

Rainbow Nursery Dalgety Bay Day Care of Children

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Hillend
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Telephone: 01383 821970

Type of inspection: Unannounced
Inspection completed on: 1 August 2017

Service provided by:
Rainbow Nursery Ltd

Service provider number:
SP2005007625

Care service number:
CS2003015241

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

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

Rainbow Nursery Dalgety Bay is one of three nurseries operated by the same provider. The nursery is registered with the Care Inspectorate to provide a day care service to 89 children under primary school age at any one time. The certificate of registration stipulates which rooms may be used for each age group.

The nursery is situated in Dalgety Bay, Fife. Although in an industrial estate this is not a heavy manufacturing base but a number of industrial units. The nursery is close to local amenities and some rural walks. The nursery operates over two single storey buildings, one for children under three years and the other for pre-school children between three and five years. There are 5 outdoor play areas surrounding the buildings.

Aims and objectives for the nursery group have been developed and shared with parents through a range of nursery documents and information.

At this inspection we followed up on the progress made on the recommendations and requirements made as a result of the last inspection. We inspected all four quality themes as follows:

- quality of care and support, specifically how well the service was meeting children's individual needs and how the service kept children safe (child protection)
- how well the environment supported children's learning
- how effectively staff supported children
- how effectively managers used quality assurance and self-evaluation to influence improvements
- the extent to which the views of children and parents influenced service development.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people – and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it right for every child. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

What people told us

We found that children across all age groups were content, happy and settled in the nursery.

Before our inspection we sent 30 care service questionnaires to the service and asked them to distribute these to parents. We received three completed questionnaires. We spoke to two parents during our visit and another two by email.

In questionnaires, all parents agreed or strongly agreed that they were overall happy with the quality of care and support their children received in the service.

Parents gave very positive feedback about the service including the following comments:

" XXXX, (child) struggled to settle ..., but the staff were really supportive. They've given me support and advice about sleeping, and they've made every effort to cater for his vegetarian diet without being judgmental in any way. "

"XXXX, (child) had no problem moving to Big Stars in January and he has just blossomed. The staff obviously do a lot of singing because he will belt out songs that we don't know. He runs into nursery every morning, and doesn't want to leave at the end of the day. He loves the staff! the manager is extremely accessible, friendly and professional (in fact all the staff are)."

In the pre-school room, children freely accessed activities of their choice. From displays and floor books, we saw examples of their work and how children's views and interests influenced their learning. Consultation with children was reflected through floor book planning and learning walls.

Children in this age group were very friendly and clearly interested in having a visitor in nursery

They asked,

"Are you coming to Big Stars today?"

One child told us,

"My little sister is in baby stars....I am painting a dog. He has 4 legs, a big head and a fluffy tail".

Another asked,

"Can you help me put a peg on my picture so it can dry?"

Some children invited the inspector to "play football" and to "look at what they had been growing in the garden."

Children enjoyed experimenting with the different resources available in the garden, for example the mud kitchen, where they were busy making dinner together.

Children in this age group had a good range of opportunities for painting, writing and drawing indoors and outdoors. Several were skilled in writing with purpose across different areas and a good number were forming letters and numbers with ease.

Younger children were less able to tell us about their nursery however our observations showed the following:

Babies were well cared for within a safe, calm and peaceful setting. Their physical and emotional care needs were carefully supported by a consistent and caring group of staff. Staff knew the children well and followed their preferred routines based on information received from their parents. This led to children experiencing responsive care and attention based on their individual needs and preferred routines.

In the rooms catering for toddlers to 3 year olds, children experienced opportunities to further develop their interests in activities such as music, rhymes, action songs and books. Staff supported their introductions to new activities and experiences using water, sand, paint and play dough. As they progressed through the different rooms, children were encouraged to develop positive relationships with others and to engage in activities of their choice.

We discussed communication and parental involvement at this inspection and gave the service some feedback on areas for improvement.

Self assessment

The service was not asked to complete a self-assessment prior to this inspection.

We looked at the service improvement plan, formulated from self-evaluation processes and the information gathered from on-going monitoring and quality assurance systems.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	4 - Good
Quality of staffing	4 - Good
Quality of management and leadership	4 - Good

Quality of care and support

Findings from the inspection

Across the service, the parents we spoke with confirmed their overall satisfaction with the quality of care and support their children received. Some had children who had moved through different age group rooms and confirmed that their children had been well supported during transitions.

Parents agreed that they were involved and included in decisions about their children's well-being and developmental progress. Those we spoke with confirmed their confidence in the skills of staff and many stated that would recommend the service to others.

We found that children were happy and settled in nursery. They engaged with a range of resources and activities which stimulated their interests and curiosity. They benefitted from a caring and nurturing approach which took account of their individual needs and interests.

Consultation and child-led planning had become more established and staff spoke confidently about how they noted children's interests and used this as a basis for planning. They described finding out, 'what children know' and 'what do they want to know more about.' This had led to children's learning experiences becoming more individual and focussed on outcomes with their next steps identified. We noted systems for professional dialogue within the staff team and for referral to other agencies where necessary. Dialogue with parents was recorded in 'changes to children's routines' and 'parent chat' records.

We viewed care plans for children with additional health or well-being concerns and regular reviews with parents took place. We spoke with management about support for children with additional needs and heard about their application to a charitable organisation which can help fund additional adult support for children who need it.

We spoke with management about using the SHANARRI well-being indicators more widely within children's plans, using real examples to show the outcomes of improved recording. We also advised that chronologies be introduced for all children as part of Getting it Right for every child and for ensuring that help and support was put into place at the earliest possible stage, when necessary.

Our discussions with staff showed that they were clear about child protection procedures in the nursery and defined their duty and responsibilities to protect children in their care.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 – good

Quality of environment

Findings from the inspection

Children were cared for across four separate age-group rooms. In each area, staff were knowledgeable about risk assessment procedures and followed these to ensure that children experienced a safe and secure environment.

Following a requirement from the last inspection, the service was working through a planned programme of maintenance, including freshening the décor and replacing floor coverings. Some parents told us that they felt some resources were a bit 'tired' and that they would like to see some refurbishment of the building. One particularly mentioned that the entrance to the nursery could be more user-friendly. This was discussed with management, who assured us that an on-going maintenance procedure was established and that they would continue to build on their improvement programme.

In each room, staff considered the presentation and layout of activities and were linking these to children's interests and personal choice. Planning had been developed accordingly to reflect children's interest and engagement with resources. As a result, this flexible and responsive approach resulted in increased opportunities for children to influence their own learning.

The baby room offered sufficient space for children to play, eat and sleep. Staff helped babies to explore their environment safely and practise their skills for sitting, crawling, standing and walking. Sensory areas and treasure baskets were interesting for children in this age group.

In the rooms catering for toddlers to 3 year olds, children experienced opportunities to further develop their interests in music, rhymes, action songs and books. Staff supported their introductions to new activities and experiences using water, sand, paint and play dough. As they progressed through the different rooms, children were encouraged to develop positive relationships with others and to engage in activities of their choice.

In the pre-school room, children freely accessed activities of their choice. From displays and floor books, we saw examples of their work and how children's views and interests influenced their learning. Consultation with children was reflected through floor book planning and learning walls.

There were a number of garden areas for children to experience their world outdoors. Children aged between 3 and 5 years had free flow access to the main outdoor area, where they were benefitting from more natural and open-ended resources. More areas of the curriculum were being developed outdoors and staff had introduced 'loose parts', which promoted children's interests and encouraged their creativity and problem-solving.

In other age groups, children could not as easily choose to play indoors or out however staff continued to manage regular access to fresh air and physical activity for good periods of the day, regardless of inclement weather. The service should continue to develop the outdoor play areas, consulting widely to further develop areas to enhance children's experiences to develop and learn outdoors.

Some parents told us that they would like to see more opportunities for trips outwith the nursery setting.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of staffing

Findings from the inspection

We graded the quality of staffing in this service as good.

The parents we spoke with confirmed their confidence in staff to protect their children and to promote their overall care and wellbeing. They thought that staff took account of their children's individual personalities and interests. They described them as them as, friendly, professional, helpful and approachable. Specific comments included,

"the staff were really supportive. They've given me support and advice about sleeping, and made every effort to cater for his vegetarian diet without being judgmental in any way. "

"Staff are all very welcoming and take time to share information with me. I get good feedback"

"My child loves the staff! "

"They are friendly and interested in the children's well-being."

Talking about her first impressions of the nursery one parent highlighted,

" ...the calibre of the staff and the learning that takes place is far more important than the building itself..."

The nursery's keyworker systems helped the formation of close relationships with children and families. Staff noted and shared observations and discussions appropriately at all levels so that individual needs were being well supported across the setting. Staff had worked as a team to make improvements following Building the Ambition training, adjusting their planning, observations and identification of children's interests to become more child-centred, helping to take more account of individual needs and interests. As a result, they were much more aware of their practice and the quality of experiences for children in their care. We saw records of professional dialogue with parents so that they were included in agreeing and implementing the best ways forward for their children.

Staff had worked well to become involved in self-evaluation processes for example contributing to, 'How good is our early learning and childcare' and helping to assess the quality of their service and the outcomes for children.

Staff had benefitted from recent in-house training, for example all staff had valid first aid qualifications. Their access to child protection training was well-managed. Personal research and study was also encouraged and supported in the service.

The service could access the wide range of external training opportunities provided by the local authority, however staff told us that these were often fully booked and they could not get any places. We discussed this with the manager and asked her to explore how this might be improved. We also suggested taking forward opportunities for staff to share practice through visits to and from other services. This would help them to widen their perspective on recent developments in practice and contribute to more rounded professional development.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of management and leadership

Findings from the inspection

Management and Leadership of this service was good.

Since the last inspection, managers and staff had worked together to improve their approach to self-evaluation. Using documents such as 'How good is our early learning and childcare' had helped them to critically appraise their practice against quality indicators and evaluate the outcomes for the children and families. Internal and external monitoring and quality assurance systems were well-established and used to evaluate practice and inform the improvement plan.

Management should continue to embed current systems to show progress, improvement and impact over time. They should widen their consultation with interested and relevant stakeholders. This will help to strengthen principles and values of inclusion and involvement across the setting.

Our discussions with staff evidenced a supportive management style. The staff team felt valued, respected and included in further improving the service. As a result they were enthusiastic in their work and had willingly contributed their ideas for improvement. An example of this was their input into the recent 'Building the Ambition' training. This had increased their confidence in evaluating the effectiveness of their practice and had led to achieving a more child-centred approach in their work with children.

Several methods were used for sharing information and gathering the views of families, including newsletters, emails and displays in the nursery. We discussed with the service that they should look more closely at parental involvement and consider ways in which this might be expanded. They might consider things like 'Stay and Play' sessions; parents information sessions to cover varying topics of interest.

Overall, managers and staff had established a good foundation, for the service to move forward. Over time these systems will help to measure the quality of the service based on improved experiences and outcomes for children and their families.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

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

Previous requirements

Requirement 1

The provider must ensure that children have access to a well maintained environment which is safe, easily cleaned and attractive. The provider must:

- Carry out an in depth audit of maintenance issues for all areas of the nursery
- Carry out improvements identified from the audit and resulting action plan
- Identify a timed programme of refurbishment for the premises to include décor and flooring/furnishings where identified.

A copy of the audit must be submitted to the Care Inspectorate by January 30, 2017.

This is in order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.2011/ 210. Regulation 10.(2) - a requirement to provide premises which are decorated and maintained to a standard appropriate for the care service.

Timescale: Maintenance audit and improvements to be carried out before January 30 2017.

This requirement was made on 22 December 2016.

Action taken on previous requirement

The service had completed the maintenance audit and subsequent action plan, a copy of which had been submitted to the Care Inspectorate by the required date. The service had undertaken some redecoration throughout areas of the building and was working steadily through the remainder of their identified programme.

Met - within timescales

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

Previous recommendations

Recommendation 1

The manager should work with staff to ensure that the programme is flexible and takes account of the needs of individual children so that they can be effectively supported in their learning.

Reference: National Care Standards for Early Education and Childcare - standard 5 Quality of experience and standard 6 Support and development.

This recommendation was made on 14 October 2015.

Action taken on previous recommendation

Further improvements had been made to the way in which planning for play and learning was undertaken to make it more responsive. This recommendation was met.

Recommendation 2

To provide a richer learning environment staff should develop the range of play opportunities and resources for children under three years. To enable this improvement staff should make effective use of the document 'Building the Ambition National Practice Guidance on Early Learning and Childcare children and Young People (Scotland) Act 2014'.

Reference: National Care Standards for Early Education and Childcare up to the age of 16. Standard 5 - Quality of experience.

This recommendation was made on 22 December 2016.

Action taken on previous recommendation

Staff had undertaken training in Building the Ambition and were working well to implement this guidance. As a result, improvements to the quality of children's learning experiences throughout the service were evident. This recommendation was met.

Recommendation 3

The manager should audit personal plans to ensure that they contain enough information and medication for staff to meet medical needs.

Reference: National Care Standards for Early Education and Childcare up to the age of 16. Standard 3 - Health and Wellbeing.

This recommendation was made on 22 December 2016.

Action taken on previous recommendation

The service had reviewed and improved the management of medication in the service. Current systems were linked to the information contained in children's care plans and reviewed regularly to ensure children's medical needs continued to be addressed effectively. This recommendation has been met.

Recommendation 4

Through the appraisal process the manager should agree with staff an increased range of training that will meet the objectives of the nursery and provide the staff with further skills to support children.

Reference: National Care Standards for Early Education and Childcare up to the age of 16. Standard 12 - Confidence in staff.

This recommendation was made on 22 December 2016.

Action taken on previous recommendation

Since the last inspection, staff have participated in Building the Ambition training. They have used this to review their approach to children's learning. They have also reviewed and improved their observations and planning systems to help them achieve a more responsive, child-centred approach. This recommendation has been met.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings	
8 Nov 2016	Unannounced	Care and support	4 - Good
		Environment	3 - Adequate
		Staffing	4 - Good
		Management and leadership	4 - Good
14 Oct 2015	Unannounced	Care and support	3 - Adequate
		Environment	4 - Good
		Staffing	2 - Weak
		Management and leadership	3 - Adequate
18 Aug 2014	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	5 - Very good
		Management and leadership	4 - Good
23 Sep 2013	Unannounced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	4 - Good
		Management and leadership	3 - Adequate
22 Oct 2012	Unannounced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate

Date	Type	Gradings	
7 Aug 2012	Unannounced	Care and support	2 - Weak
		Environment	2 - Weak
		Staffing	3 - Adequate
		Management and leadership	2 - Weak
1 Feb 2012	Unannounced	Care and support	2 - Weak
		Environment	2 - Weak
		Staffing	Not assessed
		Management and leadership	1 - Unsatisfactory
8 Sep 2011	Unannounced	Care and support	2 - Weak
		Environment	2 - Weak
		Staffing	Not assessed
		Management and leadership	1 - Unsatisfactory
5 Jul 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	5 - Very good
1 Jul 2009	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
9 Jun 2008	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	5 - Very good

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