

The Wendyhouse Children's Nursery (Forfar) Day Care of Children

Forfar

Type of inspection:
Unannounced

Completed on:
27 April 2023

Service provided by:
Jill Culross trading as the Wendyhouse

Service provider number:
SP2007009333

Service no:
CS2007161398

About the service

The Wendyhouse Children's Nursery (Forfar) provides a daycare of children service in Forfar. The service is registered to provide care to a maximum of 44 children of an age not yet attending primary school at any one time, of whom no more than 10 are under 2 years. When 9 or more children less than 2 years are present, both rooms in the baby area will be used. The manager will work on a peripatetic basis with The Wendyhouse OOSC, Whitehills Primary School, Forfar.

The service is located within a residential area of Forfar and consists of three playrooms. These include the hive room for children from birth to two and a half years, the cub room for children from two and a half years to three and a half years and the lion room for children from three and a half years to five years. The service also consists of a kitchen, a sleep room and an outdoor play space. The service is close to local shops, parks and schools.

About the inspection

This was an unannounced inspection which took place on 26 April 2023 between 08:45 and 17:00. Feedback was shared with the service on 27 April 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 evaluation of the service we:

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

Key messages

- Children were happy and were having fun while leading their own play both indoors and outdoors.
- Staff knew the children well and were responsive to their needs.
- The staff team were able to discuss their recent training and the impact it had on their practice.
- The service were in the process of reviewing their medication practices and procedures to ensure they are robust and adhere to current guidance.
- The service had recently developed their approach to quality assurance and self-evaluation to support ongoing improvements.
- The staff team worked effectively together and communicated well with each other.

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?	4 - Good
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 several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 1.1 Nurturing care and support

Staff were down at the children's level and interacted with them using a warm and caring approach. Staff were responsive to the children's needs and followed routines from home. A parent shared 'I just love how enthusiastic, happy and cheerful the staff are to see my child every morning'. Positive attachments had been formed between the staff and children and they would go to specific members of staff for cuddles and comfort. This resulted in children feeling safe in the care of this team.

Mealtimes and snack times promoted children's independence and life skills. Quality interactions took place between children and staff and between children and their peers. Allergies were well managed throughout. Numeracy was naturally incorporated into the mealtime experience as children counted the carrots on their plate and discussed how many tomatoes would grow on their plant. One of the rooms were currently reviewing and reflecting on the lunchtime experience to make it a more calming and social experience for the children. A parent shared that they 'like the quality of food that their child receives'.

Personal plans and registration forms were in place for each child. These documents included all the relevant information to support staff to fully meet the needs of children. Staff had a good knowledge of strategies in place to support additional support needs. Personal plans were being reviewed with parents at least six monthly, however the registration information and permission consents were not being reviewed with the plans. The service is now in the process of creating a review document to make sure all plans and documents are reviewed at least six monthly. This will ensure that all information held by the service is current and up to date.

The hive room included a sleep room which had recently been developed to provide a sensory and nurturing space for the younger children to access. This area provided a safe space for children to rest and sleep and also a sensory space for quiet time or one to one interactions. The cub room provided a space for children to rest and sleep, however this area was quite bright, and the children were disturbed by other children at play. The older children were also accessing this room to use it as a thoroughfare to the outdoors. The service is now reviewing the space for children to sleep and will ensure they have access to a quiet and peaceful area to sleep.

Consent forms were in place for medication held by the service. Monthly audits were completed; however, this process could be more robust to ensure that all documents and procedures adhered to current guidance and best practice. We discussed with the service that they should only be holding and administering medication for current conditions which are for a time limited period. We suggested that the service should access the 'Management of medication in daycare of children and childminding services' document to support them to review procedures and documentation.

Quality Indicator 1.3 Play and Learning

Children were keen to play outdoors within the newly developed outdoor space. They had fun leading their own play, exploring, developing imaginations and being active. Children moved freely between all areas of the outdoors and spent time watering the vegetables, investigating loose parts, accessing the literacy shed and climbing on the active play equipment. Children also accessed the sensory garden and yoga space which was a quiet and nurturing space to support wellbeing and resilience. Most parents strongly agreed that their children had opportunities to be involved in meaningful, interesting and fun play experiences.

Each of the indoor play spaces provided a broad range of play experiences for children to take part in. Children could move freely between areas within the rooms and could easily access all resources. Children took part in messy play activities, story sharing, and they risk assessed their play while exploring loose parts by stacking and climbing into the tyres. These play experiences provided the children with a range of opportunities to develop curiosities, imaginations and problem-solving skills.

Language, literacy and numeracy were naturally incorporated within each of the playrooms as well as outdoors. The mud kitchen area promoted literacy, numeracy and mathematical language through the use of scales, measuring jugs and visual recipes and instructions. The literacy shed provided the opportunity for children to develop literacy skills through story sharing and mark making. The service should continue to develop these opportunities to provide a broad range of experiences to further develop numeracy and literacy skills.

Planning was responsive to children's interests and specific areas for development. Staff extended current interests through a range of planned and spontaneous experiences. Appropriate resources were provided and effective questioning was used to support children to problem solve and develop their current knowledge. Staff discussed with us how they challenged children, for example, the children in the lion room were being challenged to develop their numeracy and mathematical skills by creating and solving sums using wooden numbers and counters. Some of this learning was shared within floorbooks and on wall displays through observations, photographs and children's comments. Individual observations which highlighted specific learning were recorded in online journals which were shared with families. Most parents strongly agreed that they were fully involved and informed about their child's learning and development.

Children were provided with opportunities to access their local community. They would walk to the local park to take part in active play experiences, and they regularly visited the local shops to choose and purchase resources for the service. These opportunities developed the children's awareness of their local community.

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 playrooms were welcoming and homely for children and families. Children's photographs and artwork displayed around the rooms supported children to feel respected and valued. Quiet areas both indoors and outdoors provided children with a place to rest or take part in quiet time activities. The service were in the process of developing and reflecting on these spaces to provide more nurturing and cosy spaces for the children to access.

Furniture was good quality and was of an appropriate height to support the age and stage of development of children in each room. A wider range of resources had been introduced to support play and learning. Loose parts play had been developed both indoors and outdoors to promote the development of imaginations and curiosities. Free flow access to outdoors was available for the hive room. Children in the other two rooms were provided with the choice of when they wanted to play outdoors. One parent commented that 'the garden area development is fantastic and has really benefited my child'

The service was well maintained, and risk assessments were in place for all areas of the nursery which also included trips and outings. These assessments were reviewed at least annually or more frequently if required. Infection prevention and control practices were consistently followed and maintained to minimise the risk of spread of infection.

Accidents and incidents were recorded on the Famly app and were shared with parents. Monthly audits of these records were completed which highlighted any emerging patterns or triggers. All information relating to children was stored safely and securely to maintain confidentiality.

How good is our leadership?**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 3.1 Quality assurance and improvement are led well

The service had recently reviewed and developed their vision, values and aims. Staff and families were involved in this consultation to ensure a shared vision to support outcomes for children.

Families were regularly involved in consultations using surveys. These had included surveys to support the development of menus and the outdoor play space. A comments and suggestion wall had been created in the entrance to the main building. This provided families with the opportunity to share feedback on a daily basis. The service was in the process of creating a 'you said, we did' board to show families how their suggestions and feedback had been actioned and taken forward. This ensured that parents were involved in ongoing improvements within the service. Parents strongly agreed that they were involved in a meaningful way to help develop this setting and their ideas and suggestions were used to influence change.

An improvement plan had been created for the service. The main focus was that all children were to have access to a high-quality outdoor environment which promoted numeracy and literacy. Action plans had been developed to highlight tasks to be completed, timescales and any progress made. A floorbook supported and evidenced the progress being made within the improvement focus.

The team were now beginning to self-evaluate specific areas of the service. They used appropriate frameworks which included 'A quality framework for daycare of children, childminding and school-aged childcare'. Staff supervision meetings were taking place to support ongoing improvement and development. These meetings had provided the opportunity to highlight best practice and discuss possible areas for development. The service had identified that peer monitoring should be re-introduced to support reflection, evaluation and professional discussions. These opportunities each supported the service to evaluate and reflect on practice and the environment to support ongoing improvement.

Policies and procedures were in place to support safe practice within the service. These had all recently been reviewed and updated to ensure they adhered to current best practice and guidance.

The staff team had taken part in reading and several training opportunities to support and develop their practice. Staff confidently shared the impact of this training on their practice. The staff were now evaluating and reflecting on their training to highlight key learning.

The 'Early learning and childcare national induction resource' was being used to support induction within the service. Newly recruited staff used this document to reflect on their knowledge and practice at stages throughout the induction process. It would be beneficial for the manager to assess and evaluate the current knowledge, skills and practice of newly recruited staff to provide a more robust approach to induction.

How good is our staff team?

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 4.3 Staff deployment

A new management team were working together to support a consistent staff team. They were now beginning to work more effectively as a team and were communicating well with each other. Staff were responsive to their champion roles and were keen to make improvements within the service. Trainee practitioners were well supported by their mentors and were guided to carry out specific tasks. The staff were proactive and worked together to ensure quality experiences and interactions with the children.

Staff appeared more confident and knowledgeable and were able to accurately share with us how they supported children within the service using tools and strategies. The staff shared with us that they felt well supported by management and that they felt they had grown as a team. One parent shared 'I am delighted with new managements approach and ideas. It is shining through the staff and making me really confident that the nursery is a great place for my child to be.'

The service was appropriately staffed by consistent members of staff throughout the day. Cover was provided to support busier periods of the day which included lunchtimes. Break times were well managed and had no impact on the children's play or experiences.

Staff absences were covered by members of staff from the provider's other services. These members of staff were briefed on the plans for the day and information sharing took place to ensure children's needs could be fully met.

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

The manager and staff team should continue to develop the outdoor play space to ensure children have access to resources and equipment that encourage investigation, creativity and exploration.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, I play outdoors every day and regularly explore a natural environment' (HSCS 1.32).

This area for improvement was made on 24 March 2022.

Action taken since then

The outdoor play area has been developed by the team with involvement from the children. There is now a sensory garden that includes a yoga area, there is a literacy shed, an allotment area and a wide range of loose parts. A wildlife area has been developed and the environment is now numeracy and literacy rich.

This area for improvement has been met.

Previous area for improvement 2

The provider and manager should provide support and training to further develop staff knowledge and skills. Developing these skills will lead to positive outcomes and learning for the children in the service.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.' (HSCS 3.14).

This area for improvement was made on 24 March 2022.

Action taken since then

Staff are now taking part in regular training to support different aspects of their practice within their roles. There is now a training plan in place to show planned training for the team. Staff were able to discuss the impact of some of the training on their practice.

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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - 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?	4 - Good
4.3 Staff deployment	4 - Good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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