

Carousel Child Care Day Care of Children

8 Merchiston Road
Bainsford
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Type of inspection:
Unannounced

Completed on:
8 February 2023

Service provided by:
Tracie Nelson trading as Carousel Child
Care

Service provider number:
SP2003003255

Service no:
CS2003041325

About the service

Carousel Childcare operates a service from two adjacent buildings in Bainsford, Falkirk. It provides care to children from birth to 12 years old. The service operates from four play spaces that include a baby room, two-year-old room, a three- five year old room and an out of school care provision.

Children have access to play spaces designated for their stage of development, large enclosed gardens, and covered outdoor spaces. The service is close to local amenities and can be reached by transport links.

About the inspection

This was an unannounced inspection which took place on Wednesday 8 February 2023 between 08:45 and 17:45. 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 children using the service and observed their play
- spoke with parents & carers and gathered their views by email
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced care from a staff team that knew their individual needs and routines.
- Staff felt supported by the management team and their wider team.
- Children had daily access to the garden to promote their health and wellbeing.
- Staff had built positive partnerships with other professionals.
- Children benefitted from a staff team that engaged in continuous professional learning.
- The service should review their systems for reporting maintenance issues of resources and facilities. This would ensure children benefit from a service that is safe and adhering to infection, prevention, and control guidance.

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?	4 - Good
How good is our setting?	3 - Adequate
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

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

How good is our care, play and learning?

4 - Good

We evaluated this key question as good where strengths supported positive outcomes for children.

Quality indicator 1.1-Nurturing care and support

Children experienced warm care and support from a team that knew their needs, routines, and preferences. Staff talked confidently about children in their keyworker group and how they were supporting their next steps in learning. Children described staff as friendly, kind and good at helping and parents felt staff genuinely cared for children.

Most children had detailed personal plans in place that were reviewed regularly. Parents had the opportunity to meet regularly with staff to discuss their child's progress and next steps to support their development. We identified personal plans for the out of school club had not been fully completed as the service had intended. We asked the service that this be reviewed to ensure a consistent approach to meeting all children's needs.

The service worked closely with other professionals. This meant that children received support and interventions in a timely manner that was right for them. Staff used strategies suggested to ensure children accessed the provision and were supported to communicate their needs. For example, staff used Makaton sign a long to promote communication.

Children benefitted from meals that were cooked on the premise and staff knew their health and dietary needs well. Children enjoyed eating in their playrooms with friends and they had some choice over where they chose to sit. For example, staff read the cues of a child who wanted to sit with the larger group. Staff accommodated this. As a result, the child enjoyed tasting foods with their peers. Some staff sat with children and engaged them in conversation. This supported social interactions and promoted healthy food habits. Some children had leadership roles that supported their mealtime routine. For example, they collected the lunches for the children sitting at their table. We encouraged the service to look at further opportunities to promote skills for life, so all children have the opportunity everyday to select and serve their food choices. One parent told us they would like to see improvements in the lunches. We shared this with the service. We signposted the service to look at the Food Matters guidance which can be accessed on the Care Inspectorate Hub.

The service had a system in place to review medication and care plans for children. We found that in most playrooms this was completed and reviewed consistently. We asked the service to ensure that all documents and medication stored adhered to their policy and there was a consistent approach across the setting. One parent told us they were confident that their child's health needs were fully met. They had the opportunity to meet monthly with the service to review health care plans.

Children had spaces to rest and relax in each playroom. Younger children slept in the sleep room, staff closely monitored them and followed their routine and parent's preferences. This meant that children's wellbeing was supported.

Quality indicator 1.3-Play and learning

Children led their own play for their session. They had access to resources that promoted their curiosity and imagination. For example, play spaces had a range of loose parts materials that allowed children to create their ideas.

Children developed an understanding about mixing materials as they made their own playdough, experimented with colour, and created their ideas. One child told us they had made a birthday cake and added red glitter to make it sparkly. Staff supported this interest by providing the additional materials children requested. As a result, children engaged in play for a sustained period.

Children's health and wellbeing was supported through daily opportunities to access the large outdoor space. The service had developed this space to include loose part play and sensory play materials. Children also had opportunities to develop gross and fine motor skills through climbing and mark making.

Children were supported to develop an appreciation for nature and their wider community. Staff had taken part in nature school training which focussed on engaging children in learning outdoors. Parents liked how children had access to outdoors in all weathers. This meant that they enjoyed learning about their environment and benefitted from being in nature.

Staff recorded observations of children's learning and achievements in their online journal and personal learning journal. Learning was also shared through the service social media platform. Parents told us they liked seeing what children had been learning about. This meant that parents felt included and could support their child's interests at home. We found that the information in some of the observations recorded did not fully reflect child's learning and development and encouraged the service to look at supporting staff in understanding and recording quality observations to evidence significant learning.

Planning for children's learning supported interests to be extended through resources available. For example, children had an interest in space. Staff had provided resources and books to extend this interest and evidence of children's voice was documented on the learning wall. This allowed children to re-visit their learning and provided an opportunity to share this with peers and parents.

How good is our setting?

3 - Adequate

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

Quality indicator 2.2 -Children experience high quality facilities

Play spaces benefitted from natural light and ventilation. Staff made use of the outdoors as they were mindful of the importance of fresh air and exercise for children's health and wellbeing.

Children benefitted from playrooms that provide space to explore and learn. All rooms had access to additional spaces that staff used to create cosy areas that promoted children's emotional wellbeing. For example, the baby room had access to a conservatory that had soft cushions. This provided children with space to relax and watch the effects of the weather on the trees outdoors.

Children accessed toilet facilities in each provision. Older children were encouraged to access the bathroom independently. We found that repair and maintenance of the toilets on the ground floor had not been reported to the management team and soft mats used for changing and rest in the baby room needed replaced. These posed a risk to children's health and safety. We asked the service to repair facilities, replace mats and review their system for reporting maintenance concerns to ensure they are effective in promoting children's health and wellbeing (See requirement 1). A few parents told us they would like to see improvements in the general upkeep and cleanliness in some areas. We shared this with the service who have carried out a full inspection of the facilities.

The service had detailed policies and risk assessments in place to support the operation of a busy service. These were reviewed regularly with the team to ensure they were supporting positive outcomes for children.

Requirements

1. By 31 August 2023, the provider must make proper provision for the health, welfare, and safety of children.

To achieve this, the provider, must, at a minimum:

- a) ensure the repair and safety of personal care facilities. This should include, but not limited to, toilet facilities, changing mats and soft matting that children access.
- b) ensure staff follow policy and procedures for reporting maintenance issues.
- c) ensure the quality assurance of cleaning procedures are implemented and regularly monitored, and that cleaning of areas, children's play spaces and resources are effective.

This is to comply with Regulation 4(1)(a) and (d) (Welfare of Users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment' (HSCS 5.24).

How good is our leadership?

4 - Good

We evaluated this key question as good where strengths supported positive outcomes for children.

Quality indicator 3.1 -Quality assurance and improvements are led well

The service was led by a manager and provider who worked well together. They supported the team, had systems in place to provide clear direction and had created a culture of genuine care and respect. As a result, staff were committed to providing children and families with positive experiences. Parents described the management team as "approachable, flexible in meeting their needs, and supportive". Staff told us they enjoyed working there, felt included and well supported. As a result, high staff morale impacted positively on most children's experiences.

Children, families, and staff experienced a welcoming, supportive ethos. The service had core values that were evident during our visit. These included, partnership working, teamwork and respect. This meant that staff worked in partnership with parents to ensure children received the care and support that met their needs.

We saw examples of parents and staff being consulted to gather their views through questionnaires. We would like to see this extended to consulting children to gather their views and use this information to support their improvement plan. This would ensure the service provided met children's needs, wishes, and choices.

Some staff had taken on leadership roles. This included a garden committee and family learning group. Family learning was at the early stages and parents suggested they would like cooking sessions with children. We shared this with the service. They agreed to look at this as part of their family engagement programme.

The service had engaged in self-evaluation of their play spaces. Their evidence detailed strengths and areas for improvement. For example, they had identified that numeracy and literacy resources were needed in the outdoors and mark making resources for their home corner. They should now revisit this to ensure areas for improvement have been made and how this has impacted positively on experiences for children.

How good is our staff team?

4 - Good

We evaluated this key question as good where strengths supported positive outcomes for children.

Quality indicator 4.3 -Staff deployment

Most children benefitted from higher staffing levels in the service to support their needs and interests. Staffing levels within the out of school club were not always responsive to children's needs. This meant that at times some children did not receive support to develop their interests. Children and parents told us they felt there could be more opportunities for fun and play if there were more staff. This would support a nurturing and calm environment. We encouraged the service to look at staff deployment across the whole setting to ensure a consistent approach to supporting children at a pace that is right for them.

Some teams worked effectively together to meet children's needs. For example, they communicated well when a task took them out of the room. This meant that children were always supervised, and staff knew where their colleagues were at all times. We encouraged the service to look at how this can be replicated across all rooms. This would ensure all children have opportunities for high quality engagement and interaction and promote continuity of care across the whole day.

Children benefitted from a transition programme that was tailored to their individual needs. For example, staff visited children in their familiar play space, taking time to build positive relationships. Parents felt this process was well managed to meet their child's needs. This meant that the service recognised and valued children as individuals.

Staff were committed to their role. We recognised their commitment to support the service. Staff came in on their day off to support the inspection visit. Staff told us they loved working at Carousel Childcare, felt supported and were encouraged to engage in continuous learning and development. Staff wellbeing was important to the service. This meant children were cared for by staff who were happy in their work.

Staff benefitted from regular team meetings and learning and development reviews. This ensured communication was consistent across the team and individual training needs were identified and supported. This meant that children benefitted from care and support from a team that was committed to their learning and development.

New staff were supported to settle into their role with the guidance of a mentor and the wider team. The service had an induction pack that supported them in understanding how the service meets children's needs. This included details on policies, child protection and planning for children's learning. To further support the induction of staff we signposted the service to the Scottish Government's 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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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