

## Dean Park Nursery Day Care of Children

56 Beansburn  
Kilmarnock  
KA3 1RN

Telephone: 01563 539 128

**Type of inspection:**  
Unannounced

**Completed on:**  
16 December 2021

**Service provided by:**  
Suzanne Hollywood trading as Dean  
Park Nursery

**Service provider number:**  
SP2005007523

**Service no:**  
CS2003037072

## About the service

Dean Park Nursery was registered with the Care Inspectorate on 01 April 2011.

The nursery is located in the town of Kilmarnock, in East Ayrshire, close to local amenities including shops, parks and green space areas. The accommodation used for childcare comprises three playrooms in the main building, a baby room in a separate building within the grounds, a kitchen and a secure outdoor play area.

This day care of children service is a private provider and is registered for a maximum of 45 places for children aged birth to primary school age. The nursery is managed by the owner/manager who has responsibility for the day-to-day running of the service and the work of the staff.

The service can provide both sessional and full day care, Monday - Friday from 7.30am to 6pm, all year.

The Nursery aims include:

- To provide a welcoming environment where the children feel safe, secure and relaxed;
- To care for the child's individual needs by providing a well-balanced curriculum;
- To provide a stimulating environment, encouraging children to develop to their full potential;
- To provide qualified staff to empower children, enabling them to develop new skills and enjoy new experiences.

This was an unannounced inspection which took place on 7 December 2021 between 09:30 and 14:30. Two inspectors carried out the inspection. We continued the inspection using virtual methods providing feedback virtually to the manager/provider and depute manager on 16 December 2021.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spoke with 15 people using the service and received online questionnaire responses from 24 of their friends and family members
- spoke with staff and management
- observed practice
- reviewed documents.

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 under quality of care and support.

## What people told us

There were 37 children present over the three playrooms during the inspection visit. Children were observed to be happy and settled confident in familiar routines. They engaged in purposeful play both indoors and outdoors.

Online questionnaire responses from parents/carers spoke highly of the service including the care their child received from staff commenting:

'They are fantastic and show genuine care and compassion'.

Families felt the service was well led and managed. One response stated:

'I think it is well managed because they have the children and family best interests at heart and everything do is to support the children and family'.

## Self assessment

The self-assessment was not requested prior to this inspection.

## From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

## What the service does well

Children had opportunity to lead their own play and learning, as a result we observed happy confident children engaged in play of their choice. We observed children exploring their environment with time and space to explore and be creative. Older children were developing literacy skills as they chose to write letter and cards for Christmas. Younger children had opportunity to develop early literacy as they joined in simple stories, songs and rhymes. All children benefitted from accessing daily outdoor play as they explored bubbles and played energetically.

Personal care plans were in place for each child and contained a range of information to meet children's health, welfare and safety needs including any health information and specific likes or dislikes. We reminded the manager to ensure any specific health needs should have a risk assessment included within their personal plan. Staff used their observations to plan next steps for children's development, setting agreed targets for learning alongside parents and if appropriate the child. Regular reviews meant staff had key information to ensure children's individual care needs were responded to. All parents who responded confirmed they had been involved in children's personal plans. Staff described how personal care routines were carried out. We asked the manager to reflect on the keyworker role for babies in relation to care routines, considering how this could improve the role of the key person.

Staff supported the children to self-regulate, understanding of their needs as they guided them to positive play. Interactions between staff and children were attuned to suit children's individual developmental stages to help children's learning. Close attachments existed between the staff and the children as they looked for cuddles and reassurance confident as staff responded appropriately. Children presented as being loved and having fun. Staff provided children with nurturing, compassionate and respectful care.

Although still in early stages, 'planning in the moment' approaches had been developed by staff. By understanding children's ideas and interests' staff were able to be responsive in how children's play and thinking could be extended. Staff were knowledgeable and sensitive in their judgements and timing knowing when to intervene and when to step back. Further reflection will support staff in developing this approach.

The manager has created a strong staff team who work well together sharing the same values and vision. This included having a culture of self-evaluation within the service using national guidance to reflect and consider what was working well and what could be improved on. Good use of plan-do- study- act model had been used to try out change ideas. This should be continued with consideration to staff in each of the playrooms taking a lead improvement role to share responsibility providing continuity.

A service improvement plan involving staff children and their families identified key areas for development. This linked to consultations with parents and staff. Children contributed to a wall display to give their views, confident in knowing their voices would be taken account of. The manager and staff encouraged family engagement recognising the benefits of working in partnership. Parents who responded to an online questionnaire confirmed this commenting:

'The nursery regularly send out surveys and provide opportunities for recommendations to be made for change. I have seen changes happen which may be a direct result of those surveys'.

'The nursery regularly send home challenge questions for parents to give feedback and often tell us in the newsletter what they have changed based on feedback given'.

Staff responses to online questionnaire confirmed management promoted a consultative and positive work environment commenting:

'My manager supports me by involving me in decisions. We are involved in any changes to how we plan children's learning. During staff meeting we are encouraged to say what we have been doing in our playroom and we are allowed to change things within the room such as home links and learning planning'.

This included supporting staff professional practice with ongoing opportunity to access training further developing skills and knowledge. Having a trained workforce is essential to support positive outcomes for children.

Professional development reviews had taken place identifying staff leadership roles including a literacy champion and outdoor champion. Regular peer monitoring and reflections on practice supported staff to reflect on what is working well. However this needs further development for maximum impact, with more focus being placed on the outcomes for children. By asking what is working well, what difference does this make to children and their families experiences, will provide more specific areas for development. The manager and staff are well placed to improve on this.

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children. For example children were supported to understand the need for good hand hygiene. Staff had accessed training specific to COVID-19 guidance. There are clear policies and procedures implemented to ensure consistent approaches across the setting. The provider had provided carbon dioxide (CO2) monitors for the accommodation to ensure ventilation was at a satisfactory level key to help prevent the spread of COVID-19.

## What the service could do better

We found lunchtime was not as relaxed as it could be for all children within the service. The older children experienced a lunchtime that was mainly task-oriented for staff. This resulted in a missed opportunity for children to experience a mealtime with staff role modelling, sitting at the table encouraging independence and chatting to children making lunch a sociable experience. We discussed this with management who had previously identified this as an improvement, agreeing to take action to enable this to happen.

We discussed with the manager/provider the changing area for children aged 2-3 years required to be improved. The manager/provider agreed this had been planned, however due to Covid-19 pandemic work had not been carried out. We signposted the provider to:

'Nappy changing facilities for early learning and childcare services' available at <https://hub.careinspectorate.com/media/1558/nappy-changing-guidance-for-early-years-and-childcare-services.pdf>, and Space to Grow design guidance available at <https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/space-to-grow>.

The manager/provider has agreed they will submit a notification of planned refurbishment to the Care Inspectorate confirming improvements have been made.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

## 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

There are no outstanding recommendations.

### Inspection and grading history

Date	Type	Gradings
10 Aug 2017	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing 5 - Very good Management and leadership Not assessed
10 Mar 2016	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
21 Mar 2014	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 5 - Very good Management and leadership 5 - Very good
9 Nov 2010	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing Not assessed Management and leadership Not assessed
3 Dec 2009	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing 5 - Very good Management and leadership Not assessed
3 Mar 2009	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 4 - Good

Date	Type	Gradings	
		Management and leadership	4 - Good

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