

Park Drive Nursery Day Care of Children

Park Drive
Bannockburn
Stirling
FK7 0EH

Telephone: 01786 816 766

Type of inspection:
Unannounced

Completed on:
5 March 2021

Service provided by:
Stirling Council

Service provider number:
SP2003002689

Service no:
CS2003015600

About the service

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

Park Drive Nursery is a Stirling Council day care of children service situated in Bannockburn, Stirling. The nursery is open on weekdays and children may attend morning or afternoon sessions or for extended hours. It is registered to provide a care service to a maximum of 23 children aged from birth to under three years and 64 children aged from three years to not yet attending primary school. The building has access to St. Mary's School that it is joined to.

There is a 0-2 playroom, a nurture room and children aged two to five are cared for in a large open plan playroom. The youngest children have access to a separate area within the large rear garden. The older children can access the rear or front garden. The service is close to local amenities such as shops, library and bus service.

The aims of the service include:

- Nurture: Every child is considered unique and the care we provide values each child as an individual, enabling them to reach their full potential at a pace and in a way which is appropriate for them.
- Positivity: Their positive attitude ensures children access high quality, rich, stimulating experiences supported by enthusiastic, knowledgeable practitioners.
- Resilience: We view each child as capable encouraging children to challenge themselves and develop a growth mindset.
- Relationships: We pride ourselves on the connections we make with families and other professionals to ensure the best possible outcomes for our children.

A full statement of aims and objectives is available from the service on request.

We started the inspection of Park Drive Nursery with an unannounced visit on Friday 19 February 2021. We continued the inspection virtually and concluded the inspection by giving feedback on Friday 05 March 2021.

This was a focussed inspection to evaluate how well children were being supported during the COVID-19 pandemic. We evaluated the service based on key areas that are vital to the support and wellbeing of children experiencing care during the pandemic. This inspection was carried out by one inspector.

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 of 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

We asked the manager to send an email with our details and some questions to parents, staff and other professionals to request parents' feedback. We received feedback from five parents and two professionals who work with the service regularly. Overall, parents were happy with the quality of care and support provided and the variety of experiences on offer to their children. There were some helpful suggestions which we shared with the service to help them to continue to work with parents and make positive changes. We were satisfied that the leadership team would take this work forward. We have included some comments below which represent parents' views:

'There has been significant improvement from Park Drive in the past year even with the changes to the drop off system and introduction of 'hubs' which I initially felt very nervous about. The staff will always go above and beyond to assist families during very challenging circumstances. We are always welcomed by a member of staff at the door now and staff ask how the child is, providing an opportunity for handover and we are given a brief update at the end of the session. I find it very valuable having that relationship with the staff now. The overall communication is better than ever. I think the staff have done well building and maintaining relationships with families during a time where physical contact has been drastically reduced. They have made good use of digital platforms like social media and learning journals to engage with families. They have went above and beyond to make our kids feel safe, secure and loved at nursery. I feel anything that could be improved is probably out with their control at the moment due to restrictions.'

'My child has found it hard with the start stop nature of COVID but loves going to nursery despite some challenges settling them back in. If I have had issues, I just bring them up with staff or call the nursery and it is dealt with. The leader is approachable and will call for a chat and genuinely cares about you and your child. They do email communications, but I feel some things are missed if you are not on Facebook. When they re-opened in August it seemed very noisy but that was possibly due to time off at home. They all take feedback well and adjust.'

'There has been amazing communication. We get information through the E-Journals, calls, emails and brief chats at the door. I've even had calls to let me know how my child has been during nursery. I have noticed the changes due to COVID-19 but they were communicated well in advance. They were kept with children they were friends with when they went into hubs. I feel my child is safe in nursery. Staff are approachable and they picked up my child's interest and planned some experiences. There has been a keyworker change and it was communicated well and my child can still see their keyworker. Before children came back the team dropped off a lovely poem and a goody bag of items to support children to come back. This was so thoughtful and I have been overwhelmed at the support received. There is plenty of outdoor play. They have been on big walks out for an hour and even sledging. When my child had to isolate the information was clear and prompt. My child loves the nurture room. They have all been really good and I cannot think of one thing I would improve.'

'My child really loves it and speaks fondly of their time there and I know they feel included and important when in the nursery. My child feels safe and knows where to go when they need help. I feel that the communication has been excellent from the nursery. Parents have received regular updates on the changing situation with COVID. We also were notified when my child's key worker left and were given details of the new key worker and new group so I was able to discuss this with my child before they returned. You feel welcome to phone any time with any concerns that you may have. My child has enjoyed the regular activities on Facebook, and particularly enjoyed the pasta counting game with paper cases and the dinosaur eggs in the freezer and it was lovely for her to see the different members of staff. Staff also posted a few videos for my child on her learning journal asking her some questions about the dinosaurs from the picture that I had posted. My child really enjoyed this and enjoyed finding out the answers for the staff as we played with the dinosaurs at home.'

'They regularly post any updates/newsletters and pictures on the private nursery Facebook page. This is handy if you miss emails and act as a reminder too. I really enjoy seeing pictures on the page showing what all the children have been learning. My child's keyworkers often post pictures and learning updates on their online journals too which are more personal than the Facebook updates.'

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care and support during the COVID-19 pandemic?	5 - Very Good
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Further details on the particular areas inspected are provided at the end of this report.

How good is our care and support during the COVID-19 pandemic?

5 - Very Good

Quality Indicator 5.1: Children's health and wellbeing are supported and safeguarded during COVID-19.

- Children are nurtured and supported throughout their changed experience in their early learning and childcare setting.
- Effective communication with families enables responsive care to support children through changing circumstances.

Staff were attentive and interacted well with children, supporting their play, and allowing them to explore. Interactions, play, and learning were very good because the team knew what motivated children. Sensitive interactions respected the children's feelings; staff were aware of the many changes the children had experienced due to COVID-19. Staff ensured children could seek comfort, find a quiet place, or relax outside in the fresh air. This supported their sense of wellbeing, calm and control over their time in the service. Respecting the children's emotions would help them to feel nurtured and understood.

Careful planning ensured that children benefitted from clear routines. For example, the team shared a video with families to demonstrate what they should do on their return, such as lining up outside on the brightly coloured dots. This promoted physical distancing and helped keep everyone safe. Positive work with families during lockdown and before the full return to the service helped to strengthen relationships, build trust, and respect children's feelings. For example, garden home visits, regular support calls, and giving children a goody bag with a poem about the exciting return to nursery.

The nurture room and other environmental developments significantly improved the experiences for all children. Those who previously struggled were now joining the larger group and exploring the big room on their own terms in a constructive way. The nurture room was a valued, safe, and quiet space where children could relax, seek comfort and explore soothing toys and equipment. Access to this room for children who needed it most had been considered by the team. This helped children to feel safe, secure, and understood. The larger room had access to two garden spaces. Children were free to choose where they spent their time. Access to a variety of play areas helped to increase space and fresh air helped to minimise the spread of COVID-19 through proper ventilation.

Staff spoke with all parents regularly to find out how children were coping during the pandemic. This enabled staff to carefully consider and plan appropriate support for children on their return to nursery. One example included changing a child's hub so they could be with a friend. This helped the child's confidence, enjoyment of nursery and made them feel secure. Effective information sharing meant any staff member could work with any child on their individual needs and learning interests. Staff supported children well despite different working patterns due to COVID-19 precautions. Staff knew children and their interests, and this impacted positively on children's experiences and developmental goals.

Quality Indicator 5.2: Infection prevention and control practices support a safe environment for children and staff.

- **Children are protected as staff take all necessary precautions to prevent the spread of infection.**

Infection, prevention and control measures were firmly in place. Children and staff were supported to stay healthy during the pandemic by following the COVID-19 policies, procedures, and risk-assessments, which were updated regularly. Practices which kept children and staff protected included mask wearing in communal areas by staff, cleaning, and physical distancing between adults.

Children had opportunities to play with friends and experience messy and creative play, despite COVID-19 procedures. The pictures in the environment and stories helped children to wash their hands properly as they captured their interest. It helped them to understand why this was needed. This supported effective following of the new routines and reduced the risk of COVID-19 transmission. We advised that staff should keep supervising this to ensure the technique and time is followed, as this is one of the best defences of cross-contamination.

All outdoor spaces were developed to ensure all children have access to a wide range of resources and experiences. Outdoor areas were specific to cohorts, avoiding shared spaces and resources, which minimised the risk of infection. Children were encouraged to play and learn outdoors for large parts of the day. This helped to ensure children were active and healthy while keeping everyone safe from COVID-19.

Staff had a sound understanding of what symptoms to look out for and what to do if they thought someone could have COVID-19. This helped to minimise the possibility of the virus spreading until a test could be taken. The team were confident in the steps to take following the person leaving the building to ensure the area was cleaned well. Separating a symptomatic person helped to keep as many people as safe and healthy as possible.

Staffing arrangements had been well thought out to reduce the chance of transmission. The environment was well set up and visibly clean and clutter free. The team had extra staff each day to help with the enhanced cleaning procedures during and between different cohorts of children attending. For example, cleaning the frequently touched points like door handles.

Staff following the rules helped to keep children safe and healthy. Before returning to work after the second lockdown the staff were included in updating the risk assessments and procedures. The manager sent staff a recording, walking them through the procedures to minimise the chance of transmission of the virus. This helped to ensure that all staff worked in a way that protected themselves and children from COVID-19.

Quality Indicator 5.3: Staffing arrangements are responsive to the changing needs of children during COVID-19.

- Staffing arrangements meet the needs of children and families.
- Staff are well supported and confident.

Interactions between staff and children had greatly improved. The team were clearer and more confident in how to support children; in particular, those with additional support needs. Staff used a calm approach to support children who struggled to share toys, offering suggestions to solve the problem. Time, reassurance, and respectful language supported the children's sense of wellbeing and self-esteem. In a time when children had experienced dramatic changes in their lives, this practice was important and welcomed.

Staff were listened to when they made suggestions about who should care for a specific child. Shifts were changed to meet one child's needs, which would ensure they felt nurtured by adults who understood them and could offer the right support at the right time. Wider changes were made after the first lockdown to ensure children were with known adults when they attended their hubs. The enthusiastic and responsible staff team knew it was their duty to help all children achieve their goals despite the restrictions caused by COVID-19.

Staff understood a balance needed to be struck between COVID-19 safe experiences and those that challenged children's thinking, learning and development. For example, one staff member was leading the 'play on pedals' scheme, to help children gain confidence, skills and balance on bikes, trikes and scooters. This encouraged confidence and helped the children to achieve new skills.

Staff spoke confidently about the COVID-19 procedures. They agreed they felt safe and secure at work. Children benefitted from the time taken to help staff build on their skills and knowledge in general, in working with other professionals and in COVID-19 safe practices. For example, staff attending 'team around the child' meetings. Having those who know the children best at meetings enabled problem solving, confidence, creative solutions and relevant information sharing to plan the way forward for individual children.

There was clear evidence of improved practice. As a result, children's experiences were greatly enhanced with well-planned and appropriate play opportunities. The team were well placed to continue their progress in applying child-centred, responsive play experiences.

Staff felt there was meaningful, responsive, helpful support and feedback from the management team. For example, one said, 'They are always very approachable, and available to provide advice and guidance on any queries I have had, or reassurance I may need. I feel confident and supported at all times, especially during COVID-19'. This well-balanced system of moderation has increased staff's understanding of expected outcomes, their confidence, and capabilities in delivering quality care to children, despite COVID-19.

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

Requirements

Requirement 1

The provider must ensure children remain safe, healthy and supported. Personal plan's must be updated at least once in every six months to ensure care and support meets children's changeable needs. Medication must be stored safely and all instructions, expiry dates and doctors' labels must be in place. In addition, adequate permissions must be sought to administer this medication in the service. Allergy and dietary information must be updated, and all staff must know the procedures in place. Care plan information and instructions should be followed in order to provide effective and consistent care. This is in order to maintain children's health, safety and wellbeing.

Timescale: By Friday 28 February 2020.

This is in order to comply with: The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, (SSI 2011/ 210: Regulation 4 (a) (Welfare of Users) of the Social Care and Social Work Improvement Scotland Regulations 2011. It is also to ensure that care and support is consistent with the Health and Social Care Standards, which state that, 'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

This requirement was made on 21 January 2020.

Action taken on previous requirement

Information held on children was stored and accessed easily by the team. Updates were planned and executed on time, despite COVID-19. The medical, allergy and dietary information was clear, accessible and updated as needed. The staff share any changes after drop off and then management updates where that information is held. Medical forms waiting for lockdown to end so these can be reviewed and signed by parents.

The care plans are in a large cupboard in the animal groups for children, easy to find. Staff agreed it is much easier and they all know what they are doing now. Care plans for additional needs were up on doors inside cupboard and recently updated. Each child's folder has been updated and is organised and easy to find information. Staff note observations of interest, for example transitions after lockdown. Staff all know what all children are working on as they are sharing information as a team more regularly, this shares responsibility too.

Met - within timescales

Requirement 2

The provider must ensure staff are supported to increase their skills and confidence in delivering positive practice, interactions and interventions. Abilities should be enhanced in identifying and meeting children's individual and changeable needs. Specifically, staff should consider how they interact with children to meet their emotional, wellbeing and additional needs including their stage of development. An increased knowledge and understanding in supporting those with additional support needs is required and will ensure all children experience positive outcomes and be supported to reach their potential.

Timescale: By Thursday 30 April 2020.

This is in order to comply with: The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, (SSI 2011/ 210: Regulation 4 (a) (Welfare of Users) of the Social Care and Social Work Improvement Scotland Regulations 2011. It is also to ensure that 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).

This requirement was made on 21 January 2020.

Action taken on previous requirement

Observations evidenced that staff interactions were better. Staff asked children what they could do to their group to get correct consistency. Positive approaches used and children concentrated for long periods of time. Some children get 1:1 support which is much more based on their needs. Children have more choices. Staff followed the children's lead. The Adult Child Interactions training and video reflections that staff have taken part in have had an impact on confidence and practice. Staff conversations and observations showed staff were aware of the times when to add value to play and when to step back. Staff now being regularly observed by the leadership team.

Met - within timescales

Requirement 3

The provider must develop quality assurance and leadership roles within the service to enhance outcomes for all children. Current best practice documents must be used to ensure all staff meet the health, safety, wellbeing and potential of each individual child.

Timescale: By 30 April 2020.

This is in order to comply with: The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, (SSI 2011/210: Regulation 4 (a) (Welfare of Users) of the Social Care and Social Work Improvement Scotland Regulations 2011. It is also 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 processes' (HSCS 4.19).

This requirement was made on 21 January 2020.

Action taken on previous requirement

The leadership team within nursery and school has been overhauled. All quality assurance processes have been re-established. The team was changed, and a bottom-up approach commenced. This has quickly set expectations and built on practice, reflection and improvements which everyone is a part of. The team are using realising the ambition, the Health and Social Care Standards (HSCS) and the Stirling quality learning framework to aid them in their work. The training opportunities for the team have exceeded greatly in the past year and staff have started to take on leadership roles and apply for further educational courses in ELC, such as their degree.

It is vital that the quality assurance, monitoring, feedback and leadership continues to a high standard. We will continue to evaluate this at future inspections; we are satisfied with progress so far.

Met - within timescales

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

The provider should ensure there is enough provision to meet all children's nutritional needs. Including substantial, balanced and nutritious options in enough quantity to maintain suggested portion sizes, and more, should a child require it. Daily independence and skills development opportunities should be available. Consideration should be given to the access to snack for predominantly outdoor learners.

This is to ensure care and support is consistent with the Health and Social Care Standards, which state 'My meals and snacks meet my cultural and dietary needs, beliefs and preferences' (HSCS 1.37).

This area for improvement was made on 21 January 2020.

Action taken since then

Processes were enhanced to ensure that every Tuesday there is a stock take and dates checked. Snack food is ordered in weekly based on the menu. Lunches during COVID have varied but children have received a substantial meal. We highlighted the school age nutritional guidance to ensure that school catering is in line with best practice. We were satisfied that children had enough good quality food and drink throughout the day. Canopy is up and this is being enhanced to arrange outdoor eating opportunities.

This area for improvement is met.

Previous area for improvement 2

The provider should develop child led planning approaches and increase the levels of challenge, independence and responsibility in their play experiences. Staff should explore the potential of each child in their care and gain a shared understanding of what they expect children to achieve. By making children's learning and progress visible for everyone, opportunities to share and re-visit learning will be increased and will support children to direct and extend their own development and achieve.

This is to ensure care and support is consistent with the Health and Social Care Standards, which state that 'I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential' (HSCS 1.6).

This area for improvement was made on 21 January 2020.

Action taken since then

Staff were able to verbalise the approaches to play and learning for children. The consistent approach made staff confident in the processes and what was expected of them. The clear use of the learning walls, observations, floor books and the E-Journals enabled the team to focus on child-led planning and play. Although it was not fully established yet or needed by all children there is a daily visual planner available if children wanted and daily check in for emotions.

During COVID lockdowns there is a two-weekly rota for staff so that there is a good break to avoid transmission. Known staff are with groups of children so if a keyworker is not there, staff are able to communicate, take observations, easily check up on what children need support with and plan to meet their needs. Progress was more visible and individual to each child. The children could access the floor books and see the learning wall and their input was visible too. This area for improvement is met and we will continue to follow up on this progress as future inspections.

Previous area for improvement 3

The provider should develop children's Personal Learning Journeys to show significant learning. A consistent approach to recording relevant and helpful information should be put in place. Children's progress and support needs should be clearly identified and planned for through observation, planning and assessment. Observations should be written in an evaluative way. This would help staff to meet children's individual needs, provide appropriate challenge and enable them to achieve their potential as well as help them to feel included, respected and responsible.

This is to ensure care and support is consistent with the Health and Social Care Standards, which state that 'My care and support meets my needs and is right for me' (HSCS 1.19).

This area for improvement was made on 21 January 2020.

Action taken since then

There is ongoing work on this. The leadership team now monitor these regularly and provide prompt feedback to the staff. Staff have received help and gained confidence about writing observations, identifying next steps and linking achievements to the learning and development criteria. More time is allocated to staff to work on these.

Impact meetings in September and January are held with the leadership team and this focuses on the children, their progress and any additional support that should be sourced. This gives management an overview of every child and supports keyworkers to consider each child as an individual. Online journals are being scrutinised termly.

Anyone staff identified as needing it gets 121 support. We viewed online journals and found that whilst there was more input and it had improved it was still apparent that there is a way to go to get this completely embedded in practice. This will help with consistency in quality including evaluative language and outcomes focussed language rather than descriptive. This area for improvement is met and we will continue to review the progress of this at future inspections.

Detailed evaluations

How good is our care and support during the COVID-19 pandemic?	5 - Very Good
5.1 Children's health and well being are supported and safeguarded during COVID-19	5 - Very Good
5.2 Infection prevention and control practices support a safe environment for children and staff	5 - Very Good
5.3 Staffing arrangements are responsive to the changing needs of children during COVID-19	5 - Very Good

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