

Rainbow Castle Childcare Day Care of Children

Moray Leisure Centre
Borough Briggs Road
Elgin
IV30 1AP

Telephone: 01343 550033

Type of inspection: Unannounced
Inspection completed on: 23 October 2017

Service provided by:
Moray Leisure Centre

Service provider number:
SP2003001909

Care service number:
CS2003013831

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

The service registered with the Care Inspectorate on 1 April 2011.

Rainbow Castle Childcare is registered to provide a care service to a maximum of 85 children of whom a maximum are aged 0 - 2 years, 15 children aged 2 to under 3 years and 64 children aged 3 years and over.

The service operates Monday to Friday from a spacious one level building situated within the grounds of the Moray Leisure Centre. It has its own secure outdoor play area, use of a soft play facility during operating hours and group activities include swimming and ice skating.

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

We are carrying out a pilot using the Short Observation Framework for inspection (SOFI 2) tool. The tool supports inspectors to carry out focused observations of children's experiences while at nursery. We carried out a SOFI 2 observation as part of this inspection which has informed our findings. The findings are threaded throughout the report.

The aims and objectives of the service include:

- to provide a safe, caring, stimulating environment where children can develop their confidence and social skills
- to provide the necessary activities and facilities for the daycare, recreation and education of all children between 0 -12 years during and out of school hours and also during school holidays
- to provide a quality and affordable service for parents taking up work and educational opportunities
- to advance the education and training of all staff in the provision of such care
- to contribute to the development of the local community and leisure provision within the district
- to actively promote health and physical well being for children and their families.

What people told us

There was a total of 75 children present during the inspection although numbers fluctuated throughout the visit due to the nature of the service. We observed the children playing together and on their own in groups, they appeared confident and happy. During the school holiday children enjoyed dressing up for Halloween and playing games, ice skating and active play with gym equipment in the old squash court. During term time children enjoyed soft play, party games and swimming, self selected activities included sand play, construction, matching puzzles and imaginary play in the house corner. Specific comments from children included:

'we are playing families, there is mummy, daddy and baby, we are having dinner'
 'I like rainbow castle its fun'
 'I have not been ice skating before, I think I will be okay'
 'we are playing schools and I am the teacher'
 'I have filled a balloon with sparkles'
 'we are having a Halloween party, I am a witch'.

Eighteen parents returned completed Care Standards Questionnaires (CSQs). We spoke with five parents face-to-face. They all told us that they were happy with the service, they liked the welcoming and friendly approach, their children were well cared for and generally information sharing was good. Specific comments included:

'I cannot fault rainbow castle, I often recommend it to my friends'
 'it is such a friendly, caring, happy place, staff are wonderful and helpful'
 'I can relax knowing my child is well looked after and feel at ease to discuss anything'
 'sometimes hard to speak to staff when its busy'
 'the staff are great and always keep me informed'
 'overall I am extremely happy with the service, every staff member is friendly and welcoming'
 'the staff are lovely, very kind and genuine'
 'I love how the nursery has a healthy living approach'.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance processes.

From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	3 - Adequate
Quality of staffing	3 - Adequate
Quality of management and leadership	3 - Adequate

Quality of care and support

Findings from the inspection

Children were being well cared for and the kind interactions of the staff helped to support their well-being. Parents told us that staff worked well with them, sharing information and listening to them, so partnership working was encouraged.

Information gathered in relation to children's needs and interests helped with consistency of care, as promoted in Getting It Right For Every Child (GIRFEC), a national approach. Such information should consistently be used

by staff, particularly for children new to the service, helping the settling in process through responsive care. We also advised the manager to discuss and agree the use of chronologies with staff so that there was a shared understanding of their purpose and how they would be used as a tool to record sequence of events and patterns to support children's wellbeing.

Reference: Practice Guide to Chronologies - hub.careinspectorate.com

Children moved freely around the rooms and made some choices about their play, they appeared happy and confident. Group activities, such as together time, enabled them to socialise and learn together. Children would benefit from being better supported to try things out for themselves as activities tended to be adult led and did not promote children progressing their own learning and problem solving. We also suggested children could be more involved in snack preparation and take on individual roles such as register checker, tidy up monitor, for example. This was discussed with the manager and guidance for improvement was given.

Snacks and meals consisted of a range of healthy foods they complied with children's dietary needs and food preference, as identified by parents. During snack and mealtimes we saw examples of some staff sitting with children, helping them to learn good social skills and behaviours associated with eating and drinking.

Children's physical skills were being developed through movement and energetic play which included indoor games. We saw children enjoying musical statues/dancing and participating in a variety of recreational activities that included, swimming, ice skating and an on site soft play facility. A weekly wood school for pre-school children also promoted active play and learning in the local woodland and natural spaces. In acknowledgement of the holistic learning provided through outdoor play children would benefit from spontaneous and free flow (indoor - outdoor) play, further promoting freedom of choice.

Whilst staff had an understanding of safeguarding procedures as a result of training; reporting and recording needed to improve, to promote the safety and well-being of children. A child protection policy was in place, however, procedures outlined were not clear and in some instances misleading with the potential for staff to have no identified line management support. **(See recommendation 1).**

A procedure was in place for the recording of medication, however, practices in relation to the recording, monitoring and review of known conditions and related symptoms needed to be improved upon. **(See recommendation 2).**

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. To promote the health and wellbeing of children and protect them from harm the provider and manager should:
 - a) have a child protection policy that accurately reflects the action to be taken and lines of delegation should there be concerns about a child being at risk of harm
 - b) appoint a competent child protection officer who is readily available in the absence of the manager
 - c) ensure that all staff are competent about the level of detail to be recorded and that all concerns are monitored and followed up by the designated child protection officer.

Reference: National Guidance for Child Protection in Scotland 2014 - hub.careinspectorate.com

National Care Standards Early Education and Childcare up to the age of 16, Standard 3: Health and Wellbeing

2. To promote the wellbeing of the child through the correct exchange of information related to the management of medication, the manager should:

- a) ensure that symptoms for as required medication are clearly recorded and known to all staff
- b) establish a system to rigorously check individual medical protocol (plan) to ensure it can be acted upon within the service
- c) review all consent at least every three months to check that medication is still required, is in date and that the dose has not changed.

Further guidance can be found in the document 'Management of medication in daycare of children and childminding services' (<http://hub.careinspectorate.com/>).

National Care Standards, Early Education and Childcare up to the Age of 16: Standard 3 - Health and Wellbeing.

Grade: 3 - adequate

Quality of environment

Findings from the inspection

Children were being cared for in an environment that enabled them to feel welcome and comfortable. They were able to move around the play space, independently and safely. Children were learning about the importance of personal hygiene and how to keep healthy as they washed their hands after using the toilet and before having their snack and meals. The service was clean and free from hazards; main exits were secured and there was an expectation that parents/carers signed their child in and out of the service.

Staff ensured that children were treated appropriately should an accident occur as they had completed recent first aid training. Accidents and incidents were being appropriately recorded and information was shared with the parent/carer promoting the wellbeing of the child.

The premises provided ample space, however, on occasions we noted that children seem to lack direction, resources and materials, and equipment should be more thoughtfully organised to invoke children's interest and provide challenge. Increased use of real materials and equipment would provide greater creativity and imaginary play, kitchen utensils and vegetables in the house corner, a junk modelling/creative station, for example. There would be benefit in some of the wall displays being at children's height so they can fully participate in the process and take ownership. **(See recommendation 1).**

The service had a spacious outdoor play area which was directly accessible from the pre-school room, although it was not used by any of the children during the inspection, although some attended full day care. Whilst the service had the bonus of children taking part in leisure facilities due to its location, continued re-generation of the outdoor space would be beneficial to the overall wellbeing and learning experiences of the children. The

inclusion of natural, abundant loose parts and scrap materials would further promote a risk benefit approach, challenging play and exploration. **(See recommendation 1).**

A young child attending the service for full day care was sleeping in a buggy which staff indicated was for their ease rather than the promotion of best sleep practice for the child.
(See recommendation 2).

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. Children should be able to enjoy an environment that has a wealth of interesting opportunities and encourages them to be imaginative, inventive and creative. This could be achieved through:

- a) play rooms that are well thought out and organised to promote greater choice.
- b) a wider range of resources / play equipment, that include real and natural materials.
- c) spontaneous and free flow use of the outdoor play area that is subject to regeneration.

Further guidance can be found in the documents:

- Building the ambition - national guidance on early learning and childcare.
- My world outdoors - sharing good practice in early years in how services can provide play and learning wholly or partially outdoors.
- Loose parts play toolkit

The above available at - hub.careinspectorate.com

National Care Standards, Early Education and Childcare up to the Age of 16: Standard 5 - Quality of experience and Standard 11: Access to Resources

2. Where children are needing to sleep at the service equipment for such purposes should promote safe practice, infection control and the overall wellbeing of the child.

National Care Standards Early Education and Childcare up to the age of 16, Standard 3: Health and Wellbeing

Grade: 3 - adequate

Quality of staffing

Findings from the inspection

Staff were friendly and welcoming towards the children, they had got to know them and their families well, creating an environment where children were comfortable and assured. Generally, staff worked well together, although recent and planned changes to the staff team meant that new teams had and would be formed. We advised the manager to be mindful of and to implement clear procedures, so that staff had room inductions and an opportunity to gain pre-planned knowledge of the children to support their wellbeing.

The majority of staff were experienced in childcare and held a relevant qualification. Core training such as child protection and first aid helped children to stay safe. Clearer identification of staff training needs, both individually and collectively would help to ensure that learning opportunities were well planned and matched need. This would help to support quality care and learning, and enable staff to be more outward looking and experiment.

(See recommendation 1).

There would be benefit in staff improving their own knowledge and skills of early years methodology and good practice guidance/research. Staff taking lead roles and specific responsibilities, perhaps linked to best practice guidance such as medication, outdoor play, GIRFEC/building the ambition; would help staff to be more self aware and invoke interest in finding out more. Such learning would be of benefit to their own continuous professional development (CPD) and could be shared with the wider team to enhance the care and experiences of children. **(See recommendation 2).**

Parents told us that they found staff friendly and approachable and were happy with the level of information sharing.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. Staff should take part in training and development that enables them to provide quality experiences for children supporting them to achieve their potential. This should be achieved through:

- a) planned line management supervision with individual staff.
- b) the development of a training action plan for staff individual and collective that is effectively monitored and implemented.
- c) participation in the agenda for staff meetings, taking forward improvements that lead to a shared responsibility for change.

National Care Standards, Early Education and Childcare up to the Age of 16: Standard 12 - Confidence in Staff

2. Staff are empowered to be creative and innovative, promoting a value culture that enables them to improve their skills and knowledge, leading to improved outcomes for children. This could be achieved through:

- a) staff have lead roles to help motivate and deepen their knowledge.

- b) critical reflection and the impact of learning on practice and children's experiences.
- c) peer discussion and sharing of learning.

Useful resource:

The Scottish Social Services Council – Step into Leadership

National Care Standards, Early Education and Childcare up to the Age of 16: Standard 12 – Confidence in Staff and Standard 14 – Well Managed Service

Grade: 3 – adequate

Quality of management and leadership

Findings from the inspection

The manager demonstrated enthusiasm and dedication, they were based within the setting enabling them to be readily available to both staff and parents/carers. There was a welcoming ethos within the setting and the 'open door' policy encouraged positive communication. Parents told us that they always felt welcomed in to the setting and would have no hesitation in speaking with the manager should they need to.

It was identified that there were occasions when the manager was not present due to understandable circumstances. Although the manager had informed the relevant person, such information had not duly been passed on to staff, they had been left to deal with potentially serious situations and no designated line of support was available in the manager's absence. This was discussed at length with the provider manager, although they made every effort to support the service manager, by their own admission, neither they, board members or staff within the wider organisation, had any knowledge of early learning and childcare. Upon raising this matter directly with the provider manager, we considered that they fully understood and recognised the implications for both the manager and staff. **(See recommendation 1).**

The manager recognised the benefits of self evaluation for improvement, although we considered the lack of practical and directed support to the manager by the provider, in terms of service operation had hindered sustained improvement. We discussed this with the manager and suggested that the current improvement plan was too ambitious to be achievable.

Evaluation is best when it is a continuous process with all staff in the setting involved, acknowledgement of their views lead to a better, honest and open reflection of what needs to improve, how to improve and the benefits of any action. Parents and children also need to be involved in the process in a meaningful way. We noted that learning journals were identified as needing improvement and collating the views of those involved, structured observation, analysis and reflection, whilst making adjustments, would provide a focus on evaluating and tracking the quality of children's learning. **(See recommendation 2).**

We recognised that the manager had used the notification reporting system, so that they informed the Care Inspectorate of specified circumstances, and required information within designated timescale. Whilst the manager should ensure the system is implemented, we considered that there would also be benefit with the provider being familiar with the system.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. In recognition of the constraints of the manager due to the service being a full day care provision and to cover any planned or unforeseen absence of the manager; the provider should establish well defined responsibility and support, so that staff are effectively led at all times.

National Care Standards Early Education and Childcare up to the age of 16, Standard 14: Well Managed Service

2. A continuous and well judged pace of change linked to strong self evaluation for improvement should be established, so that there is a positive impact on outcomes for children. This could be achieved through:

- a) an evaluation calendar/planner to assist with specific, clear and measurable targets.
- b) the involvement of staff, children and parents/carers.
- c) observation and reflection by the manager and staff.

Further guidance is available in the framework document: How good is our early learning and childcare

National Care Standards Early Education and Childcare up to the age of 16, Standard 13: Improving the Service and Standard 14: Well Managed Service

Grade: 3 - adequate

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

Previous requirements

Requirement 1

1. To ensure children are kept safe and protected at all times, the provider must:

- i. Ensure safe recruitment practices are carried out for all staff, including the receipt of a satisfactory Protection of Vulnerable Groups (PVG) check.
- ii. all staff working in the service are registered with a recognised regulatory body.

This is in order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services), SSI 2011/210, Regulation 4(1)(a) - Welfare of Service Users and Regulation 9 - Fitness of Employees, Regulation 7(2)(d)-Fitness of Managers

Timescale for meeting this requirement: From receipt of this report.

This requirement was made on 9 January 2018.

Action taken on previous requirement

The provider had ensured that safe recruitment checks had been completed and that staff had registered with the recognised regulatory body within 6 months of their appointment if they were not already registered.

Met - within timescales

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

Previous recommendations

There are no outstanding recommendations.

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	
22 Nov 2016	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	2 - Weak

Date	Type	Gradings	
		Management and leadership	Not assessed
10 Nov 2014	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
8 Nov 2013	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
8 Mar 2013	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 5 - Very good 5 - Very good
21 Sep 2011	Announced (short notice)	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
15 Jan 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 4 - Good 5 - Very good

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