

Junior World Day Care of Children

Millbank Annexe
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Nairn
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Unannounced

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Service provided by:
CALA Integrated Services

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About the service

Junior World operates from portable, ageing accommodation maintained by Highland Council, close to Millbank Primary School in Nairn. They provide early learning and childcare and out of school facilities for up to 80 children aged between two and 16 years. The service is operated by the Care and Learning Alliance. The service operates Monday to Friday all year round.

The early learning and childcare facilities and out of school care service operate from four rooms which have direct access to outdoor space. There are toilets, a kitchen, office space and access to a large, outdoor grassy area adjacent to the premises where children can play.

About the inspection

This was an unannounced inspection which took place on 18 and 19 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 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 one of their families;
- reviewed questionnaire feedback from 13 families;
- reviewed questionnaire feedback from six staff;
- spoke with staff and management;
- observed practice and daily life; and
- reviewed documents.

Key messages

- Children experienced warm, caring and nurturing approaches from staff.
- Play experiences offered children some opportunities to develop and extend their language, literacy and numeracy skills.
- The service was in the early stages of implementing a more responsive planning approach across the nursery.
- Opportunities for children's play and learning within the out of school club were enhanced through strong connections to the local community.
- Recent improvements to the resources and equipment within the indoor spaces helped to provide a comfortable, inviting and welcoming experience for children and families.
- The service had prioritised the development of quality assurance processes to ensure children's safety and improve the quality of environment.
- Access to outdoor play opportunities were not always available for the nursery children.

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

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweigh weaknesses.

Quality Indicator 1.1: Nurturing care and support

Across both nursery playrooms and the out of school club, children experienced warm, caring and nurturing approaches from staff. Strong relationships were evident between the children and staff which supported children to feel valued and included. Children's personal care needs were carried out in a respectful and caring manner with children's preferences acted upon. This helped to nurture children's security, confidence and positive relationships with adults.

Snack and mealtimes were a positive, relaxing, and sociable time for children. Children had some opportunities to be involved in the planning and preparation of snack. For example, children in the out of school club had created a mind map of possible snack choices which staff supported the children to access, prepare and taste. This enabled children to take responsibility and make their own choices.

Opportunities for children's independence had developed within the nursery snack and lunchtime experiences. Some children helped to prepare the nursery snack, older children had opportunities to pour their own milk and water, serve their meal accompaniments and collect and clear their own plates. The service had identified the need to create further opportunities to develop independence at mealtimes for the younger children. Children had access to fresh water throughout the day which supported them to remain hydrated. However, some children were still bringing juice to the service which did not support good dental hygiene. Children and staff sat together during mealtimes which supported a calm, sociable and unhurried experience. Staff engaged in nurturing conversations with children which supported their overall wellbeing as well as their language and communication skills.

Most staff were aware of and understood the information within personal plans and were using this effectively to meet children's needs. Staff knew the children well, however, some personal planning information was not documented which impacted the ability to effectively review and update children's current needs. Some personal plans sampled had been reviewed with families but this was not consistent. This had the potential to compromise the consistency of care for children. Personal planning in the out of school club included appropriate strategies to support individual children and these plans were reviewed at relevant times with families. There was a requirement to improve personal planning in the previous inspection report which has now been met. However, further action is still needed to ensure personal planning information reflects children's current needs and strategies for support are clear (see area for improvement 1).

Quality Indicator 1.3: Play and learning

Children were meaningfully engaged in play for sustained periods of time throughout the day. They had opportunities to have fun and actively lead their own play and learning. For example, younger children had an interest in how plants grow which was noticed and acted upon by adults who provided resources and opportunities for children to grow their own sunflowers. This provided opportunities to nurture children's natural curiosity and extend their learning. However, children were not always able to choose where they wanted play as the outdoor spaces were not accessed until after snack time. This limited opportunities for children's choice and their access to outdoor play.

Play experiences offered children some opportunities to develop and extend their language, literacy and numeracy skills. Adults facilitated opportunities for sharing stories, songs and rhymes with children through their day to day experiences. This supported children's enjoyment of literacy and the development of their talking and listening skills. A range of mark making resources available across the indoor spaces and outdoors supported children to engage in early writing through their play experiences. In the out of school club, the children had created their own library and were benefitting from borrowing and sharing books. In the nursery, some staff labelled and repeated new vocabulary for children to develop their mathematical language around numbers and counting, enabling some children to learn key numeracy skills through play. However, facilitating high quality opportunities for numeracy were not yet consistent across the service.

Although a selection of loose parts were available, there was a lack of interesting and engaging provocations provided to encourage children to use these resources to enrich their play and learning experiences. For example, water play was available outdoors but no resources were provided in this area to stimulate and encourage children's curiosity, inquiry and creativity. As a result, opportunities to develop children's play and learning were missed.

The service was in the early stages of implementing a more responsive planning approach across the nursery. The staff team had trialled the use of floorbooks and were in the process of developing their knowledge and skills around implementing this approach. Consequently, recording key learning and meaningful next steps for children was not yet consistent across all planning information. We signposted best practice guidance 'Realising the Ambition: being me' and 'Growing my potential: Promoting safe, responsive, nurturing care and learning experiences and environments for babies and young children aged 1 and 2 years.' to support the service with the development of their planning process.

Children's individual development and progress was recorded and shared with families through individual learning journey profiles. We noted that some observations focussed on children's learning. However, the quality and quantity of observations within children's profiles meant that there was only limited evidence of children's individual progress in learning. The service had identified the need to develop the quality and consistency of observations to ensure children's play and learning is effectively planned for and children are sufficiently challenged at an appropriate level. There was an area for improvement to ensure staff access training and development opportunities appropriate to their role, and apply this in practice in the previous inspection report. This included professional learning opportunities for staff to develop their knowledge and skills around effective observations and planning, quality interactions and child-led play. Although progress has been made towards achieving this, more time is needed for staff to consolidate and embed new knowledge and skills to ensure children's wellbeing, learning and development needs are met (see area for improvement 2).

Within the out of school club, opportunities for children's play and learning were enhanced through strong connections to the local community. For example, children had established a link with a local supermarket to make regular visits and share information with customers about environmental issues. As a result, children were enabled to develop their understanding of the wider world and develop skills for life.

Areas for improvement

1. The provider should develop children's personal plans and support staff to use this information effectively to meet children's health, welfare and safety needs. To do this, the provider should, at a minimum, ensure:

a) personal plans set out children's current needs and how they will be met;

- b) personal plans contain appropriate strategies for support, including clear actions and timescales for review; and
- c) personal plans are regularly reviewed and updated in partnership with parents.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that:

'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.' (HSCS 1.15).

2. To support children's wellbeing, learning and development, the provider should ensure staff access training and development opportunities appropriate to their role, and apply this in practice. This should include, but is not limited to training in:

- a) effective observations and planning;
- b) quality interactions; and
- c) child-led play.

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).

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.

Quality Indicator 2.2: Children experience high quality facilities

Recent improvements to the resources and equipment within the indoor spaces helped to provide a comfortable, inviting and welcoming experience for children and families. Both nursery playrooms and the out of school club spaces benefitted from plenty of natural light and ventilation and children had ample space for their needs. This gave a strong message to children that they mattered.

The layout of the indoor spaces promoted inclusion and enabled all children to access resources easily and lead their own play. Staff had recently taken steps to develop the continuous provision indoors to promote children's curiosity and imagination. For example, the construction area provided opportunities for children to build, create structures and test out their ideas. The role play 'vets' area was a popular choice for play and provided ample space for children to use their imagination, share resources and work together. Children commented as they played "dogs eat dogs' food and dog treats" and "guide dogs help them walk". As a result, children were engaged in play experiences within an environment which reflected their interest and curiosities.

Children benefited from cosy spaces to rest and relax which supported their overall well-being. In the nursery playrooms, spaces with soft furnishings, blankets and sleeping mats were used by children to read books and rest. The out of school club had comfy sofas which provided space for children to relax and experience a quieter, nurturing area. This supported children to feel valued and secure.

Staff recognised the benefits of outdoor play and provided children with some daily opportunities for free flow access between the indoor and outdoor nursery areas. At these times, this enabled children to be independent, direct their own play and supported them to be active and healthy. However, free flow play was not available for most children until after morning snack had finished, which limited children's choice and opportunities to climb, run and develop their gross motor skills. Children from both nursery playrooms joined together in the blue room outdoor space for part of the morning. The provision of resources across the blue and red room outdoor spaces did not always provide an appropriate balance of play and learning opportunities for children. For example, when the older children from the red room moved into the blue room outdoor space, they no longer had access to the mud kitchen, climbing equipment and some loose parts. This limited children's access to resources to extend their curiosity, creativity and inquiry.

Systems for the monitoring, maintaining and repair of the service had been developed to ensure equipment and resources were in good working order and any issues identified were addressed. The service had updated its processes and procedures for identifying risks. For example, checks had been added to the daily risk assessment to ensure water temperatures were sufficient and blind cords were secure. This helped to ensure children experienced care in a safe and well maintained environment.

We were satisfied that the service had appropriate infection control procedures in place to minimise the potential spread of infection. We observed children being supported to understand the need for good hygiene and hand washing at necessary times. This helped to reduce potential risks of infection and keep children safe.

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweigh weaknesses.

Quality indicator 3.1: Quality assurance and improvement are led well

The manager recognised the need to review the current service vision, values and aims to reflect the aspirations of their children, families, partners and the wider community. Plans were in place to implement this review to help the service identify, and understand more fully, what is important for children and their families as the service moves forward.

The manager and staff team were in the early stages of meaningfully involving children and families in the development of the service. Since the last inspection, parents have had opportunities to visit the service and speak with the staff and management team about the current improvement priorities. Families have had the opportunity to feedback ideas for change which included; having more information about staff and their roles, receiving more updates on their children's progress and having more opportunities for stay and play sessions. However, communication with families regarding how their feedback has been used has not yet been taken forward.

Since the last inspection, the service had prioritised the development of quality assurance processes to ensure children's safety and improve the quality of environment. As a result, children experienced care in a safe, welcoming environment which met their needs. An improvement plan had been developed in collaboration with staff, which identified key areas for improvement, to ensure there was a shared vision and understanding of the identified areas for action within the service. Some progress had been made in addressing actions within the improvement plan to support positive outcomes for children and families. For example, a review of staff skills and experience resulted in some staff being redeployed to other areas of the nursery to better meet the health, wellbeing and developmental needs of children. Monitoring of the learning environment supported staff to improve the quality, layout and availability of resources within the indoor spaces. This resulted in children having more choice, independence and opportunities for purposeful play within the nursery. As a result, the requirement to improve quality assurance processes in the previous inspection report has now been met. Some quality assurance processes were not yet robust across other areas of the service and needed further development. For example, effective monitoring of personal planning and observation, planning and assessment approaches was not yet taking place. This did not support high quality outcomes for children (see area for improvement 1).

Self-evaluation processes had started to be implemented, to support staff in their understanding around engaging in meaningful reflective practice, to bring about positive improvements within the service. However, processes were still in the very early days of implementation and not always demonstrating how effective they were in ensuring high quality care, play and learning for children and families. For example, the weekly staff self-evaluation reflections in the nursery playrooms were not focussed on relevant aspects of improvement or underpinned by best practice guidance. We signposted the manager to 'A quality framework for day-care of children, childminding and school-aged children' to support the development of self-evaluation processes within the staff team.

In the previous inspection report, there was an area for improvement to ensure effective self-evaluation and improvement planning processes were developed. This included developing clear and effective plans to maintain and improve the service and ensure effective systems were in place to identify, monitor and review the impact of improvements. Although progress has been made towards achieving this, more time is needed to further develop self-evaluation and improvement planning processes to ensure children consistently experience high quality outcomes (see area for improvement 2).

Areas for improvement

1. To improve outcomes for children, the provider should further develop and implement an effective system of quality assurance to monitor and improve practice. At a minimum, the provider should:

- a) carry out effective monitoring including personal planning and quality of children's experiences; and
- b) implement effective monitoring of observation, planning and assessment approaches and support staff to develop their knowledge, skills and confidence in this area.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19).

2. To support the effective development of the service and improve children's experiences, the provider should ensure effective self-evaluation and improvement planning processes are developed. This should include, but is not limited to:

- a) developing clear and effective plans to maintain and improve the service; and
- b) ensuring effective systems are in place to identify, monitor and review the impact of improvements.

This is ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19).

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.

Quality indicator 4.3: Staff deployment

The staff team were welcoming and caring and committed to providing a positive experience for all children. They were warm and friendly in their approach which promoted a happy and inclusive environment where children could play and have fun. Parents said "The staff always make my children feel welcome and heard", "Staff are friendly and reliable. My children feel comfortable and confident with the staff and within the environment." and 'Staff are welcoming and have an amazing rapport with young people.'.

Across the day, deployment and levels of staff were effective in meeting the needs of children across both nursery playrooms and the out of school club. A recent review of staff skills had resulted in the redeployment of staff between rooms to better meet the health, wellbeing and developmental needs of children. As a result, children were kept safe and experienced positive and responsive care.

At lunchtime, staff breaks were well planned to minimise impact on the children whilst enabling staff to rest and be refreshed. Continuity of care for children was consistent throughout the day with minimal changes to staffing. This ensured positive transitions for children and helpful communication with families at pick up and drop of times.

Children were supported throughout the day by staff who worked well together to meet their needs. The staff team communicated with each other when a task took them away from their designated area. For example, they informed each other when leaving the room or when attending to a child's needs. The ethos between team members was positive and interactions between staff were kind and respectful. This helped to create a positive atmosphere for both staff and children to feel comfortable and secure in.

Staff deployment did not always support access to outdoor play for children. Despite having sufficient levels of staff in the service, staff were not deployed outdoors until after morning snack. This limited children's choice of where to play and their access to quality outdoor play and learning experiences.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 18 April 2023, the provider must ensure that children's individual needs are consistently met. At a minimum, the provider must ensure that:

- a) personal plans set out clear strategies which support children's current needs and how they will be met;
- b) all staff are aware of and understand the information within the personal plans and use this to effectively meet each child's needs; and
- c) personal plans are regularly reviewed and updated in partnership with parents.

This is to comply with Regulation 4(1)(a) and Regulation 5 of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 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:

'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.' (HSCS 1.15).

This requirement was made on 25 January 2023.

Action taken on previous requirement

Most staff are now aware of and understand the information within the personal plans and are using this effectively to meet children's needs. Some personal planning information sets out strategies which support children's needs and how they will be met. However, some personal plans had missing information and documented strategies to support children lacked clear actions and timescales for review. Regularly reviewing and updating personal planning information with families was not always consistent across the service. The service had made sufficient progress towards meeting this requirement. However, further action is still needed to ensure personal planning information reflects children's current needs and strategies for support are clear (see area for improvement 1 in 1.1).

Met - within timescales

Requirement 2

By 8 February 2023, to ensure the safety of children, the provider needs to ensure that children cannot access hot radiators.

Scottish Statutory Instrument 2011 No. 210 - 10(2)(b) Fitness of Premises - premises are not fit to be used for the provision of a care service unless they - are of sound construction and kept in a good state of repair externally and internally.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My environment is safe and secure'. (HSCS 5.17).

This requirement was made on 25 January 2023.

Action taken on previous requirement

New radiator covers have been installed and secured to the walls in all areas across the service. The covers were an appropriate size which prevented children from accessing hot radiator panels.

Met - outwith timescales

Requirement 3

By 30 January 2023, the provider must ensure that children are kept safe by implementing effective systems to prevent children leaving the service without a responsible adult and prevent strangers from entering. This should include but is not limited to:

- a) ensuring the premises are secure at all times;
- b) ensuring children are effectively supervised at all times; and
- c) reviewing the risk presented to children by the gate in the front garden of the after school club and making necessary changes.

This is in order to comply with Regulation 4(1)(a) (Welfare of users) of the Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My environment is safe and secure'. (HSCS 5.17).

This requirement was made on 25 January 2023.

Action taken on previous requirement

During the last inspection we found there were periods of time in the morning when the main entrance and exit to the building was not secure and children were using the area unsupervised. This put children's safety at risk. The manager and staff team reviewed the security of the premises at the time and steps were taken to ensure that the premises were secure at all times. These included ensuring the main door was locked at all times and the implementation of a safer system for families entering and leaving the service during the day.

The manager has reviewed the risk presented to children by the gate in the front garden. A covering has been placed on the gate to prevent children from climbing over it and staff supervise this area at all times while children play outdoors.

Met - within timescales

Requirement 4

By 2 May 2023, to improve outcomes for children and ensure they are safe, the provider must develop and implement an effective system of quality assurance to monitor and improve practice. At a minimum, the provider must:

- a) carry out effective monitoring including staff practice, quality of children's experiences and children's safety within the service; and
- b) implement effective action planning to address areas of required improvements within identified timescales.

This is to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011/210 - Regulation 3 Principles.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19)

This requirement was made on 25 January 2023.

Action taken on previous requirement

Some monitoring of practice within the service had started and had been mostly focussed on ensuring children's safety and some of their experiences. The service have plans to extend monitoring further to ensure staff are supported to apply new skills and knowledge into practice and improve experiences further for children.

The service had created an effective action plan to address areas for required improvement within identified timescales highlighted from the last inspection. The manager and staff team had made good progress in addressing these improvements. They had prioritised actions to address safety issues and the development of the learning environment.

The service had made sufficient progress towards meeting this requirement. However, further action is still needed to ensure quality assurance processes are consistently and effectively implemented to ensure high quality outcomes for children (see area for improvement 1 in 3.1).

Met - within timescales

Requirement 5

By 7 February 2023, the provider must ensure children are safe and effectively supervised at all times. To do this, the provider must, at a minimum ensure:

- a) sufficient numbers of staff are deployed within the nursery as is appropriate to effectively and consistently meet the health, wellbeing, welfare and safety of children; and
- b) staff are deployed effectively to ensure children are appropriately supervised and kept safe at all times.

This is to comply with Regulations 4(1)(a) and 15(a) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) (Requirements for Care Services)

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); and
'My needs are met by the right number of people' (HSCS 3.15).

This requirement was made on 25 January 2023.

Action taken on previous requirement

Sufficient numbers of staff were deployed within the nursery to effectively and consistently meet the health, wellbeing, welfare and safety of children. Staff were deployed effectively to ensure children were appropriately supervised and kept safe at all times.

Met - within timescales

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

To support children's health and wellbeing, the provider, manager and staff should review current infection control procedures. This should include but is not limited to:

- a) effective staff supervision of children's hand washing; and
- b) ensuring warm water is always available for handwashing.

This to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I experience high quality care and support based on relevant evidence, guidance and best practice.' (HSCS 4.11).

This area for improvement was made on 25 January 2023.

Action taken since then

Staff supported children effectively with handwashing at appropriate times. Older children demonstrated their independence and confidence with handwashing independently. One child commented when finishing messy play in the sand "I need to wash my hands now". This demonstrated how staff had supported children to understand the need for effective handwashing at appropriate times.

The service had reorganised the handwashing routines throughout the day to ensure that all areas of the service had access to warm water for handwashing. This helped to minimise the risk of the spread of infection.

This area for improvement has been met.

Previous area for improvement 2

To support children's wellbeing, the provider, manager and staff should review and improve the snack and mealtime experiences. This should include, but is not limited to:

- a) promoting opportunities for developing children's independence and language skills;
- b) reviewing and improving staff deployment and practice to support children during snack and mealtimes; and
- c) ensuring all children have access to fresh water.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I can enjoy unhurried snack and mealtimes in as relaxed an atmosphere as possible.' (HSCS 1.35); and
'I can drink fresh water at all times.' (HSCS 1.39).

This area for improvement was made on 25 January 2023.

Action taken since then

Children were given opportunities to develop their independence during mealtimes. Some children were involved in the preparation of snack as well as serving their own meal accompaniments and drinks. The service was currently reviewing how opportunities for independence could be extended further at snack and mealtimes throughout the nursery and out of school club.

Staff sat with children during snack and mealtimes which made the experience more homely and relaxing. This also promoted opportunities for nurturing conversations between adults and children and created opportunities for the development of children's language skills.

Children had access to fresh water throughout the day which supported them to remain hydrated. Water was available from jugs at snack and lunchtimes and children had access to water throughout the day from their own personal water bottle. Some children were still bringing juice to the service which did not support good dental hygiene.

This area for improvement has been met.

Previous area for improvement 3

To support children's wellbeing, learning and development, the provider should ensure staff access training and development opportunities appropriate to their role, and apply this in practice. This should include, but is not limited to training in:

- a) effective observations and planning;
- b) quality interactions; and
- c) child-led play.

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 25 January 2023.

Action taken since then

Staff have received training to support the development of their knowledge and skills around observations and planning, quality interactions and child-led play. Some steps have been taken to develop a more child led responsive planning approach within the nursery playrooms. However, more time is needed for staff to consolidate and embed new knowledge and skills to ensure children's wellbeing, learning and development needs are met.

This area for improvement has not yet been met .

Previous area for improvement 4

To support children to access well-resourced play areas and experiences which support and extend learning, the provider, manager and staff should review the play and learning resources available to children. This should include, but is not limited to developing the environment to include:

- a) resources which support language, literacy and numeracy;
- b) a range of resources which support children's imagination and curiosity which include loose parts, natural and open-ended play resources; and
- c) cosy areas that support children to rest and relax.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that:

'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.' (HSCS 2.27).

This area for improvement was made on 25 January 2023.

Action taken since then

The service have reviewed and improved the availability of resources to support language, literacy and numeracy across the service. For example, opportunities to access a variety of fiction and non-fiction books and materials to support the development of pre-writing skills had been extended within the service.

Children's access to a variety of loose parts and open ended resources has increased across the service. Staff should now be supported to develop their knowledge and skills in using these resources to provide provocations to extend children's imagination and curiosity.

Cosy areas for children to rest and relax had been developed across both nursery playrooms and the out of school club. In the nursery playrooms, spaces with soft furnishings, blankets and, sleeping mats were used by children to read books and rest. The out of school club had comfy sofas which provided space for children to relax and experience a quieter, nurturing area. This supported children to feel valued and secure.

This area for improvement has been met .

Previous area for improvement 5

To support the effective development of the service, the provider should ensure the manager has the skills, knowledge and expertise required to carry out their role. This should include, but is not limited to ensuring:

- a) training and support is put in place to address the identified professional developmental needs of the manager; and
- b) effective systems are in place to ensure the manager is confident in their role in relation to monitoring and reviewing all aspects of the service.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I use a service and organisation that are well led and managed.' (HSCS 4.23)

This area for improvement was made on 25 January 2023.

Action taken since then

Training and support has been put in place to address the identified professional learning needs of the manager. This has included fortnightly line manager support and supervision sessions, self-evaluation training as well as focussed professional learning through the Scottish Social Services Council (SSSC) leadership course.

Systems had been put in place to ensure the manager was supported to develop their skills and knowledge in relation to monitoring and reviewing all aspects of the service. Regular manager monitoring visits have taken place which have given opportunities for the provider to quality assure the performance of the manager and identify and support further training needs.

This area for improvement has been met.

Previous area for improvement 6

To support the effective development of the service and improve children's experiences, the provider should ensure effective self-evaluation and improvement planning processes are developed. This should include, but is not limited to:

- a) developing clear and effective plans to maintain and improve the service; and
- b) ensuring effective systems are in place to identify, monitor and review the impact of improvements.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19) and
'I use a service and organisation that are well led and managed' (HSCS 4.23).

This area for improvement was made on 25 January 2023.

Action taken since then

The service was in the early stages of developing effective self-evaluation and improvement planning processes. An improvement plan was in place with clear actions, timescales and areas of responsibility identified. Monitoring of some areas of the service had developed and improved experiences for children.

For example, the service had used best practice guidance to review and improve the snack and lunchtime experiences. As a result, children were experiencing a more homely and relaxed mealtime experience where opportunities to foster their independence have been improved.

However, whilst some progress had been made against this area for improvement, we recognised the management team needed more time to fully implement and embed this and further develop self-evaluation processes to support improvement within other areas of the service.

This area for improvement has not yet been met.

Previous area for improvement 7

To ensure that children are supported by staff with the right skills, knowledge and experience, the provider should review and make changes to staffing which include but are not limited to:

- a) reviewing the balance of skills, knowledge and experience of staff across the service and make appropriate changes to improve experiences for children; and
- b) reviewing the professional development needs of staff across the service to support staff to develop their skills, knowledge and understanding.

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 25 January 2023.

Action taken since then

The provider had carried out a skills assessment of the staff team which has identified strengths and areas for development within practice. A selection of professional learning opportunities had been provided to support staff to develop their knowledge, skills and understanding of delivering high quality play and learning experiences for children.

The balance of staff skills across the two nursery playrooms had been reviewed. As a result, some staff have been redeployed across the service to better meet the health, wellbeing and developmental needs of the children.

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?	3 - Adequate
1.1 Nurturing care and support	3 - Adequate
1.3 Play and learning	3 - Adequate
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

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