

Wee Gems Livingston Ltd

Day Care of Children

2 Carmondean Centre Road South
Livingston
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Telephone: 01506 437 437

Type of inspection: Unannounced
Inspection completed on: 31 January 2018

Service provided by:
Wee Gems Livingston Limited

Service provider number:
SP2010011286

Care service number:
CS2010271420

About the service

Wee Gems Livingston Ltd registered with the Care Inspectorate on 1 April 2011. The service is registered to provide care service to a maximum of 89 children overall, at any one time between the ages of three months to entry to primary school age with a maximum of 30 children under two years.

The service is located within a built up industrial area close to local shops, public transport and other amenities. Within the premises children have access to three playrooms with the one being split between children ages two to three years and three to school age. Enrolment into each playroom is dependant on the individual child's age and development stage. An enclosed garden is available for outside and energetic play with easy access to a local wooded area. A separate kitchen area is used by staff for the preparation of meals and snacks. Children's toilets are set to the side of one of the playrooms and designated nappy changing rooms are situated within the building.

The aims of the service included:

- '- To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children.
- To create a safe and enjoyable learning environment where children and staff can thrive and succeed, and each individual's uniqueness is celebrated.
- To develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable.
- To ensure the best possible outcomes for all our learners.'

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC). This is 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. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

What people told us

Throughout the inspection most children were happy as they played with the games. Toys and activities. During the inspection some children approached us with ease to chat and show us what they were playing with, demonstrating their feeling of security in the nursery environment. When asked what they liked about the nursery, older children replied:

'I like playing with friends.'

'I draw and write my name.'

'Mmm I like the moon sand, 'cause it looks like sand and sticks like the moon, it's the same colour as the moon.'

'The ladies are nice, they help us a lot.'

'Snacks are very good, healthy food 'cause we get carrots.'

'They keep us healthy because we get other vegetables.'

We sent 30 Care Standards Questionnaires to parents of children who attended the service. Twenty were completed and returned to us before the inspection visit. In the returned questionnaires, 16 parents strongly agreed and four agreed that overall they were happy with the quality of care their children received in the service. Parents written comments included:

'Staff always greet and take the time to speak with me to find out any information on my child to help'.

'The services use of the parent zone is excellent and allows me to understand certain actions which have taken place during the day. This was a key feature which appealed to me when choosing this service for my child'.

'My son loves Wee Gems, he runs in without any fuss and has been learning so much which helps as both me and my partner work full-time so to know that he is having fun and get regular updates is great'.

'We went through a phase where my child did not settle and was extremely distressed. The staff worked hard to help my child overcome this and we now have balance restored'.

'The staff have helped our child settle in and really develop e.g. helped with toilet training'.

'I could not be happier with the nursery and my son has been happy and settled from day one. All staff in the nursery know him on a personal level even if he is not in their room and he has a great relationship with the staff. I can see his learning alongside the curriculum guidelines and am delighted at the progress he has made. The nursery has a happy atmosphere and is welcoming at all times'.

'Our daughter is thriving at the nursery and looks forward to socialising with her friends. She talks positively about her relationships with her peers and staff. I am confident she eats well and enjoys the range of food provided. When collecting her she is always positively engaged in an activity or with staff'.

'Staff have an excellent rapport with my child. Very warm and welcoming. Always feedback on her day. I am very happy with the service as is my daughter and that is the important thing'.

'Quick to address any concerns and keep me sighted on his development using pictures and written feedback'.

'My child seems very happy at Wee Gems. The staff are approachable and friendly. I do feel however, since the introduction of the app that the only information I receive about them is about food, sleep and toilet. I do not get told about any development progress or activities they have done that day'.

One parent made a comment about the management of accidents. We viewed some accident forms and assessed these to be of a good standard however we advised the manager to ensure all parents are informed of accidents involving their child.

During the inspection we spoke to one parent. This parent made positive comments about communication, activities, snacks and meals. The parent told us 'staff are great, really friendly, he really loves it'. The parent stated their child was building positive relationships with staff and other children.

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 which demonstrated their priorities for development and how they were monitoring the success of identified actions plans. We also spoke to the manager about parents and staff involvement in identifying improvements and developing action plans. This was an inclusive approach promoting positive partnership working.

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

Children were warmly welcomed as they arrived, promoting a feeling of value and belonging. Throughout most of the inspection children remained relaxed and happy, demonstrating they felt safe and secure in the nursery environment.

Continuity of care for the young babies was promoted through information sharing between staff and parents, this meant that children received the right level of care, because staff were good at maintaining home routines such as sleep and feeding times. This supported children's wellbeing, which made them feel safe and secure.

In the pre-school room children giggled and laughed as they enjoyed each other's company and played with a variety of activities. Children told us they had made lots of friends at nursery and enjoyed interactions with staff.

The layout of play areas enabled children to make independent choices as they freely moved around the room selecting what they wanted to play with. Children could access activities and resources with ease, further promoting independence and inclusion. Small cosy areas set within each playroom supported the children's emotional wellbeing as they could choose to enjoy quiet time with their friends or spend time on time on their own or with staff.

Children's wellbeing was promoted as they enjoyed healthy eating with planned menus which took account of individual dietary needs. Staff sat with most children during lunch and snack times, encouraging positive table manners. Older children were enabled to self-serve promoting independence and responsibility.

Staff were enthusiastic in their roles, promoting a happy care environment. Regular meetings enabled staff to share information about children, plan and develop specific strategies to promote children's interests, development and wellbeing.

Staff were encouraged to take on leadership roles as they developed topics such as planting and growing, eco schools and children's rights. This encouraged self research and sharing of learning, promoting staffs confidence, motivation and team work. Encouraging staff to lead in such areas supported children's inclusion as staff knew the children and could plan in a way which meets children's development and personal interests.

Following clear guidance and undertaking relevant checks when recruiting new members of staff promoted a safe environment. Regular support and supervision sessions enabled staff to reflect on their practice and identify areas for professional development. Continually promoting staff development encouraged motivation and supported better outcomes for children as staff used new skills to assess the quality of their experiences and make improvements.

What the service could do better

Interactions between staff and children were mostly nurturing however some children did not experience a consistent high level of interactions. Although staff demonstrated a genuine care, younger children would benefit from staff engaging more actively with them as individuals, promoting emotional wellbeing and learning through high quality interactions such as chats, exaggerated facial expressions and strategies appropriate to children's individual preferences and needs. See recommendation 1.

Activities and resources for younger children who were getting ready to move on to the next stage within the nursery could be enhanced. Activities should be better planned to provide further challenge and exploration for these children. Also, better use of observations would support children's learning and development as staff could use these to build on their knowledge of the children and identify clear plans to support individual progress and identified development needs. See recommendation 1.

All children had daily access to outside play and fresh air, promoting their physical, emotional and mental health. However the timing of this experience was led by staff and did not encourage independent choice making or enable children to take the lead in their own experiences. Where possible access to the outside area should be free flow and enable spontaneity for individual interests. A new initiative enabled older children to have regular access to a wooded area where they could explore and enjoy the natural surroundings. This provision could be further developed. Guidance on high quality outside play can be found in the professional documents My World Outdoors and Loose Parts Play. These can be found on the HUB section of our website.

To further support staff development and enhance outcomes for children, staff could increase their knowledge and understanding of key best practice and national guidance documents. This should include re-visiting Building the Ambition and Pre-birth to Three. This will support staff in recognising the importance of promoting positive relationships, quality interactions and the link to brain development. These documents can also be found on the HUB section of our website.

To promote improvements and positive experiences for children, monitoring of staff practice should be enhanced. This could include increased observations by management. In addition, peer monitoring will encourage staff to take ownership and pride in their work and that of others. Working together in this way will promote reflection and support staff to develop as leaders.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. The provider and manager should ensure all staff understand the importance of high quality interactions and actively engage with children in ways which supports individual development, respect, confidence and inclusion in the nursery. The provider and manager should also ensure daily activities are planned taking into account the needs and interests of all the children attending. Activities should offer breadth and challenge, encouraging curiosity and thinking to promote learning and continued enjoyment.

National Care Standards, Early Education and Childcare up to the age of 16: Standard 4, Engaging with Children, Standard 5, Quality of Experience.

Complaints

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

Inspection and grading history

Date	Type	Gradings	
12 Feb 2016	Unannounced	Care and support	4 - Good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good
3 Mar 2015	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
14 Mar 2013	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
8 Feb 2012	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	Not assessed
		Management and leadership	Not assessed

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