

Hopefield Castle Nursery Day Care of Children

The Nursery at Brixwold
Cockpen Road
Bonnyrigg
EH19 3HS

Telephone: 01316295005

Type of inspection:
Unannounced

Completed on:
10 August 2023

Service provided by:
Newbyres Nursery Ltd

Service provider number:
SP2015012549

Service no:
CS2021000195

About the service

Hopefield castle nursery is an early learning and childcare setting situated in the area of Bonnyrigg, Midlothian. It is registered to provide a care service to a maximum of 66 children aged between 2 years and primary school entry at any one time of those 66 no more than 28 are aged 2 years to under 3 years

The setting is close to local primary schools, parks and other amenities. Children are cared for in two play spaces with direct access into the garden. Both age groups have toileting and changing facilities.

About the inspection

This was an unannounced which took place on 8 August 2023 between 08:30 and 15:30. 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
- received 26 completed questionnaires from children's family representatives
- spoke with staff and management and received 11 completed questionnaires from staff
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced warm and nurturing care to support their wellbeing.
- Staff must give all children the individual attention they need.
- Mealtimes were a sociable and unhurried experience for children.
- Personal plans must be updated to ensure they meet children's needs.
- Children had fun in the charming setting with ample outdoor play areas.
- Parents were complimentary of the staff team.
- Management showed a commitment to making improvements in the setting to promote good outcomes for children.
- The manager must be given more time and support to carry out their role.

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 made an evaluation of adequate for this key question. Whilst we identified some strengths, these just outweighed the weaknesses.

Quality indicator 1.1 Nurturing care and support

Staff were friendly and caring in their approach with children. Children showed kindness towards each other, and took on a supportive role, such as helping their younger friends in the garden. Those new to the setting were receiving the right comfort to promote their security and emotional well-being. Children were able to play with their siblings in the garden and bring toys and comforters from home. All of which promoted a sense of security, familiarity, and comfort particularly during times of transition or change.

We observed quality interactions, with staff showing a genuine interest in children as individuals. Parents shared with us 'I feel reassured and happy that my daughter will be well looked after' and 'Everything is done with the children in mind'. However, there were children who needed better support to develop their social skills. Consequently, we had to request management intervention to ensure all children received the attention they needed. Staff needed a greater understanding on how to achieve this for all children and be much more proactive in supporting them (see requirement 1).

Personal plans were in place for children, and staff completed these with parents, ensuring effective information sharing. An app was used to keep parents informed of their child's day. Parents told us "The app to keep parents updated is great too" and "Communication from staff, both verbal and written, is really good". However, some strategies had not been updated in the last 12 months. This meant staff were not always clear on how best to meet individual needs. Children's personal plan must include meaningful support strategies that promote and are sensitive to children's individual needs. This would support children to receive consistency and continuity in their care, play and learning needs (see requirement 2).

Children experienced warm, unhurried, and caring support at meal and snack times. Older children were able to choose when they ate their lunch, giving them a sense of responsibility over their own needs and preferences. At snack times children participated in self-service, encouraging them to be independent and develop life skills. Children were well supervised by staff who sat with them, making it a sociable and enjoyable experience.

Quality indicator 1.3 Play and learning

A parent shared "Great communication, friendly staff and genuine feel of awareness of children's individual needs". However, for some children, observations of their play had not been written by staff or approved by management for a number of months. This had the potential to hinder an understanding of children's needs, interests and development. It also denied parents the opportunity to stay informed of their child's learning. This was confirmed by parents who when asked what the setting could do better, told us "More individual observations of my child. Understand the time constraints so if possible, would be lovely to see more" and "Not had many updates on my child's learning progress" (see area for improvement 1).

In plans for play, we saw some examples of meeting a child's specific need. For example, supporting a child who had a new sibling and meeting a child's interest in Lego. However, the planning did not go far enough to demonstrate how spaces and experiences were being adapted to suit age and stage of development. This

coupled with the lack of observations had the potential to have missed opportunities to support children creativity and choices through their play.

Most staff fostered a questioning approach to encourage and support children's play and learning experiences. This helped extend children's thinking, widening their skills and consolidate their learning. We observed most staff engaging with children at their level, leading to better understanding of needs and emotions.

Numeracy and literacy was promoted with a good selection of resources available across the setting. Staff were beginning to make more use of signs, pictures, and numbers in play experiences. This demonstrated an understanding of the importance of including numeracy and literacy in everyday play experiences.

Requirements

1.

By 18 September 2023, the provider must ensure staff consistently engage with all children, ensuring meaningful interactions that promote individual development and tailored to support each child's unique needs.

This is to comply with Regulation 5(1)(a) and (b) (Personal Plans) 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:

'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. By 02 October 2023, the provider must ensure they meet children's needs through effective personal planning.

To do this, the provider must at a minimum ensure:

- a) Personal plan information is kept up to date so that staff are able to meet children's needs .
- b) Developmental goals and strategies are reviewed regularly and adhered to by staff.
- c) Staff and management work closely with parents and others to ensure a consistent and holistic support plan.

This is to comply with Regulation 5(1)(a) and (b) (Personal Plans) 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:

'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).

Areas for improvement

1. To promote children's care, play and learning, the provider should ensure staff write observations to demonstrate an understanding of children's needs, interests and development. These observations should

be promptly approved by management to validate staff's work and give parents the opportunity to stay informed of their child's learning.

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

How good is our setting?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

We saw children having fun in the charming setting that was comfortable, furnished to a high standard with plenty of natural light and ventilation. Children had ample space for their needs and there was a strong message that children mattered. It would be beneficial for children to have a dedicated space for their artwork.

Staff and management demonstrated a commitment to providing a quality outdoor environment with various play opportunities. Parents expressed their positive views about the outdoor play areas, describing them as "wonderful", "incredible" and "very well thought out". Staff were proud to show off the expansive garden area. Children were observed enjoying activities such as imaginary play in the outdoor kitchen, climbing and balancing on play structures and loose parts materials. Sheltered areas gave protection from adverse weather conditions while still allowing children to experience the outdoors. Plans were in place to provide additional sheltered areas. On the nursery grounds, children had the opportunity to engage in forest school experiences. This allowed children to explore and learn in a natural outdoor setting, fostering a deeper connection with the environment whilst promoting creativity, problem solving and physical activity. The staff's efforts had resulted in an ever improving rich and stimulating outdoor environment that supported children's overall development.

Both parents and staff highlighted their appreciation of the free flow approach that allowed children to freely move between indoors and out. This fostered creativity, enhanced social interaction, and promoted physical activity, contributing to children's overall health and wellbeing and enjoyment. We made management aware that one parent felt their child was outdoors too often and they felt this had negatively impacted on their child's health and learning. The manager agreed to work with parents to increase their understanding of the setting's outdoor play and learning ethos.

Indoors spaces were designed to offer play experiences that promoted fun and learning. Most spaces reflected children's interests and curiosities, with appropriate resources and materials to support learning. This meant that children were able to engage in a variety of play experiences such as playdough making, role play, experiments, block play, arts and crafts. Moving forward staff in the Griffin room should assess how accessible resources are for the children, to ensure they are able to lead their own play.

Staff adhered to infection, prevention and control procedures, including regular hand washing. This helped minimise the risk of spreading illness and infection among staff and children. Children were keen to show us how good they were at washing their hands.

How good is our leadership?**3 - Adequate**

We evaluated this quality indicator as adequate, where strengths only just outweighed weaknesses

3.1 Quality assurance and improvement are led well

The management team were receptive to our advice and took action to address some of the issues highlighted at the inspection. Parents were complimentary of management describing them as "Top tier", "very supportive", "Lovely and clearly very competent" and "Quick and efficient when responding to queries or questions".

The majority of staff felt supported by management telling us "Leadership within the nursery is fairly strong", "Room leadership is fantastic, I feel we have great teamwork" and "The setting is managed well and every care is taken to ensure the health and wellbeing of the children". A parent also told us "Management and staff appear to have a good relationship and management". However, some feedback from staff and parents indicated that there was room for improvement in how approachable and understanding management was. This suggests that more work is needed to foster effective and supportive relationships.

Quality assurance processes were effective to ensure consistency in approaches to health and safety, medication, and accidents. However, the current quality assurance and monitoring processes did not go far enough to identify staff practice that impacted negatively on experiences and outcomes for children. For example, the lack of strategies to support children. Due to time constraints the manager had been unable to carry out important tasks such as approving observations of children's care, play and learning. It was encouraging to hear that the concerns highlighted at this inspection were due to be part of the setting improvement plan for the next academic year. However, these concerns must be addressed sooner. The manager would benefit from having more time to ensure the quality of care meets children needs. Delegating tasks to rooms leads would also be beneficial as it would allow the manager to focus on improving the overall quality of the setting. This will foster timely quality assurance practices and lead to continuous improvement (see requirement 1).

Regular team meetings provided an opportunity for all staff to come together and discuss matters that affected the setting as whole. This provided a forum for staff to share their thoughts and ideas. Moving forward, staff meetings should have clear objectives and actionable outcomes that are followed up at each meeting. This would lead to a focus on achievements whilst ensuring accountability and progress tracking.

Requirements

1. To positively influence good outcomes for children, the manager must be given sufficient time and support to effectively oversee the quality of care provided. The provider must ensure this enables the manager to manage staff effectively, carry out management tasks and lead to improved outcomes for all.

This is to comply with Regulation 4(1)(a)(b) (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 care and support is consistent with the Health and Social Care Standards (HSCS) which states:

'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 made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 4.3 Staff deployment

Parents spoke positively of the staff team, describing them as "amazing", "The best staff I have ever seen in any nursery environment", "Knowledgeable and friendly" and "Kind and understanding of our child's needs and listen to parents needs and anxieties too". They were particularly complimentary of the staff skills and knowledge as they told us "The nursery has clearly only employed staff with the relevant skillset and knowledge of what makes good staff and leaders for my child" and "The staff have clearly been selected and employed after careful and enhanced due diligence". This was not always in keeping with our findings, as noted in quality indicator 1.1: nurturing care and support.

We observed that the setting maintained appropriate levels of staff which was essential for ensuring children's safety and wellbeing. This was confirmed by a parent who told us "It is obvious that this setting invests in the right number of staff at the right level". Effective communication between staff when leaving an area or playroom helped ensure supervision of children during daily routines and play.

The provider was in the process of actively recruiting a housekeeper and cleaner. This would enhance the efficiency of staff deployment, affording staff more time to focus on creating a nurturing and supportive environment. There were also plans to employ lunch time cover which would support staff to have their breaks whilst ensuring uninterrupted supervision and a smooth daily routine for children.

Staff were welcoming and actively participated in the inspection process. Their engagement meant we were able to find out more about life in the setting and staff roles within it. When asked what they liked about the setting, parents told us "Great colleagues and colleague retention appears to be high, highlighting a good working environment for staff", "It appears staff work well together" and "Continuity of staff and genuine care for the children". This demonstrated a commitment to fostering staff retention through working well as a supportive team.

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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

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।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.