

Scallywags Children's Nursery Day Care of Children

Taymouth Terrace
Carnoustie
DD7 7JW

Telephone: 01241 856 777

Type of inspection:
Unannounced

Completed on:
31 January 2023

Service provided by:
Mitchell, Jacquie

Service provider number:
SP2005944388

Service no:
CS2006141199

About the service

Sallywags Children's Nursery provides a daycare of children service in Carnoustie. The service is registered to provide a care service to a maximum of 10 children aged from birth to 2 years and a maximum of 40 children aged between 2 and 5 years. Where the age range is mixed, the manager of the service must ensure that the appropriate staff:child ratios are being met at all times and that the space standards are being met at all times.

The service is located within a residential area of Carnoustie and is provided by Jacquie Mitchell. The service is close to the beach, local shops, cafes, parks and schools.

About the inspection

This was an unannounced inspection which took place on 30 January 2023 between 09:00 and 16:00 and 31 January 2023 between 09:00 and 12:45. Feedback was shared with the service on 31 January 2023. 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:

- observed practice and daily life
- spoke with management and the staff team
- reviewed documents
- spoke with all the children using the service and 17 of their family members

Key messages

- Children were leading their own play and were engaged in play for extended periods of time.
- Children had formed positive links within their local community.
- Families were being welcomed back into the service to attend stay and play sessions.
- Staff were skilled in the use of effective questioning to support and extend children's play and learning.
- The staff team knew the children well and warm and caring interactions took place.

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?	4 - 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.

Quality Indicator 1.1 Nurturing care and support

Interactions between staff and children were warm, kind and caring. Staff were responsive to the needs of the children and were respectful when asking children to come and have their nappies changed. Staff cuddled children and offered comfort when required. They sat at the child's level and took part in quality interactions and engagement. Positive attachments had been developed and parents confirmed that quality interactions took place and staff knew their children well. This provided a nurturing ethos and supported children to be confident and develop their independence.

Personal plans were in place for each child and these documents included all the relevant information to keep them in line with current guidance. Information was recorded regarding other professionals involved in a child's care, and strategies and next steps were clearly recorded in the plans. Chronologies were in place to record significant events in a child's life to ensure children's needs were met to a high standard. We discussed with the service that these plans should be clearly signed off by families to show that six monthly reviews have been completed. Parents confirmed their involvement in developing and reviewing these plans.

Children could rest or sleep throughout the day as well as after lunch. They had access to comforters from home and had blankets to provide a nurturing and cosy ethos. Children slept in cots or on flat beds and were supported to fall asleep using a nurturing approach. Staff maintained high levels of supervision of sleeping children to ensure their safety and wellbeing.

Nappy changing was carried out respectfully and interactions were nurturing throughout the whole experience. Staff used personal protective equipment (PPE) appropriately to minimise any possible risk of spread of infection.

Medication consent forms were completed in full for all medication held by the service. These forms were reviewed every term by staff and families. Medication was stored safely and securely and regular audits of long-term medication were completed. The medication policy and procedures adhered to current guidance and best practice.

Mealtimes were a valuable social experience for children. They were supported by staff as required, dependent on their age and stage of development. Children's independence and life skills were developed throughout these experiences through self-serving, pouring and clearing plates away. Staff sat with the children and ate lunch with them. They took part in high quality interactions and discussions together. Children made choices and engaged with their peers during these relaxed, social experiences. One parent commented 'To have a fabulous cook on-site, cooking homemade meals is a real asset.'

Quality Indicator 1.3 Play and Learning

Children were leading their own play within all areas of the playrooms. Children in the three to five room spent extended periods of time engaged in play within the construction area. An interest in visiting the North Pole had been meaningfully extended within the art and craft area. Children created a bus using a large cardboard box to take them on their trip. Staff in the two-year-old room had extended an interest in animals to create a farmyard. This had provided the opportunity for children to explore tactile resources and develop their language and communication through copying and imitating sounds. An interest in climbing had been supported in the under twos room which developed children's gross motor skills. Free flow to the outdoors provided further opportunities for children to develop and extend their play using a variety of high-quality resources.

Numeracy and literacy rich environments both indoors and out, supported the natural development of these skills throughout play experiences. Group times supported the development of letter recognition and children identified words that started with a specific letter. Younger children were encouraged to imitate and copy sounds and words to develop their language and communication. Counting was naturally incorporated into play within the baby room.

Responsive planning ensured that children's interests and experiences were developed and extended using a variety of resources and adult initiated activities. Children were skilfully supported to progress and achieve through appropriate interactions and effective questioning to develop critical thinking and extend their play. Planning was evaluated to share children's learning and development of curiosities, imaginations, and creativity. Observations were recorded for each child and highlighted specific learning and skills achieved. The child's voice was evident within these observations. Next steps within learning were recorded for children and were taken forward to support progression and achievement. Parents commented that their children's learning targets were shared with them through the Family App which supported home learning. Parents also communicated positively about viewing their children's photographs and observations on the App which shared learning and progression.

Children regularly visited the local beach in small groups to explore their environment. Trips to Monikie Park provided opportunities for children to assess risks during play within the natural woodland environment. The service visited a local care home and children had lunch with the residents which supported the development of intergenerational relationships. Children had also developed links with the local library and a local food donation charity. These valuable opportunities developed children's awareness of their local community. Parents confirmed that the children regularly accessed the local community and felt that this aspect of play and learning was 'brilliant.'

How good is our setting?

4 - Good

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

QI 2.2 Children experience high quality facilities

The setting was welcoming and inviting for children and families and was furnished using natural resources to provide a calm and nurturing environment. Furniture was appropriately sized to support the age and stage of development within each room. We discussed with management that some of the areas could be further developed to provide more nurturing and sensory cosy spaces. This would provide children with a more suitable space to relax or participate in quiet time experiences.

Most areas within each room were well resourced and supported children to extend their play and develop their imaginations, creativity, and critical thinking skills. Children were challenged and staff skilfully introduced further resources to extend play opportunities. A small number of areas which included a mark making area, would benefit from resources being replenished and provocations being appropriately provided to ensure inviting areas for children. This would ensure that all areas within the playrooms were used to their full potential.

The outdoor play area provided a range of spaces including a mud kitchen, sheltered areas, creative spaces and areas for planting and growing. A wide variety of loose parts offered opportunities to challenge children and encouraged them to be curious during their play. These well thought out spaces promoted and developed children's imaginations, creativity, and problem-solving skills.

Risk assessments were in place for all areas of the service including outings. These had all recently been reviewed to minimise any possible risks for children and staff. The risk assessment and procedures for the outdoor play area had been reviewed to ensure adequate security was always maintained. Additional measures had been developed which ensured robust protocols were in place for gates being secured and always kept closed. This supported safe practice particularly over busier periods of the day which included drop off and pickup times.

The setting was well ventilated to provide fresh air throughout the day. Infection prevention and control practices were robust, and staff and children washed hands when appropriate to minimise the risk of spread of infection.

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.

QI 3.1 Quality assurance and improvement are led well

The service had created a vision and values which reflected clear aims for the nursery. Children, families and staff had been consulted and were fully involved in the last review of the vision for the service. This ensured that children and families felt respected and were included in ongoing improvements within the service.

Families were now attending stay and play sessions again which provided a valuable opportunity for them to be involved in their child's play and learning. These sessions also provided opportunities for effective sharing of information between staff and families. Surveys and questionnaires were regularly shared with parents to encourage them to provide feedback, ideas and suggestions. Any actions that came from this feedback were taken forward, shared with parents and evaluated to show the impact on outcomes for children. A parent highlighted that 'the nursery does exceptionally well at communicating with parents, and also taking parent's advice on board through their regular communication and questionnaires.'

Consultations with children naturally took place throughout their play and learning experiences. Children were asked questions, they made choices and skilful observations by staff allowed interests to be supported and extended. Children were valued and included in ongoing changes and improvements to the service.

An improvement plan was in place for the service and staff were fully involved in taking forward the main priorities. A focus of the plan was redeveloping links within the local community. The plan highlighted progress that had been made throughout the year and it clearly showed the impact on outcomes for children and professional development. A quality assurance calendar supported the robust approach to quality assurance and ongoing improvement within the service.

Self-evaluation of the service was carried out through monitoring of staff practice and environments, peer supervision and the use of challenge questions. The monitoring of the environments and staff practice could be formalised to record feedback shared with staff members and any possible areas for future development. This would provide evidence of ongoing evaluation of the service and would show the ongoing development of play and learning experiences for children.

Policies and procedures were in place to provide safe practice within the service. These policies were written in line with current best practice and guidance. We reminded the service that all policies should be consistently reviewed annually to ensure they continued to adhere to current guidance.

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.

QI 4.3 Staff deployment

The service was well staffed throughout the day which ensured children's wellbeing needs were met. Children received continuity of care by a consistent staff team who were responsive to their needs and supported them through transitions. Consistent staff provided familiarity for parents during drop off and pick up times. This ensured that positive relationships with children and families had been developed and were maintained. A parent confirmed that 'the care and love the staff showed for these children had never faltered.'

Staff worked effectively as a team, were flexible and communicated well with each other which ensured positive interactions and engagements with children. Staff breaks were well managed and had no impact on outcomes or experiences for children.

Staff absences were managed well, and the service had a consistent member of relief staff who knew the children well and provided continuity for them. Contingency planning and policies were in place to support staff absence.

Staff felt well supported by management and were motivated and enthusiastic about taking on a range of training opportunities to support their professional development. Staff discussed their training and how it had impacted on their practice and outcomes for children. Management ensured that staff strengths, knowledge, experience and skills were considered during the effective deployment of staff.

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?	4 - Good
2.2 Children experience high quality facilities	4 - 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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