

Bright Starts Day Nursery Day Care of Children

55 Beath View
Touch
Dunfermline
KY11 4UF

Telephone: 01383 624409

Type of inspection:

Unannounced

Completed on:

7 November 2018

Service provided by:

Bright Starts (Scotland) Ltd

Service provider number:

SP2012011982

Service no:

CS2012313788

About the service

Bright Starts Day Nursery registered with the Care Inspectorate in 2012. They are registered to provide a day care service to a maximum of eighty five children aged from 6 weeks to those not yet of an age to attend primary school, of whom no more than thirty two may be under two years and no more than ten may be under the age of 12 months.

The service operates from premises within a housing estate in the Touch area of Dunfermline. The nursery is located in a residential area close to shops, schools and woodland. The nursery works in partnership with Fife Council.

The service aims to provide a high quality service for children and their families.

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 Getting it right for every child: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

The children were happy and settled in the nursery. They showed us what they liked to do and interacted with us during our inspection. Comments included:

"I've been playing with sand and the house corner. I like painting best. We didn't go outside today. There's new toys out there. We can't go out just now."

"I don't need a hand. I can balance myself. I'm quite fine."

"Goggles help me build with wood."

"We are making chocolate cake. It needs to go in the oven. My tummy is getting hungry."

We were able to speak to parents and carers during the inspection and they were all happy with the service highlighting especially the staff as being a major strength within the nursery. The only negative comments related to lack of consistency of care with the number of different people caring for their children and management agreed to address this. Comments included:

"There's lots of fun things they can do. The food is always healthy too. I signed him up for going to the old folks home and to the park. Every day staff stand with me with the tablet and I get an email every day and hear about his day."

"She had three settle in days and never cried once. She didn't really settle in her other nursery but she's doing pretty well here. Staff are very caring. They have been fantastic, and responsive and welcoming."

"It's good. Friendly. Central and the prices are reasonable. The only thing I'd say is there's always different faces when I pick him up from when I drop him off and that gets him upset. They need the same people for consistency especially for young babies."

We issued thirty questionnaires to parents and carers of children who used the service. We received eight completed questionnaires at the time of writing this report. They demonstrated that parents were satisfied with the service and particularly with the level of support from staff. Some comments included:

"Bright Starts has been an excellent nursery for both our children. They ensure we are aware of anything that has happened to our children - communication is fantastic. Both children love all the staff which helps us feel confident in leaving them. Educationally they have progressed immensely here. Can not praise staff enough."

"Since starting at this nursery my child has been well cared for and has been very happy in the staff's care. They have a great relationship with him and he has developed so many skills. I particularly like seeing his learning journal to monitor his progress and enjoy daily updates from staff also."

"All staff we have come across have been fantastic in helping our child's development. He is able to interact with others a lot easier now as he was previously shy but his confidence since starting has blossomed. I now recommend the nursery to my friends."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their improvement plan which demonstrated their priorities for development.

From this inspection we graded this service as:

| | |
|--------------------------------------|---------------|
| Quality of care and support | 5 - Very Good |
| Quality of environment | 4 - Good |
| Quality of staffing | 5 - Very Good |
| Quality of management and leadership | 4 - Good |

Quality of care and support

Findings from the inspection

From the evidence gathered during our inspection, we evaluated this quality theme as very good.

We found children in most rooms were happy, settled, enthusiastic and busy throughout the inspection as they learned and developed. They had fun and most were involved in their chosen activities which showed that they were interested in what they were doing. As the staff supported the children we saw that they were caring and that they had good relationships with the children helping them to develop new skills. We saw staff demonstrating a caring nurturing manner as most interacted positively, offering appropriate assistance when needed.

Consideration for the children must be put ahead of all else when working out staff rotas with nurture and attachment at the forefront. We saw on the first day of the inspection that the babies had different staff in the afternoon from those in the morning as staff had been placed in different rooms throughout the day. Parents commented with disappointment on regularly finding different staff caring for their children when they arrived back to collect them. The manager agreed to take this point on board to help improve outcomes for the babies and children.

Staff praised and encouraged the children which helped them to feel safe, protected and included and to promote positive attitudes and independence. Children saw staff being respectful to one another and in turn they too were respectful to staff and to their peers as they learned to develop new skills and resilience. Some staff encouraged children to develop their social skills and most recognised when to intervene in play and when to leave children to learn through exploration and experimentation. Staff were aware of their roles and responsibilities for keeping children safe and protected. However the child protection policy needed to be further developed to include who staff should contact if their concerns were not taken forward. This should also form part of the induction process for new staff to ensure they are aware of child protection from the outset of their career with Bright Starts Nursery.

Dayshare logs were maintained to record children's experiences along with relevant routine information for parents and carers. Parents spoke highly of the communication from the nursery which included on line story book journeys, newsletters and daily verbal feedback. We saw a number of on line personal learning plans (PLPs) and saw that parents were regularly being sent useful observations recording their children's development and some of their achievements. Staff knew the children well and tried to provide appropriate support for them with this ongoing useful record.

There were opportunities for pre school children to share their views and ideas about their interests and the activities they wanted to do. Learning walls were at a very early stage. Floor books were used to support

planning and capture children's interests, views and experiences but they were at an early stage and not in a format which could easily be shared with the children and they were locked away in a cupboard. These should be further developed to be of value to parents and children alike.

Healthy snacks and meals met children's nutritional requirements and were enjoyed by most children. Snack and meal times provided older children with opportunities to serve their meals, pour their drinks and clear away afterwards. This helped children to develop skills of independence and develop some life skills. However opportunities were missed to sit with the children, in most areas, encouraging interaction and socialising together. The pre school lunch process needed to be reviewed to ensure that all children expecting a hot meal were provided with this and to ensure that children were respected when being called to lunch.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

From the evidence gathered during our inspection we found the environment to be good.

We saw that most of the rooms used by the children were clean and all were welcoming with some of the children's art decorating the rooms. A variety of new resources had been added to help support the children's learning and development.

Tweenies who needed rest benefitted from safe and comfortable sleep arrangements in a separate room which had dimmed lights and soft mats. As a result the children also had a calm and tranquil space to relax.

The nursery benefitted from a number of small rooms which enhanced the children's play experiences if they were taken through to enjoy such activities as soft play or focussing on a particular theme within a smaller group.

Babies cots had been taken out of the baby room and placed in the kitchen due to the amount of through traffic within the baby room. We did not feel that this was satisfactory and were pleased to learn that plans were in place to relocate the kitchen and sleep area.

Infection control procedures were in place to support children's health and wellbeing. Children were encouraged to wash their hands before eating and as a result were learning how to help keep themselves safe and well.

Recent work had been undertaken to upgrade the outdoor play spaces to encourage children's enjoyment whilst being active. We saw children enjoying the mud area, climbing a tree, walking along a wooden plank and using the new resources. We heard that they still intended to increase the 'Loose parts' provided to encourage more imaginative play. This would help enrich the home corners and help provide more challenge for children as they played and learned. The nursery provided all weather suits for the children and we saw that they had established some links with the local community visiting the local park and the local care home. Pre school children enjoyed regular bus rides to the woods where they are encouraged to play, explore and learn within a natural environment.

On the first day of the inspection the environment within all areas of the nursery except the baby room was uncomfortably cool. Consideration should be given to providing more homely areas to provide a more comfortable atmosphere for children from the Tweenie age group upwards, which would in turn contribute to an enriched learning environment. Children needed to experience more learning conversations with effective use of comment and questioning to support and extend their learning. This would help support children to achieve their potential.

It was suggested at feedback that staff might benefit from taking ownership of particular parts of the nursery. For example, one might like to keep the noticeboards updated. We saw displays such as Meet the Staff did not all have the names of the staff beside the photographs which meant that parents could not use this to remind themselves of each staff member's name as intended.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of staffing

Findings from the inspection

From our inspection findings we evaluated this quality theme as very good.

We saw that the management team were working hard to support staff whilst continuing to develop the service. We could see that management valued the commitment and enthusiasm of staff. Staff told us that they felt valued and that management regularly asked for their views and listened to their responses. Staff were enthusiastic and cheerful throughout the inspection. During our visit staff interaction was positive. Staff were warm and nurturing towards children.

Most staff supported children confidently whilst providing them with opportunities to have fun. We saw that staff took a pride in their nursery and were keen to provide a good service for the children as they supported them to develop friendships, skills and knowledge.

We saw that the staff team worked well together and were responsive to the new manager with her new ideas. They were keen to work together on the new developments to drive the service forward. Morale had been low when the manager took over but she was keen to turn this around by listening to what they had to say, to share their ideas with a combined ethos to listen to the children and to work together to develop the service further to best support the children in their care. Staff worked hard to maintain positive relationships with parents and children. Parents spoke positively about the staff and how supportive they found them. All staff had or were working towards an appropriate qualification for their role and were registered with the Scottish Social Service Council (SSSC).

Staff had all undertaken a variety of training opportunities to develop their knowledge and skills at staff meetings. We heard that staff would feed back external training, which they had attended, at staff meetings.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

Findings from the inspection

From our inspection findings we evaluated this overall quality theme as good.

Parents spoke highly of the service and commented positively on the quality of staff and management.

There were regular full team meetings which offered a forum for all staff to be involved in the development of the nursery.

Staff spoke positively about how they worked as a team to help run the service and to make improvements. We recognised that due to a recent change of manager, changes in expectations and practice will take time to become embedded. Staff spoke about the change of manager and how they planned to work together to develop the identified areas for improvement. We discussed the possibility of staff taking on more leadership roles with responsibility for specific areas of development within the service. This would provide staff with opportunities to develop their leadership skills and develop their knowledge in areas of interest to them. The manager was keen to further develop this with staff and recognised how this could impact on and benefit the children.

Staff were encouraged to keep children's records, in relation to their needs, up-to-date. Children's care plans were in place but had not been updated in relation to medication. Some children had contradictory information in relation to the administration of medication in the event of an emergency for an allergic reaction. A clear system should be in place to ensure that staff knew which was the most recent version of signed documentation from parents to keep children safe.

A development plan was in place detailing the nursery's priorities for improvement. The manager described her aspirations since taking on her new leadership role and how she planned to support staff to ensure continued improvement.

We discussed the need to develop a robust system for staff monitoring by focusing on the experiences and outcomes for children. We discussed developing ways to record the evaluations which would focus on the main areas which worked well and the areas which needed further development. This would in turn support staff evaluate the service and reflect on their own practice when they were supporting children.

We reviewed four staff files and found that recruitment of new staff followed current safer recruitment practices. We suggested how to further develop the application form to help ensure no gaps in service when recruiting new staff.

We discussed the value of staff beginning to take on leadership roles to help develop the nursery, taking ownership to develop particular areas and to help use their strengths to help improve outcomes for children. We saw that the new manager had introduced a new monitoring system to start to evaluate staff practice. Once embedded and with the help of more formalised systems further evaluation should also enhance opportunities to further develop curricular areas.

With a quality assurance system verified against the Health and Social Care Standards issues raised within this report would be picked up by management or staff at an earlier stage. Consideration should be given to adding this to the systems already in place for the monitoring of the service.

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

There are no outstanding requirements.

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

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

Enforcement

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

Inspection and grading history

| Date | Type | Gradings | |
|-------------|-------------|---------------------------|---------------|
| 7 Sep 2016 | Unannounced | Care and support | 4 - Good |
| | | Environment | 5 - Very good |
| | | Staffing | Not assessed |
| | | Management and leadership | Not assessed |
| 27 Oct 2014 | Unannounced | Care and support | 5 - Very good |
| | | Environment | 5 - Very good |
| | | Staffing | 5 - Very good |
| | | Management and leadership | 4 - Good |
| 24 Feb 2014 | Unannounced | Care and support | 3 - Adequate |
| | | Environment | 3 - Adequate |
| | | Staffing | 3 - Adequate |
| | | Management and leadership | 3 - Adequate |

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