

Bright Horizons Hamilton Early Learning and Childcare Day Care of Children

Hamilton International Business Park
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Blantyre
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Type of inspection:
Unannounced

Completed on:
16 November 2022

Service provided by:
Bright Horizons Family Solutions Ltd

Service provider number:
SP2003000319

Service no:
CS2017353772

About the service

Bright Horizons Hamilton Early Learning and Childcare is a day care service for children, provided by Bright Horizons Family Solutions Ltd. The service is registered to provide a care service to a maximum of 101 children at any one time aged from birth to those not attending primary school, of whom no more than 61 are aged under three years, of whom no more than 21 are aged under two years.

Care is provided from premises within the First Direct/HSBC banking building, located at Hamilton International Technology Park in Blantyre, South Lanarkshire. There are eight playrooms; each open directly onto enclosed outdoor play spaces. Children's toilets and changing areas are accessed from the playrooms. There is a cloakroom area, kitchen, laundry, two offices and a staff area.

About the inspection

This was an unannounced inspection which took place on Monday 14 November between 09:30 and 16:45, and Tuesday 15 November 2022 between 09:00 and 13:00. 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 eight people using the service
- gathered feedback via email from 18 families
- spoke with twelve staff and management
- observed practice and daily life
- reviewed documents.

Key messages

Children received nurturing care and support from staff who knew them very well.

Staff worked well with other agencies to ensure that children received the right level of support at the right time.

Children's health and wellbeing was promoted through regular opportunities to play outdoors.

A robust induction procedure supported new staff to understand their roles and responsibilities.

The leadership team should continue to develop how they involve children and families in quality assurance processes.

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?	4 - 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 offered them appropriate cuddles and support when needed. Children had developed positive friendships with their peers, and they told us that they enjoyed coming to nursery.

Children were cared for by staff who knew them very well. Detailed information was contained in children's personal care plans and staff could tell us about children's individual needs, likes and preferences. Staff worked closely with families to gather and share key information. Care plans were reviewed regularly, and staff used an online 'Family' app to share information about children's progress and learning. Management should continue to monitor personal plans to ensure they consistently reflect children's needs and how they will be supported.

Parents believed that staff knew their children well, and they felt well informed about children's progress. They made comments such as:

"I feel (staff) know my daughter extremely well, I feel relaxed leaving my daughter with the staff as they now know her wee personality and know what she likes and dislikes".

"It's clear they know (my child) really well. We set goals together in (my child's) learning journey book and if there was anything we want to work on".

When children required extra support, this was planned in partnership with families and external professionals. Staff demonstrated a good understanding of child development, and they were attuned to children's needs. When needed, they sought appropriate support for children at the earliest opportunity. As a result, children received the right support at the right time.

Children enjoyed mealtimes that were relaxed and unhurried. Staff sat with children and chatted with them, which ensured a positive social experience for children. An appropriate level of staff supervision was in place to promote children's safety and offer support when needed. Children had the opportunity to develop their independence by pouring their own drinks and serving their own meals.

Meals were provided by an external catering company in close consultation with management. We observed children enjoying the food that was offered to them. Management should now review menus to ensure a nutritional balance in line with good practice guidance, "Setting the table".

Staff had a good understanding of children's health needs. Several staff were trained in first aid should children require medical assistance. Medication was securely stored, and appropriate permissions were in place to administer medication.

1.3 Play & learning.

Children were leading their play and learning. This was encouraged through a balance of planned and spontaneous play experiences that reflected children's interests. Children were confident and made choices about leading their play. We saw them having fun and developing their confidence as they played imaginatively with hats and costumes, shared storybooks and explored building blocks.

Children were supported by staff who had a good understanding of child development, theory, and practice. They were skilled at standing back and allowing children to develop their thinking and problem-solving skills. For example, we saw children investigate size and motion as they tested which cars could fit through some tubing. During play, staff knew when to intervene to build on children's learning experiences.

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

Children had opportunities to develop their language, literacy, and numeracy skills. We heard children singing songs and rhymes, and they could access books in all areas of the nursery. One parent commented, "They (staff) have brought my daughter on so much, she's so confident, her speech is amazing". Numeracy was encouraged in a natural way, for example by counting cups and plates when preparing the table for lunch.

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.

Children were cared for in an environment that was secure, welcoming, and well maintained. There was plenty of natural light and ventilation to maintain children's comfort.

Playrooms were well organised to meet children's needs. Children could make choices about where they wanted to play and what they wanted to play with. Play spaces were planned to support children's interests and help develop their curiosity. We saw children investigating motion with balls, riding bicycles, and playing imaginatively in the mud kitchen. A wide range of open-ended, natural materials supported children to be creative and develop their imagination. One parent told us, "I feel the environment is a happy, fun, and safe place for my daughter. My daughter normally doesn't want to leave". Children's health and wellbeing was promoted through outdoor play experiences which could be accessed from every room.

Cosy spaces provided children with the opportunity to rest or sleep. We saw children independently accessing bed baskets which were situated in playrooms. This allowed them to regulate their own emotions.

Children benefitted from a range of measures to keep them safe, such as a secure entry system, secure outdoor play areas, as well as good communication between staff to ensure children were accounted for.

There were systems in place to monitor the maintenance and repair of equipment, and risk assessments had been carried out to identify hazards and put safety measures in place to minimise risks. Appropriate infection control procedures supported a safe environment for children and staff. This included regular cleaning and supporting children with good hygiene practices to minimise the risk of spreading infection.

Information about children was stored securely and safely managed. Management should now review their approach to the storage of personal data to ensure it is not held longer than necessary. To support this, they should refer to data protection regulation guidance (GDPR) set out by the Information Commissioner's Office: Principle (e): Storage limitation ICO.

How good is our leadership?

4 - Good

We evaluated this quality indicator as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

3.1 Quality assurance and improvements are well led.

Management and staff worked well together to create a culture of shared responsibility and continuous improvement. Clear leadership supported staff to deliver a shared vision, values and aims. Staff gave examples of when they were able to share ideas and their suggestions which were taken forward. Management and staff should continue with their plans to review the vision, values, and aims of the service to ensure they reflect the aspirations of children, families, partners and the wider community.

Regular communication with staff ensured that they felt involved in the service's improvement journey. For example, management attended daily huddle meetings with staff, where they encouraged staff to consider and plan for individual children who were attending the service that day. A shared 'floorbook' also gave staff the opportunity to share ideas for improvement and review the quality of the service.

Staff told us that they felt well supported by management and that they were visible and approachable. As a result, staff were happy to be at their work. Parents also found management were approachable, and made comments such as:

"They (management) always make time to have a chat when dropping or picking up my child".

"Management come to the door on a regular basis and have made it clear on communications that we can contact them at any time".

Regular monitoring by the senior leadership team provided opportunities for staff to receive feedback about their practice. Management could develop this further to ensure that monitoring links to improvements within the service.

The service had reflected on the impact of Covid and identified, within their improvement plan, that they needed to re-establish effective partnership with parents. While at the early stages of development, they had made some progress by providing an open day for parents, revamping their parents room, and introducing the 'Family' app to enhance communication. They should now develop how they involve parents and children in the self-evaluation and monitoring of the service in a way that leads to improved outcomes for children and families.

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.

Children were cared for by kind and caring staff who knew them well. They showed a genuine interest when children approached them. As a result, children experienced a warm, nurturing environment where they felt valued and secure. One parent told us, "The nursery staff are caring, genuinely interested in helping our little ones grow and learn, and really approachable".

Staff were appropriately deployed to meet children's needs. A generous staffing level, and effective use of the differing experience, knowledge and skills of the staff team, ensured that children's experiences across the whole day was positive, and that children were kept safe.

Staff communicated well with their colleagues, for example, when leaving the room. This ensured that children were effectively supervised and continued to experience quality engagement throughout the session.

Arrangements were in place to promote continuity of care across the day and to ensure good communication with families. Parents spoke positively about the relationships staff had built with them. One parent told us, "I think all the staff, even those in the other rooms, know my child well and by first name".

Staff worked well together as a team, and they valued the daily contact provided by the leadership team. A robust induction process supported newly appointed staff to meet children's needs. The induction programme, and allocation of a work 'buddy', helped them to settle into their role and become part of the staff team. As a result, staff were clear about their roles and responsibilities. This supported positive outcomes for children.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement**Previous area for improvement 1**

Staff should continue to develop and implement robust personal plans, and learning journals for children. They should ensure that, in consultation with parents children's individual needs, wishes and choices are recorded and that clear plans are in place to monitor how they plan for, record and report upon children's progress and development.

Health and Social Care Standards:

1.14 - 'My future care and support needs are anticipated as part of my assessment.'

1.15 - '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.'

This area for improvement was made on 27 February 2019.

Action taken since then

Personal care plans were in place for every child. They contained detailed information about how children were being supported. Care plans had been reviewed with parents within the required timescales. This area for improvement 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.

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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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