

## Wee Gems Livingston Ltd Day Care of Children

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Livingston  
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**Type of inspection:**  
Unannounced

**Completed on:**  
5 March 2020

**Service provided by:**  
Wee Gems Livingston Limited

**Service provider number:**  
SP2010011286

**Service no:**  
CS2010271420

## About the service

This service was registered with the Care Inspectorate on 1 April 2011.

Wee Gems Livingston Ltd provides a day care service for 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 an industrial area close to local shops, public transport and other amenities. Within the premises children have access to three playrooms with 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.

The service had recently developed their values which were: kindness, love, respect and self-confidence.

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

During the inspection, we spent time with the children present, most children were happy and enjoying their play. Children were keen to talk to us and told us:

"I like to play."

"I like drawing and I like to go outside."

"I play with my friend. I have made a house."

We sent out 30 care standards questionnaires to parents of children who attend the service. We received 11 completed questionnaires from parents before the inspection. We spoke with four more parents individually.

Most parents were happy with the care and support their child received in this service. They told us:

"My daughter loves going to nursery, her confidence in interacting with people outside had immediate family has increased noticeably."

"My child has been coming for a few years and always enjoys it. The staff are friendly and welcoming."

"The staff are great and always help if I have a concern or issue. They keep me informed of what activities they are planning to do."

"They do fun activities at special times, such as Christmas and Easter."

"I am kept fully informed of what activities my children are doing."

"I am very happy with Wee Gems and my children love coming here."

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at the improvement plan, which demonstrated priorities for development. Moving forward we suggested that improvement priorities should be linked to identified areas for improvement, for example, to improve staff and child interactions to support children's rights and emotional wellbeing.

## From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	3 - Adequate

## What the service does well

During the inspection we saw that most children were happy, enjoying their play and moved around the playroom and outdoors confidently. The outdoor area was identified as a key strength. The service had developed the garden, giving thought to the layout, resources used and the potential learning outcomes for children. Direct access to the outdoor area from some playrooms meant that children aged two to five years old had free access to outdoors. This promoted children's freedom of choice and their independence. Children benefited from outdoor risk benefit play opportunities, which were supported by staff. Similarly, an outdoor area for the younger children had recently been developed and provided space for exploring and developing skills, such as climbing, and an area had been created for planting and growing. This provided all children lots of opportunity for active play.

Staff demonstrated that they understood child protection and Getting It Right For Every Child (GIRFEC) principles. This was particularly evident within the baby room where staff were found to be nurturing, especially whilst giving personalised care. As a result, babies had developed trusting relationships with care givers. Throughout the service, staff identified children's individual learning needs and adapted experiences to suit the needs of children who required additional support. Working in partnership with other professionals, staff planned and reviewed strategies to support children to reach their full potential.

Transitions between playrooms were well thought out and tailored to each child's individual needs, this was done in consultation with parents. This ensured that there was continuity of children's care, safety and welfare needs as they moved from one playroom to another.

There had been a focus on developing floor books and recording of group experiences and outcomes for children. Children's ideas and thoughts were considered during the planning process and this was detailed in the floor books. Children were able to experience a variety of learning opportunities, stimulating their natural curiosity, learning and creativity, for example, exploring the nearby woodland. Similarly, we saw from the floor books that children were learning to appreciate different cultures and had recently celebrated Persian New Year.

The service had developed positive community links and made regular visits to the library, shops, woods and more recently to the local health centre to support the recent learning about people who help us. This provided diverse learning opportunities and encouraged children to feel part of the wider community. Visiting specialists supported the range of learning experiences offered. One example was the 'Caterpillar' music sessions, which involved the use of instruments, music, singing and puppets to develop creativity, imagination and confidence. Similarly, the children participated in charity based music and movement sessions called 'Mias Aim'. "Mias Aim" sessions were delivered by a parent and supported children to experience different types of dance and music, and develop movement skills.

Home learning links informed parents of current learning context. For the younger children, transition bears were used to support the importance of positive relationships between home and nursery. This enabled children to feel secure and comfortable in the environment.

Staff told us they felt valued and supported by management and that the nursery manager was approachable and supportive. We saw that the manager was committed to her job and her ambition to build capacity for improvement within the service was recognised.

## What the service could do better

The management team focused on creating the values of the service which were: kindness, love, respect and self-confidence. This was done in consultation with families and staff. Kindness and love had been introduced to the older children through planning to support them to develop an understanding of the benefits that these values have on wellbeing. However, these values were not yet embedded into daily practice. We observed some staff interactions which were not supportive of children's rights and emotional wellbeing. Examples included, "Put your tears away" and "You don't sleep now, you are going to the pre-school next month." There was a need to develop a culture where staff shared the responsibility for creating a positive and respectful ethos and have a shared understanding of children's rights. Staff could develop their understanding of the principles of the Health and Social Care Standards, for example, dignity and respect. This would support children to feel valued, respected and included. See requirement one.

There was scope to develop an understanding of the importance of nutrition in the early years. The service should look at their food provision to ensure that all children were offered nutritionally balanced snacks, meals and drinks. We signposted the management team to the best practice guidance 'Setting The Table'. It is vital that the food being offered is balanced and allows children to explore healthy options. See recommendation one.

We saw some lunchtime experiences where children's independence was supported, and staff engaged positively by sitting with them during lunch. However, this was not consistent throughout the service. We observed staff setting up the lunch area, while large numbers of children queued to wash their hands. Staff were task orientated and this resulted in a less positive experience, with children waiting unnecessarily. We suggested that if children had been more involved, for example setting the tables, this would have contributed to a calmer and more positive experience. Similarly, we suggested ways that would reduce the unnecessary waiting times that we observed. We advised that snacks and lunches should be rich social experiences, supporting children to develop social communication skills and appreciate food in a relaxed atmosphere. We signposted the management team to the best practice guidance 'Food Matters', which highlights examples of good practice from across the early learning and childcare sector. See recommendation two.

Children's learning journals could be more attractive and inviting for children and parents. For example, they could be improved by adding more photographs and samples of children's artwork and writing. This would encourage children to recall and reflect their previous learning. Similarly, the journals did not reflect the children's learning and progression and we advised that staff should focus on next steps to support this. We suggested that staff could better capture and support children's individual significant learning through effective use of observations. Next steps should inform future planning. This would support children to make progress at an appropriate pace and help staff to track individual progress more effectively. See recommendation three.

There was a need for children's personal records to be clearer and accurate to reflect the current needs of each child. We advised that these should be updated with parents every six months or sooner if there were significant changes.

Management shared with us that they intend to use the local authority personal plans, which would provide a clear system to ensure that children's current care, safety and wellbeing needs were met. See requirement two.

The manager spoke about plans to improve distributed leadership opportunities for staff and we suggested that all promoted staff should have clear roles and responsibilities. They could develop their leadership skills in order to support the manager to develop a robust self-evaluation system to improve the service. Similarly, we advised that identified improvement priorities should be evidenced based. For example, priorities should be identified through self-evaluation and from feedback given by children, parents and staff. Advice received from external partners, for example, the local authority and Care Inspectorate should be considered. This would ensure that improvement priorities focused on improving outcomes for children. See recommendation four.

It was evident that the senior management team were very committed and passionate about wanting to do the best for children and enthusiastically invested time, energy, money and support to staff. They were keen to take on board suggestions given, and support offered.

## Requirements

### Number of requirements: 2

1. The provider must ensure staff practice maintains the dignity and respect of children at all times. In order to achieve this, the provider must ensure that:

- staff will support children's emotional needs at all times
- children feel comforted and secure when using the service
- children are consistently treated with dignity and respect
- routines and areas of responsibility are reviewed, to allow staff to be less focussed on tasks and more involved in extending children's play and learning
- staff practice will ensure fairness at all times
- staff will develop their understanding of children's rights and the principles of the Health and Social Care Standards.

Timescale for meeting this requirement: 30 June 2020.

This is in order to comply with: The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 - SSI 210 Regulation 4(1)(a)(b) Welfare of Users. It is also to ensure that care and support is consistent with the Health and Social Care Standards which state "I experience people speaking and listening to me in a way that is courteous and respectful, with my care and support being the main focus of people's attention (HSCS 3.1)."

2. The provider must ensure that children's personal plans are reviewed and updated, with parents, in line with current legislation. In order to achieve this, the provider must ensure that:

- the personal plan is reviewed when requested to do so by the parent or when significant changes occur
- an effective system is put in place to review and update all personal plans at least once in every six month period.

Timescale for meeting this requirement: 17 May 2020.

This is in order to comply with: The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 - SSI 210 Regulation 5(2)(b)(c) Personal Plans. It is also to ensure that care and support is consistent with the Health and Social Care Standards which state "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)."

## Recommendations

**Number of recommendations: 4**

1. The provider must ensure that nutritionally balanced snacks, meals and drinks are provided at all times. This may include:

- staff developing an understanding of the best practice guidance "Setting The Table"
- children learning about healthy food and the importance of healthy eating
- children being supported involved in menu planning to support them to make good choices and develop healthy eating habits
- parents being supported to develop more understanding about the importance of nutrition in the early years.

This is to ensure care and support is consistent with the Health and Social Care Standards, which state that, "I can choose suitably presented and healthy meals and snacks, including fresh fruit and vegetables, and participate in menu planning (HSCS 1.33)."

2. The provider should ensure that snack and lunch time experiences are respectful and more tailored to children's rights. This may include:

- quality staff engagements throughout lunch and snack, with good use of positive role modelling to children
- staff should read the best practice document 'Food Matters' and develop their practice in relation to knowledge gained from this
- lunch time being a relaxed and socially enjoyable experience

- children's independence skills should be promoted
- children not having to experience unnecessary waiting times
- appropriate time and pace for a quality lunch experience.

This is to ensure care and support is consistent with the Health and Social Care Standards, which state that, "I can enjoy unhurried snack and meal times in as relaxed an atmosphere as possible (HSCS 1.35)."

3. The provider should support staff to identify individual learning needs, capture and record children's progress and achievements at key points and use this information to plan future learning. This may include:

- having a manageable system to identify children's next steps in learning
- staff receiving support and guidance to understand how to identify children's individual significant learning needs
- next steps in learning being used effectively to inform future planning, which would help children to progress at an appropriate pace and support staff to track individual progress more effectively
- parents given regular and up-to-date information on their child's progress and achievements
- staff could improve questioning skills to support children to lead their own learning and learn how to problem solve.

This is to ensure care and support is consistent with the Health and Social Care Standards. "I am supported to achieve my potential in education and employment if this is right for me (HSCS 1.27)."

4. The provider should continue to develop self-evaluation, quality assurance and monitoring systems in line with current legislation and best practice, to support the continuous improvement of the service. This may include:

- promoted staff having clear roles and responsibilities so they can develop their leadership skills, to support the manager to develop a robust self-evaluation system
- effective monitoring of staff practice and interactions to ensure positive outcomes for children
- staff involvement in self-evaluation
- priorities identified in the improvement plan reflecting areas for improvement as identified through feedback, self-evaluation and advice, and findings from this inspection.

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

## 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).

## 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 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.

**This recommendation was made on 31 January 2018.**

#### Action taken on previous recommendation

This recommendation was not met and has been taken forward as a recommendation in this report. During the inspection we observed a number of staff interactions with children, which did not support individual development, respect, confidence and inclusion in the nursery. Management must monitor and train staff to improve interactions so that staff can demonstrate deep understanding of the critical role they play in promoting children's development and learning. All staff should share the responsibility for creating a positive and respectful ethos and have a shared understanding of wellbeing.

## Inspection and grading history

Date	Type	Gradings
31 Jan 2018	Unannounced	Care and support Environment Staffing
		4 - Good Not assessed 4 - Good



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

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