

Prestwick Private Kindergarten Day Care of Children

Wellington House
Monkton Road
Prestwick
KA9 2PB

Telephone: 01292 477222

Type of inspection:
Unannounced

Completed on:
1 August 2023

Service provided by:
White Feather Company Ltd

Service provider number:
SP2003003371

Service no:
CS2003043514

About the service

Prestwick Private Kindergarten is registered as a daycare of children service. It is registered to provide a service to care for a maximum of 22 children aged 0 - 5 years of whom no more than 9 may be 0 - 2 years. Of the maximum 22 children a maximum of four places may be allocated to children aged 5 - 12 years.

The service is situated in a residential area of Prestwick, there are local amenities including schools, shops, parks, beaches and transport links within walking distance. The accommodation is provided from a spacious one-storey building containing two dedicated playrooms with additional rooms for other dedicated activities, such as creative play and a quiet room. Children also have access to a large, enclosed garden area which is shared by all groups for outdoor play.

About the inspection

This was an unannounced inspection which took place on 31 July and 1 August 2023 between 08:30 and 16:00. We gave feedback to the service onsite on 1 August 2023 at 16:00. The inspection was carried out by one inspector 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 last inspection.

In making our evaluations of the service we:

- observed and spoke with several children using the service
- sent out a family questionnaire and received three responses
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children received warm and nurturing care from staff who knew them well.
- Staff supported children's language development with care and attention.
- The service should continue to review and develop personal plans for each child.
- The management team should review their nappy changing areas in line with updated guidance.
- Processes should be further developed to ensure quality assurance processes and supervision of staff practice is undertaken effectively.
- Children and families benefited from a staff team which was stable and committed to providing a quality 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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

4 - Good

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

Quality indicator 1.1: Nurturing care and support

Children experienced nurturing and warm care which was responsive to their needs. Children were happy and relaxed within the service. Staff were nurturing, kind and gentle in their approach, offering cuddles and comfort to support children's needs. Children showed a clear attachment to staff. For example, some young children were not keen to sit near the inspector as she was someone they did not know. As a result, we observed children benefiting from positive, consistent interactions and relationships.

Staff knew children well and spoke knowledgeably and confidently about children's individual care needs and used their knowledge to tailor support. One parent told us they found the nursery to be a "Welcoming and nurturing environment with the child's personal needs always the main priority." Personal plans were at an early stage of development. Some children had plans in place, however these should be developed further to ensure that they are consistently in place and reflect children's health, safety and welfare needs.

Mealtimes were well-planned and menus were shared with parents. We observed staff communicating effectively with each other to ensure children's individual needs and dietary requirements were being well met. Children had access to freshwater throughout the day, this ensured that they kept hydrated.

Children's sleep routines were well-considered. Parents' views had been sought and individual children's routines had been considered. The children had access to a covered, well-monitored outdoor sleep area. One parent we spoke to told us how much they liked this aspect. We asked the management team to continue to ensure safe sleeping guidance is shared with parents and that consent is sought from parents for outdoor sleeping and sleeping in prams and pushchairs.

Medication procedures were in place; however, these should be developed to reflect local and national best practice guidance.

Overall, families were at the heart of this home from home nursery. A parent shared with us: "I love that the nursery is such a homely environment. My little one loves going to nursery."

Quality indicator 1.3: Play and learning

Children were confident, content and it was clear from their smiles and laughter they were having fun. Children were encouraged to play through a balance of planned and spontaneous experiences. Through observations of children's play, staff were responding to children's interests and beginning to support child-centred opportunities. We asked the service to further develop the way they captured children's learning and achievements. Observations would benefit from evaluative comments and next steps being identified. This would support and assist staff to robustly plan activities and resources to fully meet, and extend, individual children's learning needs.

Resources and experiences promoted children's curiosity and enquiry skills, encouraging them to be creative and develop their imagination. For example, very young children were being supported through books being read, songs being sung, rhymes and repetition. They were encouraged by a staff team who were confident, quietly spoken, friendly and clearly loved the children in their care. The team was committed to providing a positive experience for all children. Staff were warm and friendly in their approach which promoted a happy and fun environment where children could play and learn. However, there were some missed learning opportunities, where staff did not notice cues from children. For example, when the gardeners were cutting the grass, children were excited to watch, this could have been scaffolded better by staff. As a result, some opportunities to enrich children's learning was affected.

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

Playrooms were bright, clean and well-ventilated. The service had a homely feel, with a parent telling us they loved that the "Homely environment makes my child feel safe." Playrooms were laid out to offer a range of spaces where children could play, relax and spend time in small groups. The service had a playroom for babies on one side of the corridor and a playroom for older children on the other which allowed better engagement and small group play opportunities for children. Where children required additional support, these smaller rooms enabled them to be part of smaller groups which helped them settle and engage in learning experiences.

All children accessed the garden at times throughout the day. The large outdoor gardens had been split into smaller areas to accommodate different ages and stages of development. Spaces were set up thoughtfully and to spark children's curiosity and interest. Children were confident moving between the playrooms and the outdoor spaces. This showed us children felt safe and secure in the nursery environment.

Children were kept safe as staff were always vigilant about accounting for them. Staff ensured doors to the setting were secured appropriately when children were arriving or leaving. Daily checks of the premises were completed and there were risk assessments in place to ensure that the environment was safe for the children attending.

Good infection prevention and control measures supported children's health and wellbeing. Staff carried out effective handwashing and children were sensitively supported to follow good hand hygiene routines. This helped to minimise the spread of germs and protected children's health.

Due to the pandemic and a number of recent serious infection outbreaks across Scotland, there were updates to the Nappy changing for early learning and childcare settings (excluding childminders) guidance in July 2023. We asked the service to consider the adaptations they will require to make to meet these guidelines. The service's improvement plan should reflect the modifications required to be made.

How good is our leadership?

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 3.1: Quality assurance and improvements are led well

The management team engaged well throughout the inspection process, demonstrating an awareness of continuous improvement and provided a vision for the service. The service would benefit from having one shared vision for high quality childcare and was committed to improvement. There was a positive working environment where staff felt confident to share ideas to initiate change and were encouraged to share the responsibilities. Staff told us that overall, they felt well-supported and included, and our discussions highlighted that they were motivated. A staff member told us "Due to being a small establishment there are good positive relationships amongst children, staff, and families which creates a good ethos."

Staff enjoyed working in the nursery and were committed to improving outcomes for children and families. Staff recognised daily routines as opportunities to promote close attachments with children. Staff understood children's needs and the role they played in supporting them. Parents confirmed they felt that staff knew their child well. One parent told us they were: "Happy with the leadership. They all appear to work well together and communicate effectively."

Almost all staff had been recruited in line with national best practice guidance. We reminded the service to ensure that processes were followed for all staff, including family members and staff returning to the service. All staff were registered with the appropriate professional body. The homely nature of the service and the close working relationships ensured children were safe and protected.

Staff had been well-supported since joining the service, which had resulted in them settling happily in the team. There was a good balance of skills and experience across the team with staff supporting each other in their role.

Families told us they received regular communication and staff always made time to share what children had been learning. One parent told us: "The team are very friendly, loving and caring towards my child and other children. They have positive attitudes and during handover they are polite and informative on my child's day." The service should continue to develop ways in which families can evaluate the service and have their suggestions used to support improvements.

The service would benefit from having a robust quality assurance calendar in place to review aspects of practice throughout the year. Linking this to How good is our early learning and childcare? and A quality framework for day care of children, childminding and school-aged childcare guidance would support the team to evaluate its provision and improvement journey. These would help to set achievable targets and provide positive outcomes for children.

Staff were knowledgeable about child protection procedures. All staff had received training relating to child protection. As a result, staff were clear about their roles and responsibilities in safeguarding children.

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

The deployment of staff supported children to be cared for by familiar adults who knew them well. This helped the development of secure attachments. Planned and unplanned absences were managed well. The effective planning of staff breaks minimised the impact on the children whilst enabling staff time to rest and refresh. In addition, staff were flexible and supported each other to work as a team to benefit the children.

The small staff team ensured there were opportunities for staff to come together and discuss information about the service. For example, information on individual children, best practice documents and planning for a variety of experiences. This created opportunities for staff to plan for children's needs. As a result, children experienced a good level of care and support. A parent told us they felt there were "Excellent staff" and they felt extremely comfortable leaving their child around them as "all staff are all so caring and nurturing."

Professional development was ongoing for staff and management, which resulted in a team who were participating in continuous learning to extend their knowledge and skills. Staff's differing experiences, knowledge and skills promoted positive outcomes and experiences for children. Staff should continue to be encouraged to source specific training which relates to their roles and the needs of the children they work with.

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 service should ensure that there is a system in place to monitor the standard of care provided to children using the service and identify areas for development. A record of areas identified for development should be maintained.

This is to ensure care and support is consistent with the Health and Social Care Standards 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 area for improvement was made on 19 December 2018.

Action taken since then

This area for improvement has been met.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com

Detailed evaluations

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

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