuss and reflect on what they were doing well and what they could do better. To support sustained improvements, we found the self-evaluation could be more concise, and taken at a slower pace. This would support deeper reflections and give staff the opportunity to agree actions to make improvements. The manager should implement a more effective quality assurance programme that links to self-evaluation and improvement planning. This should be used to measure if change has had the desired impact and led to sustained continuous improvements.

The manager would benefit from continuing to access the Care Inspectorate HUB to use 'The Model for Improvement' which provides a framework for developing, testing, and implementing changes. This would support the manager to monitor change and the impact to support more reflective practice and improved outcomes for children.

The location of the manager's office meant that she was not always visible within the Sgoil Àraich. The manager needs to spend more time engaging with staff, children, and families. The manager should ensure that staff practice is monitored and that they receive support to develop and improve. Some staff told us that the manager did not spend a lot of time in the Sgoil Àraich and that they lacked support from the management team.

There are notifiable events that the service had a statutory obligation to report to the Care Inspectorate. During our inspection we identified occasions where notifications should have been made. We have shared with the manager a copy of Care Inspectorate notification guidance.

Care Inspectorate evaluation: adequate

4.3 Staff deployment

During our inspection there were enough staff to meet ratios and the individual needs of the

children. Staffing levels had been enhanced by some staff agreeing to work extra shifts and by a member of staff returning to her substantive post to support our inspection.

The service was experiencing staffing changes. The service had two full-time vacancies; these were expected to be filled over the coming weeks. Although parents had been made aware of the staff changes some staff told us that it impacted on the team as new staff required induction and were unfamiliar with their expected roles.

Staff and management met with children and families at the nursery outdoor entrance as they arrived at the service. Parents we spoke to were happy at dropping off and collecting their child from the nursery entrance. Staff told us how they planned to further involve and encourage parents to be actively involved in the service. We agreed that these plans would enhance parental engagement and build on trusting relationships between families and staff.

Most staff knew children well and secure relationships between them had been established. Staff and children were very kind and nurturing towards each other. We witnessed children being supported by staff in ways which were appropriate to meet their needs. This meant that children felt safe, secure, and happy in a service where a caring staff team nurtured and supported them.

Staff communicated and worked well together. Staff feedback suggested the team worked well together. This created a respectful atmosphere which ensured children's experiences were positive, and appropriately supported throughout the day.

Staff had the opportunity to meet together, discuss and reflect on the day to day running of the service. They were allocated protected time throughout the week which enabled them to update children's online journals and plans. Staff told us they valued the protected time they were allocated to meet together and to plan and update children's plans, however this was not always afforded due to staff absence or vacancy.

Staff were safely recruited and were registered with Scottish Social Services Council (SSSC) to protect children and keep them safe from harm and abuse. This approach ensured that children were valued, safe, and secure.

Care Inspectorate evaluation: good

During the previous Care Inspectorate inspection, the setting had no requirements and no areas for improvement. As a result of this inspection, there are two requirements and one area for improvement.

Requirement 1

By 31 July 2024, the provider must ensure that children are cared for in a safe and hygienic environment where sufficient measures are in place to protect children in line with current best practice guidance.

To do this, the provider must, as a minimum ensure:

- a) Staff should continue to maintain a safe and comfortable environment where children are supervised.
- b) Nappy changing policies and procedures should be consistent with best practice. Children under two years must have a self-contained designated nappy changing room.

c) Staff must ensure that registers and signing in and out sheets accurately reflect children's attendance.

This is to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/210) - Regulation 4(1)(d) - health, welfare and safety of service users.

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

"My environment is safe and secure" (HSCS 5.19)

Requirement 2

By 31 July 2024, the provider must ensure that children experience a high-quality service that is well led and managed.

To do this, the provider must, at a minimum, ensure the manager is clear about her role and responsibility in relation to notifications that must be made to regulatory bodies and submit the required notifications within the timescales required.

This is to comply with regulation 4(1)(a)(Welfare of users) and (7)(2) (c) (fitness of managers) 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 states that:

"I use a service and organisation that are well led and managed" (HSCS 4.23).

Areas for improvement made by the Care Inspectorate for the early learning and childcare setting.

As a result of the inspection, the following areas for improvement have been made.

To support service improvement, the manager and staff should continue to develop concise and effective quality assurance systems to ensure that the quality of the service is monitored and assessed effectively. This should include, but is not limited to:

- a) Monitor staff practice and provide staff with constructive feedback to support them in meeting children's needs.
- b) Carry out regular and effective monitoring and auditing of chronologies and personal plans to ensure detailed and relevant information is gathered to support children's needs.
- (c) Further development of the self-evaluation framework to support the service identify strengths and areas for improvement

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.