

Coldside Nursery Day Care of Children

12 Marryat Street
Dundee
DD3 8AN

Telephone: 01382 432626

Type of inspection:
Unannounced

Completed on:
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Service provided by:
Dundee City Council

Service provider number:
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Service no:
CS2021000217

About the service

Coldside Nursery provides a daycare of children service in Dundee. The service is registered to provide care to a maximum of 104 children not yet attending primary school at any one time. Of those 104 no more than 30 are aged 2 years to under 3 years. The service is managed on a peripatetic basis. The manager is also the manager of Woodlea Children's Centre.

The service is located within a residential area in the Coldside area of Dundee. The service has access to local shops, the library and other local amenities.

About the inspection

This was an unannounced inspection which took place on 15 May 2023 between 08:45 and 16:30. Feedback was shared with the service on 16 May 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 registration information, information submitted by the service and intelligence gathered since the service was registered. In making our evaluations of the service we:

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

Key messages

- Positive attachments had been formed between children and staff.
- Warm, caring and nurturing interactions took place between children and staff.
- Children led their own play through a well-balanced mix of spontaneous and planned activities.
- The staff team were motivated and enthusiastic about their roles and were keen to take on training to develop their practice.
- The service had developed a thorough approach to quality assurance to support ongoing improvement.
- Parents were involved in the daily life of the service.

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 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

Children were cared for by an enthusiastic team in a nurturing and welcoming environment. Staff knew children well and were responsive to their needs. Interactions were warm and caring and cuddles and comfort were offered whenever a child became upset. Staff were down at the child's level and took part in quality discussions with them. One parent shared that 'staff are friendly and welcoming, this helped my child settle quickly and form positive relationships'.

Children were independent and confident and moved freely around the rooms and between indoors and outdoors. Children independently moved resources between areas to support their play. For example, sand was moved into the home area and was being placed into food boxes and pots. A child independently moved a wooden pallet across the garden to position it elsewhere to develop play. Staff interactions supported and encouraged children's independence and choice making.

Children had access to quiet, cosy spaces for rest and relaxation. These nurturing spaces were also used for small group or one to one activities. Children could access these spaces to self-regulate which supported their wellbeing and resilience.

Detailed personal plans were in place for each child which supported staff to fully meet their needs. These plans were reviewed at least six monthly by parents. ABL (Addressing Barriers to Learning) plans were in place to support children with additional support needs. These included information relating to progress, strengths and interests and shared strategies in place to support children to progress and achieve.

Snack time and mealtimes were valuable social experiences for children during which they were provided with opportunities to develop independence and life skills. Staff sat with the children and took part in quality interactions with them. Staff supported and encouraged the younger children to appropriately use cutlery to cut their food. Children in the three to five year old room cleared their used plates and glasses into a basin. The children in the two year old room could be supported to develop their independence by clearing away their used dishes. This would further develop independence and life skills.

Medication which was clearly labelled with the child's information and photograph was stored safely and securely. Medication consent forms were completed in full and adhered to current guidance and best practice. Medication forms were reviewed with families on a monthly basis and monthly audits were completed to ensure the health and wellbeing needs of children were met.

Quality Indicator 1.3 Play and Learning

Children were having fun while leading their own play. Resources were easily accessible to children to support choice making and to extend play and learning. Children moved freely between the indoors and outdoors to explore both environments and develop their imaginations, curiosities and problem-solving skills. Children were engaged in their play for extended periods of time. For example, a child was engrossed in play and developed critical thinking skills at the woodwork bench while creating and designing. Another child developed their creativity skills and imagination throughout their play in the sand to bake cakes. Staff observed children at play and supported them to extend their play when appropriate to do so. A parent commented 'great range of learning experiences to support development'. These opportunities encouraged children to develop a range of skills including curiosity, imaginations and critical thinking.

Planned activities were developed through group times each day. Literacy and numeracy programmes were planned for and incorporated into these group times. In the three to five room, one group developed their creative skills by performing on the stage outdoors. Another group develop confidence by sharing their experiences of a recent holiday and a third group took part in a quality story sharing experience. Children from the two year old room took part in chatter tots. This group provided the opportunity to develop language, communication and memory skills. Visual supports were consistently used throughout this session which was interactive and fun for the children. Bubbles were introduced at the end of the group which encouraged children to discuss height by mimicking the words 'high' and 'low'. These group activities promoted language and literacy as well as developing confidence and creativity.

Staff shared how they were responsive to children's interests and how these were developed and extended over several weeks to continually support children's play and learning. Staff had a good knowledge of children in their care and consistently used strategies including Makaton, visual aids and comfort to support children to achieve and progress. The use of simple questions was effective in the two year room to support and encourage a child to identify what colour a piece of paper would change to when placed in a tray of coloured water. The knowledge and experience of the staff team appropriately supported children to progress and achieve during play and learning opportunities. Staff recorded play and learning within specific floorbooks and evaluated children's learning throughout their planning cycle.

Learning journals within both rooms highlighted observations of specific learning and included photographs of the children's play. The child's voice was evident through their comments and mark making within the journals. Parent's comments were included in the journals which also highlighted learning from home. Learning conversations highlighted two stars and a wish for each child. These wishes were taken forward as possibilities and opportunities for children to progress within their learning. Children were keen to look through their journals, share their learning and discuss previous play and learning through looking at photographs and artwork. These journals promoted and showcased children's play and learning and ensured children and families were involved throughout.

The children took part in regular trips into their local community. They visited the Maxwell Centre once a week and community members from the centre visited the nursery each week. Together they took part in planting and nurturing experiences. The service had developed intergenerational links with Age Concern. Children had previously been visiting the centre once a week, however, the clients from Age Concern have now been attending the nursery to take part in creative activities with the children. The children also had the opportunity to visit their local library each week. These experiences provided them with an awareness of their local community.

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.

QI 2.2 Children experience high quality facilities

The setting was well ventilated, clean and welcoming. It was well furnished with good quality furnishings. There was ample space for children to move around between specific areas and take part in tabletop or floor play activities. There were photographs displayed of children and their families and of children's play experiences. This supported them to feel valued and respected. Some of the children's artwork was framed and displayed, however some of these were displayed on shelves at a higher level. It would be beneficial if the staff team could continue to develop this and try to ensure that more of these were displayed at the child's level to provide them with ownership of their creative work.

The setting was safe and secure and infection prevention and control measures were followed and adhered to. The indoor and outdoor environments were developmentally appropriate which supported and challenged children. A wide range of play experiences including loose parts, construction, creative play opportunities and open-ended resources supported children to develop their curiosities, imaginations and creativity. Cosy, quiet areas offered nurturing spaces which promoted wellbeing and resilience.

Risk assessments were in place for the environment, specific activities and outings which supported safe environments for children and staff. These were reviewed at least annually or sooner if required. Accidents and incidents were recorded in detail and included all required information. These were shared with parents. Regular audits of the accidents and incidents were completed to highlight any patterns or triggers which were then actioned to ensure the safety of children.

Children were aware of possible risks during their play. For example, they were climbing, balancing and jumping between loose parts in the garden that had been used to create an obstacle course. They changed the obstacle course around to make it trickier and spoke about it now being harder to keep their balance and how to stay safe while they moved between the resources. Children knew to put helmets on before accessing the bikes to keep themselves safe. Children were confident during the use of tools at the woodwork bench where risks and safety was managed well.

Staff communicated well with each other when moving between areas within both rooms. Children were well supervised while outdoors and staff ensured that they positioned themselves well to monitor the whole outdoor area. Staff supervised children at all times and were responsive to children's safety and wellbeing needs.

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 setting had recently created their vision, values and aims as a new service. Staff were involved in the initial consultation to bring together shared values and aims. Children, families and other professionals linked to the service were also consulted about the draft vision. Once all consultations were completed and feedback had been gathered, the shared vision, values and aims were created and shared with all stakeholders.

Children were regularly consulted and involved in sharing feedback about the nursery. Surveys and questionnaires were shared with families to involve them in the ongoing development of the service. Feedback from families is to be shared on a 'you said, we did' board. Information was shared with families via the Seesaw App and regular newsletters. Families were involved in the life of the nursery through joining regular pop in and play sessions. These opportunities ensured that families were included and fully involved in the daily life of the nursery as well as ongoing improvements. A parent shared 'the leaders communicate effectively, that's what I love.'

The quality assurance journey which began when the service opened has been captured in a folder by the centre manager. Mindmaps have been used to highlight the main areas of the journey. Best practice documents had been used to benchmark the quality of practice and standards of documentation. This is further supported through supervision and moderation within the team.

An improvement plan was in place for the service which focused on main priorities which included staff skills, knowledge and values. The improvement plan included the aims, actions required, timescales and who was responsible for each aim. The progress and impact of the aims was evaluated twice a year.

A detailed quality assurance calendar supported ongoing self-evaluation and quality assurance. The calendar was broken down into the four terms to make it more manageable. Self-evaluation was carried out using the documents 'How good is our early learning and childcare' and 'A quality framework for daycare of children, childminding and school-aged childcare'. The staff team used reflection to support their self-evaluation and ongoing improvement work. The service was now at the stage of evaluating their main aims and were beginning to provide evaluations of the impact on outcomes for children that changes and improvements had made.

Staff took ownership of specific areas of the nursery for a term. They observed children during their play, consulted children and reflected on the play and learning that had taken place. Staff supported continual development of these areas to improve play experiences and environments for children.

The staff team had completed all mandatory training as part of their induction process. Core training now included the Solihull Approach training and nurture and trauma training to support and develop staff knowledge and skills. Staff were enthusiastic about taking on further training to support their practice. Staff evaluated their training and learning by completing pre assessment and post assessment questionnaires to highlight prior knowledge and then their newfound knowledge and skills.

Annual appraisal meetings provided the opportunity for staff and management to discuss areas of strength and possible areas for development. Targeted training could be discussed during these meetings which supported professional development and practice.

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 staff team were a relatively new team who worked well together to develop relationships. They were enthusiastic, motivated and they communicated well with each other. On occasions, staff looked at each other and knew that support was required without words being spoken. There was a good mix of experience and skills between the staff team who knew the children well and were responsive to their needs. Staff were supportive of each other and shared that they felt they worked well together as a team and were well supported by management. They felt that there was an open-door policy and they could speak to management to raise concerns if required. A parent commented that 'nursery seems to be well lead and has strong leadership.'

Ratios were maintained throughout the day and staff communicated well with each other to maintain the supervision of children both indoors and outdoors. Busier periods of the day including lunch times were well managed to ensure children's experiences were not affected. We observed staff going for lunch, this was seamless with effective communications between staff to ensure all information was shared to meet children's needs.

A consistent staff team supported children daily which maintained positive transitions for children and effective communications with families during drop off and pick up times. Staff absences were well managed. Staff from a sister service provided cover as and when required which reinforced and sustained consistent and familiar staff. This supported a positive approach to ensuring high quality outcomes and experiences for children.

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?	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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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