

Rainbow Family Centre

Day Care of Children

Oronsay Avenue
Port Glasgow
PA14 6DY

Type of inspection:
Unannounced

Completed on:
14 October 2022

Service provided by:
Inverclyde Council

Service provider number:
SP2003000212

Service no:
CS2003016250

About the service

Rainbow Family Centre is a day care service for children, provided by Inverclyde Council. The service is registered to provide a care service to a maximum of 157 children not yet attending primary school at any one time.

- of those 157 no more than six are aged under two years;
- no more than 15 are aged two years to under three years and;
- no more than 136 are aged three years to those not yet attending primary school full time.

Care is provided from an extended, purpose built single storey property, located within a residential area of Port Glasgow, Inverclyde. There are four playrooms which include a baby room, toddler room and two rooms for children aged three - five years. All children have access to secure outdoor play spaces.

About the inspection

This was an unannounced inspection which took place on Tuesday 11 October 2022 between 09:45 and 16:30, and Wednesday 12 October 2022 between 09:30 and 16:45. The inspection was carried out by two 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 last inspection. In making our evaluations of the service we:

- spoke with 10 people using the service and 29 of parent/carers
- spoke with 14 staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

Children received nurturing care and support from staff who knew them very well.
Staff worked effectively as a team to meet children's individual needs.

Partnerships with other agencies ensured that children received the right support at the right time.

Children of all ages and abilities were developing their curiosity, imagination and problem solving skills through high quality play experiences.

A culture of reflection and self-evaluation supported staff to plan improvements.

Cosy spaces should be developed to allow children to rest, engage in quieter activities and self-regulate their emotions.

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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

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

How good is our care, play and learning?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore, we evaluated this key question as very good.

1.1 Nurturing care and support.

Children experienced warm and nurturing care to support their wellbeing. They were cared for by kind and caring staff who knew them very well. Staff demonstrated a genuine interest when interacting with children, and they offered appropriate cuddles when needed to help children feel secure. Children told us that they enjoyed coming to nursery and playing with their friends.

Staff knew children very well. They had gathered lots of information about children which was contained in personal care plans. Staff worked closely with families to gather key information, and care plans were reviewed regularly to ensure they reflected children's individual preferences, likes and dislikes. Staff used information contained in care plans to promote consistency and continuity of care. Management agreed that next steps could be developed to clearly identify how children are being supported.

When children required extra support, this was planned in partnership with families and external professionals. Two visiting professionals spoke highly of their working relationship with the service and told us that staff were very attuned to children's needs. As a result, children were supported to reach their full potential.

Children enjoyed mealtimes that were relaxed and unhurried. Lunch areas were homely and welcoming, and some staff ate alongside children to ensure that they enjoyed a calm, sociable experience. Children were developing their independence by pouring their own drinks and clearing away their plates after lunch.

Babies were closely supervised while eating which helped keep them safe. They were supported by kind and caring staff who responded appropriately to their individual needs. Meals provided by the service were nutritious and met children's individual dietary requirements. Fresh drinking water was available throughout the session to keep children hydrated.

Children's wellbeing was supported through safe and sensitive sleep routines. Cosy, calm areas ensured that children could rest or sleep when needed, and staff were responsive to children's individual routines. Management and staff should continue with their plans to develop cosy spaces in the 3-5 Rainbow room that would allow children to relax and self-regulate their emotions.

Staff had a good understanding of children's health needs. Several staff were trained in first aid should children require medical assistance. Medication was stored securely, and permission had been sought to administer it.

One child's medication record held insufficient information to support staff in administering it safely. This was quickly rectified by management. They should continue to monitor medication procedures to ensure any gaps are quickly identified and addressed.

1.3 Play and learning.

Children were actively leading their play and learning. This was encouraged through a balance of spontaneous and planned, high quality experiences that promoted children's choice and independence.

Activities indoors and outdoors supported children to develop their curiosity, be creative, and build on their interests. Children had lots of fun painting, playing imaginatively, riding bicycles, and exploring puddles. One child told us, "I like to draw and colour" and another said, "I love the toys and I love to play dominoes".

Staff working with the youngest children recognised individual children's schemas and provided appropriate resources to support them. Schemas are repeated actions or behaviours that children display as they explore the world around them and try to find out how things work.

Planning approaches to play and learning were child centred. 'Provocations' (resources or activities that promote thoughts, creativity, and learning) were used to capture children's interests and support high quality play and learning experiences.

Staff had a good understanding of child development. They were skilled in knowing when to stand back and allow children to investigate and persevere at tasks, and they used effective questioning when needed to extend children's learning.

Children could access a wide range of resources that supported their development of language, literacy, and numeracy skills. For example, we saw children drawing, writing, weighing, and measuring. Staff carried out regular observations to track children's progress. Children were supported to reach their full potential through carefully planned activities and targeted intervention.

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore, we evaluated this key question as very good.

2.2 Children experience high quality facilities.

The main building contained a 0-2 room, 2-3 room, and the 'Rainbow room' for children aged three to five years. The building had been recently extended to add another 3-5 room, known as the 'Garden room'.

The nursery was furnished to a high standard. A well organised reception area showed photographs of staff so that parents and carers knew who was caring for their children. Key information about the nursery was displayed which gave a strong message to children and families that they matter.

Children were cared for in playrooms that were bright, welcoming, and homely. Child led displays ensured that they felt welcome and included in the nursery. Play spaces were well organised to meet children's needs, and children could make choices about where they wanted to play and what they wanted to do.

Children had access to a range of high-quality toys and resources to support their play and learning. We saw children bathing dolls, building obstacle courses, baking and reading in cosy areas. Natural, open-ended materials such as tyres, guttering, wooden blocks, and crates helped stimulate children's curiosity and develop their problem-solving skills.

Children's health and wellbeing was promoted through outdoor play experiences. Babies and toddlers enjoyed fresh air and play experiences in a small courtyard accessed directly from the playroom, and management shared their plans with us to develop additional outdoor play spaces.

A rich outdoor play area supported three- to five-year-old children to explore, investigate and enjoy physical activities. We saw children running, climbing, exploring mud and puddles, balancing and riding bicycles. An outdoor Hub gave children a quiet space to regulate their emotions. Staff had recently opened garden gates to allow children from both 3-5 rooms to play together. This allowed children to grow in confidence as they developed new friendships and explored wider areas.

Staff ensured that the environment was secure and safe for children. They worked well together to ensure that all children were accounted for, and to identify and remove risks for children, indoors and outdoors. Staff carried out spontaneous risk assessments and removed hazards when identified. We asked that staff develop more robust risk assessments for activities and resources that may increase risks during play, for example when working with real tools, and using larger play equipment.

Children were kept safe through robust infection prevention and control measures. For example, regular cleaning of the environment, and good hand washing procedures. Accident and incidents were appropriately recorded and shared with parents. Staff should ensure that parents sign all forms to acknowledge accidents and incidents.

How good is our leadership?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore, we evaluated this key question as very good.

3.1 Quality assurance and improvements are well led.

Children and their families benefited from a service that had a clear vision, values and aims which resulted in a positive, nurturing ethos. Management and staff were motivated and passionate about their roles, and they were committed to ensuring positive outcomes for children and families. Families told us:

"The nursery is extremely well managed, and all members of staff uphold an excellent standard of duty and care to the children. The management are very involved and are always seen to be involved with children" and,

"The staff and management are so welcoming. They know every child's name that walks in, and they are so friendly".

Families' views were actively sought to inform improvements within the service, for example through questionnaires and 'Twitter'. A family support worker organised events such as 'cooking on a budget' classes and 'Bookbug' sessions which encouraged parents into the service, and created a secure space for them to share their views. Management shared their plans with us to further develop consultation methods that would help reach a greater number of families.

Quality assurance, including self-evaluation and improvement plans, were in place and led to continuous improvement of service provision. For example, staff had developed outdoor learning, and there was an abundance of resources to support children's development in numeracy. Staff were actively involved in the

service's improvement plan, and they had undertaken leadership roles and training to support improvement.

Self-evaluation processes supported the service to deliver high quality care and support that reflected the needs of children and families. Regular room meetings provided opportunities for staff to discuss the needs of individual children, and In-service days allowed the whole staff team to reflect together and plan improvements.

The management team carried out informal observations of staff practice and the environment, to review and monitor aspects of the service. This helped identify what the service was doing well and what improvements could be made. We suggested improvements to the monitoring process that would help identify training needs and professional development for staff.

How good is our staff team?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore, we evaluated this key question as very good.

4.3 Staff deployment.

The service was appropriately staffed to meet children's needs. Children's attendance patterns and staff rotas had been carefully co-ordinated to minimise disruption to children's care. This contributed to children feeling safe and secure.

Staff redeployment was planned to support children's transitions and, as a result, staff moved rooms at the same time as children. Having a familiar adult supported children's emotional wellbeing as well as providing an opportunity for staff professional development.

Staff were happy to be at their work - they were enthusiastic and spoke positively about their roles. Staff worked well together to create a positive, welcoming environment for children and families. Parents spoke highly of staff and valued their relationships with them. Families told us:

"I think the nursery staff are a credit to Rainbow, they are always very friendly and helpful", and

"The level of information I receive from the nursery (staff) is amazing, they communicate with me very well about my child, even making a wee phone call to let me know things too".

Staff were flexible and supported each other to work as a team. They communicated well together, for example, if moving away from their area or leaving the playroom they alerted another staff member. This ensured staffing levels were maintained to supervise children, and staff were able to engage with children effectively to support their learning.

Staff took responsibility for their own professional development, and they embraced new opportunities to learn and embed this into their practice. Recently appointed staff told us that they had been supported by management and staff to settle into the team and learn about their roles. We suggested that new staff would benefit from a more formal induction programme and a mentor who could support them to build on their existing skills and knowledge. To support this, we signposted the service to "The early learning and childcare (ELC) national induction resource".

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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