

# Rosemount Little Rascals Limited

## Day Care of Children

12 Rosemount Road  
Arbroath  
DD11 2AU

Telephone: 01241 876 777

**Type of inspection:**  
Unannounced

**Completed on:**  
23 September 2021

**Service provided by:**  
Rosemount Little Rascals Limited

**Service provider number:**  
SP2007009109

**Service no:**  
CS2006138924

## About the service

This service registered with the Care Inspectorate on 23 May 2007.

Rosemount Little Rascals Limited is registered to provide a care service to a maximum of 41 children of an age not yet attending primary school, of whom no more than 15 may be aged under 2 years.

The nursery is situated in Arbroath and is close to local amenities including parks, shops, local hospital, and beach. The nursery comprises of 4 playrooms with toilets in each room, a kitchen, office, and fully enclosed outdoor play area.

The aims of the service include:

'To create a safe, happy and enabling environment where children thrive, learn and have fun.'

'To enable all children to learn and develop their skills to the best of their ability.'

'To promote self-discovery, exploration and curiosity towards learning.'

'To ensure good communication skills are in practice throughout the setting.'

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). 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 several children and observed all children during our visit. This provided us with a good insight into their play experiences both indoors and outdoors. The children were confident, happy, creative and were having fun during our visit.

Sixteen families shared feedback with us about the service. Parents told us that effective information sharing took place, the nursery was nurturing and welcoming and children took part in wide range of activities that were fun and great for learning.

Comments from parents included;

'My child loves attending nursery. They participate in a wide range of activities and the staff make learning fun. The staff are all kind and caring and genuinely love working with the children.'

'They have really outdone themselves with the back garden and the range of activities the children partake in.'

## Self assessment

The service had not been asked to complete a self-assessment in advance of this inspection. We looked at their improvement plan which was focusing on the holistic and emotional wellbeing of children.

## 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

Interactions between staff and children were warm, caring, and responsive. Children led their own play, and their interests were extended through responsive planning. Children were challenged and offered opportunities to problem solve, develop their imaginations and be creative through a wide range of resources and play experiences. For example, children tipped a variety of colours of glitter into a bowl, mixed it and began to ask questions about what colours they could make. Two children had a discussion; 'I've made a rainbow, what other colours can we make?' The child's voice was evident within the planning and on display walls to highlight their interests and learning. This resulted in confident children who were enabled to achieve during their play.

Lunchtime was a valuable social experience for children to develop their independence and life skills. Staff sat with the children and ate lunch with them while taking part in meaningful discussions and offering support and encouragement when required. Children's independence was supported by encouraging them to clear their own plates away, put waste food into a tub and to use the tongs to pick up pieces of fruit. Nutrition and healthy eating were a focus of the choices available to children each day.

To ensure children's needs could be fully met, personal plans were in place for every child. These plans were reviewed with parents at least six monthly to ensure all current information was held. Observations showed specific learning and future possibilities within the next steps of a child's learning. These next steps were tracked and linked to the Curriculum for Excellence. We discussed with management that the children would benefit from being involved in the creation of floorbooks to enable them to showcase their learning and achievements. Staff were due to take part in training on developing floorbooks.

To safeguard children and keep them safe from harm, staff had recently completed a refresher in child protection training. Chronologies were in place to record any concerns or significant conversations or events. Staff had a sound knowledge of how to take forward, report and record any signs of abuse.

To ensure effective sharing of information, the service used a variety of methods of contact. Verbal communications were carried out daily to provide families with a summary of their child's day in nursery. The private Facebook page was used regularly to share children's learning experiences and achievements and to keep families up to date with what was happening in nursery. The service shared questionnaires to gain feedback and comments from families about the nursery. This ensured that families were kept up to date with all current information relating to the service.

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children. For example, the children and staff washed hands effectively at all appropriate times, enhanced cleaning was in place and the service was well ventilated.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

## Quality of environment

### Findings from the inspection

The nursery environment was welcoming and inviting which supported children to feel safe, secure and have fun. Children could move freely between play experiences and resources and were observed to move toys between areas to extend their play. Each playroom offered nurturing and quiet areas for children to relax in, and the birth to two-year room had an adult cuddle chair which promoted nurture and attachment. Children were encouraged to express their emotions using a variety of resources within this safe and nurturing environment. For example, children used an emotions pom pom to share how they were feeling that morning in nursery. Children were also keen to discuss their previous learning by talking about their experiences and showing photographs shared by their families which were displayed on a learning wall. These opportunities encouraged the children to be confident and included and showcase their learning.

A wide range of toys, resources and play experiences including loose parts and open ended resources provided the children with opportunities for challenge and problem solving. Resources and activities were extended and adapted to meet the needs and interests of the children. For example, one area within the three-to-five-year room was changed during our visit to make and fly aeroplanes to develop the interest of a group of children. It would be beneficial for the service to review and develop their loose parts play resources to expand opportunities for further challenge, problem solving and development of imaginations.

The outdoor play area had recently been extended and now included outdoor classrooms to maximise learning opportunities. This outdoor area also included wheeled toys, a chute, trampette, tyres, mud kitchen and open-ended resources. It was highlighted to management during our visit that the development of loose parts within the outdoor area would enhance outcomes for children by offering further opportunities for exploration, problem solving and creativity. We also discussed that it would be beneficial for the daily garden risk assessment checklist to be consistently completed to minimise risks and keep children safe from harm.

Toilets and nappy changing facilities were provided within each playroom to meet the personal care needs of children. To ensure all children were offered privacy and dignity during personal care, we discussed with management, the layout of the nappy changing facilities within the three-to-five-year room.

### Requirements

**Number of requirements:** 0

### Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

## Quality of staffing

### Findings from the inspection

To continue to develop outcomes and experiences for children, the staff team were enthusiastic and motivated about their professional development. Staff shared information about recent training and how it had impacted on their practice within the nursery. A calendar for the year ahead highlighted a broad range of training opportunities to further support individual and team development needs. For example, staff had attended planning for learning, supporting our youngest learners and literacy rich environments training to support them to capture and extend children's interests and learning experiences.

To ensure children's needs were met, staff were flexible within their roles and communicated well with each other. Staff were warm and caring during their interactions with children and offered comfort when required. The nursery team were responsive to the needs of the children and interactions were at the child's pace and were not rushed.

Safer recruitment guidance was followed and adhered to. All required checks had been completed prior to a staff member starting work within the service. Staff shared that they had been well supported by management during their induction process and had regular monitoring meetings.

Monthly team meetings took place which provided the opportunity for the nursery team to reflect and evaluate practice, share information, and support ongoing improvement within the service. These opportunities supported quality assurance, professional development, and improved outcomes for children.

To enhance professional discussion and consistent practice within the service, peer monitoring took place. Staff practice which included interactions with children was monitored by peers and management. Feedback was shared verbally between staff members. We discussed with the management team that it would be beneficial to record these monitoring sessions to evidence and further support quality assurance and consistent staff practice within the service.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

## Quality of management and leadership

### Findings from the inspection

To support ongoing improvements within the service, the management team had implemented an improvement plan for the year ahead. The focus of this plan was children's emotional and holistic wellbeing. The plan was displayed in the nursery and had been shared with parents. It would be beneficial for the management team to empower staff members by supporting them to be responsible for and take forward tasks from within the plan.

To further develop ongoing quality assurance and improvement within the service, the manager regularly consulted with families to gain their feedback. Questionnaires were shared frequently with families who also had the opportunity to share comments and feedback on the private Facebook page. Regular monitoring and evaluation of approaches to practice took place along with reflection and audits. Action plans were then developed and taken forward. The service could also ensure that there were regular consultations with staff and children. This would ensure their voices were shared and actions were taken forward within their approach to quality assurance and improvement.

To keep up to date with current best practice and legislation, the manager received regular email updates from the Care Inspectorate and local authority. The manager shared these updates and documents by email with the staff team to ensure they had the appropriate current knowledge and skills. To further support and enhance outcomes and experiences for children, we suggested to the manager that the team could increase their knowledge of all current best practice documents. These can be accessed on the Care Inspectorate Hub.

The staff felt well supported by the management team and had regular supervision sessions with the manager as well as annual appraisal meetings. Staff were fully involved in their appraisal meetings and had the opportunity to reflect on their strengths, areas of expertise and areas for development prior to meeting with the manager. This supported consistent staff practice, professional development, and targeted training opportunities for the team.

## 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

### Requirement 1

In order to ensure children are protected from harm, the provider must ensure that all child protection concerns and chronologies are fully recorded and clearly show actions taken by 13 December 2019.

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

It is also necessary to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (Scottish Statutory Instruments 2011/210) Regulation 4(1)(a) - Welfare of users.

**This requirement was made on 13 December 2019.**

### Action taken on previous requirement

The service have created chronologies for all children. The chronologies record significant conversations with parents, significant observations of children and discussions with children that may highlight a concern. The chronologies show next steps and actions taken to support and protect the child and family.

**Met - within timescales**

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

### Previous recommendations

#### Recommendation 1

Children should have their needs clearly identified and reviewed regularly as part of their personal plan. The service should ensure that they review and update personal plans with parents and carers every six months, or sooner, to ensure they reflect children's current needs and interests.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) 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 13 December 2019.**

#### Action taken on previous recommendation

Children's plans are now reviewed at least six monthly or sooner if required. Review dates are clearly shown in each child's personal plan and reviews are audited monthly.

This recommendation has been met.

#### Recommendation 2

Children should experience high quality care and experiences which meet their needs. A training plan should be put in place for all staff based on national best practice guidance. Training needs should be identified and evaluated when complete. Staff training should have a positive impact on the experiences and outcomes for children.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) 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 recommendation was made on 13 December 2019.**

#### Action taken on previous recommendation

A training plan is now in place to support focused training opportunities for the staff team. The training is now being evaluated by the staff team to show the impact on their practice and professional development. Staff share training and knowledge and use their new skills to reflect on and review environments, resources and quality play experiences for children to meet each child's needs.

This recommendation has been met.

#### Recommendation 3

A robust and effective programme of quality assurance should be developed to ensure regular monitoring and self-evaluation is undertaken to improve outcomes for children.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which



state that "I benefit from a culture of continuous improvement, with an organisation having robust and transparent quality assurance processes" (HSCS 4.19).

This recommendation was made on 13 December 2019.

#### Action taken on previous recommendation

The service now have an effective programme of quality assurance in place which includes monthly audits of chronologies, medication, accidents and incidents, allergies and dietary requirements and personal plans. Regular monitoring of practice takes place. Families are now more involved in sharing feedback and suggestions to support ongoing improvement and quality assurance. Staff are involved in regular reflection and evaluations to support ongoing improvement.

This recommendation is met

## Complaints

Please see Care Inspectorate website ([www.careinspectorate.com](http://www.careinspectorate.com)) for details of complaints about the service which have been upheld.

## Enforcement

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

## Inspection and grading history

| Date        | Type        | Gradings   |
|-------------|-------------|--|
| 7 Nov 2019  | Unannounced | Care and support 3 - Adequate<br>Environment 4 - Good<br>Staffing 3 - Adequate<br>Management and leadership 3 - Adequate |
| 15 Jan 2019 | Unannounced | Care and support 4 - Good<br>Environment Not assessed<br>Staffing Not assessed<br>Management and leadership 4 - Good     |
| 8 Dec 2016  | Unannounced | Care and support 5 - Very good<br>Environment 4 - Good   |

| Date        | Type                     | Gradings                  |               |
|-------------|--------------------------|---------------------------|---------------|
|             |                          | Staffing                  | 5 - Very good |
|             |                          | Management and leadership | 5 - Very good |
| 3 Jun 2015  | Unannounced              | Care and support          | 4 - Good      |
|             |                          | Environment               | 3 - Adequate  |
|             |                          | Staffing                  | 4 - Good      |
|             |                          | Management and leadership | 4 - Good      |
| 22 Jul 2014 | Announced (short notice) | Care and support          | 4 - Good      |
|             |                          | Environment               | 4 - Good      |
|             |                          | Staffing                  | 4 - Good      |
|             |                          | Management and leadership | 4 - Good      |
| 8 Jan 2014  | Unannounced              | Care and support          | 3 - Adequate  |
|             |                          | Environment               | 3 - Adequate  |
|             |                          | Staffing                  | 4 - Good      |
|             |                          | Management and leadership | 3 - Adequate  |
| 17 Jun 2013 | Unannounced              | Care and support          | 2 - Weak      |
|             |                          | Environment               | 3 - Adequate  |
|             |                          | Staffing                  | 3 - Adequate  |
|             |                          | Management and leadership | 2 - Weak      |
| 26 Jul 2011 | Unannounced              | Care and support          | 4 - Good      |
|             |                          | Environment               | 4 - Good      |
|             |                          | Staffing                  | Not assessed  |
|             |                          | Management and leadership | Not assessed  |
| 22 Jul 2010 | Unannounced              | Care and support          | 4 - Good      |
|             |                          | Environment               | Not assessed  |
|             |                          | Staffing                  | Not assessed  |
|             |                          | Management and leadership | 4 - Good      |
| 21 Jul 2009 | Unannounced              | Care and support          | 4 - Good      |
|             |                          | Environment               | 4 - Good      |
|             |                          | Staffing                  | 4 - Good      |
|             |                          | Management and leadership | 4 - Good      |
| 22 Jul 2008 | Unannounced              | Care and support          | 3 - Adequate  |
|             |                          | Environment               | 3 - Adequate  |

| Date | Type | Gradings                  |              |
|------|------|---------------------------|--------------|
|      |      | Staffing                  | 3 - Adequate |
|      |      | Management and leadership | 3 - Adequate |

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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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