

# Campbeltown Nursery Centre

## Day Care of Children

Ralston Road  
Campbeltown  
PA28 6LE

Telephone: 01586 552 397

**Type of inspection:**  
Unannounced

**Completed on:**  
6 October 2022

**Service provided by:**  
Argyll and Bute Council

**Service provider number:**  
SP2003003373

**Service no:**  
CS2003014631

## About the service

The service was registered with the Care Inspectorate on 1 April 2002.

Campbeltown Nursery Centre is located in Campbeltown. The nursery has a large playroom with a smaller room off the main playroom and has a fully enclosed garden area. The service is provided by Argyll and Bute council. The service is registered to provide a daycare of children service to a maximum of 38 children at any one time:

- Of those 38 no more than 0 are aged under 2;
- No more than 0 are aged 2 to 3 years;
- No more than 32 are aged 3 to those not yet of primary school age.

From Monday 22 of February until Friday 20 March the service can:

- Provide a day care of children service to a maximum of 38 children at any one time;
- Of those 45 no more than 0 are aged under 2;
- No more than 0 are aged 2 to 3 years;
- No more than 45 are aged 3 to those not yet of primary school age.

Adult:child ratios will be:

- Under 2s - 1:3
- 2 to under 3s - 1:5
- 3 and over - 1:8 if the children attend more than 4 hours per day, or 1:10 if the children attend for less than 4 hours per day if all children are over 8 years 1:10.

Any other conditions unique to the service:

- The age range of the children will be from three years to those not yet attending primary school.
- Staffing ratios as stated in the National Care Standards - Early Education and Childcare up to the age of 16 (Appendix A) must be maintained at all times.
- A minimum of two adults must be present at all times. Staffing levels should be sufficient to meet the additional support needs of the children attending.

The registered manager is also the registered manager for Campbeltown Aqualibrium Early Learning and Childcare.

## About the inspection

This was an unannounced inspection which took place on Tuesday 4 October 2022 and Wednesday 5 October 2022. The inspection was carried out by two early learning and childcare inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the service registered.

In making our evaluations of the service we:

- spoke with and observed children using the service
- contacted families through email to gather their views

- spoke with staff and management
- observed practice and daily life
- reviewed documents.

## Key messages

- Children were happy and confident throughout the inspection.
- Children had some choice and were able to make decisions on where they wanted to play.
- Online profiles were providing a link with home.
- Staff engaged well in the inspection process and were open and honest during discussions.
- The outdoor space was in the process of being developed.
- We identified a number of infection prevention and control concerns.
- Where there is evidence of monitoring and evaluation being carried out, we were not seeing the impact of actions that were identified.

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	3 - Adequate
How good is our setting?	3 - Adequate
How good is our leadership?	3 - Adequate
How good is our staff team?	3 - Adequate

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

## 3 - Adequate

## 1.1 Nurturing care and support

We evaluated this key question as adequate, where the strengths just outweighed the weaknesses.

Children were happy and confident throughout the inspection and were able to approach staff if they needed help. Staff were warm and caring and were observed using some strategies to support children to have a positive experience.

Children enjoyed a hot nutritious lunch supported by staff, most children ate the lunch provided and staff were supporting the children who didn't want the hot lunch to try and taste and alternatives were provided for the children who didn't like what was on offer. Lunch time was a relaxing opportunity for children to chat and develop conversations and staff were supporting them with self-help skills, providing opportunities to develop independence and involving children in setting up and clearing away. We would encourage management and staff to continue to review the lunchtime experience with a view of giving children choice as to where to sit and also to focus on developing conversation of interest. This will encourage more meaningful conversations and develop further friendships and interest for the children.

Management had made links with outside agencies, gathering some information in relation to children's health welfare and safety needs, transitions were being supported through sharing information and attending child planning meetings, linking with children's prior nurseries and childminders. We discussed with management the importance of having conversations with other professionals prior to all children starting to support children with required needs to transition smoothly.

Personal plans were being developed from the information gathered in 'all about me' giving staff key information in relation to a child's family, likes, dislikes and interests. We were able to see how staff had used this particular information and how this was being used to take forward some children's learning based on their interest. We could not evidence this was consistent for all children. We found that staff were recording some information to support children's health, welfare and safety needs, however the formats that were in place require to be streamlined and consolidated with a focus on more detailed support strategies, next steps, and linked to progression pathways. (See Area for improvement 1).

Online profiles were providing a link with home, giving parents some information on children's experiences and time at the nursery, this could be developed further to include more detailed observations of learning and next steps Parents told us;

'We love the use of the online app for updates on our daughter, it's nice to see photos of her having fun at nursery'.

'I feel we receive adequate information about my child's time in nursery. This is communicated through the online app and we receive pictures and a paragraph of what they are working towards'.

There was potential risk to children as medication records were not in line with current best practice guidance we have asked this is reviewed and policies are updated in line with current best practice guidance 'Management of Medication in Daycare and Childminding Services'. Consideration should be given to the location and storage of medication to ensure staff have better access if medication is required to be given

quickly for example inhalers. Management should ensure that a copy of the medication form is also held with the medication and that clear signs and symptoms are detailed. (See Area for improvement 2).

Accidents and incidents were being recorded and shared with parents. Management should implement a monthly audit to track any reoccurring incidents or identify any areas of action.

## 1.3 - Play & Learning

Staff had developed some areas of interest to engage children's imagination and develop their language, literacy, numeracy and wellbeing for example, focused group time, block play, small world, home corner and mark making. This was further supported by a staff member who had experience in delivering music, rhyme and song, and the early stage's teacher.

Children had some choice and were able to make decisions on where they wanted to play. Children had free flow access to outdoors and were supported by staff. We found play and learning should be developed further inside and outside to include more opportunities to actively involve children in their play. Management and staff should look at creating an environment that inspires children's imagination with a focus on loose parts play, natural and open-ended resources. This would support and develop children's natural curiosity, sense of wonder and fun through promoting independence and offering challenge.

Planning approaches require to be developed to be more child centred and responsive to children's interests and life experiences. Staff were carrying out observation of children's learning however these need to be used more effectively to develop children's individual curiosity and creativity. To support children's play and learning staff should continue to develop their knowledge and understanding of child development, relevant theory and practice for example 'realising the ambition'. Staff now need to build as team on their experience and expertise to fully meet children's needs through high quality interactions. Staff would benefit from giving children opportunities to develop their play through their interests. Management should also continue to monitor staff interactions to ensure they are extending children's thinking and widening their skills. This will then support children in developing and leading on their play and learning. (See Area for improvement 2).

## Areas for improvement

1. To support children's health, welfare and safety needs the manager and staff should ensure information gathered for individualised personal plans are streamlined and consolidated with a focus on more detail to include but not be limited to identified support strategies, next steps, and linked to progression pathways. That plans are reviewed and updated at least every six months or before if required along with children and parents' views.

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).

2. To keep children safe and healthy, management should update recording formats, storage of medication, policy and guidance procedures for administration of medication in line with the current best practice guidance Management of Medication in Daycare and Childminding Services'.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

3. To support children's play and learning staff should;

- further develop their knowledge and understanding of child development, relevant theory and practice.
- continue to build as team on their experience and expertise to fully meet children's needs through high quality interactions, this includes but is not limited to; extending children's thinking and widening their skills to support them in developing their interests and leading on their play and learning.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me'. (HSCS 1.19)

## How good is our setting?

## 3 - Adequate

We evaluated this key question as adequate, where the strengths just outweighed the weaknesses.

### 2.2 Children experience high quality facilities.

We found the service was warm and welcoming, and well ventilated with natural light. There was a secure entry system in place which was monitored by staff. We could see that staff and management had worked on the visual environment providing a calm and natural space for children. The entrance provided information for parents for example the staff team, key worker groups, as well as some evidence of children's experiences.

There were cosy spaces indoors for children to rest and have time out if required. The quiet room was being used to support children who needed time away from the busy playroom, giving them opportunities to play within a more calming environment, which was supported by staff. Risk assessments were in place and reviewed for all areas accessed by children.

The outdoor space was in the process of being developed, the service had recently purchased a new storage shed which gave them further space to develop a woodwork area with the focus on children having opportunities to develop their skills in craft and woodwork. We identified the shelter outside was damp and would benefit from being sealed and developed further to create a more inviting space for children to play and enrich their learning. We also identified a blind spot in the garden, we recognise the service has put in place measures to mitigate the risk but would ask the provider to look at this further. (See Area for improvement 1).

Although staff demonstrated good practice in infection prevention and control. For example, they modelled good hand hygiene, children were regularly reminded to wash hands at appropriate times such as before and after eating which encouraged them to develop healthy habits. On the first day of inspection, we identified a number of infection prevention and control concerns in relation to the children's toilet and nappy changing areas. For example, the build up of residue from missing tops on taps, toilet seats stained due to cleaning products, and maintenance of extraction fan. The kitchen area also requires attention as exposed porous surfaces were unable to be cleaned for example the wooden gate, edges of units and seal along the floor. We would ask the provider to review and carryout appropriate maintenance. (See Area for improvement 2).

## Areas for improvement

1. To ensure children experience high quality facilities that are safe and secure and support children to play and rest in an environment that is inviting and enriches their learning the provider should review and undertake appropriate maintenance within the garden area.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'I experience an environment that is well looked after with clean, tidy and well- maintained premises, furnishings and equipment' (HSCS 5.22).

2. To ensure children's health and wellbeing are protected the provider should ensure appropriate maintenance is carried out in the children's toilet, nappy changing and kitchen area to minimise and prevent the spread of infection.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'I experience an environment that is well looked after with clean, tidy and well- maintained premises, furnishings and equipment' (HSCS 5.22).

## How good is our leadership?

### 3 - Adequate

We evaluated this key question as adequate, where the strengths just outweighed the weaknesses.

#### 3.1 Quality assurance and improvement are well led.

The service had clear, vision value and aims and were in the process of gathering the views of children and families to support learning through play as part of their improvement planning. Parents have regular opportunities at drop off and collection to speak with staff and management which we found was developing relationships and communication. Parents also had opportunities to feedback on children's experiences through an online application. The service had a Facebook page, but this had not been updated since July 2022. We would encourage management to update this platform regularly to support in sharing information with current and prospective parents and families.

We discussed staff changes that had occurred since the last inspection and the challenges the service had faced during covid-19 pandemic, and how this had impacted on their improvement journey. Management and staff were using weekly moderation meetings and monthly team meetings as an opportunity to discuss what was working well within the nursery and any areas they wanted to improve. Management had regular supervision session with staff identifying areas of development and support with practice.

Where there is evidence of monitoring and evaluation being carried out, we were not seeing the impact of actions that were identified. When management are monitoring the nursery environment and staff deployment, practice and engagement this requires to be more rigorous. Actions followed up promptly will support the overall delivery of the service, staff practice and better outcomes for children. (See Area for improvement 1).

## Areas for improvement

1. To support better outcome for children management should be more rigorous and act promptly on improvements identified following any monitoring or observations carried out. Management should develop and implement robust quality assurance systems with a focus on, monitoring the nursery environment, staff



deployment, practice and engagement.

This is to ensure that management and leadership is consistent with the Health and Social Care Standards that state, 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

## How good is our staff team?

## 3 - Adequate

We evaluated this key question as adequate, where the strengths just outweighed the weaknesses.

### 4.3 Staff deployment

Staff engaged well in the inspection process and were open and honest during discussions. The service was appropriately staffed to meet the needs of children which ensured that ratios were met across the service. Parents commented;

'Whenever I drop off and then collect my child, I always meet several members of staff within the nursery'.

'Our child's key worker, and their team, are incredibly supportive'.

'Staffing levels are good and some are well trained. The lead practitioner is supportive and approachable'.

'Our child's key worker chats with us regularly about how our little one is settling in'.

Inspectors had one to one discussions with five staff during the inspection as well as informal conversation in the rooms. Most staff felt supported by management and that the team had good communication and shared information well. Staff commented;

'We each have our own qualities which supports us as a team'.

'The team works well together as we all have different strengths and weaknesses'.

'We have good communication about the children and we are good at sharing information'.

Staff were safely recruited and were registered with Scottish social services council (SSSC) to protect children and keep them safe from harm and abuse. This approach ensured that children were valued, safe, and secure.

Staff were working flexibly across the service on a rota system to ensure appropriate staffing to cover staff tea breaks and staff lunches. However, we did identified gaps in staff deployment when supporting children during play and when children were being served lunch. Children were patient as they waited for lunch to be served but timings could be improved through extra support when serving lunch. Further consideration is needed when children are accessing outdoors, additional staff would have supported a smoother transition when children were putting on outdoor clothing and staff positioning outdoors requires reviewing. Staff would also benefit from coming down to children's level to either observe or support children in their play. This will enhance effective supervision and quality engagement. (See Area for improvement 1).

## Areas for improvement

1. To ensure positive outcomes for children during lunch and outdoor play management should monitor and review the deployment and positioning of staff with a focus on staff engagement and effective supervision.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My needs are met by the right number of people' (HSCS 3.15).

## 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).

## Detailed evaluations

How good is our care, play and learning?	3 - Adequate
1.1 Nurturing care and support	3 - Adequate
1.3 Play and learning	3 - Adequate
How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	3 - Adequate
4.3 Staff deployment	3 - Adequate

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