

# Millbank Nursery Day Care of Children

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Telephone: 01542 839830

**Type of inspection:**

Announced (short notice)

**Completed on:**

11 December 2019

**Service provided by:**

The Moray Council

**Service provider number:**

SP2003001892

**Service no:**

CS2003016380

## About the service

The service was previously registered and registered with the Care Inspectorate on 1 April 2011.

Millbank Nursery is registered to provide a care service to a maximum of 32 children at any one time aged from 3 years to not yet attending primary school. The local authority is the provider of the service.

The service operates from a large room attached to the main building of the school and has its own entrance. A secure play area with both grass and hard surface can be accessed directly from the playroom.

This was a continuous engagement inspection involving the Care Inspectorate and Education Scotland.

The aims and objectives of the service include:

- provide a safe, nurturing, bright, stimulating and happy environment for our children to learn through play
- provide an engaging, challenging and creative curriculum, enabling all children to develop their capability and the skills they need to become successful learners, confident individuals, responsible citizens and effective contributors to society and in the wider world of work
- aiming for excellence through setting high expectations and developing a culture for improving attainment and achievement
- reflect on our work and fulfil our learning potential
- to provide quality experiences for children following guidance from National policy documents such as Health and Social Care Standards, How Good is Our Early Learning and Childcare, United Nations Convention on the Rights of the Child, Curriculum for Excellence, Building the Ambition, Positive Outcomes for Scotland's Children and SSSC Codes of Practice
- to apply the principles of GIRFEC and SHANARRI across the nursery environment
- develop relationships with children, parents and community to provide opportunities for all learners to achieve with a focus on inclusion, equity and equality.

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 GIRFEC, safe, healthy, achieving, active, respected, responsible and included (also known as SHANARRI).

## What people told us

There was a total of 24 children present during the inspection, although numbers fluctuated during the day due to the nature of the service provided. We observed the children being very relaxed and comfortable in the setting. Children moved around independently and made choices about their play, some of which was on their own with others in small groups. It was clear children enjoyed the opportunity to decide whether to play inside or outside. Children told us that they liked nursery, there was lots of things for them to do and they had fun.

Six parents returned completed Care Standards Questionnaires and we spoke with six parents face to face. Parents had been using the service for variable periods of time; overall they were very happy with the service provided. Staff were very friendly and approachable and knew each child as an individual and really cared about the children, wanting the best for them. They felt there was a shared approach to their child's wellbeing and learning.

Specific comments included:

'the on-line learning journals are great and provide an individual insight into your child's progress'  
 'staff are only too willing to help and quickly follow up on any worries/concerns'  
 'outside play is great, I am only too happy that they get mucky and have fun'  
 'I cannot praise the service enough, a wonderful experience'  
 'the children are making good connections with a local care home which both they and the residents enjoy'  
 'staff are helpful and my child is confident in approaching them which is not always easy for them'.

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their quality assurance and monitoring processes and plans for improvement.

## From this inspection we graded this service as:

Quality of care and support	4 - 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

Children experienced a welcoming, receptive and nurturing environment that helped them to feel secure and build friendships. We saw that children sometimes played on their own, in pairs or small groups where they shared ideas and worked together. Children clearly enjoyed the responsibility of being snack helpers and independent skills associated with snacks and meals. The SHANARRI indicators were being used more widely within the setting in recognition of their strong connections to wellbeing.

Children's contributions were clearly valued and respected through self-directed play and making their own choices. Natural conversations between children and staff helped to extend children's thinking and widen learning during play. In recognition that parents were central to a child's support, opportunities to involve parents in a meaningful way in terms of their learning and development were being established. Parents told us that they communicated through the on-line journals but really liked face to face contact.

Children experienced sensitive and responsive care that helped to build on their confidence, resilience and self-esteem. The manager and staff knew the children well and liaised with families and other agency professionals, so that Getting It Right For Every Child (GIRFEC) approach was promoted within the service. Where a need had been identified, children were being well supported so that they gained the most from their experiences. The format of the personal care plan for the child better reflected a partnership approach with families, that helped to support best outcomes. We discussed how beneficial it was to record and track all communication related to a child's need, so that a holistic approach to wellbeing was maintained.

Clear line management responsibility was in place for child protection so that staff had appropriate support and guidance. Staff had a sound understanding of safeguarding procedures, as they had completed local training. There was a general understanding of the use of chronologies and their purpose in understanding needs/risks. Documentation was in place to support the safe management of medication.

Children's physical, emotional and social wellbeing was being promoted at snack and mealtimes, where choice, independence and positive behaviours associated with eating and drinking were being promoted. Children clearly enjoyed the freedom to choose when they wanted to play outside in the fresh air. Established links with a local care home promoted greater understanding and respect between generations and contributed to more cohesive communities, known as inter-generational practice.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

## Quality of environment

### Findings from the inspection

The premises were well maintained, clean and free from hazards. Whilst a premises risk assessment was in place, a specific risk assessment was to be put in place, related to an emergency exit/entrance that led directly to the open playground. Infection control procedures followed best practice such as good hand hygiene. Staff had completed first aid training so that children were treated appropriately should an accident occur.

The decor in the play area was calming and lots of natural light supported psychological wellbeing. Consideration had been given to children making their own choices in play and being able to self-select from a variety of resources and materials that were easily accessible. Natural and open ended (no fixed purpose) materials were being threaded throughout the room. Children were using tape measures and tape during block play and make creative cakes and Xmas characters from play dough with tinsel, pine cones and wooden sticks. A reading area with some cushions provided a break away space from the hub of activities.

The play room remained an area of evaluation so that it best met the needs of the children. Staff were mindful that a more inviting cosy/quiet space would be beneficial for children to rest and recuperate. Some potential resolutions were discussed alongside the potential for a well designed home/role play area.

Children clearly enjoyed the benefits of free flow play with most of them choosing to be outdoors at various points throughout the sessions; they were confident in choosing what clothing they needed to wear. The continued introduction of loose parts (scrap materials, real and random objects) were clearly helping with children's physical wellbeing, thinking skills and imagination. Children were confident when hammering nails into pieces of wood and using planks on the mound to create a seesaw, solving the issue of balance as a group. In recognition that the outdoor play area needed an injection of more loose parts, children had been involved in

seeking the support of the local community. As a result, a 'wish list' of materials was expected by the service, enabling children to further develop skills to access and manage risk through exploration and problem solving.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 4 – good

## Quality of staffing

### Findings from the inspection

Staff had a natural, attentive and unassuming manner with the children, creating an environment where children were confident, happy and assured. The well motivated, enthusiastic and caring approach of qualified and experienced staff was beneficial to improving children's learning and overall wellbeing.

Parents told us that they could not praise the staff team highly enough, they really cared about each of the children. Their commitment and individual approach towards the children made a real difference to children's learning and development.

Staff worked closely and effectively together with shared roles and responsibilities, such as snack and hand-over to parents at the end of the session. Staff were generally mindful of stepping back and allowing children to find things out for themselves, whilst using questions that did not interrupt play but extended learning. Staff used kind words in a calm and unhurried manner so that children had time to absorb information. We saw that a child that was trying to balance a plank on the mound outside quickly cascaded to a small group working together with gentle prompts from a member of staff.

Staff had participated in an appraisal and supervision programme with the manager where practice, personal and professional development was discussed and training needs identified. Staff told us that they had been given the opportunity to attend training such as planning in the moment, mental health awareness and outdoor play and learning. This had helped them to feel more inspired and valued. We suggested that there was a greater emphasis on measuring the impact of training, how it was being used in practice and the difference it had made to children's experiences.

There was clearly a cohesive culture that was beginning to support staff to grow their skills and knowledge. Informal discussion and formal meetings between the manager, seniors and all staff, provided a conduit for staff to influence the service, be self aware and to have the autonomy to experiment.

## Requirements

**Number of requirements:** 0

## Recommendations

Number of recommendations: 0

Grade: 5 – very good

## Quality of management and leadership

### Findings from the inspection

The peripatetic manager was qualified and well experienced and provided an effective lead for staff. The manager considered that a strong and more cohesive team ethos was being established. This was considered particularly relevant to support continuity of care for the children, as in the main there was a different staff team in the morning and afternoon. There had been a focus on creating a shared vision for the service that sought and valued the views of all those involved. It was anticipated that this would lead to a quality provision that provided the best possible outcomes for children, based on shared professional knowledge, skills and good practice. A concise action plan incorporated into the staff meeting minute may also be beneficial for the purposes of evaluation.

Parents/carers were involved in the day to day life of the nursery and contributed towards improvement by sharing their views and ideas. Partnership working with families was valued and this had included the service's vision and aims, a parent forum and effective notice boards sharing relevant and visual information. We considered that a focus on the parent forum in terms of its aims, purpose and timing may result in better attendance. Parents spoke favourably about the service, the commitment of the staff towards the children, the individual approach and how they make a real difference. They felt involved in their child's progress and learning and particularly liked the videos on the electronic learning journal which were pertinent to their child.

Children were able to lead their learning, effective planning, observations and tracking which continued to be an area of ongoing evaluation with the implementation of planning in the moment. There was also recognition of the importance of reviewing the indoor and outdoor environments so that they were adapted to meet the children's level of involvement in their activity. We suggested that observations of practice, sharing/discussing methods of recording/monitoring such as planning in the moment and evaluating community visits would support a continuous approach to quality assurance. Collating the views of all those involved would also support depth and enable meaningful adjustments to be made that helped to sustain improvement.

## 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

The personal plan for the child should provide an accurate reflection of children's needs. Information should be well organised, include known strategies and action, with a clear process of review that takes place a minimum of six monthly.

**This is to ensure care and support is consistent with the Health and Social Care Standards which state that "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15).**

**This recommendation was made on 11 December 2018.**

#### Action taken on previous recommendation

The format and recording within the personal plan had been improved so that information better reflected children's needs and it had been reviewed a minimum of 6 monthly.

#### Recommendation 2

The manager should improve the practice of child protection so that the safety and wellbeing of the child is promoted through:

- a) a format of good quality recording that is sufficient, succinct and accurate that supports good sharing of information
- b) establish a consistent approach that is implemented by those with child protection responsibilities.
- c) chronologies are introduced and used as a tool to record sequence of events and patterns to help with analysis of a child's needs and decision making.

**This is to ensure care and support is consistent with the Health and Social Care Standards which state that "I am protected from harm, neglect, abuse and bullying and exploitation by people who have a clear understanding of their responsibilities" (HSCS 3.20).**

**This recommendation was made on 11 December 2018.**

## Action taken on previous recommendation

Clear procedures for child protection had been established to promote the safety and wellbeing of the children.

## Recommendation 3

Children should be supported to achieve their potential by an effective management that promotes leadership roles and is committed to providing on-going development and training of the staff team. This could be achieved through:

- a) the development of a central training plan that identifies individual and group learning needs that is effectively monitored
- b) an evaluation of training as to how it has improved outcomes for children
- c) assigned roles/responsibilities for staff, perhaps linked to staff knowledge/interests
- d) a focus on practice that is discussed and shared between all staff.

Useful resource:

The Scottish Social Services Council – Step into Leadership

**This is to ensure care and support is consistent with the Health and Social Care Standards which state that "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes" (HSCS 3.14) and "I am confident that people are encouraged to be innovative in the way they support and care for me" (HSCS 4.25).**

**This recommendation was made on 11 December 2018.**

## Action taken on previous recommendation

The manager provided both informal and formal support to staff so that individual and group training needs were being identified. Regular staff meetings had also been established.

## Recommendation 4

The provider and manager should establish effective and robust systems of self evaluation and improvement for the purposes of reflection and analysis, to make better provision for the children's wellbeing and learning.

Further guidance is available in the framework document: How good is our early learning and childcare

**This is to ensure care and support is consistent with the Health and Social Care Standards which state that "I am supported to give regular feedback on how I experience my care and support and the organisation uses learning from this to improve" (HSCS 4.8) and "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).**

**This recommendation was made on 11 December 2018.**

## Action taken on previous recommendation

The provider and manager had worked together so that a clear vision and plan for improvement had been developed.

## 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).

## Enforcement

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

## Inspection and grading history

Date	Type	Gradings	
1 Oct 2018	Announced (short notice)	Care and support	3 - Adequate
		Environment	4 - Good
		Staffing	3 - Adequate
		Management and leadership	2 - Weak
18 Nov 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
9 Nov 2012	Unannounced	Care and support	6 - Excellent
		Environment	6 - Excellent
		Staffing	6 - Excellent
		Management and leadership	6 - Excellent
10 Jun 2009	Announced (short notice)	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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