

Thrive Childcare and Education Happitots Garrowhill Day Care of Children

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Type of inspection:
Unannounced

Completed on:
25 September 2023

Service provided by:
Thrive Childcare and Education
Limited

Service provider number:
SP2003002955

Service no:
CS2003005988

About the service

Thrive Childcare and Education Happitots Garrowhill provides a care service to a maximum of 61 children in ranges: 15 children aged 0 to under two years; 14 children aged two to under three years; 32 children aged three years to those not yet attending school for full days. A maximum of ten children of school age, in their first year of primary school only, can attend from mid-August until mid-September. The service operates from a two storey building and comprises four playrooms, children's changing and toilet facilities, a kitchen, office and staff facilities. There is an enclosed outdoor play area to offer children opportunities for fresh air and active play and learning. The service is close to local shops and amenities in Garrowhill, East Glasgow. At the time of the inspection, due to staffing issues the service was not operating its baby room for children aged 0 to under one year.

About the inspection

This was an unannounced inspection which took place on 11 September 2023 between 09:30 and 16:15. 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 throughout the inspection year.

In making our evaluations of the service we:

- Spoke with some of the children using the service and reviewed survey responses from 28 parents whose children attend the service.
- Spoke with the service provider, manager and seven members of staff.
- Observed practice and staff interactions with children.
- Reviewed documents.

Key messages

- The service had a vision that detailed aspirations for children and their families.
- Children were cared for by staff who displayed warm and nurturing approaches, which made children feel welcome and supported.
- Staff worked hard to provide a variety of learning experiences that promoted children's choice and were based on children's interests.
- Limited progress had been made in relation to significant elements of the the nursery's annual improvement plan and we identified a need for a more robust quality assurance system to be implemented.
- Personal planning systems had been reviewed and plans were in place for all children.
- We found that support for children with additional support needs required improvement.
- Outdoor play spaces quality and available resources required improvement.
- Opportunities for children to access a high quality outdoor experience every day throughout the year required improvement.
- The right balance of experienced, qualified staff and apprentices across staff should be focus of all team building decisions.

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?	2 - Weak
How good is our setting?	3 - Adequate
How good is our leadership?	2 - Weak
How good is our staff team?	2 - Weak

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

How good is our care, play and learning?

2 - Weak

We made an evaluation of weak for this key question. Whilst some strengths could be identified, these were compromised by significant weaknesses.

Quality indicator 1.1: Nurturing care and support

Children were cared for by staff who showed warm and nurturing approaches, which made children feel welcome and supported the building of warm relationships. Feedback we gathered from parents about their experiences of personal care for their children was mixed. One parent commented: "I have absolutely no doubt when my daughter is in nursery that she is loved and cared for just like she should be and she absolutely adores all staff and that speaks volumes." Another parent told us "Since two senior members of the team have left, the quality and standard of care in the nursery has slipped a great deal." Eight parents disagreed or strongly disagreed with our survey statement "I am given good quality information about my child's day". Twenty of the 28 parents that we surveyed agreed or strongly agreed that they were fully involved in their child's care, including developing and reviewing their personal plan. One of the eight parents who disagreed with the statement told us that they wanted: "More consistency. Some days we get updates on the app advising what they've eaten, what they've done, other times weeks can go by and there's been no update." We found staff were friendly in their approach and committed to supporting the best possible outcomes for children. We highlighted the communication issues to the the manager who agreed to improve systems for ensuring consistency of communication about children's personal care needs with all parents.

A personal planning system was in place for all children. The manager told us that the planning system had been reviewed and was currently going through a phased transition across the age related playrooms. The service intended the new paperwork and systems of recording information about children to be more manageable and not too time consuming. The manager told us that they had worked hard to take on board improvement advice provided at the previous inspection to ensure there was more focus on providing a clear summary of children's key care support and learning needs within each plan. We discussed the importance of continuing to monitor and review the roll out of this system to ensure that all children receive the care and support that is right for them. We highlighted the need for the new planning system to be effectively communicated to parents so that they were centrally involved in agreeing and reviewing in each plan.

We identified a need for staff to use personal planning information more effectively to enable them to respond and plan appropriately to meet children's additional support where required (see Requirement 1). For example, we observed an emotionally distressed child struggling to settle within a playroom. We found staff did not use appropriate individualised support strategies to help address the child's immediate social and emotional needs. The service should review planning processes for children with additional support needs including staff training to ensure effective partnership working with other professionals. This can help ensure children received the right kind of care and support when they need it.

Quality indicator 1.3: Play and learning

We found that staff worked hard to provide a variety of learning experiences by continuously promoting choice and reflecting on children's interests and individual achievements. Staff took time to extend conversations with children about their play and used open ended questioning to further extend and challenge thinking and learning.

Staff told us how they used observations of children's significant play interests to adapt their support for and resourcing of play experiences. Staff had high aspirations to enable children to be successful.

Parental feedback on the quality of play and learning was mixed. One parent told us: "The staff always listen to my child's interests and take this forward and allow him to express himself in his own unique way." Another parent told us: "There just needs to be more planning and organisation. Sometimes it can be chaos when I go to pick up my child." More than 40 percent of the parents we surveyed disagreed or strongly disagreed with our survey statement: "I am fully involved and informed about my child's learning and development."

We revisited improvement discussions we had with staff at our previous inspection concerning strategies for developing older children's sense of ownership of leading change related to their self chosen play projects. The manager told us that ongoing staff issues had meant that most improvement work in this area was still at an early stage. The staff we spoke to agreed that more flexible use of planning tools based on observations of children's most engaging and involving play experiences could strengthen existing opportunities for children to shape their play environments. We re-emphasised to the senior management team the importance of staff developing planning and documentation strategies that support them to reflect on when older children display deep level engagement in their group play (see Area for improvement 1). We highlighted strategies that will help staff follow child-centred planning and documentation approaches that provide greater autonomy and choice as to how children will take their learning forward. Across each playroom there was varied staffing capacity in terms of qualified and experienced staff with a depth of knowledge of planning for play approaches. At times this contributed to some missed opportunities to support children's creativity and choices through their play experiences. We identified a need for staff planning approaches for play and learning to be consistently monitored. This can help to ensure all staff are working effectively together to plan and track progression and continuity in older children's collaborative learning across the early years curriculum.

Requirements

1. By 31 December 2023, the provider must ensure that each child receives appropriate care and support and their needs are met by the staff team. This care should include personalised support strategies to respond and plan appropriately to meet children's additional supports needs. To achieve this, the provider must, as a minimum,

- a) Ensure all staff are aware of and understand the information within the personal plans and use this to effectively meet each child's health, welfare and safety needs.
- b) Review planning processes for children with additional support needs including staff training plans to ensure effective partnership working with other professionals.

This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, (SSI 2011/210) - Regulation 5(1)(2) - Personal plans; and Health and Social Care Standards: "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) and "My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected" (HSCS 1.23).

Areas for improvement

1.

To support children aged three to five years in terms of their learning, wellbeing and development, improvements should be made to the planning approaches for collaborative play.

- Staff should undertake training that will support them to follow observation and planning approaches that focus on capturing and responding to the play interest of a group of children in the present moment.
- Children's shared ideas, wishes, and interests should inform planned play experiences and should be evident within the observation, assessment, and planning cycle.
- Staff planning approaches for collaborative play and learning should be consistently monitored.

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

"I am supported to achieve my potential in education" (HSCS 1.27); and "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).

How good is our setting?

3 - Adequate

We made an evaluation of adequate for this key question as we found performance where there was some strengths, but these just outweighed weaknesses. The strengths had a positive impact but the likelihood of achieving positive outcomes for children was reduced because key areas of performance needed to improve.

Quality indicator 2.2: Children experience high quality facilities

We looked at the nursery environment and resources within it in terms of how they were managed to support positive outcomes for children. The nursery play spaces included the provision of open-ended and natural resources. Spaces were set up in ways that were adaptable and had potential to encourage children's creativity. The manager told us that recent provider investment in internal redecoration and purchase of indoor play materials had enhanced the quality of children's play spaces. One parent commented: "Staff have worked hard to improve the setting since the previous inspection." Another parent told us: "The nursery is looking fresh now it's been painted and the addition of the loose parts materials has been great and it allows my child to expand his imaginative play and thinking." A third parent stated that the "Nursery is looking tired in areas, especially outdoors which I know they are trying to upgrade."

The manager told us how she had developed a section of the outdoor area to provide opportunities for children to experience nature through various planting and growing experiences. Overall, we found and staff agreed, that there had been no significant implementation or delivery of key elements of the nursery improvement and action plan for outdoor play arising from our most recent inspection.

We found that the secure outdoor play space was not set up to offer children a range of rich stimulating play opportunities or resources to support and develop their learning. The outdoor areas required to be consistently monitored to ensure malleable materials such as sand, water and mud as well as open ended resources such as loose part materials are available in sufficient quantities and regularly replenished.

This can help to ensure that play environments motivate children to be creative by linking their play ideas across different contexts.

Staff told us the limited size of the outdoor play space restricted the number of children who could access it at the same time. The layout of the nursery building and related access arrangements from playrooms restricted opportunities for children to freely lead their own play between indoor and outdoor play spaces. We found that effective systems to support staffing and accessibility of children's outdoor play needed to be implemented (See Requirement 1). These should ensure children have sufficient opportunities and time to engage in creative, physical and learning activities every day outdoors. We have asked that improvements are made to the quality of resources and outdoor spaces available to children to ensure children can engage in purposeful play that supports them to widen their thinking and consolidate their learning through play.

We identified a need for staff to review daily routines to increase available time and opportunities for young children to experience outdoor play every day. We discussed with staff strategies to help ensure children had the right balance of stimulating and calming indoor and outdoor environments to suit their needs. Outdoor play in different environments can encourage young children to move their body in different ways and widen opportunities to learn through their sensory and physical experiences. We highlighted and staff agreed that regular planned outdoor play opportunities within park and woodland spaces beyond the limitations of the nursery setting would further increase opportunities for children to experience fresh air and enjoy challenging play. The senior management team agreed to make this a focus of future staff resourcing as well as improvement and professional development planning.

Requirements

1. By 31 March 2024, in order to support children to achieve their full potential through play they should experience stimulating and challenging outdoor play spaces every day. In order to achieve this the provider must:

- (a) Improve the quality and variety of resources and equipment available to children in the secure outdoor play space.
- (b) Ensure available resources are age appropriate, effectively organised and presented in order to support a wide range of types of play and stimulate children's natural curiosity, learning and creativity.
- (c) Ensure staff undertake training that will: develop their confidence and skills in developing the spaces and resources used for outdoor learning and play; support them to follow planning approaches for outdoor play that focus on providing children with a sense of challenge and purposeful engagement.
- (d) Ensure the management team establish monitoring systems that support all children to participate in a range of recreational, social, creative, physical and learning activities every day outdoors as well as provide regular access to play beyond the nursery setting.
- (e) Ensure action planning priorities set out in agreed improvement plans for children's outdoor play are implemented.

This is to ensure that the care and support is consistent with the Health and Social Care Standards My support, my life. Standards: 1.25 "I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors."

1.32 "As a child, I play outdoors every day and regularly explore a natural environment."

This is in order to comply with: Principle 3 of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210)

How good is our leadership?

2 - Weak

We made an evaluation of weak for this key question. Whilst we identified some strengths, these were compromised by significant weaknesses.

Quality indicator 3.1: Quality assurance and improvement are led well

The service had maintained a vision that detailed its aspirations for children and their families. The nursery improvement plan described how staff intended to involve all stakeholders in the evaluation of the nursery and the progress made on their improvement journey. The manager collected evidence through feedback from families, observation and consultation with children, professional dialogue within the staff team, senior professionals within the Thrive organisation. The improvement plan set out the service's priorities for development. These included: developments in outdoor learning environments including children's engagement with the natural world; planning approaches to support children's purposeful play; shared self evaluations to support self improvement.

It was clear from our inspection findings that there had been very limited progress in relation to significant elements of the improvement plan. When changes had been implemented, they were sometimes done in isolation and due to the individual commitment of the manager. We found there was insufficient current staffing capacity across the playrooms to support the service's wider programme of continuous improvement. One parent told us: "I do think the manager is a great at her job and the challenges she faces is no doubt due to staffing numbers and the budgets trying to get good members of staff in and then retaining them. A number of the good members of staff who I have seen over the last year have sadly left. Any time I have ever raised an issue this has been dealt with in a timely manner." We noted that there were times staff reflected together on practice issues however, these reflections did not consistently lead to positive change to outcomes for children and families. We spoke to the manager who told us that ongoing staffing issues had contributed to a lack of implementation of significant parts of the service improvement goals.

We found that staff would benefit from more frequent support and supervision meetings with the nursery management team. The manager should use these opportunities to motivate staff and ensure staff are sufficiently challenged to raise standards. This can provide a focus for discussing how children's needs are being met and how staff can be fully involved in helping develop the service.

To ensure that quality improvement goals are taken forward, the provider should monitor aspects of the service and establish quality improvement planning processes that address the issues that we identified during this inspection (see Requirement 1).

Requirements

1. By 31 December 2023, the provider must ensure there is a robust quality assurance system in place that addresses the issues highlighted in this report. These issues include: systems for staff support and supervision; personal planning for children with additional support needs, planning approaches for collaborative play for children aged three to five years, the quality of the outdoor learning environment, children's daily access to quality outdoor play opportunities, staffing arrangements.

This is to ensure all children experience high-quality care and learning and support that is right for them within a safe environment. To do this, the provider, at a minimum, must ensure:

- a) An action plan is created to address areas of required improvement.
- b) The implementation of the action plan is regularly monitored and evaluated.
- c) Sufficient resources including staff are made available to support the implementation of the action plan.
- c) The quality assurance system empowers staff and supports a culture of continuous improvement and includes the implementation of monitoring of systems for regular staff support and supervision.

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 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 4.23)

How good is our staff team?

2 - Weak

We made an evaluation of weak for this key question. Whilst we identified some strengths, these were compromised by significant weaknesses.

Quality indicator 4.3: Staff deployment

We found that the current national staff recruitment and retention crisis affecting the early learning and childcare sector in Scotland had continued to directly impact on the mix of skills and experience within the staff team. The manager highlighted the steps she had taken to restructure the service to maximise opportunities for children to experience consistency and continuity in their care from key workers who knew them well. One parent commented: "Overall, I feel staffing levels have been the significant issue recently and this is impacting on how my child enjoys their time at nursery and our faith in the skills and experience within the setting." Another parent told us the nursery was: "Always understaffed. Staff always leaving. Lots of brand new faces for the kids to get to know. This year alone I can count at least five times my child's full session has been cancelled due to no staff to open the room."

The manager told us of the ongoing challenges she had experienced in recruiting fully qualified practitioners to fill vacancies. At the time of the inspection there were five unfilled staff vacancies within the team. We found arrangements for planned absences by staff were not always effectively managed which impacted on the continuity of and quality of children's care. Some staff were continuing to work towards initial training qualifications relevant to their post. There was ongoing use of supply or agency workers to support the day to day running of the service.

We revisited our previous inspection discussion about how the capacity of the team to deliver immediate improvements would be enhanced by ensuring the right balance within the team of experienced trained staff and apprentices. We discussed the importance to children's emotional health and sense of security of intimate care, including basic personal care being delivered by familiar key adults who are perceived as consistent, reliable, trustworthy, and responsive to their needs.

We discussed with the senior management team the need to develop an approach to staffing within the service that is more outcome-focused (see Requirement 1). At points across the day there were gaps in staffing capacity that impacted on opportunities for children to freely lead their own play into outdoor play spaces and for children with additional needs to be effectively supported.

Requirements

1. By 31 December 2023, in order that children experience high quality care and support the provider must ensure that at all times suitably qualified and competent persons are working in the care service in such numbers as are appropriate for the health, welfare and safety of service users.

This is to ensure care and support is consistent with Health and Social Care Standard 3.15: "My needs are met by the right number of people." This is in order to comply with: Regulation 15(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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

Requirements

Requirement 1

By 30 June 2023, the provider must ensure that each child receives appropriate care and support and their needs are met by the staff team. To achieve this, the provider must, as a minimum, ensure:

- a) Each child has a written plan which sets out how they will meet the child's health, welfare and safety needs within 28 days of starting in the service.
- b) Personal plans are reviewed and updated by parents, at least every six months or sooner depending on the individual needs of the child.
- c) Personal plans support the service to remain up to date with each child as an individual through their changing play interests, needs and successes.
- d) All staff are aware of and understand the information within the personal plans and use this to effectively meet each child's health, welfare and safety needs.

This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, (SSI 2011/210) - Regulation 5(1)(2) - Personal plans; and Health and Social Care Standards: "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) and "My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected" (HSCS 1.23).

This requirement was made on 30 January 2023.

Action taken on previous requirement

We found that each child has a written plan which sets out how they will meet the child's health, welfare and safety needs within 28 days of starting in the service. Systems were in place to ensure personal plans were reviewed and updated by parents, at least every six months or sooner depending on the individual needs of the child. Personal plans were up to date for each child recording their changing play interests, needs and successes. Staff were aware of and understood the information within the personal plans but did not always use this to effectively meet some children's health and welfare needs. Element (d) of this requirement has not been met and has been reconfigured under Requirement 1 (See section "How good is our care, play and learning?")

Not met

Requirement 2

By 28 February 2023, the provider must review the snack and lunch experiences for children to ensure children's allergies, dietary requirements and food preferences are always respected. To achieve this the provider must:

- a) Ensure all staff involved in the preparation and serving of foods are suitably skilled to deliver a safe lunch experience for children. This should include staff having the knowledge and awareness children's allergy, dietary requirements, and safe food hygiene practice.
- b) Provide adequate supervision during snack and mealtimes to ensure staff can support and assist children when required and promote opportunities to build relationships between children and key workers.
- c) Monitor snack and lunch experiences to ensure children can enjoy a safe, relaxed and unhurried mealtime.

This is to comply with Regulation 4(1)(a) and (d) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) and to ensure care and support is consistent with Health and Social Care Standards, which state: "I can enjoy unhurried snack and mealtimes in as a relaxed atmosphere as possible" (HSCS 1.35); "My needs are met by the right number of people" (HSCS 3.15); "People have time to support and care for me and to speak with me" (HSCS 3.16); "If I need help with eating and drinking, this is carried out in a dignified way and my personal preferences are respected" (HSCS 1.34); "If I wish, I can share snacks and meals alongside other people using and working in the service if appropriate" (HSCS 1.36)

This requirement was made on 30 January 2023.

Action taken on previous requirement

The provider had reviewed the snack and lunch experiences for children to ensure children's allergies, dietary requirements and food preferences were respected. Safer Food Practices training had been completed by the staff team.

The management team had established a peer observation system which monitored and helped sustain improvements in support, supervision and interaction at meal times. A revised allergy and dietary recording system had been put in place. Safer food practices and relevant food policies have been added to the staff induction process. Food was now cooked on the premises which helped staff to be confident about the ingredients of any food when managing children's allergies and food preferences. This requirement has been met.

Met - within timescales

Requirement 3

By 28 February 2023, the provider must ensure that medication is safely managed and stored in line with best practice guidance. In order to comply the provider must ensure:

- a) That all members of staff working in the care service understand and implement current guidance "Management of medication in daycare of children and childminding services" (2014).
- b) Staff must have a demonstrable understanding of the appropriate procedures to follow to ensure the safe administration of medication including the need for accurate, accessible records of parental consent

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, No 210: 4(1)(a) - Requirements to make proper provision for the health and welfare of service user and to ensure that care and support is consistent with the Health and Social Care Standards which state that "Any treatment or intervention that I experience is safe and effective" (HSCS 1.24).

This requirement was made on 30 January 2023.

Action taken on previous requirement

Medication boxes (long and short term) contained a photo of the child along with the expiry date of all medication. A monitoring system had been implemented that ensured any missing medical information was promptly collected from parents. Staff had received coaching and support in the administering of medication ensuring that this was in line with best practice guidance. Staff monitored the contents of children's bags on arrival to ensure no unapproved medication was within the service. Monitoring of medication forms and care plans was completed monthly by management. This requirement has been met.

Met - within timescales

Requirement 4

By 30 June 2023, the provider must ensure there is a robust quality assurance system in place that addresses the issues highlighted in this report. These issues include: consistency in personal planning, quality of children's mealtime experience, food safety and allergy awareness practices, administration of medication systems, the quality of the environment, staffing arrangements, children's daily access to quality outdoor play opportunities. This is to ensure all children experience high-quality care and learning within a safe environment. To do this, the provider, at a minimum, must ensure:

- a) an action plan is created to address areas of required improvement
- b) the implementation of the action plan is regularly monitored and evaluated
- c) the quality assurance system empowers staff and supports a culture of continuous improvement.

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 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 4.23)

This requirement was made on 30 January 2023.

Action taken on previous requirement

As outlined in this report elements of this requirement have met in relation to quality assurance systems being established to monitor and ensure: consistency in personal planning, quality of children's mealtime experience, food safety and allergy awareness practices, as well as safe administration of medication systems.

Other elements remain as ongoing; quality improvement issues including: enhancing the quality of the environment, improving staffing arrangements, increasing children's daily access to quality outdoor play opportunities.

The elements of this requirement that have not been met have been reconfigured and continued under Requirement 1 (see section "How good is our leadership?").

Not met

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 ensure that children benefit from high quality facilities the provider should produce and implement a comprehensive refurbishment plan that ensures all indoor areas of the nursery are visibly clean and well maintained and in a good state of repair.

This is to comply with: Health and Social Care Standards: "I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment". (HSCS 5.22)

This area for improvement was made on 30 January 2023.

Action taken since then

The provider had completed a deep clean of the nursery playrooms. Staff had participated in a decluttering exercise across the nursery. The provider had redecorated the internal fabric of the nursery building. Painting of the whole nursery and communal areas to be completed. The manager had reviewed and revised cleaning schedules and checks to ensure these are effective.

Previous area for improvement 2

To ensure positive impacts on children's wellbeing, learning and development children should experience stimulating and challenging outdoor play spaces every day. Staff should ensure that resources and layouts provoke children's interest and extend their thoughts and learning. Staff should regularly evaluate outdoor spaces to ensure they are filled with open-ended opportunities for example, loose parts materials, sand, water, clay, creative tools and imaginative props for children to explore, inquire and engage in energetic play.

This will ensure the quality of the environment is consistent with the Health and Social Care Standards which state that: "I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors" (HSCS 1.25) and "As a child, I play outdoors every day and regularly explore a natural environment" (HSCS 1.32).

This area for improvement was made on 30 January 2023.

Action taken since then

The manager had developed a section of the outdoor area to provide opportunities for children to experience nature through various planting and growing experiences. This area for improvement has been reconfigured and continued as a requirement (See section "How good is our setting?").

Previous area for improvement 3

To ensure that children receive care that is right for them, the manager should ensure that staff are deployed in a way that meets children's needs. This should include the development of an approach to recruitment that promotes continuity in children's care through the retention of experienced staff. It should support high quality staff engagement and interaction with children at meal times and facilitate children's access to outdoor play throughout each day.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My care and support meets my needs and is right for me" (HSCS 1.19), and "My needs are met by the right number of people". (HSCS 3.15)

This area for improvement was made on 30 January 2023.

Action taken since then

This area for improvement has been reformulated and continued as a requirement (See section "How good is our staffing?").

Previous area for improvement 4

To support children to achieve their full potential through play the provider to ensure children have regular access to challenging outdoor play and learning experiences beyond the nursery setting. This is to ensure that the care and support is consistent with the Health and Social Care Standards My support, my life. Standards: 1.10 "I am supported to participate fully as a citizen in my local community in the way that I want." 1.25 "I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors." 1.32 "As a child, I play outdoors every day and regularly explore a natural environment."

This area for improvement was made on 2 November 2021.

Action taken since then

We found some evidence of some community walks and play outings in the green space adjacent to nursery. The manager told us that due to staffing shortages this was not a regular and consistent element of the nursery programme. This area for improvement has been reconfigured and continued as a requirement (see section "How good is our setting?").

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

Detailed evaluations

How good is our care, play and learning?	2 - Weak
1.1 Nurturing care and support	3 - Adequate
1.3 Play and learning	2 - Weak
How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
How good is our leadership?	2 - Weak
3.1 Quality assurance and improvement are led well	2 - Weak
How good is our staff team?	2 - Weak
4.3 Staff deployment	2 - Weak

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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۔

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