

## 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:**  
30 May 2022

**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.

## What people told us

We spoke with some of the children who were playing with their friends. We spoke to a few children and observed the others playing indoors and outdoors. Children were happy and relaxed and chatted comfortably with staff. One child was playing in the mud kitchen and told us they were 'making chocolate cake'.

We received feedback from four parents via email who told us that they were very happy with the overall service provided. All parents and carers found communication between them and the service to be very good. Some of the comments included:

'I feel my views are always taken into account in particular during informal chats with staff on pick up and drop off'. There are also regular feedback emails sent and forms. Denise and Claire are also very supportive and on hand if I need anything'

'All the staff I have met seem to genuinely care about my children, there have been many occasions where conversations have taken place to support and facilitate growth. An example being when I drop my baby off on a Monday I always give an update on what her progress in developmental terms for instance passing toys and saying ta - by the end of the week when I collect again the staff were giving examples of how my child had progressed with this through the week'

'My children love the friendly environment provided at Les Enfants. I feel confident my children are looked after by knowledgeable staff who always put the children first, they easily adapt to their needs and every day when I pick them up they are happy and full of stories about the activities they've been getting up to.'

'Staff are caring, nurturing and responsive to my child's needs. When my child first started nursery I got regular photos and messages, my child was upset for a few weeks due to new experience. Staff were very helpful and always willing to message updates. Now my child is settled we get regular feedback and my child enjoys going to nursery. She speaks about her day and enjoyment of activities. Staff are always welcoming and helpful'.

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance systems.

## From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	5 - Very Good
Quality of management and leadership	4 - Good

## Quality of care and support

### Findings from the inspection

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated the quality of care and support as very good.

The children were all happy and settled during their time in the nursery. They experienced warm, caring and nurturing interactions from staff who supported their care needs. Staff offered comfort and cuddles when needed, which gave children reassurance. This supported to children to feel safe, secure and included in the service.

Staff within each playroom were responsible for observing children play and documenting the learning while highlighting their achievements, progress and next steps. This supported staff when planning and providing high-quality learning experiences for children, enabling them to explore experiences that interest them.

We observed the children in all playrooms having lots of fun during the session. Children were engaged in their play and staff made very good use of their questioning and conversations with children to expand their learning. This experience helps children recognise and reproduce words which builds children's vocabulary and communication skills.

Children's personal plans and learning journals were very well organised and kept a detailed range of information about each child. We saw a lot of improvements and they contained the essential information to ensure staff met the individual needs of the children attending. This ensured there was consistency and continuity in care routines. Service also established positive links with parents and other professional to support the health and wellbeing need of the service. This supported strong partnerships and effective planning to meet children's needs.

Mealtimes were a positive and relaxed experience in all rooms of the nursery. The management team and staff had been working on improving lunchtimes as a key improvement area. They had introduced some positive changes to support children's different needs and levels of independence. The options for snack and lunch took account of current nutritional guidance as well as any allergies or dietary needs children attending may have. This was a relaxing part of the day and we saw the staff sitting with the children and

chatting to them to create a positive social experience. This helped the children to feel included and support speech and language development.

Staff understood 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. This contributed to keeping children safe.

Appropriate infection control procedures were in place to support a safe environment. For example, children washed their hands with warm running water and robust cleaning routines had been established with products that did not harm the natural environment.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

## Quality of environment

### Findings from the inspection

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore, we evaluated the quality of the environment as very good.

The nursery environment was inviting, open and welcoming. There was a calm atmosphere during the inspection visit. The playroom was decorated in a neutral colour with children's artwork displayed on the walls which promoted a natural environment. There was a suitable range of resources for both inside and outside play. The playroom was laid out with chairs and table for children to sit for snack/and do activities they wish to participate in. Pictures of the children's families were on the walls of some of the playrooms. This helped the children feel safe, secure and valued in the service.

There was a wide range of open-ended loose parts both indoors and outdoors to support children to be imaginative and creative. Each playroom had a range of real life and open ended resources and nice cosy areas for the children to relax in. There were lots of opportunities for children to develop their fine motor skills and to develop creativity and problem solving skills. The environment encouraged children to develop their curiosity and imagination.

Staff recognised the benefits of outdoor play and provided children with good opportunities to be outside. Children told us that they enjoyed playing outside which promoted physical energetic play to keep them active and healthy. We saw some nice interactions between staff and children, with staff responsive to the individual needs of each child. For example, children were doing a show on the stage outside in the garden where they were very engrossed in their play. This experience provided opportunities to promote literacy, imagination and creativity.

Children enjoyed some positive experiences to extend their learning, for example, through songs, and stories. This was clearly seen in the baby room. We saw a number staff members reading stories and singing songs while engaging positively with the children. All children were highly engaged in this activity which supported them to develop their numeracy, literacy and emotional skills. This experience contributed to children understanding the importance of recognising and reproducing words, which also builds children's vocabulary and communication skills.

We found that sleep routines were responsive to children's needs. Children that were able to self soothe went to sleep in cots and other children were comforted until they fell asleep with songs and white noise. Regular checks were made on sleeping children to ensure their safety.

### Requirements

**Number of requirements:** 0

### Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

## Quality of staffing

### Findings from the inspection

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore, we evaluated the quality of staffing as very good.

Staff were skilled in effective questioning, they empowered children to make their own choices and decisions, problem solve and extended their thinking. They engaged children in conversations which effectively encouraged them to regulate their emotions and express their wishes which contributed positively to their emotional wellbeing.

We saw many examples of this throughout the inspection, which demonstrated the service's approach to play and learning being child led. Very strong relationships had been formed between staff and children which positively supported their overall emotional and physical development.

We observed very good relationships between children and the staff. Staff knew children very well, they were sensitive to individual needs and supportive of emotional wellbeing. On the day of the inspection, a child who recently started in the service was upset and missing her mother. The staff member quickly reassured the child with lots of cuddles while singing lullabies to her. This supportive care helped the child to feel safe, included and valued in the service.

Regular team meetings allowed staff to come together and share practice issues while also identifying areas for development within the service. This helped them to keep up to date with important current information and be included in the evaluation of the service. This resulted in a staff team who had communicated well to ensure positive outcomes for all children.

Staff felt very supported by the management team. Staff inductions were undertaken to support new staff to settle into their role and become part of the staff team. As a result, they were clear about their roles and responsibilities which supported children's experiences. This contributed to trusting and respectful working relationships within the team.

Children benefitted from staff who were trained and registered with the relevant registered body. This meant all staff were aware of their professional codes of practice.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

## Quality of management and leadership

### Findings from the inspection

We made an evaluation of good for this theme, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children and young people's experiences.

Staff, families and children had been involved in promoting a shared vision for the setting. This supported effective team working to make well informed changes to practice which was leading to improved outcomes.

Positive working relationships had been established with other agencies. This ensured the service had information on how to support children with identified additional support needs. Regular communication and consultation meant plans were being routinely reviewed with parents and relevant agencies. This promoted inclusion and supported the children to feel safe and nurtured.

Quality assurance systems were of a good standard and supported improvements within the service. We suggested that the service now embed systems for quality assurance so this all feeds into improvements. This would support the service to make changes and improvements which would have the biggest positive impact on children's experiences and outcomes.

The management team had a clear focus on improving outcomes for children and their families. Self-evaluation process had allowed all staff to reflect on their practice and identify areas for improvement. There were some opportunities for the children at the OOSC to provide feedback and suggestions as to how the service could be further developed. This supported the children to feel included and respected.

Annual appraisals and supervision support meetings contributed to staff feeling valued. We found that these could be further developed to include effective and supportive feedback with identified actions. This would

support staff to reflect and improve on their practice, to be clearer on their responsibilities and accountable to their role.

The management team and staff all worked together to ensure a positive ethos within the service. They had a positive working relationship with the families and maintained very regular open communication through social media and verbal feedback at the end of the day. Parents seemed very happy about the service and commented that, "I feel my views are always taken into account in particular during informal chats with staff on pick up and drop off". We found that this promoted inclusion and allowed parents and carers the opportunity to speak to staff and see how their child's learning is developing through play.

## 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

### 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 children's behaviour and emotions.

This recommendation has been met.

## Recommendation 2

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).

**This recommendation was made on 15 October 2021.**

## Action taken on previous recommendation

Personal plans have now been updated. These contain the essential information to ensure staff met the individual needs of the children attending and ensured there was consistency and continuity in care routines.

## Recommendation 3

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).

**This recommendation was made on 15 October 2021.**

## Action taken on previous recommendation

Lunch times are now so relaxed and calming. This was a relaxing part of the day and we saw the staff sitting with the children and chatting to them to create a positive social experience. This helped the children to feel included and support speech and language development.



**Recommendation 4**

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).

**This recommendation was made on 15 October 2021.**

**Action taken on previous recommendation**

There has been some new staff, this recommendation has been met.

**Recommendation 5**

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).

**This recommendation was made on 15 October 2021.**

**Action taken on previous recommendation**

This has been met. We have seen some lovely interactions with some skilled and confident staff in the service.

**Recommendation 6**

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).

**This recommendation was made on 15 October 2021.**

**Action taken on previous recommendation**

The manager now has half time in this nursery and half the time in Les Enfants - Westhill. She finds this works well and has sufficient time to do her role.

## 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

Date	Type	Gradings	
26 Aug 2021	Unannounced	Care and support	3 - Adequate
		Environment	4 - Good
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate
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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