

Around the World Day Care Day Care of Children

125 McDonald Road
Edinburgh
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Telephone: 0131 476 8410

Type of inspection:

Unannounced

Completed on:

23 July 2018

Service provided by:

Saheliya

Service provider number:

SP2003002845

Service no:

CS2011286377

About the service

Around the World Day Care is provided by Saheliya. Saheliya supports and promotes the positive mental health and wellbeing of black, minority ethnic, asylum seeker, refugee and migrant women and girls (12+) in the Edinburgh area. The day care is open to all local residents and is registered to provide a service to a maximum of 26 children at any one time ages from six weeks to eight years.

The service is registered to provide a care service to a maximum of 26 children at any one time aged from six weeks to eight years. A mobile crèche service may be provided to a maximum of 15 children aged from six weeks to eight years.

The aims of the service included:

"To provide a safe, caring and stimulating environment for children coming from different communities. An environment where they can feel welcomed and included and can learn through play".

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). 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 indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

What people told us

There were up to 16 children present during the sessions we visited. Most children were very young, however, we saw that the majority were settled and confident when being left in the staff's care. Children who could converse told us they liked to play outside, and were happy to involve us in their play. They were happy to share their learning folder with us, talking us through the many photographs. They enjoyed their time in the service and told us they had many friends to play with.

We had the opportunity to speak with parents/carers as they dropped off and collected their children. All spoke positively about the level of care provided by staff. Most told us communication was good and they were provided with a daily update of how their children had been during the day.

We also asked parents for feedback through Care Standards Questionnaires and found these to be generally positive in terms of care and support, environment, staffing and management. One parent felt that communication with regards to child's development could be improved.

Comments included:

"In my opinion 'Around the World' day care provides a superb service. My (child) loves the place and is very settled there. The service provides delicious snacks, various activities which stimulate my (child's) development. The staff at the nursery are very supportive, caring and approachable."

"My child is almost three and has been going to Around the World nursery (for over two years). (They are) always happy to go to nursery and is happy when we pick them up. Staff always tell us how (their) day has gone and what they like to do. We are always well informed about what is happening in nursery and we are really happy with the service they provide."

"I would appreciate to get more information about my child's educational development as we do not get informed of any of this. The staff communicate if (they) slept, ate but do not communicate the educational plan for my child."

"The nursery has improved again this year. When we arrive in the morning there are a large range of very different activities taking place and our (children) are interested and engaged straight away."

"We get really good handovers about what the children have done when we pick them up."

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 paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

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 able to play with others, helping them develop their social skills and increasing their confidence. We could see some nice relationships between the children and some of the staff, with children reaching out to them for comfort and reassurance. Most staff were quick to respond to children's care and support needs, however, at times this was not consistent.

We found at times due to staff deployment children's immediate needs could not be met. For example: on one occasion when outside children needing to use the toilet were left to wait some time for staff to accompany them. This caused some anxiety for the child waiting. Deployment of staff should be considered to ensure that children's immediate needs can be met quickly. **A recommendation is made.**

Each child had a key worker who was responsible for evaluating children's progress and planning for them. Children had a learning folder where development information was recorded. Some folders showed good observations and planning, others were not as detailed and lacked any meaningful next steps. We found that much of the planning whether for individual children or the group lacked challenge and did not meet the learning intention identified, reducing children's learning opportunities. **A recommendation is made.**

Children's communication and language skills were developing as they joined in with storytelling and song times. They were learning simple sign language, helping all children communicate with each other and staff. Staff spoke with children throughout the session, some staff posing questions which extended children's curiosity and enquiry.

Children's social skills were developing when they ate together at meal times and learned to share and take turns as they played games with staff during the session. The children enjoyed healthy snacks, such as fresh fruit and they had access to fresh drinking water whilst inside. Water was not always provided when outdoors, this should be addressed to ensure children remain hydrated. Children could be better supported to learn good eating habits and manners if staff were to sit with them during mealtimes rather than stand above them.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. Children's basic needs should be met without delay to support children's wellbeing. In order to achieve this, the provider should ensure that staff are deployed in a manner which allows them to act quickly, or get support from others immediately.

Ref: Health and Social Care Standards:

3: I have confidence in the people who support and care for me:

Responsive care and support: 3.15 and 3.17.

2. To ensure each child's progress and development is supported and monitored well, the providers should ensure that observations and next steps within learning folders and playroom planning are meaningful, evaluative and based on children's interests, needs and stages. Plans should provide suitable challenge and meet any identified learning intention.

Ref: Health and Social Care Standards:

1: I experience high quality care and support that is right for me: Wellbeing 1.27.

Grade: 3 - adequate

Quality of environment

Findings from the inspection

The nursery environment was welcoming to both children and parents, contributing to children feeling comfortable and confident in the setting. Improvements within the environment since the last inspection, for example: replacement flooring and opening up of playroom space, helped staff maintain a clean and healthy environment, as well as better monitoring of children. Staff completed visual checks of the premises before children arrived each day to help maintain a safe place for them to play in.

Children could play with a range of activities and resources, much of which was stored at low level enabling children to make their own choices. A number of new resources increased children's choice and learning opportunities. However, some areas of the service were not well laid out, and 'rules' in place restricted children's exploration and enquiry. For example: the baby area was not in use for babies and could be used to extend learning space for other children.

In addition, children were often told to return items to the area where they had been originally set up; or denied access to areas of the playroom they wanted to move to (to play on new equipment). This restricted children's opportunity to experiment and develop their learning and thinking skills.

The use of the rooms/areas, as well as resource provision should be reviewed and evaluated to ensure that the environment and resources excite children of all ages and stages to become curious and experimental. Experiences and opportunities which are developmentally appropriate will promote an engaging environment for all. **See recommendation.**

Children's self-esteem, confidence and health improve as they access the outdoor play areas, building, digging, experimenting with mud and using wheeled toys. They were learning about keeping themselves safe because the staff encouraged them to understand and think about safety issues. For example: some of the older children making a volcano from tyres and other resources were reminded to think about how to keep safe as they climbed.

There had been improvements within the outdoor area and this should continue to ensure that it includes resources which promote fun, sensory and physical experiences as well as providing challenge and encouraging children's problem solving and imagination.

There was a separate sleep room for children which provided a quiet darkened space, helping children rest. However, the area and storage in the room looked untidy and busy. The window covering was secured meaning it could not be removed easily, keeping the room dark at all times. **A recommendation is made.**

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. The use of the rooms/areas, as well as resource provision should be reviewed and evaluated to ensure that the environment is used to its best ability and resources excite children of all ages and stages to offer challenge, become curious and promote their learning.

Ref: Health and Social Care Standards:

- 1: I experience high quality care and support that is right for me: Wellbeing 1.30 and 1.31.**
- 2: I am fully involved in all decisions about my care and support: Wellbeing 2.27.**

2. To promote children's wellbeing all areas used by children should be tidy and well maintained with plenty of natural light and access to fresh air. In particular the sleep room should be tidied and arrangements made to replace or remove the fixed covering on the windows.

Ref: Health and Social Care Standards:

- 5: I experience a high quality environment. Wellbeing 5.19 and 5.22.**

Grade: 3 - adequate

Quality of staffing

Findings from the inspection

There had been many changes within the staff team, however, some of this was the introduction of new permanent staff, rather than reliance on agency workers. This was helping provide continuity for children, meaning they were cared for by staff who were familiar with them and had time to get to know them. Children were excited to see some staff come on duty, enjoying the fun relationship they had with them. Children were also drawn to other staff who were nurturing, addressing needs for comfort very quickly when required. This contributed to children developing secure and good relationships with most adults.

At times some staff were not as attentive as others to meeting children's needs. For example: one child seeking reassurance from a staff member waited some time before moving to another staff member who addressed it immediately. Management should support development in this area through regular observations and making staff aware.

A few staff had been on relevant courses which included 'Building the Ambition' and we could see some positive changes, however, this was not being implemented by everyone. At times we found some staff outpaced children by giving them instructions at a rate which was too fast for them, or providing activities which were advanced for their stage of development. Slowing down instructions and giving children time to resolve and consider issues themselves would allow children to problem solve, gain better understanding and help create deeper learning experiences. We also saw some staff stop children's play to get them to replace toys they had moved. This showed a lack of knowledge of child development. Staff should be supported to increase their knowledge of child development and how children learn. **A recommendation is made.**

Arrangements for protecting children were effective. Staff demonstrated a good awareness of safeguarding and child protection issues. They were confident about reporting concerns to protect children from harm.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. To provide children with a nurturing, stimulating and appropriate learning environment staff should be supported to increase their knowledge of child development and how children learn. This should be monitored and any learning shared between staff to promote continuity in provision.

Ref: Health and Social Care Standards:

3: I have confidence in the people who support and care for me:

Responsive care and support: 3.14 and 3.19.

Grade: 3 - adequate

Quality of management and leadership

Findings from the inspection

Positive changes in the team such as the employment of permanent staff, accessing relevant training and regular meetings were contributing to more settled and confident workers. The introduction of systems such as key workers was also having a positive effect, as staff were becoming more familiar with the children and their needs and parents were getting more feedback on their child's day and development.

Processes for regular or systematic monitoring of the work of the nursery were at an early stage, but had been introduced. Recent changes and the introduction of administrative assistance had increased the manager's opportunities for time within the playrooms, observing practice and providing feedback to staff. Quality assurance monitoring had provided the manager with ways in which she could support the development of the nursery.

The improvement plan had centred around the recommendations and requirements from the previous inspection and we saw some positive changes because of this. For example: there is an increase in the recorded information within the learning folders and planning is now in place. In order to ensure these changes are sustained and effective in promoting better outcomes for children the manager should move to undertaking observations which provide more feedback on the quality of the provision, observations and staff practice.

To further support improvements and the development of the nursery provision as identified within this inspection, management and the nursery team should work together with a range of guidance documents such as 'How Good is our Early Learning and Childcare', as well as 'Pre Birth to three' and 'Building the Ambition'. **A recommendation is made.**

In order to ensure children received consistent care from a supported team the manager had introducing supervision and support sessions for each staff member and was introducing annual appraisals. This provides staff with opportunities to discuss their own learning and development as well as support for the children. It will also assist management to identify common learning and development opportunities for staff. Again these were at an early stage and we will continue to monitor during inspections to ensure they are effective and help to improve outcomes for children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. In order to ensure changes are sustained and are effective in promoting better outcomes for children the manager should undertake observations and quality assurance systems which provide feedback on the quality of the provision as well as staff practice. Staff should be supported to make changes where identified as needed.

Ref: Health and Social Care Standards:

4: I experience high quality care and support that is right for me: Responsive care and support 4.11 and 4.19, Wellbeing 4.23.

Grade: 3 - adequate

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 staff have the necessary skills and knowledge to provide children with a nurturing and challenging experience.

This is in order to comply with Public Services Reform (Social Services Inspection) (Scotland) Regulations 2011. No. 210 15 Staffing.

Timescale: within one month of receipt of this report.

This requirement was made on 20 September 2016.

Action taken on previous requirement

Some action had been taken to meet this requirement and we saw improved outcomes for children but more action is required. We discussed this with the manager.

Requirement was met but a recommendation was made in this regard.

Met - outwith timescales

Requirement 2

The provider must ensure that the learning environment is clean, well resourced, organised, attractive and stimulating to enable the delivery of high quality experiences.

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011. Scottish Statutory Instrument 2011/210 Regulation 4 (1)(a) - Welfare of service users

Timescale within one month of receipt of this report.

This requirement was made on 7 June 2017.

Action taken on previous requirement

We saw some improvements in the environment in terms of cleanliness and resources. New flooring had been laid, and new resources were provided.

Requirement was met.

However, further improvements identified within a recommendation made within body of report.

Met - outwith timescales

Requirement 3

The provider must ensure that staff have the necessary skills and knowledge to provide children with a nurturing and challenging experience.

This is in order to comply with Public Services Reform (Social Services Inspection) (Scotland) Regulations 2011. No. 210 15 Staffing.

Timescale:

Within one month of receipt of this report.

This requirement was made on 7 June 2017.

Action taken on previous requirement

Some staff had attended GIRFEC training and all staff were either qualified or undertaking qualifications. We could see slight improvement, but further work should be done to ensure staff implement any learning.

Met - within timescales

Requirement 4

The provider must ensure that the manager is supported to make the improvements detailed within this report. This is to ensure that outcomes for children are improved.

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 SSI 2011/210 Regulation 4 (1) (a) Welfare of users.
SSSC Codes of Practice for employers of social service workers.

Timescale: with three months of receipt of this report.

This requirement was made on 7 June 2017.

Action taken on previous requirement

The manager of the service did not have a line manager for six months and felt that this had impacted on her ability to make improvements to the service. A new line manager was now in place and was supporting the manager in making and maintaining improvements to the service.

Met - within timescales

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

Previous recommendations**Recommendation 1**

Staff should have written observations of children, which are up to date and meaningful. They should use this information to plan the next steps in a child's development and learning.

National Care Standards for early education and childcare up to the age of 16. Standard 4 - engaging with children.

This recommendation was made on 20 September 2016.

Action taken on previous recommendation

Staff had begun to record more observations about children. Observations were now completed regularly, however, the consistency and quality of the information recorded varied. We discussed with the manager that some staff should be further supported to ensure that observations within individual learning plans, as well as planning were of a good standard and provided information which reflected children's learning, development and clearly identified meaningful next steps. **See Care and Support.**

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	
28 Feb 2018	Unannounced	Care and support	Not assessed
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
2 May 2017	Unannounced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	2 - Weak
20 Sep 2016	Unannounced	Care and support	2 - Weak
		Environment	3 - Adequate
		Staffing	Not assessed
		Management and leadership	Not assessed
24 Apr 2014	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
9 Apr 2013	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate

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