

# Marina View Nursery Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
21 August 2023

**Service provided by:**  
Marina View Nursery Ltd

**Service provider number:**  
SP2015012495

**Service no:**  
CS2015337575

## About the service

Marina View Nursery is a privately registered daycare of children service provided by Marina View Nursery Ltd. It is based within attractively renovated premises in the coastal town of Troon in South Ayrshire, close to local amenities including a beach and shops.

The service can provide care to a maximum of 93 children from birth to those not yet attending primary school, of whom no more than 12 may be under two years of age. The service is in partnership with South Ayrshire Council to provide funded early learning and childcare.

## About the inspection

This was an unannounced inspection which took place on 15 August 2023, with follow up discussions with staff and management using information technology on 16 and 18 August. We shared our inspection findings during a visit to the service on 21 August. 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.
- Considered information shared by survey from 30 of their families.
- Spoke with 10 staff members and the service manager.
- Spoke with two parents.
- Observed practice and daily life and reviewed documents.

## Key messages

- Children benefited from warm and nurturing care from the staff team.
- Staff knew children well and had developed positive relationships with them.
- The setting was bright, well-maintained, homely and welcoming.
- Children enjoyed a wide variety of good quality meals and snacks.
- Recent changes to planning approaches and the use of best practice guidance had improved outcomes for children.
- Communication should be improved to provide parents with more information about their child's development.
- Parents and families could be more meaningfully involved in evaluating the service.
- The service's recruitment process should be reviewed and improved.

## 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

### Quality indicator 1.1: Nurturing care and support

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

Children were settled, confident, happy, and having fun. There was lots of laughter and a relaxed and happy atmosphere. Staff were kind and caring, readily offering reassurance, encouragement and support. Staff knew children well and engaged with them respectfully, for example taking time to listen to their views and recognising their feelings. We highlighted some examples where staff could further develop positive, nurturing practice. Twenty-eight parents were happy with the quality of relationships and nurture. One said "Staff are very friendly and warm and seem to delight in telling me about what my daughter has been doing at nursery."

Families were warmly welcomed into nursery at the start of each session, and to review children's personal plans. This strengthened relationships between staff and parents and provided opportunities to share information that supported staff to meet children's needs. Further planned development of opportunities for parents to access the playrooms and home links will further support these positive aspects.

Children enjoyed eating good quality food in an unhurried atmosphere, ensuring a caring and supportive social experience. Some children would have benefited from a more homely experience during snack and lunch times. We referred management to Keeping children safe: supporting positive mealtime experiences in early learning and childcare (ELC) to support professional reflection on mealtime improvements within the staff team. Water was accessible to children at all times, ensuring they were hydrated and healthy.

Children's needs and interests were well understood by staff and reflected in their personal plans. All parents confirmed that they were fully involved in their child's care, including developing and reviewing their child's personal plan. One parent commented that they particularly liked the learning plan tailored to their child and regular catch ups with their child's key worker. The quality of information recorded in children's personal plans was sometimes varied. Management planned to review these and provide support to staff to ensure consistently good quality. The service liaised with specialist services to ensure that where children required additional support this was provided appropriately. This meant children's specific needs were met and that all children were supported to achieve their potential.

Management and staff understood child protection procedures and their responsibility to implement these. This helped to ensure children were safe and protected from harm and abuse. The child protection co-ordinator had not yet completed training appropriate to that role, and there was not a deputy child protection co-ordinator in place (see area for improvement 1).

Medication was stored and administered appropriately and appropriate permissions were obtained. The service should now develop individual procedures for children who may require further medical treatment as a result of their health needs.

### Quality indicator 1.3: Play and learning

We made an evaluation of good for this quality indicator, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

The service was developing planning approaches that were play-based, child-centred and focused on children's interests and needs. This was helping to ensure that children were engaged in their play and progressing in their learning. Ongoing training and support helped staff to develop skills in carrying out meaningful observations and evaluations.

Staff interacted well with children during play. They joined in play in a fun way and at children's level, for example sitting on the floor with a group of children in the construction area. Staff were developing opportunities for children to learn about literacy and numeracy through play based approaches. They used questioning techniques effectively to help children to think about what to do next to extend their play. For example, children enjoyed using wooden blocks to build a bear house and staff supported them to think about how many more blocks they would need and how tall they would make it. Almost all staff were aware of children's developing schemas. They had provided a range of bags for transporting and enveloping. Staff recognised when children had a particular interest, for example in bubbles, and provided various opportunities for children to explore these. Children's curiosity and creativity were supported, for example their interest in bugs and spiders was reflected in creative and experimental experiences. As a result of these approaches, children were having fun in their learning.

Staff provided opportunities for children to recognise and celebrate their learning and achievements, for example, awarding certificates that were displayed on the playroom walls and in their folders. Consideration of ways to include children in recognising and celebrating when they meet their targets will further support their self-esteem and help them to be enthusiastic learners.

Children were developing links to their community through planned approaches including visits from people who work in the community and visits to a local care home for older people. Some parents felt that better use could be made of natural local amenities, such as the beach. Staff told us that opportunities for visits outwith the nursery were dependant on numbers. The service should plan to incorporate regular outings into the weekly plan, enabled by the recent recruitment of additional staff.

### Areas for improvement

1. To ensure that children are protected from harm and abuse, the child protection co-ordinator and designated deputy should access training that reflects their level of responsibility.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities" (HSCS 3.20).

## How good is our setting?

## 4 - Good

### Quality indicator 2.2: Children experience high quality facilities

We made an evaluation of good for this quality indicator, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

The service provided children with a bright, warm and welcoming environment. The playrooms were clean and tidy with plenty of natural light and space for children to play and learn. Neutral décor, natural materials, dens and soft furnishings created a homely environment where children could rest and relax. This supported children's overall health and wellbeing. A planned maintenance and decoration programme resulted in a well-maintained setting where children felt valued.

Staff were developing the playrooms and outdoor areas to provide children with opportunities to investigate and be creative during play. A good range of resources including natural materials and loose parts meant that children were able to develop their imagination and lead their own learning. Spaces were organised well to allow children to reach resources and explore independently, which supported their learning.

Many children chose to play outdoors which was facilitated well by staff. Children required to be accompanied by an adult to access the outdoors. The use of radios for staff communication helped ensure children could change areas when they wished to do so. We saw this used well in practice to support children's choice.

A variety of safety measures were helping to keep children safe. For example, a secure entry system and suitable arrangements for maintenance. A comprehensive range of risk assessments was in place. Staff were familiar with these and had opportunities to contribute to them. This helped ensure children were safe.

Management had shared good practice guidance relating to keeping children safe with staff. This was supporting good staff practice. Going forward, there is potential to share this with children. This would support children to learn about being safe and responsible.

Overall, effective infection prevention and control procedures helped keep children safe. Staff and children washed their hands at appropriate times throughout the day. We asked the manager to review the use of gloves and to ensure staff encourage children to wash their hands after having nappies changed.

Children's information was stored appropriately. The service had CCTV. We were satisfied that this was managed in line with best practice guidance and legislation and was only used for purposes that support the delivery of safe, effective, and compassionate care for children.

## How good is our leadership?

## 4 – Good

**Quality indicator 3.1: Quality assurance and improvement are led well**

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

The manager had recently involved staff in the review and development of the service's vision, values and aims. As a result, staff had ownership of these and were motivated and committed to working together to develop the service. Staff reflected well together to make positive changes for children. National and local best practice guidance was helping staff to identify improvements that enhanced outcomes for children. For example, the service had made changes to the organisation of playrooms and the pace of the day to increase opportunities for children to lead their own learning. A monitoring calendar supported a systematic review of quality standards and supported positive outcomes for children. Staff used relevant frameworks to evaluate the quality of the service. Ongoing development of self-evaluation and measuring impact will support the ongoing development of positive outcomes for children and their families.

Almost all staff told us they felt well-supported in their roles. They felt that they received regular feedback on their work and felt able to approach management for support or with ideas to improve the service. Staff told us that their views were respected and that they were included in decision-making processes, particularly relating to playroom and practice developments based on their professional learning. Planned initiatives for staff at all levels to lead aspects of the service, such as outdoor play and learning and quality monitoring, will provide opportunities for staff to develop their skills and knowledge. This will support enhanced experiences for children.

Whilst most parents were happy with the way the service shared information and involved them in service developments, many felt that communication, particularly around their child's experiences and learning, could be improved. Many parents highlighted that they would like information about their children's daily experiences and learning shared digitally, some parents felt there was insufficient time to effectively review their children's personal plans, and some told us that the quality of information sharing on a daily basis varied. One parent told us "It would be great if we could see what the children have been playing with and doing during the day" (see area for improvement 1).

**Areas for improvement**

1. To ensure all families have opportunities to be actively involved in service improvements and planning for children's learning and development, arrangements for sharing information should be reviewed and improved.

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

### Quality indicator 4.3: Staff deployment

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

The service was appropriately staffed to meet children's individual health, wellbeing and safety needs. Staff worked well as a team and communicated with each other to meet children's needs. Regular meetings enabled staff to plan play, learning and care, which supported children's wellbeing, learning and development. Continuity of care was promoted by management and staff through effective key worker arrangements.

Deployment of staff supported children's safety. Staff communicated well with colleagues when a task took them away from their area, ensuring good supervision across the day. Staff worked flexibly, for example delaying their breaks if children were engaged in play with them. This demonstrated that staff put children's needs first. Staff regularly supported other rooms and each other to help ensure children's needs could be met. Some parents and staff commented that on occasion they felt more staff would support positive outcomes for children. The recent recruitment of additional supply and permanent staff will enhance staffing arrangements. The service should continue to monitor the effectiveness of staffing arrangements.

Staff had participated in professional learning that had improved children's experiences. For example, improved planning processes meant children had more opportunities to make choices and were more engaged in their play and learning. Staff were enthusiastic about further developing play and learning opportunities based on recent and planned training. This demonstrated a commitment to continuous improvement.

Staff caring for children were registered with the Scottish Social Services Council (SSSC), which is the regulatory body responsible for registering the social services workforce. The SSSC provides public protection by promoting high standards of conduct and practice and supports the professional development of those registered with them.

## 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 provider should review recruitment procedures referring to current best practice guidance. This should include taking checks of Scottish Social Services Council (SSSC) registration and any action needed should any worker's registration lapse

This is to ensure that as a child: "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 6 September 2019.**

#### Action taken since then

Staff working within the service registered with the Scottish Social Services Council within appropriate timescales and maintained their registration. However, a check of the register was not carried out as part of the recruitment process, references were not always accessed from a candidate's most recent employer and there was potential to strengthen arrangements for monitoring staff re-registration annually.

**This area for improvement has not been met and remains in place.**

### Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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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