

## Little Rookies Daycare Day Care of Children

Freuchie Cricket Club  
Muir Road  
Freuchie  
Cupar  
KY15 7HW

Telephone: 07393 779 688

**Type of inspection:**  
Unannounced

**Completed on:**  
26 August 2021

**Service provided by:**  
Little Rookies Limited

**Service provider number:**  
SP2019013269

**Service no:**  
CS2019373135

## About the service

This service registered with the Care Inspectorate on 26 September 2019.

Little Rookies Daycare is a privately owned provision of early learning and childcare. The service is registered to provide a service for a maximum of 30 children aged from two years up to end of primary school age at any one time.

The nursery is situated in Freuchie and is close to local amenities including parks and the local primary school. The service occupies two rooms in the cricket club in the village. The nursery have access to a large green space at the rear of the building and regularly visits other outdoor areas such as the Orchard.

The aims of the service include:

- to provide a safe, secure and clean environment with stimulating activities
- to be positive role models and promote social skills
- to encourage creativity and self-expression.

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

We carried out an unannounced inspection visit of Little Rookies Daycare on Monday 23 August 2021. The inspection was continued using virtual technology on Tuesday 24 August 2021 and feedback was given on Thursday 26 August 2021.

As part of this inspection, we took into consideration Key Question 5 - Operating an early learning and childcare setting (including out of school care and childminders) during Covid-19 with a specific focus on quality indicator 5.2: Infection prevention and control practices support a safe environment for children and staff. We will report on the overall performance of this indicator in Theme 1 Quality Care and Support.

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 spoke with children during the visit and observed their play both indoors and outdoors. Several children were comfortable approaching and speaking with us and made comments which are shown below.

- "I like coming here and love helping with the younger children".
- "I love going on adventures".
- "The ladies are good at everything. They fix things and give good cuddles. They are good at reading books and playing".

We spoke with four parents onsite during the visit and we asked the service to post our contact details on their social media sites to request parents feedback. Seven parents responded over email. Overall, parents were very happy with the quality of care and support provided to children. We have included some comments below which represent parents views.

- "Rookies have really helped to build up my child's confidence".
- "I find the staff so approachable, they know my child so well".
- "They (staff) are amazing with the kids and provide such a safe nurturing environment for the children to develop and grow".
- "The range of experiences the children receive here and the thought and care that goes into everything goes beyond our expectations by far".
- "My child has settled in so well after only ever being with family members before hand and this is down to the staff and their hard work and collaboration with our family".
- "Little Rookies is a fantastic place that has enabled our child to grow into a kind, respectful and inquisitive young child. Staff are very welcoming and have created a safe and nurturing environment. The last thing my child says every night before going to bed is 'Can I go to Rookies tomorrow?'. They absolutely love the staff".

## Self assessment

The self evaluation was not requested as part of this inspection. We reviewed the service's development plan as part of the inspection. The development plan gave examples of improvements in developing strategies to support with children's emotional wellbeing and increasing the use of floor books to evidence achievements. It clearly identified some key areas that the manager believed could be improved and showed how the service intended to do this.

## 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

The quality of care and support had a number of important strengths which had positive impacts on children's experiences and outcomes.

All staff knew children well and warm interactions between staff and children helped them to feel respected. Children were listened to and spoken to in a kind and respectful way which showed they were valued. We asked the service to use children's names when speaking to them, rather than using terms of endearment. We advised them to review the best practice document 'Gender equal play', to enhance the care and support given to children and ensure they are promoting gender equality in all aspects of the service.

The service recognised the importance of keeping in touch with children and families during lockdown and parents told us how much this was appreciated. Virtual groups were formed to share story reading and games. The manager completed mindfulness and yoga training during lockdown to support children's emotional wellbeing. They shared some techniques with parents to support children at home and have recently joined an external programme to continue to develop their awareness and promote self-regulation and resilience in children. These techniques and life skills will support children to develop better relationships and manage stress, which could promote their overall health and wellbeing. This was an element of very good practice.

Children recorded their experiences and plans for learning using mind maps and floor books. This encouraged children to think about their own learning and be involved in planning activities. This allowed staff to extend children's knowledge and understanding and plan experiences based on their interests.

The lunchtime routine was calm and unrushed. Individual preferences were taken into account and children were supported to be independent. They were often given the opportunity to be involved in preparation of foods at mealtimes and were involved in baking activities. Children were supported to develop their knowledge of food groups to support their understanding of a healthy balanced diet.

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children and staff. The processes in place included staff carrying out cleaning of high touch areas as part of their daily routines, and effective hand washing. To further control the risk of infection, physical distancing was maintained between adults in the service including parents at handover times.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

Grade: 4 - good

## Quality of environment

### Findings from the inspection

The quality of the environment had important strengths with some areas for improvement to enhance children's experiences.

The service operated from the cricket club which was used for private functions at weekends. This meant resources were stored away during the weekend. Careful thought had gone into developing the space for children to learn and develop self-help skills, such as low-level tables and suitable storage racks for their coats and bags. The environment was clean and well maintained. We discussed with the manager the importance of children being supported to clear and tidy areas before they go outside, to ensure areas are ready to be used on return to the service. This would further support children to respect their environment and allow for smooth transitions when returning from outdoor play.

In each of the two indoor areas, there were spaces for children to play in groups or alone. This meant children were able to choose when they wanted to spend time at a quieter activity or relax. Children had access to open ended resources which helped them explore their natural curiosity and creativity. The service should ensure these resources are available for children to freely access at all times throughout the day.

Some children did not have access to challenging or stimulating resources appropriate to their stage of development. This reduced children's engagement in play and learning. We discussed this with the manager and suggested staff observe children and what resources are engaging them to ensure the indoor environment is offering appropriate challenge for all children. The manager told us they had already started this process to ensure appropriate motivational resources and challenge was available for everyone. See recommendation one.

There was a focus on outdoor play and areas of the local community were accessed daily for walks and outings for children to explore, learn and have fun. This supported children's confidence and awareness of their community. Children were supported to take risks and explore the natural environment in a safe and supported way.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 1

1. In order to ensure children enjoy appropriate, stimulating and challenging play experiences, the provider must ensure sufficient and suitable resources are available. These should support meaningful play, engagement and learning of all children relevant to their stage of development.

This is to ensure care and support is consistent with the Health and Social Care Standards, which state that, "As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity." (HSCS 2.27).

**Grade:** 4 - good

## Quality of staffing

## Findings from the inspection

Staff had a positive impact on children's experiences and outcomes. Some improvements could enhance children's wellbeing and ensure consistent outcomes are achieved by all.

Staff interactions with children were caring and nurturing. This supported them to feel valued and welcomed. Staff were flexible and supported each other to work as a team to benefit children and provide continuity of care.

Busier parts of the day, such as mealtimes and departure times, were organised well to support needs of individual children. Staff worked well together to carry out additional tasks without impacting on the care and attention given to children. This supported them to experience a calm and settled routine during the day.

Most best practice recruitment approaches had been followed to ensure the right people with the right skills and values were recruited into the service. We suggested the service review their recruitment policy using best practice document 'Safer Recruitment through Better Recruitment' to ensure all key elements of the process were followed, including obtaining a minimum of two references. See recommendation one.

All staff were registered with the appropriate professional body, and they understood the responsibility of their registration. Staff were keen to commence training required to meet the conditions of the Scottish Social Services Council registration. They were confident when speaking about the children and how they planned to support their learning and development, but they were less confident when asked how best practice documents would support this, such as 'Realising the Ambition'. We discussed with the manager how increased awareness of current best practice documents would support the development of the service and impact positively when reflecting with the staff on their practice. This would support the service to provide care and experiences for children based on the latest guidance and research.

The manager had developed an induction pack which contained staff policies. This supported the staff to understand their role and expectations. Service policies were adapted during the pandemic which supported staff to confidently adapt to a new way of working. This promoted children's health and wellbeing by implementing ways to reduce the risk of the spread of infection.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 1

1. In order to ensure that children are safe and protected from harm, the provider must take account of relevant legislation and guidance including the document, 'Safer Recruitment through Better Recruitment' and ensure that safe and effective recruitment checks are carried out in line with current guidance.

This is in order to ensure that care and support is consistent with the Health and Social Care Standards which state that "I am confident that people who support and care for me have been appropriately and safely recruited." (HSCS 4.24).

**Grade:** 4 - good

## Quality of management and leadership

### Findings from the inspection

The management and leadership in the service had a number of important strengths. There were some improvements required to ensure outcomes for all children were consistent and as positive as possible.

Staff told us they felt supported by each other and that the manager supported them both personally and professionally. They told us they would be comfortable in approaching them with any issues. This meant children received consistent care and support that was right for them as the team worked well together.

The open and welcoming ethos offered children and parents the opportunity to express their views and give feedback. Parents told us the service regularly asked for their views and were confident any suggestions would be addressed.

Development reviews were recorded for individual children and next steps were discussed with parents and children. Their involvement meant that they felt included and valued in the service.

To ensure all children receive appropriate support, the manager should develop their awareness of other agencies and their roles. For example, working relationships should be formed with health visitors and other educational teams, to ensure all children are supported to reach their full potential. By working in a coordinated way with other professionals, will allow the service to meet all children's needs by ensuring the right support is available and will enhance children's wellbeing.

The manager had an improvement plan in place with focused targets designed to support their improvement and outcomes for children. The targets reflected the changing needs of the service as a result of the pandemic, for example, focussed areas for increased outdoor play and emotional wellbeing. We discussed ways in which the Quality Framework for daycare of children and childminding settings, would support the evaluation of the work undertaken towards the improvements planned. The manager was keen to review this to support and enhance the evaluation process.

### 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

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

This service does not have any prior inspection history or grades.



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