

Hyde 'N' Seek Day Care of Children

Block D
Sholto Crescent
Innovation Park
Bellshill
ML4 3LX

Telephone: 01698 845 786

Type of inspection:
Unannounced

Completed on:
15 September 2023

Service provided by:
Hyde 'N' Seek Ltd.

Service provider number:
SP2003003510

Service no:
CS2009196320

About the service

Hyde 'N' Seek nursery is registered as a daycare of children service. The service is provided by Hyde 'N' Seek Ltd to provide a care service to a maximum of 78 children: 18 children 0 - under 2 years, 20 children 2 - under 3 years and 40 children 3 years to those not yet attending primary school.

The service consists of single-storey premises with three main playrooms with separated areas for different rooms and a large, enclosed garden. The service is based in Innovation Park in Bellshill and makes use of local walks and parks in the area.

About the inspection

This was an unannounced inspection which took place on 13 and 15 September 2023 between 09:00 and 17:00. Two inspectors carried out the inspection.

To prepare for the inspection, we reviewed information about the service. This included registration information, information submitted by the service and intelligence gathered since the service was registered.

To inform our evaluation of the service we:

- observed practice and daily life
- spoke with 25 children using the service
- gathered the views of nine parents
- reviewed documents
- spoke with the manager, external managers, room supervisors and staff.

Key messages

- Staff were warm, friendly and engaging. Children were happy and settled in the nursery environment.
- Children benefited from a large outdoor space where there was challenge and fun. The outdoor classroom and woodland environment supported children's interests and curiosities.
- The communication with families was positive and contributed to positive outcomes for children.
- Staff would benefit from further training on outdoor play to build their confidence to further extend children's experiences.
- The service was led well with a clear improvement journey and the deployment of staff supported the health and wellbeing of children.

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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

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

How good is our care, play and learning?

5 - Very Good

We found major strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 1.1: Nurturing care and support

Staff interactions were warm, affectionate, and supported children well in their care play and learning. Positive relationships had been formed with families, and parents shared that they were happy with the level of communication within the service. Children were confident and happy. They were playing and having fun across the setting both indoors and outdoors. The flow of the day was positive to support the health and wellbeing needs of children.

Staff knew the children and their individual needs well. This was evident through the level of support for children. Where children needed additional support, this had been identified within their personal plans and clear strategies were in place to support children's development. Personal plans were continually updated to ensure that parents and staff were working well together to meet the needs of children. The Family app, a digital platform used by the service, supported communication and sharing information about children. This was meaningfully used as a tool for recording children's key information. All aspects of the children's development journeys were captured on the app. Along with positive links with other agencies and clear targets for children, this contributed to an ethos that supported children's overall development and health and wellbeing.

Medication was stored in line with best practice guidance. There was a grab bag for medication for children leaving the building. This ensured clear plans for outings. Audits of which medications were stored within the service, ensured the safe storage of medication and staff had a secure understanding of the policies and procedures for administering medication. The Family app supported audits of medication and links with parents.

There were clear safeguarding procedures and these were shared with families. Staff knew what they would do if they had a concern about a child. Staff were aware of their responsibilities. Supervisors within each room worked closely with staff, supporting good open channels of communication. There were records in place to ensure the safety and wellbeing of children. All of this contributed to children being safe and protected.

Meals and snacks were healthy and balanced and followed best practice nutritional guidance. Children were encouraged to be independent, and staff were present and engaging with children during the lunchtime experience. There were lots of opportunities for conversation and staff were skilled in their approach. Staff trialled offering a rolling lunch during the inspection and found that this gave the children less interruptions to their play and learning and gave the children the opportunity to have lunch in small groups which offered better opportunities for engagement and independence. Staff planned to embed this into practice. Young children could sleep safely within the service. Staff were aware of the safe sleep guidance and ensured that children were put down for naps in a safe, hygienic and comfortable space. This was in line with children's individual personal plans.

Quality indicator 1.3: Play and learning

Children were leading their own play and learning through a balance of planned play experiences and spontaneous play opportunities. Children were playing and having fun and were well-supported in their play and learning by the staff team who were skilled in their approach. Most children in the 3-5 playroom chose to play outdoors. They were enjoying and engaging in the challenge of climbing, balancing and exploring the outdoor space. Staff were following the children, and this led to play and learning experiences being based on children's interests and curiosities. The flexibility of the learning environment led to children being highly engaged.

Staff were skilled at supporting children's opportunities for literacy and communication. For example, for very young children, staff were responsive and used songs and rhymes for engagement. Staff ensured that they were at children's level using expression to engage children and have fun, adapting their tone to suit the needs of children. Children within the older rooms used a range of technology to support their learning. Staff were on hand to extend children's learning by using technology when a child wanted to find out more about a topic of interest. Children were linking with pen pals, from other nurseries, to extend opportunities for communication and writing letters to their new friends. This extended children's experiences in writing and sharing about themselves and being part of a wider community.

Where children needed additional support, there were clear strategies in place, devised with other agencies, to ensure children could engage with the learning environment. This included now and next boards, cue cards for children and extra engagement with support for tasks. This was impacting positively on outcomes for children. Children's achievements were celebrated and this gave children a sense of pride and belonging.

Planning was responsive to the needs of the children. The Family app was where children's goals and learning were logged and shared with families. Regular observations were shared and showed progression. Parents were engaging in their children's learning regularly and the children were benefiting from the range of home learning links. This showed meaningful parental engagement in children's learning.

How good is our setting?

5 - Very Good

We evaluated this key question as very good, where there were major strengths that were impacting positively on outcomes for children.

Quality indicator 2.2: Children experience high quality facilities

Play spaces were warm, welcoming and comfortable to meet the needs of children. The children benefited from a rich outdoor play space that was accessible and offered a woodland experience with natural spaces where children could play and explore. All children had the opportunity to play outdoors every day and the service made good use of the wider community with local walks and trips to the library. The play areas available to children were well-resourced and took account of children's ages and stages of development along with their care needs. There was space for children to move around and the layout presented itself well for challenging play opportunities. Children within the 3-5 room benefited from direct access to a large enclosed outdoor play area and an outdoor classroom where children were enjoying a range of science experiences. Play opportunities reflected children's interests and curiosities, and we saw that children were engaged and having fun.

The building was clean and well-maintained with plenty of natural light and ventilation. Low windows allowed children to connect with the outdoor environment and this made the flow from indoors to outdoors work well for children. Children being able to see what was happening outside offered opportunities to stimulate conversations and for children to see the wider world. The playrooms were well-organised. Risk assessments were updated regularly and had recently been updated to ensure the health and wellbeing of children. There were daily checks of play spaces both indoors and outdoors. We could see that play spaces were free from any broken or damaged equipment and there was a clear plan for maintenance. The provider was proactive in responding to any identified areas that needed improved, this contributed to a safe environment. There were suitable arrangements in place for cleaning and we saw staff ensuring that the playrooms were well presented for children after the lunchtime experience. Children were involved in risk assessments, and we saw staff and children actively managing risks outdoors in the garden where some of the play equipment offered challenge and risk. This was giving children the opportunity to be responsible and manage risks safely, well supported by staff.

Within the outdoor area there was a fire pit and staff and children were using it for pretend play. Outdoor training will develop staff confidence, along with clear risk assessments, to allow them to use the fire pit for outdoor risk-based play going forward.

Nappy changing facilities for children over two years should ensure that children have the right to privacy and dignity. We have signposted the provider to best practice guidance in relation to nappy changing facilities. They agreed a privacy screen would improve the experience for children.

How good is our leadership?

5 - Very Good

We evaluated this key question as very good, where there were major strengths that were impacting positively on outcomes for children.

Quality indicator 3.1: Quality assurance and improvement are led well

Staff were confident within their roles and were valued and supported by the leadership team across the organisation. The service had benefited from additional support from the wider leadership team, for the organisation, to develop and improve outcomes for children and families. This was evident through the improvement journey, regular audits and monitoring and feedback from staff and parents. This contributed to a service that was led well and involved staff and families in improving outcomes for children. A recent family open day had been a success at engaging with parents. There were plans in place to further involve families in the life of the service and offer further home links to support children's development and engagement in their learning.

Self-evaluation was underpinned by current best practice models with an overarching strategic system for quality assurance across the organisation, taken forward by key staff who took the lead on quality assurance. This supported the delivery of high-quality care, play and learning for children. Regular opportunities for staff to meet and engage in meetings supported responsive and inclusive care that met the wellbeing needs of all children. Children were confident, engaged and benefited from a staff team who were skilled in their approach. Staff took lead roles across areas of the service and confidently shared the impact these had on children's experiences. Staff leadership opportunities, training opportunities along with development and mentoring opportunities in areas such as literacy and numeracy, family engagement and outdoor play had developed staff confidence and contributed to quality experiences for children.

Further training for staff where they were taking forward a lead role, for example outdoor play champions and family engagement champions, will support the improvement plan and build staff confidence further. The management team was responsive to staff requests for training and development.

Parents told us that they were happy with the quality of care provided for their children and the Family app was a positive way of sharing and collaborating with staff. The app was used very effectively to share and update personal plans and learning journals. It was also used to share key information and offered ways for parents to engage in nursery life. It was having a positive impact on the way that staff and parents shared information and communicated with each other. Management could also use the app to have a clear view on auditing and monitoring outcomes for children.

How good is our staff team?

5 - Very Good

We graded this key question as very good, where there were major strengths that were impacting positively on outcomes for children.

Quality indicator 4.3: Staff deployment

Staff worked well as a team and were flexible and responsive in their approach to supporting children. The service was appropriately staffed to meet the needs of the children. Leadership roles in each playroom helped the team to be organised and make best use of staff skills and deploy them appropriately to maximise children's experiences. Most of the staff team was qualified and the ratio of staff to children was planned to meet the needs of the children. All of this contributed to positive outcomes for children.

There was good communication within the staff team, and this supported the flow of the day well. Good communication helped to use the indoor and outdoor spaces well. Children could choose to move freely between the spaces and staff followed the flow of the children. This gave children wide access to the curriculum and the staff were planning according to children's interests.

To support continuity of care being part of a wider organisation allowed the manager to call on staff from their other services when needing support. Where possible, they would offer continuity with the same staff ensuring children were well-supported. Staff across the organisation were trained in using the Family app, this meant that all staff had access to children's key information including care plans. This ensured staff had the right information to care for children.

Shifts and lunch breaks were planned to support the needs of the children. This meant there were enough staff at pressure points in the day to ensure the individual needs of children were met. For example, we saw that all staff were present during lunchtime for children to experience support with lunch. Both managers were working closely with staff, with a hands-on approach to ensure that care routines were well-supported throughout the day.

The service was settled with good retention of staff, low staff absence and low turnover of staff. There were arrangements in place within each playroom to support one trainee member of staff, and they were allocated to each room additionally to the minimum ratio of staff. This meant that there were positive arrangements in place for mentoring and staff had clear expectations. Staff brought a range of skills and experience to the team, and they all worked well to their strengths. There was continuity across the staff team and this helped children to feel safe and secure.

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

Daily routines and procedures should be established for children to access hand washing facilities when appropriate, but not limited to:

- before eating
- after toileting (including nappy changing)
- messy play.

National Care Standards 2: Early Education and Childcare up to the age of 16 - A safe environment.

This area for improvement was made on 18 December 2017.

Action taken since then

There was good access to handwashing facilities across playrooms, and we saw effective handwashing.

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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