

Rainbow Days Day Care of Children

33 West Church Street
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AB56 1BP

Telephone: 01542836229

Type of inspection:
Unannounced

Completed on:
26 October 2023

Service provided by:
Rainbow Days

Service provider number:
SP2005007941

Service no:
CS2005112621

About the service

Rainbow Days is registered to provide a care service to a maximum of 24 children at any one time aged 3 years to not yet attending primary school. The provider of the service is Rainbow Days it is operated by a voluntary management committee.

The service operates from renovated premises close to the town centre. It is ground level and consists of an open plan playroom. A large secure outdoor play area is accessible from the rear of the premises.

About the inspection

This was an unannounced inspection which took place on 25 October 2023 between 08:30 and 16:00 and 26 October 2023 between 08.45 and 13:15. 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 previous inspection findings, information submitted by the service, and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children using the service
- contacted parent/carers
- spoke with staff and management
- observed practice and daily experiences
- reviewed documents.

Key messages

- Children experienced a warm and respectful atmosphere, staff interactions were caring and kind that was conducive to their wellbeing, confidence and self-esteem.
- Staff worked proactively with children, families and other professionals to identify appropriate strategies, based on individual need.
- Children had sufficient space for their needs and play areas had been sensitively structured to take account of their stage of development and learning both inside and outside.
- Children were having lots of fun in leading their own play and learning, that included quality experiences that promoted their choice and independence.
- Leaders should continue to ensure that the momentum of improvement was sustained and that staff, children and families were actively involved.

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?	5 - Very Good
How good is our leadership?	4 - 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?

4 - Good

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

1.1 Nurturing care and support

Children's overall wellbeing was being well supported as staff responses were thoughtful, calm and respectful. This helped children to form positive and nurturing relationships, to feel safe and cared for. Staff had got to know children well and their practice reflected families' views and promoted children's independence. An inviting and quiet area with a large sofa supported children's emotional wellbeing, it enabled them to have some quiet time. A child clearly benefited from cuddles with staff when they showed signs of being tired.

Children clearly enjoyed eating together. It was a positive social experience for the children that was unhurried and there was a relaxed atmosphere. Staff sat with the children which enabled them to focus on their needs and also helped to promote close attachment. Children were involved in the delivery of snacks and meals that supported their independence skills. They served themselves at snack time, collected and cleared their plates/dishes at lunch time.

We suggested that this could be extended further with children involved in the preparation of snack and some opportunities to serve themselves at meal times. A set rolling snack and lunch menu provided healthy food options and complied with children's dietary needs. Fresh water was readily available to the children and they were able to remain well hydrated.

Children's wellbeing was also well supported, as families had been central to the process of information sharing. The child's personal plan identified needs such as health, interests and likes/dislikes. It also took account of the SHANARRI indicators (represents a basic requirement of what children need to grow and develop - Getting It Right For Every Child). Such information helped staff to promote consistency and continuity of care and enabled them to respond sensitively and compassionately to changes for the child. Chronologies were used to record child and family circumstances, that also helped to identify needs and direct actions to support children well. All parents strongly agreed that they were fully involved in the child's care, development and learning.

Comments included:

'Caring and nurturing environment children encouraged to do and try new things on a regular basis.'

'The staff all know my child really well, they understand my child's needs and adapt situations to suit.'

'my child has fun.'

Staff worked proactively with children, families and other professionals to identify appropriate strategies, based on individual need. Information gathered was used consistently and well, with a view to, ensuring positive outcomes for children. Staff had an awareness of the potential impact of adverse childhood experiences and supported children and families to build resilience.

1.3 Play and Learning

Children were actively involved in leading their own play and learning, that included spontaneous and planned quality experiences that promoted choice and independence.

Creative approaches engaged children's imagination and enriched their play and learning.

Play experiences helped children to develop skills in language, literacy and numeracy. Children enjoyed singing songs together, listening to and being involved in stories as well as creating their own (helicopter stories). Children enjoyed water play and a child told us how the car had sunk because it was heavy. They were able to talk with staff and each other during play that also helped to develop their language skills. Children were able to be creative when making a swing for the dolls from string, card and sticky tape. We discussed how interweaving literacy and numeracy resources more widely within play areas would help to widen children's skills and experiences during creative play. The calm and purposeful atmosphere helped children to be engrossed and motivated in their play.

Children moved around confidently in the play areas. They were encouraged to change into outdoor clothing that supported them to problem solve and develop fine and gross motor skills (muscle movement). Children were able to free flow between indoor and outdoor play. Most children spent a considerable time outside in the natural play area, it enabled them to benefit from being in the fresh air and to participate in creative and active play. Children were also able to benefit from weekly swimming sessions at the local pool. Children's play and learning was further enhanced through termly forest sessions, the distance prevented these from being accessed more readily. Further opportunities for children to connect with their wider community were being explored such as an allotment/garden plot and intergenerational practice with visits to a local care home being established. Ref: bringing generations-together - hub.careinspectorate.com

Staff used their knowledge and skills to support quality play and learning experiences. They supported the emotional resilience of the children through holistic and nurturing approaches that secured their wellbeing, including the right to play.

Staff were working together as a team and had accepted external support and guidance to establish a meaningful method of observation and assessment. Whilst staff indicated that they had gained confidence in their recording of information, it was not always clear how it was being used to plan for individual needs and next steps of learning. We discussed this with the manager and identified that floor books (a document which records children's ideas and thoughts when they have been part of the planning process) may also support children to make informed choices about their play and learning.

How good is our setting?

5 - Very Good

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

2.2 Children experience high quality facilities

Children benefited from being cared for in a comfortable and well furnished setting that had plenty of natural light and ample space for their needs. The welcoming environment helped to give the strong message to children that they mattered.

Staff were clear about the procedures for cleaning within the service. Infection control was supported through good practice such as good hand hygiene, children washed their hands well with the support/supervision of staff at key points during the day. Although no children needed personal care, nappy changing facilities were well equipped with disposable gloves and aprons.

It helped to ensure a high quality and safe environment for staff and children. Risk assessments had been undertaken that addressed current guidance, and clear policies and procedures helped to ensure that staff had consistent approaches across the setting.

Staff had completed first aid training so that they were able to respond appropriately should an accident occur. They had also completed food hygiene training to support food safety.

Overall staff worked well together to identify and remove risks both indoors and outdoors at the setting, it enabled children to explore and enjoy challenging and fun play. Children built obstacle courses, that enabled them to concentrate on balancing and climbing. They used hammers to tap bolts, nails and shapes into pumpkins, to make patterns. Arrangements for security within the setting both indoor and outdoors had been well considered.

All parents strongly agreed that the setting was well furnished, comfortable and homely. All parents also strongly agreed that their child had access to a good range of quality toys and play materials.

Children had sufficient space for their needs and play areas had been sensitively structured to take account of their stage of development and learning both inside and outside. The open playroom was warm and inviting. It had been thoughtfully arranged with sufficient space for floor play and exploration. It was well equipped with good quality resources, open ended (no fixed purpose) materials and natural/real items that had a tactile feel and helped to excite children's imagination. Soft furnishings helped spaces to be inviting and created a sense of calm. The play area outside provided exploratory play with water, digging and lots of imaginary play in the role play/mud kitchen. Large loose parts (no fixed purpose) materials supported children's thinking and creativity. A couple of children were sailing in the wooden pirate ship, they said they were pirates searching for treasure, the wind was blowing the sail across the sea.

How good is our leadership?

4 - Good

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

3.1 Quality assurance and improvement are led well.

The manager was experienced in early years and well motivated, they were in the process of completing a relevant qualification to support their role. They recognised the benefits of setting priorities and had implemented processes that supported staff in working well together to support children and families. Staff had a clear understanding of their daily roles to help ensure smooth delivery of the service.

Children were able to lead their own learning and influence activities. Parents strongly agreed that they were given good quality information about their child's day. Arrangements enabled parents to chat with staff at drop off and collection times, an on-line communication tool was used to message and share photo's/videos. Stay and play sessions enabled parents/carers to spend time at the setting and get involved in their child's play and learning.

All parents 'agreed' or 'strongly agreed' that they were involved in a meaningful way to help develop this setting and that their ideas and suggestions were used to influence change.

The manager and staff were in the process of refreshing the vision for the setting that also reflected the aspirations of children and families, partners and the wider community. It had been acknowledged that this would help all to know what was important. The manager and staff were also keen to create opportunities that enabled everyone to feel well informed and share responsibility for changes, that made a difference to children and families.

The service improvement plan (SIP) was in the process of being used consistently, to inform and improve quality of the service for children and families. Staff had opportunities to reflect well together and were beginning to use their reflections. We suggested that a concise action plan from staff meetings would also be beneficial for the purposes of self-evaluation. Staff told us how they felt well supported by the manager and able to share and influence improvements. The development of clear leadership, following the appointment of the relatively new manager, was assisting staff to have confidence in their capacity to support children to reach their full potential.

The culture of self-evaluation for improvement was being established so that improvements were being sustained. Quality assurance systems had been identified and were in the process of being implemented. We discussed the benefits of recording observations and examination of practice with the manager, it would help to identify any inconsistencies and assist in highlighting areas for improvement. Leaders should continue to ensure that the momentum of improvement was sustained and that staff, children and families were actively involved. Ref: Care Inspectorate ELC improvement programme to support early learning and childcare settings - hub.careinspectorate.com

How good is our staff team?

5 - Very Good

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

4.3 Staff deployment

Leaders had ensured that the service was appropriately staffed during the day to support high levels of interaction and to promote the wellbeing of children. Arrangements were in place to promote continuity of care across the day and to ensure positive transitions and communication with families. All parents strongly agreed that there was always enough staff in the setting.

Staff had different roles associated with their levels of experience, skills and knowledge. Daily responsibilities were shared between the staff to support children's experiences across the day was positive and that they were safe. Staff breaks were planned to minimise the impact on the children whilst enabling staff to refresh.

Staff worked very well together, they communicated well with each other when a task took them away from their responsibilities, this helped to ensure appropriate supervision and engagement of the children. Regular check ins and communications with staff helped to promote continuity of care and positive transitions such as lunch and drop off/pick up times.

There had been limited changes to the staff team and families had been kept informed of the changes. There was a positive ethos of attendance within the service.

Children experienced a warm and respectful atmosphere, staff interactions were caring and kind that was conducive to their wellbeing, confidence and self-esteem. This contributed to good outcomes for children.

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 support robust recruitment procedures the provider should ensure that two references are always sought prior to the appointing new staff.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am confident that people who support and care for me have been appropriately and safely recruited.' (HSCS 4.24)

This area for improvement was made on 26 April 2022.

Action taken since then

The manager had ensured that safe recruitment practices were followed and this was also reflected in the safe recruitment policy/procedure.

This area for improvement has been met.

Previous area for improvement 2

To support the journey of improvement the provider and manager should establish a clear and shared vision for the service. The manager's role should be clearly defined and be awarded sufficient time so that a robust continuous process of self-evaluation and quality assurance was established.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am supported to give regular feedback on how I experience my care and support and the organisation uses learning from this to improve.' (HSCS 4.8); and '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 26 April 2022.

Action taken since then

The vision for the service was being refreshed with the involvement of families, children and staff. The manager had protected time for fulfil their role, self evaluation and quality assurance practices were being embedded into the service.

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	5 - Very Good
1.3 Play and learning	4 - Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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