

Care service inspection report

Full inspection

Little Einstein's Kirkcaldy Day Care of Children

12 Sang Road
Kirkcaldy



HAPPY TO TRANSLATE

Service provided by: Kingdom Homes Ltd

Service provider number: SP2003001615

Care service number: CS2005090432

Inspection Visit Type: Unannounced

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and set out improvements that must be made. We also investigate complaints about care services and 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.

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Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

Quality of care and support	4	Good
Quality of environment	4	Good
Quality of staffing	4	Good
Quality of management and leadership	3	Adequate

What the service does well

- New parents/carers were encouraged to visit the service to meet the staff and consider the environment. The staff gave parents a welcome booklet, which provided additional information about how the service operated. When a child was registered, parents were given appropriate information to complete which helped staff to meet the children's needs early on. The staff welcomed families into the setting, the staff wrote daily short summaries of how younger children's needs were met. Summaries of the children's development were discussed with parents at least every six months.

- The staff were conscientious practitioners and worked well as a team to ensure adult to child ratios were supported and children's needs were met. Most of the playrooms were found to be tidy and resources were stored safely. Nappy changing/toilet areas were clean and well-maintained. The staff understood why it was important to minimise risks associated with the spread of infection.

- The children were able to get involved in a variety of activities, which supported their learning and development. Some staff were introducing natural resources into the playrooms, which had a positive impact on the children's experiences.
- In warmer months, the children visited their allotment to take care of the fruit and vegetables they grew. The children learned about healthy eating and how to prepare some of the things they grew for snacks.
- Children who attended the out of school club had established rapports with the staff and other children. They were able to select resources of their choice, which promoted their learning and supported their interests.

What the service could do better

- The children were not given enough opportunities to play outside. Not all of the younger children could be taken for a stroll together as there was a shortage of buggies.
- There was a shortage of cots and mats for sleeping. Pre-school aged children were sleeping close to each other on thin mats on the floor.
- The playrooms where younger children were cared for lacked suitable resources to support their development.
- The staff lacked an understanding of early years frameworks, legislation and best practice guidance; this meant they did not always implement strategies to promote excellent outcomes for children. Staff were not consistently tracking the children's progress.
- The provider did not employ a driver to escort children to and from nursery/school. The staff raised concerns about this as they felt they spent too much time out of the nursery, which was disruptive to the children.

- Parents were concerned that the staff were carrying out cleaning duties instead of spending time with the children. We were concerned about the impact this had in terms of spreading infection in the service particularly as children were present during cleaning. The floor in the lunchroom was dirty and needed a deep clean to remove debris; some of the carpets were threadbare which posed significant hazards.
- The manager lacked an understanding of child protection matters. The confidential information we found was not stored correctly. Children did not have chronologies (timelines of significant events in their lives).
- The leadership in the service need to be developed to ensure the staff were fully supported in the setting. The existing Improvement Plan needed to be developed further to ensure continuous evaluation of the service was documented and areas for improvement were addressed.

What the service has done since the last inspection

The staff had addressed most of the previous requirements and recommendations made when we inspected the service in June 2014. Outstanding recommendations and requirements have been discussed with the staff and they have agreed to develop a plan of action to improve the service.

Conclusion

The staff were caring practitioners who strived to develop the service. The children were happy and contented although they should have access to more resources and outdoor play, which would enhance their learning and development. The manager provided opportunities for the staff to develop their leadership skills; she recognised that her own skills need to be improved to ensure the service operated safely. The nursery environment needed to be de-cluttered and furniture could be rearranged to ensure the accommodation supported the children's needs.

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Prior to 1 April 2011, this function was carried out by the Care Commission. Information in relation to all care services is available on our website at www.scswis.com.

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Little Einsteins Nurseries are part of a group of six nurseries, which are situated in various parts of Scotland. Little Einsteins Kirkcaldy is located in a quiet area, close to train station, shops, schools and other areas of recreation. The nursery caters for the developing needs of children aged from birth to school age. The service also operates a breakfast, after school and holiday club. Children from nearby primary schools and nurseries are transported to and from the service by staff in the company vehicles. Children are cared for by staff in various rooms according to their age and stage of development. The service was registered to provide a care service to:

A maximum of 86 children of whom, no more than 26 children aged zero - less than 2 years, a maximum of 40 children between the ages of 2 years and of an age to attend primary school and 20 primary school age children. The care service may operate between the times of 7.00am and 7.00pm, Monday to Sunday.

The service stated the following principles of their service were to:

- To provide a safe, secure and stimulating environment for all-round child development
- To help children develop intellectually through a balance of directed and free choice activities
- Continuity of care for all children and flexible care routines
- To create a stimulating and challenging environment, providing opportunities for learning through play and covering the five key areas
- To encourage children to develop self-control, self-direction and independence
- To develop self-expression through various activities such as drama, music, story-telling, block building and other forms of play
- To provide a warm and welcome atmosphere with good staff, child and parent relationships
- To ensure a safe environment which protects children from harm, abuse and neglect
- Develop respect for individual and cultural differences
- Effective use of assessment information to identify needs and plan the next steps for learning and evaluating regularly to meet changing needs
- High standard of thoughtful and courteous behaviour
- A good clear concise monitoring and evaluation system and effective use of policies

Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

Based on the findings of this inspection this service has been awarded the following grades:

Quality of care and support - Grade 4 - Good

Quality of environment - Grade 4 - Good

Quality of staffing - Grade 4 - Good

Quality of management and leadership - Grade 3 - Adequate

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website

www.careinspectorate.com or by calling us on 0345 600 9527 or visiting one of our offices.

2 How we inspected this service

The level of inspection we carried out

In this service we carried out a medium intensity inspection. We carry out these inspections where we have assessed the service may need a more intense inspection.

What we did during the inspection

We compiled the report following an unannounced inspection, which took place between 8:30am and 6pm on 01 December 2015. The inspection was carried out by three Care Inspectorate Inspectors.

The service sent us an annual return, which provided useful information about the quality assurance processes within the service.

We issued twenty-five questionnaires to be distributed to parents of children who used the service. Seven completed questionnaires were returned before the inspection, some of the parents were happy with the service; others offered suggestions about how the service could be improved. We discussed this with the staff during feedback.

In this inspection, we gathered evidence from various sources, including the relevant sections of policies, procedures, records and other documents:

- Evidence from the service's most recent self-assessment
- Personal plans of the children who used the service
- Observing how staff work
- Discussions with staff about their Continuous Professional Development
- Observation of mind maps and project books developed by the children
- Observation of the environment
- Health and safety records
- Complaints records
- Questionnaires that had been requested, filled in and returned to the Care Inspectorate
- Questionnaires that had been requested by the service and completed by parents, relatives or carers

- Discussions with various people, including the staff, the children who attended the nursery and the parents/carers of children who used the service
- Examining equipment and the environment
- Child protection discussions/records.

Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at www.firescotland.gov.uk

The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

Annual Return Received: Yes - Electronic

Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

We received a detailed self assessment. The manager provided meaningful information about how the service operated and how she and the staff evaluated the care and support the provided.

Taking the views of people using the care service into account

We spoke to several children during our inspection. The children told us what they liked about the service and how the staff promoted their interests.

Taking carers' views into account

We spoke to two parents during our inspection, both parents were happy with the care their child received. We issued questionnaires to the families who used the service. Ten questionnaires were returned to us. The comments varied, responses included:

"I am not always confident there are enough staff. There is not enough space for the children to play and get involved in an array of activities. Lack of equipment. I am not always involved in developing the service."

"I have two children at this nursery and have nothing but praise for the care given. Both kids are given a range of activities and themes. My son will amaze me with the information he has learned at nursery and my daughter loves her time here. They keep me up to date with what's happening and the kids PLP's are excellent."

"I would like to give a special mention to the two staff in after school, who are extremely helpful and friendly and will go out of their way to help in any way they can. Both are focussed on the children's experiences and welfare. I can leave my child in their capable hands knowing she will be well looked after. My child comes home enthusiastic about the various activities they provide, taking into consideration children's ideas. Whilst collecting my children from various rooms in the nursery, one thing I would like to point out though is the décor and the carpets need replacing. I have noticed the staff cleaning and vacuuming (I don't think a cleaner is employed, staff then do not have full focus on children which is a disadvantage to the children and staff."

"Staff at the nursery are excellent and there is a real focus on development of children's knowledge and skills. Local visits to the parks, railway station, library and museum are very good. The nursery is spacious, clean and well equipped and the toys are in good conditions. We are very happy with the care our children receive."

"The nursery had a problem with baby seagulls this year which they were slow to resolve. This prevented the children from using the outside play area. Hopefully next year they will address this issue if it arises a lot sooner."

"More use of outdoor facilities required. I expect daily outdoor play even in winter. Amount of snack available for older children (after school) could be increased and variety improved."

3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 4 - Good

Statement 1

“We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.”

Service Strengths

This statement was examined as the participation of children and young people in their care and support is very important to achieving good outcomes for them. In 2015-16, all services are being inspected against this statement.

The families who used the service were offered a variety of opportunities to assess and improve the quality of care and support. The staff welcomed feedback from parents and acted on their ideas or concerns. Parents were kept abreast of their children's progress and any changes in the nursery. We evaluated the participation strategy and assessment of quality of care and support as good.

Prospective families were invited to visit the service to meet the staff and consider the learning and play environment. During this time, parents were given a welcome book, which provided a brief overview of the service. If parents felt the service was appropriate, they were given registration forms to complete for their child. Parents were asked to share as much information with the staff about how best to support their child's needs in the setting. The staff encouraged families to return for additional visits with their child until they were confident that their child had settled comfortably and were establishing rapport with the staff.

Parents were informed about their child's progress through daily chats, emails and short written summaries of their progress. The staff welcomed parents to 'stay and play' which offered further opportunities to assess how staff supported children's needs in the setting.

Parents' notice boards were displayed at the main entrance to the nursery; smaller displays were available outside each playroom. Some of the policies were summarised for parents to comment on. Previous inspection reports were also available for parents to read. Newsletters were given to parents each month. The staff summarised the children's learning and informed parents about future events the children would be participating in. Parents were encouraged to be part of a variety of events, which took place at nursery.

The children were able to say what they wanted to do at nursery and out of school club. There was evidence of how the children led their own learning which promoted their sense of achievement. For example, we observed staff asking children if they wanted to paint or listen to a story. Some of the older children were observed selecting their own modelling materials from the arts and crafts area. Other children preferred to watch television or socialise with friends. The children could show their learning off during parents' open days and in their learning journeys. The staff asked parents to evaluate their children's learning which made them feel included in their child's development. The children also liked to display their artwork in the nursery. The staff added new artwork at appropriate times, which kept parents abreast of the children's experiences and project work.

The children told us about some of the things they liked about the nursery, comments included:

"We like snack it's nice"

"I am playing with the toys"

"Sometimes we play with the computers but we would like a Play Station"

"The staff and nice and the activities are good"

"I like to do art and craft when I am here"

"We have snack in here together, we washed our hand first"

We invited parents to share information with us about how the service operated and how the staff met the children's needs. Some of the parents were very happy with the quality of care their child received. Some parents told us that the staff kept them abreast of their child's progress and what was happening in the nursery. The staff said they had not given parents a questionnaire to complete for some time (See Areas for Improvement).

Areas for improvement

Parents/carers should be given further opportunities to assess and evaluate the service and quality of care their child receives. Questionnaires can be an appropriate form of assessment as they enable parents to provide information confidentially. The nursery website could also be used to develop better on-going parents/carers participation and sharing of information (See Recommendation 1).

Grade

4 - Good

Number of requirements - 0

Recommendations

Number of recommendations - 1

1. The service should develop their parents/carer participation strategy to ensure they receive regular feedback about how the service and how it could be improved. Where possible, information should be translated to ensure all families have equal opportunities to share their views.

National Care Standards early education and childcare up to the age of 16
Standards 12 - Confidence in staff
Standards 13 - Improving the service
Standards 14 - Well-managed service.

Statement 3

"We ensure that service users' health and wellbeing needs are met."

Service Strengths

This statement was examined, as it is important to identify how the children's needs are met in the setting. We also assessed how the staff made best use of national frameworks to support their practice and outcomes for children.

The service demonstrated that they took appropriate action to support each child's health and wellbeing. They did this by sharing information with families and link professionals as necessary. The staff also helped the children to plan activities, which supported each child to achieve personal goals. The staff were caring practitioners, which had a positive impact on how the children's needs were met. We evaluated this theme as good.

Parents were asked about their child's daily routines and how they could be supported in the nursery. The staff asked parents about their child's sleep routines, the staff supported these routines where possible, however this was very structured which meant some children had to be wakened after lunch (See Areas for Improvement).

The staff met with parents to complete 'all about me' booklets for each child. The information was reviewed every six months, which supported best practice. Staff also met with parents to discuss any changes in their child's needs or how evolving interests could be promoted in the setting. The staff had established rapport with the children and were able to support each child's likes through creative play and learning.

We spent time in all of the playrooms observing how staff supported the children's learning and development. In the infant rooms, we observed staff cuddling younger children, which helped them to settle. Children were picked up when they found it difficult to sleep. The staff sang songs to the babies, which helped to develop their speech and language. Babies and toddlers could access a variety of toys and equipment, which supported their learning. Having said that, additional resources could be made available which would enable staff to offer additional experiences for children in terms of nurture and attachment (See Quality theme 2.5 Areas for Improvement). All of the younger children were taken for a stroll outdoors. The staff advised us that they would like more buggies so that the children could all go out together.

We were able to observe one of the EYP's while she changed a child's nappy. The practitioner demonstrated that she had a good understanding of infection control and how to minimise the spread of infection. She spoke to the child throughout the nappy change, which develop the child's confidence. We advised the EYP that she should ensure children are supported to wash their hands, which will also minimise the risks associated with the spread of infection.

The staff developed weekly activity planning records, which supported them to implement a structured approach to child led learning. The children participated in activities, which supported their literacy and numeracy, and where possible, the staff promoted the children's language during individual and group learning. The staff sourced a number of books, which helped to promote literacy in the setting; unwanted books were donated to local charity shops. The children enjoyed taking the books to the shops. The staff helped to develop the children's knowledge of sharing by discussing why it was appropriate to take the books to the shops and how the money raised from selling the books would be spent helping others. The children were encouraged to listen to each other's experiences, which helped them to develop their communication skill and respect for others. There was some evidence to demonstrate that the staff were linking the children's learning to key outcomes within the national curriculum. Large books of learning (floor books) provided examples of the children's learning for parents to read. The children also revisited their learning by looking at the books.

The staff promoted the children's independence where possible, which helped children to be confident individuals. We were concerned that children were able to go to the toilet by themselves and at times, staff were not available to observe children washing their hands (See Areas for Improvement).

All of the children sat in appropriate chairs to eat their snacks and meals. This helped to minimise risks associated with choking. The cook prepared meals according to the weekly menu; she advised us that she could adapt the menu if required. Children who had allergies were offered a suitable snack or meal. Portion sizes were satisfactory and staff helped to ensure food was cut into manageable pieces for younger children. Fresh fruit was available each day and children learned about healthy snacks and meals, which increased their understanding of foods, which promoted good health and wellbeing (See Areas for Improvement).

The staff advised us that none of the children had additional support needs although some of the children required help to develop their speech and language. The staff said they ensured children were given individual time with staff to develop their communication skills and where necessary referrals to appropriate professionals were completed timely. The staff discussed the children's progress with parents and sought their advice about how to ensure each child achieved their maximum potential.

The children's progress was recorded in their Personal Learning Plans PLP's. We reviewed some of the PLP's. The staff provided examples of the children's experiences for parents to comment on. They wrote meaningful observations of the children's learning which helped to describe the activity. We advised the staff that they should be tracking the children's progress more clearly. The next steps we read did not provide sufficient evidence to express how children were challenged and how personal goals were achieved. The staff agreed to meet as a team to discuss and develop a suitable system to track the children's progress.

The staff were happy to administer medication if they were asked to do so. They were also aware of when they should access additional support from link professionals. Most of the staff and deputy managers were knowledgeable about how to protect children in their care. One of the managers had attended a meeting with the team around the child to share information and establish a suitable plan to support the child's needs. The staff were aware of the wellbeing indicators associated with Getting it Right for Every Child, that said the indicators could be used better in the service to assess children's needs (See Areas for Improvement).

Areas for improvement

The staff needed to evaluate sleep routines in the nursery. Some of the pre-school children enjoyed a sleep after lunch but had to be woken before going back to the playroom. Other pre-school aged children lay on thin mats on the floor. The mats were too close to each other, which meant children did not have their own space to sleep. One of the cots in the nursery was placed next to an electrical socket, which posed a significant risk to children. An Early Years Practitioner (EYP) moved the cot immediately, which demonstrated her willingness to improve the service and outcomes for children (See Requirement 1).

The staff did not consistently accompany children to the toilet, despite the advice we gave when we inspected the service in June 2014. We informed the staff about the risk associated with poor hand washing and advised them that they must supervise hand washing at all times. The staff agreed to do this (See Recommendation 1).

The staff lacked an understanding of best practice guidance in relation to infant nutrition. They were not aware of supporting literature such as 'Setting the Table' (2014). Additional information to support staff development has been documented in Quality Theme 3.3 Areas for Improvement.

Although younger children spent some time outdoors on the day of the inspection, other children did not. Parents raised concerns about the lack of opportunities children had to spend time outdoors. We were also concerned that children spent the whole day in the nursery. The staff said the outdoor play area could be slippery when it was wet. We advised the staff that they needed to assess the risks and implement suitable interventions, which would enable them to offer daily outdoor play for children. The staff were unaware of supporting guidance such as 'Building the Ambition' (2014) (See Recommendation 2).

From time to time, the staff administered medication to children. The medication recording template was suitable however, the staff needed to be clearer about the reasons why they were administering medication. We also advised the staff that medication should be time limited and 'on-going' is not suitable, as this does not support best practice in terms of frequent evaluation of the condition and whether or not the medication is required. The staff agreed to provide accurate information to minimise risks associated with medication administration.

The manager was unable to tell us how the staff supported children who were more vulnerable. Information relating to children's welfare was not suitably filed, which made it difficult to gauge how the staff supported the children's needs safely. We felt the manager needed to develop her knowledge of child protection matters to ensure children were protected. A requirement to support our concern has been made in Quality theme 4.3.

Most of the radiators were fitted to the walls; the staff covered the radiators with the children's artwork. The artwork felt warm to touch which concerned us. We asked the manager to seek advice from the fire service about maintaining a safe environment.

Grade

4 - Good

Requirements

Number of requirements - 1

1. The provider must ensure that safe sleep routines are supported in the nursery. In order to achieve this, the service must:

- a) Ensure the staff develop their knowledge of safe sleep and implement best practice in the setting.
- b) Ensure children are comfortable when sleeping. Suitable cots, beds/mats should be available for all children.
- c) Position cots and sleep mats safely away from electrical sources
- d) Ensure there is adequate space and ventilation between each cot or mat.

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

National Health Choices. Reducing the risk of sudden infant death syndrome (SIDS). <http://www.nhs.uk/conditions/pregnancy-and-baby/pages/reducing-risk-cot-death.aspx>

Timescale - a) and b) By 18 January 2016 and c) and d) with immediate effect.

Recommendations

Number of recommendations - 2

1. The staff must ensure that children are supervised during visits to the toilet, this will help them to minimise risks associated with the spread of infection.

The National Care Standards early education and childcare up to the age of 16

Standards 2 - A safe environment

Standards 3 - Health and wellbeing

Standards 12 - Confidence in staff

2. The staff should provide daily opportunities for children to play and learn outdoors. The staff should develop the children's knowledge of risk assessment and promote a safe environment for children.

The National Care Standards early education and childcare up to the age of 16

Standards 2 - A safe environment

Standards 3 - Health and wellbeing

Standards 12 - Confidence in staff

The Scottish Government. 2014. Building the Ambition. National Practice Guidance on Early Learning and Childcare. Children and Young People (Scotland) Act 2014. <http://www.scotland.gov.uk/Resource/0045/00458455.pdf>

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 4 - Good

Statement 2

"We make sure that the environment is safe and service users are protected."

Service Strengths

We inspected the service against this statement, as it is essential all children are cared for in a safe environment where they are welcomed and protected by the staff that care for them.

The staff assessed the risks in the service and developed written assessments and daily checklists, which helped them to promote safety in the setting. The provider had developed some of the policies since the last inspection and was aware that additional information needed to be added to certain policies to ensure staff were aware of current best practice guidance. We evaluated this theme as good.

There were risk assessments for the playrooms and outdoor pole area. The staff said they assessed potential risks at the start of each day and made sure the playrooms were safe for children before they came. The staff were observed tidying up playrooms to ensure trips and falls were minimised. Children were also encouraged to help tidy the playrooms, which helped to develop the children's awareness of risk.

There were a number of checklists displayed in each playroom. The staff explained that the checklists helped them to see what action had been taken to promote safety. For example, there were checklists for cleaning the environment and resources. All of the checklists we reviewed were up-to-date and signed by a member of staff to indicate the duty had been completed.

The staff were aware of the importance of promoting good infection control in the nursery and they worked well as a team to promote cleanliness in the playrooms. Staff were seen cleaning toilets and resources. They ensured children's snack and lunch experiences were also enjoyable by keeping tables, chairs and utensils clean. Children's cups had their own names on them to minimise the risk of other children using them. The nappy changing areas and toilet areas were clean (See areas for Improvement).

We reviewed the accident and incident recording systems in the service. The staff were recording all accidents; we did offer some guidance, which will support them to record incidents. The deputy manager was carrying out an audit of the accidents, which supported best practice and enabled them to act on any concerns or risks appropriately. When children hurt themselves or were unsettled on arrival, the staff used appropriate methods of communication to comfort them. Parents and carers were contacted if necessary. The staff advised parents that children should not attend the service if they were unwell; children who had diarrhoea and vomiting were excluded from the service for 48 hours, which supported best practice. All of this helped to minimise risks associated with the spread of infection in the service.

Areas for improvement

Parents were concerned that the staff were carrying out cleaning duties instead of spending time with the children. The staff explained that the cleaner was no longer employed in the nursery, which meant staff had to keep the nursery clean. They tried to do this but were unable to 'deep clean' the nursery, which meant a thorough cleaning of the service, was not carried out. As a result of staff carting out certain cleaning duties in nursery time, increased risks associated with the spread of infection were apparent, particularly as children were present during cleaning. We also identified that the floor in the lunchroom was dirty and needed a deep clean to remove debris (See Requirement 1).

Some of the carpets were threadbare which posed significant hazards. The area around the sink in the lunch room was warped which meant it could not be cleaned properly. The sink in the upper two-three years playroom was too small for children to wash their hands effectively (See Requirement 1).

Grade

4 - Good

Requirements**Number of requirements - 1**

1. The provider must ensure that the premises are suitable to be used for the provision of a care service. The premises must also support the aims and objectives of the care service. In order to achieve this they must:

- a) Ensure the service is clean and duties, which pose risks associated with the spread of infection, are carried out when children are not present.
- b) Replace existing surfaces and floor coverings that are damaged to ensure that they are safe and can be cleaned appropriately.
- c) Ensure there are adequate sinks to support effective hand washing. Hand washing sinks must only be used to wash hands. Additional sinks should be fitted to ensure craft materials and utensils can also be cleaned safely where necessary.
- d) Ensure a suitable person is employed to keep the nursery clean and or provide adequate time for staff to clean the nursery properly.

This is in order to comply with regulation 4 (1) (a) (d) and 10 (2) (a) (b) (d) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI /210).

Timescale - a) with immediate effect and b), c) and d) by 01 April 2016.

Number of recommendations - 0

Statement 5

“The accommodation and resources are suitable for the needs of the service users. ”

Service Strengths

We selected this statement, as we wanted to determine what action the staff and providers took to provide suitable resources in the setting.

We also considered the learning and play accommodation and how the environment supported children's needs. We evaluated this theme as good.

There were several playrooms in the nursery, each room was designated to support the children's age and stage of development. We spent some time in all of the playrooms. We examined the condition of the resources and whether or not they supported the children's development.

All of the children's resources were found to be in good, clean condition. The children benefited from an array of toys and equipment, which helped to develop their senses and imagination. There were plenty of books, puzzles, craft materials and musical instruments. There were noisy light up toys as well as soft comforting toys in the baby room, which helped to develop their sense of texture and sound.

There was some evidence to show staff were introducing natural resources into the playrooms. The staff in the pre-school playroom talked to the children about some of the things they could bring into the nursery to promote their understanding of the outdoors. The children liked to play with stones, pieces of wood, sticks and shells. Babies and younger children were able to develop their senses by touching a variety of things in the natural play basket. All of the children participated in arts and crafts and used some of the natural resources to explain their thoughts and show their imagination.

The outdoor play area was bright and welcoming. The children could develop their confidence by climbing equipment and sliding down the chute. There were plenty of ride on toys, which helped to develop the children balance and confidence. The garden could be developed further to enhance creative experiences for the children.

Areas for improvement

Certain areas of the nursery were cluttered with resources, which were not required. The children could have more space to play if some of the unused bookcases and storage facilities were removed.

One of the rooms on the first floor was being used to store resources. This particular room had lots of fixed wall storage yet items were placed on the floor. The staff were not making best use of the room and whilst we appreciate that the room lacked ventilation and could be hot in the summer time, the room could be developed to support the service.

Some of the children ate their lunch in the lunch/art craft room. This room was messy and cluttered with resources. We advised the staff about ways in which the room could be developed to enhance the children's experiences.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 4 - Good

Statement 2

"We are confident that our staff have been recruited, and inducted, in a safe and robust manner to protect service users and staff."

Service Strengths

We felt it was necessary to examine this statement, as there were significant numbers of staff employed in the service. We also felt it was important to identify staff turnover and absences to ensure the service maintained safe staff to child ratios.

We explored staff recruitment processes and asked newer staff about their induction process. The information was analysed so that we could ascertain if the staff had been recruited safely. We also considered how staff were being supported in the workplace, particularly during induction periods. We evaluated this theme as good.

Details of the interview process were stored in staff files. Potential staff were invited to complete the service application form and statement in support of application. The manager sought references for prospective employees prior to offering positions. All employees were required to be registered with the Scottish Social Service Council (SSSC) or General Teaching Council (GTC), where staff were not registered, applications were duly completed. All of the EYP's held a suitable. The manager had completed a degree in Childhood Practice.

There was an induction checklist which staff were required to complete during the introductory period. The staff also provided mentorship for staff who were new to the service or on placement from college.

Areas for improvement

The staff should develop a suitable induction booklet, which provides evidence of staff practice, knowledge and skills. All staff must be given suitable time to develop their skills, observations of staff practice should be carried out by a qualified member of staff. Progress should also be recorded and evaluated.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Statement 3

“We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.”

Service Strengths

This statement was examined as we felt it was important to identify if the staff had the necessary knowledge and skills to carry out their roles effectively.

We spoke to the staff about their motivation and personal experiences of working in the setting. We also observed the staff during our inspection. The staff were motivated practitioners who worked well as a team promoting each child's needs. The staff needed to develop their knowledge of best practice frameworks to ensure risks in the service were minimised and children's experiences were promoted. We evaluated this statement as good.

All of the staff supported the inspection process; they provided information about how they supported the children's needs by showing us around the nursery and telling us about the activities the children were involved in. They offered age and stage appropriate toys, resources and creative experience, which helped to support the children's development. The staff had a nurturing approach, which helped children to feel safe and secure in the setting. Children were supported to lead their own learning, which developed their confidence. The staff praised children for their efforts and situations, which could lead to children being upset, were diffused quickly.

All of the staff were keen to develop their knowledge by attending relevant training. The staff told us they would like more training to ensure their skills were up to date. This demonstrated their motivation to learn and develop their practice. Collectively, the staff had participated in relevant training such as infection control, child protection, food hygiene and first aid. We also felt the staff would benefit from attending relevant training. The provider advised us that he was aware the current workbooks given to staff did not support their learning in a significant way. The provider was considering appropriate strategies to support staff development.

The staff met regularly to discuss their own knowledge and skills and they were happy to learn from each other. Our discussions with the staff confirmed that they could share their knowledge more consistently as some of the best practice was not emulated in all of the playrooms. For example, some of the staff had a better understanding of child protection than others did. We also identified certain members of staff were documenting the children's experiences better than others. By introducing natural resources into the learning environment, staff promoted the children's learning that said, there were more of these resources in certain rooms. The staff appreciated our guidance.

The staff were hoping to recycle materials and support their environment. The deputy manager had applied for the service to embark on their 'Green Flag' status in recycling.

Areas for improvement

When we asked the staff to tell us about supporting early years frameworks and best practice guidance. They were unsure of current national guidance and as a result of this; they were not consistently implementing new and improved ways of developing experiences for children (See Recommendation 1).

The provider did not employ a driver to escort children to and from nursery/school. The staff raised concerns about this as they felt they spent too much time out of the nursery, which was disruptive to the children (Recommendation 2).

Grade

4 - Good

Number of requirements - 0

Recommendations

Number of recommendations - 2

1. The staff should develop their knowledge of best practice frameworks. The provider must also source suitable training to support staff to develop their skills and minimise risk in the service.

The National Care Standards early education and childcare up to the age of 16.

Standards 5 - Quality of experience

Standard 12 - Confidence in staff

NHS Health Scotland. 2014. Setting the Table - Nutritional guidance and standards for childcare providers in Scotland. Available online:

<http://hub.careinspectorate.com/media/177298/nhs-setting-the-table.pdf>

2. The provider should consider the most appropriate method of transporting children to and from the service. The staff should be consulted in this matter and disruptions to the children's daily routines should be minimised.

The National Care Standards early education and childcare up to the age of 16.

Standards 2 - A safe environment

Standards 3 - Health and wellbeing

Standards 5 - Quality of experience

Standards 6 - Support and development

Standards 7 - A caring Environment

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 3 - Adequate

Statement 3

“To encourage good quality care, we promote leadership values throughout the workforce.”

Service Strengths

This statement was examined as we felt it was necessary to look at how the staff developed and implemented their leadership skills in the setting. We also assessed how the staff respected each other and valued the manager's experience, knowledge and skills.

The manager was relatively new in post, she supported the staff to lead their own learning and provided an array of opportunities for them to develop their leadership skills in the service. The staff understood their roles and responsibilities however deputy managers were being asked to complete certain duties, which they did not have the capacity to do. The manager lacked confidence within her leadership role and was not consistently supporting staff Continuous Practice Development (CPD). We evaluated this theme as adequate.

All of the staff enjoyed working in the rooms they were allocated to, they were also happy to support staff in other playrooms when necessary. The staff demonstrated their experience of early learning and childcare in the baby/toddler rooms and our observations of their practice confirmed that they were meeting the children's needs.

The staff who worked with pre-school aged children were developing their knowledge of the national curriculum and were able to engage children in a variety of learning which supported their health and wellbeing, literacy and numeracy.

All of the staff valued and respected each other, they listened to each other's advice and talked about ways to develop the service. The staff looked to the deputy managers and the manager for support when they were uncertain of how to meet the children's needs. The deputy managers met regularly with the staff to discuss how the service could be improved, they sought additional support from the manager when they were uncertain of how to support staff needs.

Throughout the inspection, the staff and the deputy managers asked inspectors for advice about ways to develop their practice; this demonstrated their commitment to care and improvement of the service. The staff acted on our advice and made changes straight away where possible. For example, we advised one of the deputy managers that a cot could be repositioned to minimise risks for children. The deputy manager wanted to move the cot as soon as possible. The cook agreed she could develop her knowledge of best practice in relation to infant nutrition. After our discussion, she documented the titles of supporting guidance and said she would read the literature to ensure she developed her knowledge. Other staff agreed that additional natural resources could be made available to children and wanted to develop a plan of action to support this.

The staff recognised when their skills were not being utilised effectively. They informed us that they could be spending more time with the children if they were not doing nursery/school transfer runs and additional cleaning duties. They had also taken the initiative to raise their concerns with the manager.

All of the staff were happy to lead on projects however we advised the staff that it is better to complete individual project effectively before moving on to additional tasks. The staff respected our advice.

Areas for improvement

All of the staff were concerned about the style of leadership in the service. They explained that the manager respected their knowledge, skills and opinions however at times, she was not able to offer effective support or action areas for improvement. The staff told us that the manager would say she did not have the answers, the staff were also concerned that the manager did not communicate how she had taken staff concerns to the provider.

We spoke to the manager; she felt she had lost some of the confidence she had as a practitioner and since becoming a manager, she felt distant from the operational aspects of the service. The manager agreed that she needed to meet with the staff on a regular basis to discuss service development and plan specific strategies to improve the service (See Recommendation 1).

Grade

3 - Adequate

Number of requirements - 0

Recommendations

Number of recommendations - 1

1. The manager should develop her leadership skills to ensure the staff are fully supported. She should also seek additional support from the provider to ensure the service operates safely and children's needs are met.

National Care Standards early education and childcare up to the age of 16.

Standards 12 - Confidence in staff

Standards 13 - Improving the service

Standards 14 - Well-managed service

Statement 4

“We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide.”

Service Strengths

We chose this statement for inspection to assess the effectiveness of the quality assurance systems. We also considered how the service had developed since the previous inspection.

We gathered evidence from discussions with the provider, the manager and most of the staff. We also gathered evidence from feedback we received in the questionnaires returned to us. Evidence collated throughout this inspection verified that quality assurance systems and processes involving service users, carers, staff and stakeholders had not been used effectively to assess the quality of the service. We evaluated this statement as adequate.

There were opportunities for parents to share information with the staff at the start and end of their child's session. The staff asked parents to evaluate the quality of care and support in the service, routinely however, parents had not been given questionnaires to complete for some time. Parents could raise any concerns with the staff or arrange to speak with the manager who was available most days.

There was an Improvement Plan in place however, staff were not consistently tracking progress in the service to ensure outcomes in the plan were achieved (See Areas for Improvement).

There was some evidence to demonstrate that the staff were evaluating risks in the service although action plans to minimise risk were not clear. For example, audits of accidents and incident were not discussed with the wider staff team and parents. Strategies to improve the service were not clear (See Areas for Improvement).

Areas for improvement

There was minimal evidence to demonstrate how parents and carers' feedback was evaluated. We spoke to the staff about the benefits of 'You said, we did' boards and informed the manager that feedback from parents should be discussed with the staff and provider and an action plan should be developed where necessary. Similar action plans should be implemented to evaluate risks in the service, staff concerns and any other areas for improvement (See Requirement 1).

The staff were not given regular supervision, which meant they were not able to discuss their progress or areas for development. The manager was not carrying out regular observations of staff practice, which meant she was not always able to evaluate how the children's need were being met (See Requirement 1).

The manager was not clear about her role and responsibilities in relation to child protection. She was unaware of the reasons why certain children in the service were more vulnerable and was unable to support staff to develop personal plans for children who were at risk or known to other supporting professionals. The documentation of children's needs was poor and did not support best practice (See Requirement 1).

Grade

3 - Adequate

Requirements

Number of requirements - 1

1. The provider must implement an effective quality assurance system to ensure children's safety and improve outcomes for children in the service.

In order to achieve this, the provider must:

- a) Develop and implement a rigorous quality assurance programme.
- b) Put effective systems in place for identifying and monitoring the development needs of staff and the manager.
- c) Involve staff in the systematic evaluation of their work and the work of the service.
- d) Develop an improvement plan with timescales and review dates
- e) Put effective systems in place to ensure children are protected.
- f) Share relevant information with the families who use the service using suitable methods.

This is in order to comply with regulation 3, Regulation 4(1) (a) and Regulation 15 (b) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI /210).

Timescale - by 11 January 2016.

Number of recommendations - 0

4 What the service has done to meet any requirements we made at our last inspection

Previous requirements

1. (i) The provider must not employ anyone who requires to be registered and is not registered with the SSSC.

(ii) The provider must ensure that a robust system is in place to monitor and manage SSSC registrations

Reference: The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 - Scottish Statutory Instrument 2011/210 - Regulation 9 - Fitness of employees.

This requirement was made on 09 July 2014

The provider ensured that all of the practitioners were registered with SSSC. Those that were not registered, completed applications promptly.

Met - Within Timescales

2. The provider must submit a written risk assessment for the outdoor area.
Timescale: 2 weeks from the date of this report being issued

Reference: The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations: Scottish Statutory Instrument 2011/210 - Regulation 4(1)(a) Welfare of users and Regulation 10 (2)(a) Fitness of premises

This requirement was made on 09 July 2014

A written risk assessment had been developed for the outdoors. The staff were also assessing the risk in the nursery and garden/play area.

Met - Within Timescales

5 What the service has done to meet any recommendations we made at our last inspection

Previous recommendations

1. The provider and manager should work with staff to ensure that adult/child interaction is consistently of a high quality.

National Care Standards for Early Education and Childcare - standard 4 - Engaging with children and standard 12 - Confidence in staff

This recommendation was made on 09 July 2014

The staff were engaging well with the children, they had a nurturing attitude which helped children to settle in the service.

2. (i) The provider should ensure that current nutritional guidance is being followed and that children's nutritional requirements are being fully met. (The provider may wish to arrange for children's menus to be assessed by a competent person, with a view to supporting this process.)

(ii) The provider should ensure that parents receive accurate information about what is provided and also what their children have actually eaten.

National Care Standards for Early Education and Childcare - standard 3 - Health and wellbeing and standard 14 - Well managed service.

This recommendation was made on 09 July 2014

The provider had developed a nutritious menu for the nursery. The cook was aware that she could adapt the menu where necessary. Children who had food allergies were given suitable snacks and meals. The cook and practitioners should develop their knowledge of current nutritional guidelines. A new recommendation has been made to support this.

3. The provider and manager should ensure that all staff are competent and confident in relation to child protection matters.

(ii) The provider and manager should ensure that the child protection policy/procedure includes current contact details for the agency responsible for

child protection matters and guidance on notifications to the Care Inspectorate and the SSSC.

National Care Standards for Early Education and Childcare - standard 3 - Health and wellbeing and standard 14 - Well managed service.

This recommendation was made on 09 July 2014

The deputy manager understood her role in relation to child protection as did most of the practitioners. The manager needed to develop her knowledge of children protection to ensure children were protected in the service. Any documentation pertaining to a child's welfare must be documented in the form of a chronology. Any action points must be followed up timely. A requirement has been made to support this.

4. The provider should ensure that children's changing mats are intact, to minimise the risk of infection.

National Care Standards for Early Education and Childcare - standard 2 - A safe environment and standard 3 - Health and wellbeing.

This recommendation was made on 09 July 2014

All changing mats were intact. The staff were aware that any changing mats which were burst needed to be replaced to minimise risk associated with infection.

5. The provider should ensure that children's mattresses are protected by a moisture resistant cover which can be cleaned after use and is safe.

Reference: National Care Standards for Early Education and Childcare - standard 2 - A safe environment and standard 3 - Health and wellbeing.

This recommendation was made on 09 July 2014

Current best practice from the National Cot Death Trust, highlighted that mattress covers must be made from 'breathable fabrics' which can be washed. Mattresses must also support safe sleep. The manager should assess all mattresses in the nursery to ensure they support current national guidance and safe sleep.

6. The provider should ensure that children are supervised appropriately when washing their hands, taking account of their stage of development and best practice guidance on infection control.

National Care Standards for Early Education and Childcare - standard 2 - A safe environment and standard 3 - Health and wellbeing.

This recommendation was made on 09 July 2014

Children were still going to the toilet unaccompanied by an adult. We advised the staff that they must supervise hand washing to ensure the spread of infection is minimised through proper hand washing.

6 Complaints

There had been two complaints since the last inspection. On both occasions, complaints inspectors visited the service. The most recent complaint had not been concluded at the time of the inspection. The complaint involved staff concerns about driving children to and from nursery. The manager stated that the staff were insured to drive the company vehicle. Prior to that, a complaint was upheld which highlighted staff failed to support the health and wellbeing of a child during a nappy change.

7 Enforcements

We have taken no enforcement action against this care service since the last inspection.

8 Additional Information

There is no additional information.

9 Inspection and grading history

Date	Type	Gradings
8 May 2014	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good

		Management and Leadership	4 - Good
13 May 2013	Unannounced	Care and support Environment Staffing Management and Leadership	4 - Good 3 - Adequate 4 - Good 4 - Good
5 Sep 2011	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good Not Assessed Not Assessed
2 Jul 2010	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed 5 - Very Good Not Assessed
16 Jun 2009	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 4 - Good 4 - Good
17 Jul 2008	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 4 - Good 5 - Very Good

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