

Les Enfants Nursery (Inshes) Day Care of Children

Unit 8
Inshes Retail & Leisure Park
Sir Walter Scott Drive
Inverness
IV2 3TN

Telephone: 01463 714 666

Type of inspection:
Unannounced

Completed on:
26 August 2021

Service provided by:
Les Enfants Nurseries Ltd

Service provider number:
SP2006008117

Service no:
CS2008191381

About the service

Les Enfants Nursery (Inshes) registered as a day care of children's service with the Care Inspectorate on 1 April 2011.

Les Enfants Nursery (Inshes) is registered to provide a care service within the nursery to a maximum of 77 children not yet of an age to attend primary school at any one time of those 77 children no more than 21 children are aged 2 years; no more than 28 are aged 2 years to under 3 years and; more than 28 are aged 3 years to those not attending primary school.

In addition for a time limited period between 28 July 2021 to 18 August 2022 a further 24 children aged from 3 years to not yet attending primary school may be cared for in the room known as the 'Soft Play.'

The service is also registered to provide after school care to a maximum of 40 children within Kingsmill's Scout Hall, Walker Park Kingsmill's Road, Inverness, IV2 3LL.

The nursery is privately owned and works in partnership with The Highland Council to provide funded early learning and childcare.

Les Enfants Nursery (Inshes) vision statement is to create "a centre of excellence which values staff, children, parents, service users and the wider community."

We wrote this report following an unannounced inspection, carried out by two inspectors, which took place on 16 August 2021 and 23 August 2021. We gave feedback virtually to the provider, manager, service manager and local authority representatives on 26 August 2021.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve.

What people told us

We provided the service with an online questionnaire to share with parents and carers using the service. We received 26 responses. All of those who completed our questionnaire agreed or strongly agreed that they were happy with the quality of care and support their child received while in the service.

Some comments included:

"My two children started at the facility during the pandemic. This means I can't see inside etc the way I would have done previously. However, I find the nursery so helpful and friendly and so involved with the children's lives that this has not negatively impacted our experience at all."

"My son enjoys his time at Les Enfants and has come on a lot. I am very happy with the care the nursery provide they always give me a detailed report of his day at hand over."

"My child loves coming to nursery!"

"My child loves the nursery and loves the workers."

"The staff at Les Enfants are fantastic, they keep us updated every day and have been very helpful with our child's eating which wasn't great when he started nursery."

"I like that the team communicate effectively with parents, and nothing is never too much problems. Denise has been very helpful in providing guidance and support."

"The girls are lovely, and my daughter seems very happy there, she always goes in with a smile on her face when I drop her off in the morning!"

Children we spoke with during the inspection told us:

"I am making soup, fingers and waffles."

"Lions roar."

"I like to draw."

"It sticks to it because it's metal."

"I knocked this over with the cars."

"I have sun cream on."

"I had fish fingers, broccoli and potatoes."

Self assessment

The nursery had not been asked to complete a self-assessment in advance of the inspection. We reviewed the service's quality assurance systems and discussed the importance of these being developed and implemented to improve the experiences and outcomes for children attending the service. Further details can be found in the management and leadership section of the report.

From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	4 - Good
Quality of staffing	3 - Adequate
Quality of management and leadership	3 - Adequate

Quality of care and support

Findings from the inspection

We identified some strengths in this quality theme, but these were just outweighed by weaknesses. Therefore, the quality of care and support has been evaluated as adequate.

Children experienced warm, caring, and nurturing interactions from staff who supported their care needs. They offered comfort and cuddles when needed, which gave them reassurance. This supported children to feel safe and secure during their time at the service. There was a focus on ensuring children in the nursery had opportunities to lead their play experiences. Overall children were seen to be happy and enjoying their time with their friends.

Online communication with parents and carers using social media platforms helped to maintain positive relationships. This was highlighted as a strength by parents as this enabled them to feel informed and included.

Overall, staff knew most children's basic needs and were able to meet these. Personal plans were in place which supported staff with this. However, recorded information was not always used effectively by staff to ensure consistency and continuity in care routines. For example, suggested support strategies from parents were not always implemented. Staff lacked awareness on the effective use of chronologies. As a result, significant information and changes relating to children's wellbeing was not always recorded or acted on. **(See recommendation 1)**

Good arrangements were in place to support older children to sleep in a safe and comfy environment. However, some younger children were not supported to sleep comfortably as they were sleeping in buggies. This did not provide enough support or space for children to move whilst sleeping. Staff told us sleeping arrangements were in line with parents' preferences. However, we noted some parents had requested for their child to sleep in a cot and we saw them sleeping in a buggy.

At certain times of the day, we saw some children's privacy and dignity was compromised. For example, three children were taken at one time for intimate personal care. As well as compromising children's privacy and dignity this limited opportunities for high quality experiences and interactions.

We reviewed snack and mealtime opportunities. One room provided a relaxed nurturing experience which supported the needs of all children. However, this was not consistent, some mealtime experiences were disorganised and delivered in a task driven manner. This meant staff were sometimes distracted and not alert to what was going on. This resulted in missed opportunities to support children who required additional support during this time. There was also limited experiences to promote children's independence, language, and communication skills. **(See recommendation 2)**

Staff were supported by the management team to understand their roles and responsibilities to keep children safe and protected from harm. They could confidently tell us how they would respond if they had any child protection concerns.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. To ensure each child receives appropriate care and support and their needs are met the provider, manager and staff should ensure:

- a) personal plans, set out children's current needs and how they will be met.
- b) all staff are aware of and understand the information within the personal plans and use this to effectively meet each child's needs.
- c) chronologies are effectively used to record significant changes to children's wellbeing and to ensure children get the right support at the right time.

This is in order 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) and "My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected." (HSCS 1.23).

2. The provider and manager should review the lunch time experience to promote opportunities for developing language and communication skills as well as ensuring children receive the support they need.

This is in order to ensure that care and support is consistent with the Health and Social Care Standards, which state: "I can enjoy unhurried snack and mealtimes in as relaxed an atmosphere as possible." (HSCS 1.35) and "If I wish, I can share snacks and meals alongside other people using and working in the service if appropriate." (HSCS 1.36).

Grade: 3 - adequate

Quality of environment

Findings from the inspection

We identified some important strengths in this quality theme, with some areas for improvement. Therefore, the quality of environment has been evaluated as good.

There had been significant investment in the nursery building to ensure the environment reflected best practice guidance. The playrooms were decorated in neutral colours, which promoted a natural and calm environment. However, the toddler room had a clinical feel to it and lacked stimulation due to limited resources and cosy areas. We asked the service to review this and consider ways to develop opportunities for multi-sensory play experiences.

Despite challenges with the layout of the nursery building, children in the nursery were given opportunities to lead their play experiences. They were offered choice around where they wanted to play, with many choosing to play outdoors. This promoted active energetic play as well as providing access to fresh air. The weather on the day of inspection was hot. Appropriate sun safety procedures were followed to keep children safe and protected. Water was readily available to keep children hydrated. We saw children in the garden exploring, taking risks, and developing skills such as balance and coordination. However, there were limited play experiences to promote early language, literacy, and numeracy skills outdoors. In addition, the outdoor environment lacked cosy areas for children to rest. We asked the manager to further develop these areas.

Open ended, natural resources both indoors and outdoors enabled children to develop their skills in understanding, thinking, investigation and problem solving. However, some children would have benefitted from more support with accessing these resources. We asked the manager to support staff to recognise and respond to children's cues effectively by modelling and extending play experiences.

The Out of School Club operated from a shared building which was separate from the nursery. Children attending the after-school club benefited from play experiences that promoted teamwork and active play indoors. Older children did not have access to challenging or stimulating resources that were appropriate to their age and stage of development. This reduced children's engagement in play and learning. On the day of the inspection children were not given the opportunity to play outdoors which meant they didn't have access to fresh air or choice in their play experiences.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of staffing

Findings from the inspection

We identified some strengths in this quality theme, but these were just outweighed by weaknesses. Therefore, the quality of staffing has been evaluated as adequate.

Recruitment procedures for the service were effective and reflected best practice. As a result, children received care and support from staff who had been appropriately and safely recruited. New staff told us that they felt well supported in their role through effective induction procedures. There were robust processes in place for mentoring and supporting new staff. As a result, they were clear about their roles and responsibilities which supported children's experiences.

Staff were enthusiastic and committed to providing a positive experience for children in their care. They were warm and nurturing towards children who were given hugs and comfort when needed. This enabled children to feel valued and cared for.

Staff promoted children's choice however the layout of the nursery building made this difficult. Staff were not deployed effectively during some periods of the day. On a number of occasions staff were left alone in the playroom with large groups of children while other staff undertook routine tasks. This impacted negatively on children's safety, quality of experience and the interactions between staff and children. **(See recommendation 1)**

We saw that play and learning opportunities were not always being maximised to ensure children's individual development needs were effectively supported. A few staff did not show an understanding of how children's play could be extended when using open ended materials. This resulted in missed opportunities to support children's creativity and curiosity. Some staff would benefit from being supported to develop their skills and understanding around skilled interactions.

Children were not consistently supported to achieve their potential. Not all staff were skilled to undertake high quality observations and evaluations of children's progress and achievements were inconsistent. This resulted in missed opportunities to support children's progression. **(See recommendation 2)**

The management team were keen to support children to lead their own play and learning through more responsive and individualised planning. A new planning format had been introduced. Initial training had been delivered in planning in the moment which enabled staff to become familiar with the processes related to this. However, the level of knowledge was not evident across the whole staff team. They would benefit from continued guidance and support to embed this into practice. This would give them an improved understanding of how this approach can be used to support improvements to their interactions and experiences for individual children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. The provider and manager should ensure staff are effectively deployed to ensure there are sufficient staff available to meet children's needs.

This is in order to ensure that care and support is consistent with the Health and Social Care Standards, which state: "My needs are met by the right number of people". (HSCS 3.15) and "People have time to support and care for me and to speak with me." (HSCS 3.16).

2. To support children to progress and achieve to their full potential, the manager should ensure staff are supported to develop their skills and knowledge of child development and use this to identify and record significant observations and development opportunities.

This is in order to ensure that care and support is consistent with the Health and Social Care Standards, which state: "I am supported to achieve my potential in education and employment that is right for me." (HSCS 1.27) and "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional code of conduct." (HSCS 3.14).

Grade: 3 - adequate

Quality of management and leadership

Findings from the inspection

We identified some strengths in this quality theme, but these were just outweighed by weaknesses. Therefore, the quality of management and leadership has been evaluated as adequate.

The management team recognised the potential impact of Covid-19 on staff wellbeing. They provided informal opportunities for staff to discuss any stresses, anxieties or concerns they had. This meant staff felt supported in their role both personally and professionally.

The management team had ensured policy and procedures relating to Covid-19 were updated in line with national guidance. Arrangements were in place for communicating changes. As a result, staff were aware of why changes were made and were confident in implementing the required public health measures which help reduced the risk of transmission.

Team meetings and room meetings provided time for staff to come together and reflect. We found that these reflections were not always resulting in improved experiences for children as there was not a clear focus on quality of experiences and outcomes. We have asked the manager to review the format of meetings to support this. For example, through more effective reflection and evaluation of best practice, this will support them in identifying what they do well for children in their care and will highlight areas for development across the service.

The registered manager was responsible for two large day care of children services. As a result, there was insufficient time for the manager to effectively lead and manage the service. We asked the provider to review the management arrangements to ensure good, high-quality experiences for children. **(See recommendation 1)**

Effective quality assurance processes relating to Covid-19 practices had been developed and as a result good infection control procedures were embedded in the service. However, we identified gaps in the areas covered by the quality assurance systems. Inconsistencies in practice had not been identified and addressed. Some monitoring of staff practice had taken place however this was not robust enough to secure progression. The service improvement plan identified priority areas for development however it was not being used effectively to support improvement in the quality of the service for children and families. A clearer focus on children's play experiences, learning and the progress they are making will enable the service to make further improvements.

Effective support and supervision arrangements were not in place. Systems for providing feedback were informal. This did not ensure that individual staff were supported to identify their strengths and learning needs. As a result, training and development opportunities for staff did not always result in quality play experiences for children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. To ensure positive outcomes for the children using the service, the provider should ensure the manager has sufficient time allocated to undertake the role effectively.

This is in order to ensure that care and support is consistent with the Health and Social Care Standards, which state: "I use a service that is well led and managed." (HSCS 4.23).

Grade: 3 - adequate

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

It is recommended the provider and service manager revisits with staff regarding their knowledge and understanding of behaviour management guidance. This is to support a consistent response to managing challenging behaviour across the service.

This is in order to ensure that 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 recommendation was made on 17 September 2018.

Action taken on previous recommendation

We observed staff consistently supporting childrens behaviour and emotions.

This recommendation has been met.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at 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	
20 Jul 2018	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
22 Aug 2016	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
27 Nov 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
9 Aug 2010	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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