

Hoodles Childcare Day Care of Children

Academy Way
Colpy Industrial Estate
Oldmeldrum
Inverurie
AB51 0BZ

Telephone: 01651 873995

Type of inspection:

Announced (short notice)

Completed on:

5 June 2019

Service provided by:

Nursery Care (Grampian) Ltd

Service provider number:

SP2011011583

Service no:

CS2011289681

About the service

Hoodles Childcare is a private early learning and childcare service provided by Nursery Care (Grampian) Ltd. It was registered in June 2011 to provide a day care of children service to a maximum of 68 children at any one time aged from 0 to those not yet attending primary school. Included in this number will be a maximum of 15 children under 2 years.

The service may operate between the times of 7.30am to 6.00pm Monday to Friday. In partnership with the local authority the service provides funded pre-school education sessions for children aged from three to five years.

The service is accommodated in a purpose-built nursery unit on the Colpy industrial estate in the rural village of Oldmeldrum in Aberdeenshire. There are three separate playrooms for babies, toddlers and older children. The nursery building benefits from having a large garden area. Two of the playrooms lead directly into the garden.

Hoodles Childcare aims include:

- Building the foundation of solid relationships with supportive, encouraging and positive role models.
- Extraordinary practitioners who nurture and provide impressive highest quality teaching and learning.
- Nature's very own outdoor classroom with opportunities for curiosity, inquiry and creativity.

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

We spoke to parents who attended a parents' meeting held within the service. All were happy with the overall service provided by Hoodles Childcare. They told us the standard of the nursery had improved since the new manager had taken up her role. They felt the environment was developing well and there had been improvements made over the past 18 months. There were some concerns over the high turnover of staff but they recognised this was for genuine reasons.

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. 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	4 – Good
Quality of environment	4 – Good
Quality of staffing	4 – Good
Quality of management and leadership	4 – Good

Quality of care and support

Findings from the inspection

Children and their families were welcomed by staff who took time to greet them and share relevant information. A software application was used successfully to share photographs of the children and keep parents informed of any events, new guidance and procedures. This contributed to families' sense of belonging and inclusion within the nursery.

Children's personal plans included a range of information to support children's health and well-being needs. Staff had worked closely with parents and other agencies to help develop individual plans for children who required additional support. This meant staff were well informed about the children's needs to help provide the care and support needed.

Procedures and systems were in place to ensure the safe administration of medication. Medical care plans were very detailed, audited by management and regularly reviewed with parents to ensure the information was current and up to date. This helped keep children safe and well.

Staff were well informed on how best to safeguard children and had a good understanding of possible signs of abuse and the correct procedures to follow if concerned. The child protection officer had undertaken advanced online training and was clear about their role and responsibility. This helped keep children safe and free from abuse and harm.

Observations of the children at play and their interests and preferences had been used in all rooms to plan activities and learning experiences that supported their progress. In the 3-5 room, a garden centre, flower crafts and research activities had helped stimulate the children's curiosity of the natural world. Evidence of their learning was recorded in the large floor books. Staff should continue to develop their skills in observation, learning teaching and assessment to ensure the individual needs of the children are fully met.

Lunch menus were nutritious and homecooked and supported children's allergies, food intolerances and preferences. This helped keep children fit and well and promoted a healthy lifestyle. Older children were encouraged to be independent and self-serve at lunch time. However, as lunch progressed, some children were served food that had been on the table for some time. The manager and staff should consider ways to ensure food served at the table remains hot and appetising at all times.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 – good

Quality of environment

Findings from the inspection

The nursery was bright, airy and welcoming. Some areas such as the nappy changing room had been freshly decorated and was pleasant and safe. All the children were encouraged to be responsible and help tidy the playrooms, helping to keep them safe and inviting.

Children in the baby room benefitted from a calm and nurturing atmosphere. The addition of more natural and sensory resources supported the children's curiosity, emotional and physical development. As a result, babies were happy, content and settled.

Positive changes in the 2-3 room playroom supported children's choice and independent play. A messy area meant children were able to access sensory play experiences throughout the day, supporting their creativity and learning through their senses. The inviting story corner encouraged children to look at books and provided a cosy area for staff to read stories and provide cuddles. This supported their communication and literacy development.

The 3-5 room looked inviting and areas such as the construction and story corners had been developed to support literacy and numeracy. Children were able to choose independently from a variety of open-ended resources. This provided children with some challenge and opportunities to extend their learning.

Staff should continue to develop the learning environments to ensure areas remain fresh and exciting for the children. They should ensure all role play corners are interesting and inviting with real life resources to stimulate the children's imaginative play.

Children in all the rooms were able to regularly access outdoor play opportunities. They were able to run around, climb and explore outdoors. There was a variety of "loose parts" which allowed children to use their creativity and imagination. The large grassy area provided opportunities to look at insects and plants. This helped develop the children's understanding of the world around them. Staff advised how they hoped to develop the outdoor area further using tyres and other loose parts to stimulate the children's creativity and imagination.

Increased opportunities meant the children had greater involvement within the local community. Some activities included taking part in a muddy puddle walk, visiting the local shop and community café. This will help the children grow into responsible citizens who care for their local environment. Staff and the manager advised developing further links with the community was ongoing.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of staffing

Findings from the inspection

Appropriate recruitment procedures were in place and all staff were registered with an appropriate regulatory body. This helped safeguard children. An effective induction programme supported new staff to grow in confidence and helped develop their skills and knowledge in meeting children's needs.

Changes to the staff team had been positive and they worked well together. They told us they felt happy and valued for their skills and experience. Staff had been encouraged to take on leadership roles relevant to strengths and preferences. This was evident in the improved links with the community and changes to the environment. This contributed to a very positive ethos where staff wanted to develop their skills to improve outcomes for children.

We saw interactions with the children were warm and caring with staff responding positively toward the children. Young children were given cuddles when upset or tired and older children were supported to be independent and responsible. This promoted a positive ethos where children were happy to approach staff for help.

Opportunities were provided for staff to develop their knowledge and skills to support children's health and well-being. All staff had completed core training to keep children safe and well. Some staff had undertaken online first aid and child protection training. To further develop their knowledge through discussion and opportunities to practice their skills, the manager advised staff were enrolled in face to face workshops.

Staff continued to develop their knowledge and understanding in supporting children's learning. This was evident in their improved observations of children at play. Some staff had been on schema training (learning through patterns of behaviour) and discussed how they had added new resources to support children's learning experience. Some staff used good questioning skills to challenge children's thinking and extend their learning. The manager should continue to support staff to develop their questioning skills to provide consistency across the team.

Staff were very involved in the self-evaluation of the playrooms and confidently spoke about using Building the Ambition to support improvement to the service. They were aware of the Health and Social Care Standards and used these to support their self-evaluation.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 – good

Quality of management and leadership

Findings from the inspection

The manager had created an inclusive environment where families felt welcomed and staff felt valued and motivated. They had worked hard with staff to develop a shared understanding and focus for improvement of the service. Clear leadership and direction was provided by the manager and room leaders. There was a strong culture of teamwork and staff in the rooms were confident about their roles and responsibilities. As a result, the quality of children's experiences had improved, and the staff were motivated to improve the nursery.

We found that the service's approach to quality assurance and improvement through evaluation was good and the manager had a clear understanding of the level the service was performing to. Self-evaluation processes were effective, and staff were able to discuss how they were using good practice documents (How good is our early learning and childcare, Health and Social Care Standards and Building the Ambition) to improve learning opportunities and outcomes for children in each of the rooms.

The manager regularly monitored staff practice and supported staff through discussion, identifying individual training needs. The staff had attended a variety of different training courses to develop their skills and knowledge. Regular one on one support and supervision meetings and staff meetings ensured good communication and contributed to building a shared understanding of planned improvements. The manager had yet to put in place annual staff appraisals, but plans were in place to start these with some support from the senior management team. The manager also identified the need for a more detailed support plan to be put in place for individual members of staff.

Monitoring of the playrooms and children's experiences enabled the manager to identify where improvements had made a positive difference to children's learning and development and which aspects still required further development.

The nursery encouraged the children to be involved in improving the service through a variety of different ways. Children were encouraged to be area monitors to help develop their ownership of the service and a child's committee was also recently involved in creating a new nursery menu.

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

Recommendation 1

In order to ensure children receive high quality early learning and childcare, the provider, manager and staff should ensure children can take part in both organised and freely chosen extended play, planned to develop children's social and physical skills, confidence, self-esteem and creativity.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that, "As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including open ended and natural materials."(HSCS 1.31).

This recommendation was made on 17 January 2019.

Action taken on previous recommendation

Observations of the children at play and their interests and preferences had been used in all rooms to plan activities and learning experiences that supported their progress. Children in the baby room benefitted from a calm and nurturing atmosphere. The addition of more natural and sensory resources supported the children's curiosity, emotional and physical development. As a result, babies were happy, content and settled.

Positive changes in the 2-3 room playroom supported children's choice and independent play. A messy area meant children were able to access sensory play experiences throughout the day, supporting their creativity and learning through their senses. The inviting story corner encouraged children to look at books and provided a cosy area for staff to read stories and provide cuddles. This supported their communication and literacy development.

The 3-5 room looked inviting and areas such as the construction and story corners had been developed to support literacy and numeracy. Children were able to choose independently from a variety of open-ended resources. This provided children with some challenge and opportunities to extend their learning. Therefore this recommendation had been met.

Recommendation 2

In order to support development of the service and to support improved outcomes for children, the provider must ensure quality assurance systems are fully embedded into practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that, "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance systems." (HSCS 4.19)

This recommendation was made on 17 January 2019.

Action taken on previous recommendation

Audits of systems and procedures to ensure the health, well being and safety of children were in place and were effective in promoting positive outcomes for children. Staff monitoring and playroom observations were effective in supporting staff to develop their skills in supporting children. Therefore, this recommendation had been met.

Recommendation 3

In order to ensure children take part in activities that they enjoy, support their progress and help develop their confidence and self-esteem, the provider, manager and staff should ensure children are encouraged to be involved in improving the service.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that, "I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership." (HSCS 4.7)

This recommendation was made on 17 January 2019.

Action taken on previous recommendation

The nursery encouraged the children to be involved in improving the service through a variety of different ways. Children were encouraged to be area monitors to help develop their ownership of the service and a child's committee was also recently involved in creating a new nursery menu. Therefore, this recommendation had been met.

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	
5 Dec 2018	Announced (short notice)	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate
6 Feb 2018	Unannounced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate
8 Mar 2017	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate
17 Mar 2016	Announced	Care and support	Not assessed
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
21 Mar 2014	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
5 Jul 2012	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good

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