

## Park Drive Nursery Day Care of Children

Park Drive  
Bannockburn  
Stirling  
FK7 0EH

Telephone: 01786 816766

Type of inspection: Unannounced  
Inspection completed on: 9 November 2017

**Service provided by:**  
Stirling Council

**Service provider number:**  
SP2003002689

**Care service number:**  
CS2003015600

## About the service

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

Park Drive Nursery is a Stirling Council day care of children service situated in Bannockburn, Stirling. The nursery is open on weekdays and children may attend morning or afternoon sessions or for extended hours. It is registered to provide a care service to a maximum of 23 children aged from birth to under three years and 64 children aged from three years to not yet attending primary school. The building has access to the school it is joined to. Two playrooms are available for the younger children which can be separated using sliding doors. Children aged 3 and up are cared for in a large open plan playroom. All children share the nursery garden to the rear of the building.

We are carrying out a pilot using the Short Observational Framework for Inspection (SOFI 2) tool. The tool supports inspectors to carry out focussed 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 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.

Parents and carers will be referred to as parents throughout this report.

## What people told us

We observed the children as they played during our visit. We found they were comfortable in the care of staff and most had made strong friendships with their peers. Some children were eager to speak with us and enjoyed telling us about their nursery and things they had created.

We sent 24 Care Standards Questionnaires to parents of children who attended the service. Three completed questionnaires were returned before the inspection. An additional six were returned following our visit. All comments were shared with the service. We also spoke with individual parents and held a focus group to seek their views on the care their child received. All parents we spoke with were positive about the environment and staff interactions. Some comments included:

'Staff have supported my child to settle in, they have a lovely relationship with him. I also have a young baby who they have been very helpful with.'

'I feel welcome to stay and tend to wait once I drop my child off. I have watched as staff provide activities that support my child's learning.'

'I have two children here. The team have helped by recommending initiatives that will help with additional support needs.'

'Staff have helped me to support my child more at home. They are friendly and approachable and have helped us make friends with each other.'

'A strength is that management are present, approachable and really do have a personal touch with their communication with us. For example, they won't just put a sign up, they will ask us if we know that an event is happening and help us to join in.'

## Self assessment

We did not request a self assessment from the provider. At this inspection we viewed the services' own improvement plan and discussed this with the staff and management.

## From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	not assessed
Quality of staffing	4 - Good
Quality of management and leadership	not assessed

## What the service does well

There continued to be a positive impact on outcomes for children due to the family work carried out and how parents were included in the life of the service. Parents gave many examples of how the team had worked with them to help with different, and often difficult, times in their lives. Strong links with other professionals ensured children with additional support needs got the right support at the right time.

The majority of children were confident, relaxed and happy. Most had opportunities to access active play and fresh air outdoors. Children's good nutrition was supported through varied substantial snacks and initiatives like the 'wee wander' walk. This contributed to their overall health and wellbeing.

Staff were nurturing and respectful towards children and each other which helped to model good social interactions. Children were encouraged to be kind to each other and many had developed strong friendships. Young and pre-verbal children were encouraged to communicate as sign language was used throughout the service.

Older children had good opportunities to decide where they wanted to play and could choose from a range of resources in the room to support their imagination and creativity. This helped them to learn naturally through investigation and play. Independence was encouraged at snack time and during personal care routines. This helped children to become self-sufficient and develop skills for life.

Utilising staff skills and interests to establish 'champions' recognised and respected staff's abilities. The motivated team were receptive to any changes or enhancements that we suggested and this was in keeping with the respectful and inclusive ethos they strived for.

We saw some examples of staff responding well to children in order to promote more positive behaviour. Practice observed placed the responsibility back with the children to come to a resolution. This supported them to feel included, safe and respected.

Staff had good opportunities to attend training, develop professionally and introduce initiatives within the service. This demonstrated the support and trust they received from the management team to try new things and consider their success through self-evaluation.

Visiting other services allowed professional dialogue and best practice to be shared. This enthused staff to consider how the service could develop in line with best practice which contributed to continued positive outcomes for children.

## What the service could do better

As planned, the service should enhance the children's Learner's Journals to clearly show significant learning and identified next steps. Any targets resulting from multiagency meetings should inform future planning. We signposted the management team to some documents to support the team in this area. See recommendation one.

Approaches to planning and offering appropriate learning experiences could be further developed for children under three. Increasing staff confidence and knowledge in planning approaches for younger children would promote enhanced learning opportunities being recognised, planned for, and supported by staff. The management team agreed to support the staff in this area through observation and feedback. See recommendation two.

Some children's information we looked at had not been updated in the last six months. Medication permissions and administration forms were not consistent and some were unclear in their instructions to staff. This could increase the potential risk to children's health. Information held on children's individual learning, medical and personal care needs must be clearer and updated in line with current legislation. See recommendation three.

We advised the management team of approaches which should be introduced to quality assure staff practice, increase peer review and support; and enhance self-evaluation of practice and interactions with children in the younger rooms and overall. We gave specific examples of how this could be achieved using best practice documents to benchmark their findings and support improvement. See recommendation four.

## Requirements

**Number of requirements:** 0

## Recommendations

### Number of recommendations: 4

1. We recommend that the provider further develop children's Personal Learning Journeys to show significant learning. This may include:

- next steps linked to developmental milestones and skills development
- meaningful observations which recognise the child's learning in the experience
- using a variety of observation types to gather information about children
- child friendly approaches to promote their involvement
- family involvement in developing the learning journey
- continued recording of significant events which may give rise to an additional support need, both short-term and long-term.
- visual tools to increase communication and promote involvement.

This will help children achieve their full potential, as well as help them to feel included, respected and responsible.

### National Care Standards, Early Education and Childcare up to the age of 16, Standard 4 - Engaging with Children.

2. We recommend that the provider develop their approaches to planning experiences and their interactions with children under three, including increasing staff understanding of the cycle of observation, assessment and planning. Consideration should be given to the younger children's play environments. This could include:

- developing child led planning approaches and play experiences
- developing responsive planning
- making planning and learning more visible for children and families
- use of observations to extend learning and enrich children's experiences
- consideration of developing skills rather than interests
- consideration of the spaces used for under three's provision
- systems to allow children access to outdoors more responsively
- consideration of children's individual needs
- an increased understanding of how to recognise the wishes of non-verbal children
- increased provision of resources to stimulate children's senses
- opportunities to further enhance knowledge of current best practice of development for children under three.

This will ensure younger children feel respected, responsible and included as well as provide a high quality of experience for all children in the service which will support them to reach their full potential.

### National Care Standards, Early Education and Childcare up to the age of 16, Standard 5 - Quality of Experience.

3. The provider should ensure all information held on children and their care needs is reviewed at least once every six months. Medical, allergy and additional support needs information and instructions from parents should be gathered and stored in a clear and consistent way. This will result in an appropriate personal plan being in place which remains up to date. This is to ensure the service meets current legislation and care and support remains relevant to children's individual needs.

## **National Care Standards, Early Education and Childcare up to the age of 16, Standard 6 - Support and Development.**

4. We recommend that staff further develop the interactions they have with children under three to help them achieve their full potential. Specifically, staff should consider how they interact with children to meet their emotional wellbeing needs and stage of development. In addition, they should consider how they can challenge children's thinking and extend their learning in their interactions with children. This will include being respectful of children's choice and reducing interruptions to their play.

## **National Care Standards, Early Education and Childcare up to the age of 16, Standard 4 - Engaging with Children.**

### Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings	
17 Feb 2016	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very good
		Staffing	6 - Excellent
		Management and leadership	5 - Very good
24 Feb 2014	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very good
		Staffing	6 - Excellent
		Management and leadership	5 - Very good
11 May 2012	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
20 Dec 2010	Unannounced	Care and support	6 - Excellent
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
10 Mar 2010	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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