

# The Flying Start Nursery Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
7 March 2023

**Service provided by:**  
Dunham Nurseries Ltd

**Service provider number:**  
SP2007009247

**Service no:**  
CS2008169091

## About the service

The Flying Start nursery is a daycare of children service provided by Dunham Nurseries Ltd. It operates from a two storey building in the village of Sauchie, Clackmannanshire which is close to local amenities. Children have access to enclosed garden areas.

The service is registered;

To provide a care service to a maximum of 60 children not yet attending primary school at any one time of whom: no more than 10 are aged under 2 years; no more than 20 are aged 2 years to under 3 years and; no more than 30 are aged 3 years to those not yet attending primary school full time.

Adult:child ratios will be a minimum of:

Under 2 years - 1:3

2 - 3 years - 1:5

3 years to those not yet attending primary school - 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.

## About the inspection

This was an unannounced inspection which took place on Monday 06 March 2023 between 08:45 and 15:00 and Tuesday 07 March 2023 between 08:30 and 11:15. The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with 11 children using the service and four of their parents/carers.
- received 16 emails from parents/carers with their views.
- spoke with 11 staff and management
- observed practice and how children's routines were supported
- reviewed documents

## Key messages

- Children experienced being cared for in an inclusive and supportive way as a culture of respect was embedded in practice.
- Children could lead their play and participate in a range of stimulating activities.
- Communication was a key strength as it placed importance on developing meaningful relationships with families.
- Quality assurance had been well used to identify what the service does well and areas for improvement.
- The staff team work very well together to provide quality care for children.
- Partnership working with parents was embedded in practice.

## 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 evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

### Quality Indicator 1.1: Nurturing care and support

The positive ethos within the service meant that a culture of respect and inclusiveness was embedded. Children experienced positive interactions as staff interacted with them at their level. For example, in the younger age range, they were responsive to children's moods and non verbal communication. This meant that children's emotional wellbeing was sensitively managed as they were reassured and had 1:1 support when needed. We saw that children had developed nice friendships with each other. They had a sense of belonging, as they felt valued and were welcomed into the service.

Children experienced positive transitions when they started the service or moved rooms. Parents confirmed plans were individual for their children which supported them to manage change. Parents said "Cannot praise the nursery staff enough on how they supported us through the settling in period. I could see that a lot of thought was put into making it a comfortable experience for my daughter. She (child) was encouraged to bring a comforter etc. The staff took the time to find out what she liked so that they could help her to settle."

Effective communication with families meant partnership working with parents was well established throughout the nursery. This meant that the changing needs of children were regularly updated. Children benefitted from responsive care as staff adapted routines to meet their needs. Parents were reassured as they were confident that staff would contact them to let them know about anything that affected their child. Parents said "The communication from the rooms is brilliant, I get verbal, written and online communication after all sessions and any milestones are discussed and documented." And "I feel the level of communication is spot on. I'm never left wondering about anything and feel that all information is communicated in different ways- so I'm not likely to miss anything. There's also plenty of time given for things such as stay and play, dress up days etc."

Personal plans, chronologies and online journals contained information that was used effectively to support children. As the needs of children were shared with the staff team in each room, they experienced a consistent approach to their care. One parent told us "Staff stick to our agreed chronology for our son which was devised during the enrolment and settling process. This has been updated as time has gone on to include updated nap times and likes/dislikes to assist with attachment during drop offs etc."

Meal and snack times were mostly a positive experience for children. Children were encouraged to develop life skills as they served themselves. While staff supported younger children to learn routines and feed themselves, we saw that older children were more independent as they confidently choose their snack, spread toast and poured their drinks. They all enjoyed the social experience of meal and snack times as they chatted with staff and friends.

If children required medication, we confirmed there was an established system in place to manage this. This meant it was stored safely, appropriate information was recorded and regularly audited which ensured it was administered to children safely and at the right time.

Staff were clear about their responsibilities in respect of safeguarding children. They had completed refresher training in child protection and were confident about recognising and reporting any concerns they had.

### Quality Indicator 1.3: Play and learning

Children benefited from a well organised environment where a range of activities supported their learning and development. We saw that children use their imagination, curiosity and investigation. Staff used questions to support children to talk about their learning and used their ideas to develop their play. As a result we saw that children were busy and fully engaged in a wide variety of learning experiences, both indoors and outdoors.

Each room was organised and well maintained with age appropriate resources which encouraged children's choice. Staff were skilled at supporting play as they were down at children's level and focussed on what they were doing. This meant children's interests were responded to. For example in the baby room an interest in animals led to books being read, naming animals and play in the 'pet shop'. As a result, children's language development and communication was supported as they repeated words and had fun making animal noises. Praise and encouragement were well used to recognise children's achievements.

Children benefitted from staff who were responsive to their interests. Parents confirmed staff were pro-active as they supported children's learning. One parent told us "In recent months they have been on several outings relating to the interests of the room. For example, transport was a topic and they went on a train journey from Alloa to Stirling. They also visited the pet shop in Tillicoultry on the bus."

From planning records we saw how activities were evaluated to ensure they supported children's progress and used to determine 'next steps' in learning. This could be further developed if staff considered how individual children benefitted from activities. This would enable them to have more specific targets for children which would build on their learning. It would also be beneficial to have older planning information readily available so children could revisit their learning. One parent told us "I have been shown various floorbooks and planning that show my child and what she is learning."

The outdoors and community were well used to support and extend children's learning. For example, visits to the library and places of interest enabled children to have 'real life' experiences. We saw children lead their play in the garden as they had fun experimenting with water play and using their imagination. One child said "I'm putting out the fire."

## How good is our setting?

**5 - Very Good**

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

### Quality indicator 2.2 - Children experience high quality facilities.

A warm, welcoming and well organised environment had been created for families. Appropriate resources that suited children's development and learning were organised in each room. They were well presented and encouraged choice. Children could have quiet time to rest if they wanted to as cosy areas were available. Children had positive experiences as they influenced the pace of their day as staff listened to them and supported their choices.

Established procedures for maintenance were in place which meant any repairs were promptly addressed. A safe environment was promoted by the use of risk assessments and daily safety checks. Staff were familiar with current guidance and had implemented this to promote children's safety. For example, they developed a visual chart that enabled children to identify any hazards in the garden.

The spread of infection was minimised as the environment was well ventilated and regular cleaning took place. Staff ensured children to wash their hands at key times, such as before eating. We reminded staff that children should wash their hand when they come in from playing outside.

The outdoor environments offered children fully enclosed spaces to play. Freedom to run around and the use of large play equipment, supported children's physical development. The natural environment and availability of open ended resources enabled children to use their imagination in their play. As a result, they became confident in their abilities and achievements.

Staff were security conscious as they ensured they accounted for children throughout the day and when they went out into the community. A secure door entry system was in place, so staff knew when parents were in the building. We were satisfied that children's information was safely stored.

## How good is our leadership?

**5 - Very Good**

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

### **Quality Indicator 3.1: Quality assurance and improvement are led well.**

There was a clear focus on self-evaluation and quality assurance which had resulted in a shared vision for the development of the service. All staff were familiar with the priorities outlined in the improvement plan and were enthusiastic as they worked together to enable change.

A range of informal and formal opportunities were available for parents/carers to share their views about parts of the service. For example, when children moved rooms, parents gave feedback about their experience. Parents told us "One of the things I have been extremely impressed with is how even the smallest of details the staff remember and action. And "In the time I have been there the nursery manager has used a variety of strategies to gather parents views." And "There was a board in the hall where we could share our views about the service - what they done well or improve. Another time they had a clip board to ask what going well in each room." As a result parents felt there was effective partnership working as they were listened to.

Leadership roles had been developed and used well to monitor the work of the service. Observation and audits helped determine if systems were used effectively to support children. For example, evaluating accident information enabled staff to identify if any changes were needed to maintain a safe environment for children.

Staff contributed to the development within each room. Effective team work supported change to improve children's experiences. The effectiveness of quality assurance could be further developed if staff assessed the outcome for children, families and staff. For example, when Makaton was used, staff should record how it improved communication and inclusiveness for children. This will help identify progress made, if the aim

had been achieved or if continued development was needed. This will support reflective practice and enable continuous improvement as staff develop confidence in evaluation.

To ensure staff benefitted from professional development, and audit of their skills and knowledge had been undertaken. This would contribute to positive outcomes for children as staff would have meaningful learning opportunities that would lead to a well trained and competent team.

## How good is our staff team?

**5 - Very Good**

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

### Quality Indicator 4.3 - Staff deployment

Children benefitted from their nursery experience as there was a mix of staff skills and experience within the team, who were well deployed throughout the service. As they valued children's rights to play and have fun through quality interactions, they provided positive experiences for children across the day. One parent said "I also feel that the nursery manager knows my child well, despite being very busy and having so many children to get to know. She takes the time to get to know and interact with her (child)."

Staff changes had been well planned which meant newer staff started before the current keyworker left. This enabled information to be shared, relationships to be built and children's routines supported in a consistent way. As a result, new staff felt supported when they started the service, which meant they settled in well. They developed a shared ethos as staff provided positive role models. Staff told us "Building relationships is the most important thing when new staff start." And "We ensure they read children's information." Information was shared with parents and photographs displayed so they were familiar with staff employed in the service.

Children's benefitted from interactions that supported their play and routines as room supervisors ensured staff were deployed well. Effective communication between staff and their flexible approach meant they worked well together which ensured children in all rooms were supported throughout the day.

Staff were able to reflect on their practice through effective use of the national induction, team meetings and appraisals. These opportunities ensured they were responding to children's needs in a consistent way. As a result, children received high quality play and learning opportunities from a committed team.

## 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?	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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