

Sunbeams Nursery Day Care of Children

c/o Innellan Primary School
Wyndham Road
Innellan
Dunoon
PA23 7SJ

Telephone: 07769 174 343

Type of inspection:
Unannounced

Completed on:
27 October 2023

Service provided by:
Innellan and Toward Family Centre a
Scottish Charitable Incorporated
Organisation

Service provider number:
SP2015012612

Service no:
CS2015342398

About the service

The service was registered with the Care Inspectorate on 15 April 2016.

Sunbeams Nursery and is based within Innellan Primary School Dunoon, the service operates from its own dedicated space and has a separate entrance from the school. The provider of the service is Innellan and Toward Family Centre a Scottish Charitable Incorporated Organisation.

The service is registered to provide a care service as follows:

1. 24 children aged 2 years to those not attending primary school with no more than 5 children aged between 2 to under 3 years.

Any other conditions unique to the service:

2. The service will operate during term time.

3. Minimum staffing levels to adhere to the guidance in Annex A of the National Care Standards for Early Education and Childcare up to the Age of 16.

4. Prior to 15/7/16, the provider must comply in full, with the Care Inspectorate guidance entitled 'Nappy changing facilities in early years nurseries and large childminding services' - publication code OPS-0314-266.

About the inspection

This was an unannounced inspection which took place on Wednesday 25 October 2023 and Thursday 26 October 2023. The inspection was carried out by one early learning and childcare 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 service registered.

In making our evaluations of the service we:

- spoke with and observed children using the service
- contacted families and staff through Microsoft forms to gather their views
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were confident, happy and had formed positive relationships with staff.
- Staff were warm and caring. As a team they were knowledgeable in relation to children's individual needs and responded through providing nurturing interactions at each child's level.
- We observed mealtimes to be positive and relaxed this was a calm experience for children present.
- The service promoted an open-door policy for parents developing relationships and connections with families, ensuring they were made to feel welcome and part of their child's time at the service.
- Children had opportunities to develop play and learning through accessing the wider community and surroundings.
- We observed opportunities for all children to play cooperatively, share and take turns which was promoting social skills and developing relationships with others.
- Staff were appropriately deployed throughout the day which supported them to meet most children's needs at the right time.
- The current format of planning should be developed to support staff to provide a more holistic and child centre way to delivering children's play and learning.
- Management and staff should monitor and streamline recording methods to reflect 'how' staff are meeting and supporting individual needs, next steps and areas of play and learning.
- The service should continue to develop the garden and outdoor area to ensure its inviting and well resourced for children to use all year round.

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 evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator - 1.1 - Nurturing care & support

Throughout the inspection we observed warm and caring interactions between staff and children. Children were confident, happy and had formed positive relationships with staff. We observed children receiving praise and encouragement, cuddles and reassurance when needed. Staff supported children to discuss their feeling and how interactions made them feel as well as their peers, children shared their emotions through discussions and supportive interactions from staff. Children were spoken to gently and were familiar with the routines of the nursery, and we saw staff supporting children well encouraging them to develop life skills through sharing resources, being kind to each other and taking turns. This supported children to feel safe, secure, and valued. Parents told us;

'It is a small, nurturing setting and they provide great outdoor learning experiences.'

'The staff know my child very well and have helped her / him grow in many ways. Her/his confidence, self-esteem, learning and friendships have grown.'

Staff were knowledgeable in relation to children's individual needs and responded through providing nurturing interactions at each child's level, which resulted in children approaching staff for help and support. Parents told us;

'The staff are caring and experienced and they also have plenty of activities for my child to enjoy and explore. Forrest school is great.'

'I love the small setting with a family feel and the surrounding area is second to none. Children have many adventures.'

'All the staff are lovely and my little one loves them.'

Children enjoyed a nutritious snack and lunch, children were encouraged to prepare and choose snack options. We observed mealtimes to be positive and relaxed this was a calm experience where children were encouraged to try new foods. Children were given time to eat at their own pace and free to access activities of their choice after eating. Staff sat and ate with children and encouraged friendly social interactions. This helped children to feel included, develop conversations and learn about healthy choices.

Management and staff should continue to develop lunch with consideration to offering more opportunities for children to self-serve, easier access to cutlery and as tables are multipurpose the use of tablecloths would be beneficial. Staff should also ensure children are encouraged to wash their hands and face after eating this would support children to feel and look comfortable as well as encouraging good infection prevention and control.

Parents were welcomed into the service at collection and drop off times, staff were warm, welcoming, and promoted an open-door policy. On the first day of inspection parents were welcomed to a stay and play

session. This was an opportunity for parents and carers to work alongside their child in creating 'Halloween arts and crafts' and prepare pumpkins for carving. Management and staff regularly arrange opportunities for parents or carers to attend and be part of their child's experience at nursery, this was developing relationships and connections with families and parents told us they would like these opportunities to continue.

Children's personal plans contained most relevant core information about children's individual needs. The service communicated effectively with parents through daily conversations and regular parent's meetings. To ensure a consistent approach to documenting children's information in line with current legislation and guidance we have asked the service to monitor and streamline recording methods to reflect 'how' staff are meeting and supporting individual needs, next steps and areas of play and learning. We also suggested to management collating key information on each child which is easily accessible for all staff including 'bank staff' to access. This would support adults working with children to have the most up to date, accurate information, this will support staff to deliver care and support that meets each child's health, welfare, and safety needs. **(See area for improvement 1)**

No children during inspection required support with medication. Policies and procedures were in place to support staff to safely administer any required medication. During inspection we asked management to update medication templates in line with best practice guidance 'Management of medication in daycare and childminding settings.' Following inspection, the service has updated templates to include the required information to support the safe administration of medication.

Quality Indicator - 1.3 - Play & Learning

Children engaged well with the learning experiences on offer and were confident at accessing the indoor and outdoor environment. Children were able to choose where they wanted to play when inside and outside the nursery. Staff were supporting children to explore and engage in experiences while developing language, literacy and numeracy through stories, block play, home corner, water play and arts and crafts. We found friendships were encouraged through play and learning experiences and positive interactions from staff. We observed opportunities for all children to play cooperatively, share and take turns which was promoting social skills and developing relationships with others. Parents told us;

'My child is very happy at nursery, and we are always getting to see the children's progress and what they learn.'

'I love that our child is learning topics at this nursery. She/he can come home and be excited to tell us what she/he has learned that day and be excited and fascinated by the topic she/he is exploring, learning, and discovering as well as teaching her/his own interests.'

Children had opportunities to develop play and learning through accessing the wider community and surroundings. On the first day of inspection, we joined the children and staff in the forest where children were leading on their own play and learning through climbing trees, playing on the swing they had built in the forest and looking for and discussing spiders. Staff were encouraging children to risk assess and following the children's lead on where they wanted to play and explore. This was supporting children's curiosity, imagination, and resilience. To enhance outdoor forest school further we would ask staff and management to make links with the local authority and other services to further develop the area used to give children more ownership. We suggested staff visit other services for ideas, support, and advice in setting up and developing the area further.

Planning and recording children's progress and achievements were in place and the staff and management regularly discussed ways to improve how they plan and record children's play and learning. Current planning was focusing on a themed back drop approach, to ensure staff are meeting children's individual needs, planning requires to be more responsive and linked to children's individual interests. We discussed with management the current format of planning and have suggested they look at a more holistic and child centre way of planning children's play and learning. We would encourage staff to further embed these to develop a broad range of life learning skills. This will support staff in ensuring children continue to positively progress over time. Staff should continue to develop child-centred planning observations, questioning and the environment to support and develop play and learning further which will support staff to offer experiences that scaffold children's learning. **(See area for improvement 2)**

Areas for improvement

1. To support children's health, welfare and safety needs the manager and staff should ensure individualised personal plans are sufficiently detailed to include but not be limited to identified next steps in learning, 'how' staff will support children and include any strategies to support. That plans are reviewed and updated at least every six months or before if required along with children and parents' views.

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

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

2. To support children to achieve their potential the manager and staff should ensure appropriate levels of challenge and depth in learning through child-led planning. Consideration should be given to how individualisation is captured within planning. In addition, planning should be linked to observations with meaningful next steps recorded. These should be monitored to ensure consistent quality of written observations.

This is to ensure 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)

How good is our setting?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator - 2.2 Childrens experience high quality facilities.

Children were cared for in a large playroom that was welcoming, well-ventilated and children had supported access to a secure outdoor area and children's toilets. Staff ensured resources were suitable and accessible to the children and responded to requests for additional toys to extend and develop play. Displays of children's experiences for example, Forest school, learning about peoples jobs the dinner ladies and janitor and children's artwork and targets were displayed which celebrated their achievements. We discussed with management developing displays to consider children's accessibility for example, at the child's height this would enable children to engage more purposefully and reflect on experiences.

Furniture was child sized and there were some soft furnishings for relaxation and comfort for children to relax. Children had some space to play in small groups and by themselves. Staff had quiet soft music playing during the session which supported them to create a calming environment for children to play and learn. Parents told us;

'This setting has a lovely home feel, and we love that they all have cosy indoor shoes, have cosy spots to relax and all sit round the dinner table at lunch just like home. There's so much learning opportunity in and around the nursery which make this place so unique and exciting.'

'Friendly caring environment.'

We discussed developing the environment further and to consider dimming the lights or adding additional low lighting and soft furnishing that will enhance the environment. Management agreed this was an area they were in the process of developing.

Outdoors, children enjoyed exploring risky play as they climbed and played on the climbing frame and slide. Children had great enjoyment from bathing a baby doll through using the hose to fill containers and staff supplied kitchen roll as a cloth. Children played well together trying to knock down cones with a ball that staff had provided, and staff observed and supported throughout. Staff had developed the space to take account of children's stages of development and promoted curiosity and imagination through a variety of loose parts resources. Children had been planting their own vegetables and there was a selection of plants the children had been growing including sunflowers. We identified that some areas outdoors needed to be developed further to create a more inviting space for children to play and enrich their learning for example, the sand pit area and mud kitchen. We recognise due to current weather this has been challenging but would ask the service to continue with getting support from parents to ensure the garden and outdoor area is inviting, giving children appropriate space and resources to use all year round.

Overall, staff demonstrated good practice in infection prevention and control. For example, they modelled good hand hygiene, children were encouraged to wash hands at appropriate times such as before and after eating which encouraged them to develop healthy habits. We have asked management and staff to remind children to wash hands after outdoor play and support children to wash their face and hands after lunch. We also discussed the use of PPE (Personal Protective Equipment) and advised staff they only need to use gloves for personal care, gloves are not required to be worn for snack and lunch serving, staff should ensure they wash hands regularly to promote and support good hygiene and avoid spreading infection.

Risk assessments were in place for areas accessed by children and staff. Management and staff had involved children in developing these through recording children's voice, children were encouraged to risk assess areas inside and outside the service through staff discussions and questioning. We asked that management clearly identify on the risk assessments the area being assessed and date and sign risk assessments before sharing with staff.

How good is our leadership?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator - 3.1 Quality assurance and improvement are led well.

The manager and staff team were open and honest throughout the inspection and promoted a shared vision in delivering a quality service to all children and families.

The service encouraged feedback from parents through gathering their views to ensure families were meaningfully involved and influenced change within the setting. Throughout the year management contacted parents for their feedback and encouraged feedback when children left the service. Information gathered was considered and findings were reported back to parents to show of changes and any actions that were required. This was supporting the service to develop, grow and ensure parents voice was recognised and acknowledged. Parents told us;

'The manager is always friendly and approachable.'

'Staff and fantastic. They have plenty experience between them all and trust their help, support, advice as a parent as well as their knowledge and skills to help my little one have the best nursery experience in all areas.'

The service has recently introduced a new board of committee members including a newly appointed chairperson. We met the chairperson during inspection who advised they wanted to support and continue to grow the service for the children, families, and local community. Considering these recent changes and the new intake of families using the service since August 2023 we would ask that management, staff along with the committee members look at developing the services vision, values and aims as part of their improvement plan which should also involve children and families.

We acknowledged that the service had plans in place to support improvement. We found management had developed an improvement plan identifying the service priorities. We can see some progress had been made on priorities identified. We saw that the setting used some processes for self-evaluation. Quality assurance, including monitoring and self-evaluation now needs to be more firmly embedded into the process of evaluating and improving the nursery. It would be helpful for the manager to visit the Care Inspectorate HUB where they will find 'The Model for Improvement' which provides a framework for developing, testing, and implementing changes. This would enable the manager to monitor change and the impact to support more reflective practice and improved outcomes for children.

How good is our staff team?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator - 4.3 - Staff deployment.

The nursery was appropriately staffed to meet the needs of most of the children. The service has a small staff team that worked well together, they were nurturing and engaging with children throughout the inspection. Staff were appropriately deployed throughout the day which supported them to meet most children's needs at the right time. Transitions were planned and children were familiar with the daily routine. Staff were effectively supported by the manager who spent regular time in and on the nursery floor, for example supporting staff at lunch time and was part of the ratios most afternoons. This helped to build positive working relationships and allowed time for professional discussion. Staff were happy, engaging and sharing tasks through working as a team. Staff lunches were organised to minimise disruption ensuring the day ran smoothly to support the play, care and learning of the children.

However due to the small staff team, staff deployment at times impacted on children having free flow access to outdoors. We acknowledge that staff were planning opportunities for children to be outdoors each day. However, we have suggested that management and the committee look at ways of supporting the staff to have a more flexible approach to enabling children to access outdoors more freely and at time that suits their individual needs.

As a team there was different skill sets and knowledge between them which complimented one another resulting in positive interactions with the children. For example, two staff members were leading on Forest schools and one staff member was trained to deliver 'Book bug' sessions to parents and children.

Staff communicated well with each other and worked together to ensure effective supervision and quality engagement with children across the day. The ethos throughout the service was a focus on the children as individuals ensuring that all staff treated children with respect. We found there was shared care and responsibility for all children.

Staff and management met weekly to discuss children, planning what was working well and any areas they wanted to improve. This gave staff the opportunity to reflect on their week, share ideas and meet as a whole team. Staff told us;

'We have informative team meetings each Friday where we all have input on decisions and discuss each child's learning, progress, and needs. The Manager is always available for individual discussions.'

'The staff team has a meeting every Friday morning which gives us the chance to discuss matters arising, any concerns we have and suggestions moving forward. The manager always asks us if we have anything else we would like to discuss at the end of each meeting.'

'The manager is fully supportive and takes on board ideas and tries to help fulfil any professional development requirements we may have. We have regular staff meetings where we can discuss on-going development and planning in all areas.'

Staff had a yearly appraisal with the manager to discuss performance and training. This supported staff to be reflective, identify areas of development and plan any training requested or required. All staff held a training plan of courses they had attended we would ask that staff keep a reflective log documenting how training undertaken is support them and improving their practice as individuals and the impact on outcomes for children.

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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