

Care service inspection report

Full inspection

Honeypot Children's Nursery - Almondbank Day Care of Children

Unit 17, Lochty Industrial Estate
Almondbank
Perth

Service provided by: The Honey Pot Children's Nursery Limited

Service provider number: SP2003002169

Care service number: CS2003010119

Inspection Visit Type: Unannounced

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and set out improvements that must be made. We also investigate complaints about care services and take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

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Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

| | | |
|--------------------------------------|---|-----------|
| Quality of care and support | 5 | Very Good |
| Quality of environment | 5 | Very Good |
| Quality of staffing | 5 | Very Good |
| Quality of management and leadership | 5 | Very Good |

What the service does well

Staff ensure that children of all ages are provided with a variety of experiences which interest and challenge them. The outdoor area including the outdoor classroom encourages children to explore and investigate as they learn. Outdoor play is a particular strength of the nursery with good use of the woodland area nearby. Staff are excited about their work, skilled, enthusiastic and motivated. Parents and carers are kept well-informed verbally on a daily basis and in written format. The nursery consults very well with the children as well as the parents and carers ensuring that their views are used to influence the service and contribute to the development of the nursery. An ongoing monitoring programme involving all staff is embedded in practice ensuring that an effective quality assurance system is in place.

What the service could do better

Children should be encouraged to wash their hands after playing outside to minimise the risk of infection. All areas of the nursery should be included in the daily risk assessment to ensure that the nursery is maintained to a safe standard. Medication should be reviewed to ensure that protocols are clear for all children and that staff are fully aware of who can administer the medication in the event of an emergency. Medication should be stored according to current best practice guidance.

What the service has done since the last inspection

The nursery has had a number of staff changes including a new manager since the last inspection. They have used this as a time to build new enthusiastic teams who have developed their knowledge and understanding of quality play experiences. The toilet area for children aged 3-5 has been upgraded improving the environment for the children.

Conclusion

Children have fun as they play and learn within a child centred environment enjoying a range of positive experiences within a stimulating and challenging setting. During the inspection parents spoke highly of the nursery, being happy with every aspect of their children's experience. Staff are committed to keeping up with current practices and research and ongoing training, always working hard to improve the setting and the outcomes for the children attending the nursery.

1 About the service we inspected

Honeypot Almondbank is situated just outside Perth City, with easy access to the town centre. It is a privately owned service catering for babies and children up to primary age. The service is one of four nurseries in the Honeypot group based in and around the city of Perth.

The nursery holds partner provider status with Perth and Kinross Council and is registered to provide care to a maximum of 20 children from birth-under two years, 15 children aged two years - three years and 40 children aged three years and over.

The nursery receives support from an area manager.

The aims of the service include to:

"Provide a warm, secure, nurturing environment in which each child can feel safe, included and respected."

Children aged from 2 years can be collected by minibus or people carrier from Perth and the surrounding area and brought to the nursery.

Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

Based on the findings of this inspection this service has been awarded the following grades:

Quality of care and support - Grade 5 - Very Good

Quality of environment - Grade 5 - Very Good

Quality of staffing - Grade 5 - Very Good

Quality of management and leadership - Grade 5 - Very Good

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website

www.careinspectorate.com or by calling us on 0345 600 9527 or visiting one of our offices.

2 How we inspected this service

The level of inspection we carried out

In this service we carried out a high intensity inspection. We carry out these inspections where we have assessed the service may need a more intense inspection.

What we did during the inspection

We wrote this report following an unannounced inspection on 10 March 2016 between 7.45 am and 4.15pm. There were 39 children in attendance on the morning of the inspection. Feedback was given to the manager, deputy and area manager on 15 March.

During the inspection we gathered evidence from various sources, including relevant sections of policies, procedures, records and other documents including:

Personal Learning Plans (scrapbooks)

- Newsletters
- Honeypot Almondbank parent questionnaires and evaluations
- Honeypot Almondbank staff exit questionnaires
- Staff files
- Staff Continuous Professional Development folders
- Monitoring calendar
- Minutes of Full Team Meetings
- Centre Improvement Plan 2015 - 2016
- Staff cycle of professional development
- Certificate of Registration
- Activities @ Home sheets - Responsive Planning
- High Level Strategic Outcomes - 2015 - 2016
- Care Inspectorate staff questionnaires
- Floor Books/Talking Thinking Books
- We also gathered evidence through
 - Discussion with the provider, the manager, the area manager, the deputy manager, the practitioners and trainees, the Early Years Inclusion Officer, approximately ten of the children using the service
 - Discussions with approximately six parents and carers

- Observation of the premises outside and inside
- Observation of the equipment used within the service
- Observation of staff interaction with children and parents and carers

We sent out 20 questionnaires and received back 11 completed questionnaires prior to writing the report. Some of the comments are included in the report.

Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at www.firescotland.gov.uk

The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

Annual Return Received: Yes - Electronic

Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

The service identified what they felt they did well and areas for further improvement.

Taking the views of people using the care service into account

"I want more banana."

"I want milk. I want to pour it."

"I'm building a sandcastle."

"We're building a rocket."

"I have strawberries and blueberries in my lunchbox."

"We went outside. I was playing with my friends. I was in the garden for half an hour. I was galloping."

"I've been drawing animals - cows."

"We put in cornflour, food colouring and water. We've made gloop. It's gloopy."

Taking carers' views into account

The following representative comments were included from discussions with the parents during the inspection:

"Fantastic nursery and they both love it. I've had two children here. No worries at all."

"The staff are good at introducing messy play and we're a very outdoor family."

"I'd recommend this nursery any day of the week."

"He's always happy to come in to nursery."

"We're always happy with the nursery."

"We get emails telling us what's going on, topics for the seasons and what we can help with at home."

"I've recommended it to others looking for a good nursery."

"She was at a different nursery before but they were very rigid about the sessions and I need the flexibility that this one offers. We get generalised information about the nursery and how she's been each day and how she's eaten. They seem always to be outside. She's always keen to come and I can't get her to come away."

The service issued annual questionnaires. These comments were received from questionnaires returned in February 2016. They were being evaluated by the service at the time of the inspection.

"Staff are always very friendly and welcoming whenever I arrive with my child."

"I can't praise your staff highly enough. They really are a credit to your nursery."

"Home sheets are very helpful and good to know what she has been doing."

"X always gives cuddles to staff and is always happy to see them."

"I always get an update on how her day has been and anything new or interesting she has done."

"I would like to talk about x's development."

"I like the fact that the kids get out in all weathers."

Comments on the Care Inspectorate questionnaires included:

"My child is extremely happy at this nursery. She has attended for over a year and the level of service has been extremely high."

"Lovely staff, friendly environment, happy children."

"Since attending Honey Pots in Almondbank my son has come on leaps and bounds. He shows a lot more interest in things and has become much better in social situations. The staff are very friendly and easy to approach and are always very accommodating if I need my son in an extra day."

"My child has made firm friendships at nursery. She regularly talks about staff members and tells us facts she has learned. My older child, now at school is still treated lovely by staff when she picks up her little sister and they always make a fuss of her which she loves."

"My children have been happy here and seem to be progressing well. Extra time and consideration have been given when needed."

"My child has several food allergies and all steps taken to ensure her safety are highly commendable. I provide most of her food but staff ensure it is all kept separate also with the addition of the new band system it means all outsiders and new staff know to check her file for allergen info."

3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

Statement 1

"We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service."

Service Strengths

We found that the service provided very good evidence of how they met this Quality Statement. We concluded this through discussion with the provider, the area manager, the manager, the deputy, the practitioners, trainees, Early Years Inclusion Officer, and discussions with parents and carers and children through observations throughout the inspection and through observation of relevant documentation.

We saw that there was clear, concise information for parents on the nursery notice boards which helped keep parents well-informed. In addition those who attended the nursery in person had daily conversations with staff and they were kept up to date with what was happening. Those who used the minibus/people carrier service were also kept well-informed. Comments from parents included: "My child's on the minibus so I'm not often at nursery. He comes home with a Home Sheet and they pick up the phone to ask me anything they need to know. The girls on the mini bus aren't necessarily those who are looking after my child due to the mixed age range on the mini bus but the communication and feedback is always pertinent and whatever you raise is passed on. They cope very well with that. I'm on the email list and anything like staff changes is emailed to me. I can ask anything."

On speaking to parents they told us that they felt that communication was very good and that they appreciated the very good relationships they had with both staff and management.

Parents in the baby room particularly liked the Activities @ Home Sheet. It included how the parent or carer could support the child's learning at home. It was displayed on the wall in the form of the Activities @ Home Responsive Planning January/February sheet which gave parents and carers the opportunity to discuss the activities with staff when they dropped off or collected children helping partnership between home and nursery.

Management also listened to parents when they left the nursery in case they could learn anything for future parents using the nursery. Comments from these exit interviews included:

"We have been very happy. Anyone I mention Honeypot to all are very positive as well."

"Minibus service is great. So handy and children love it. Staff always listen to concerns."

The nursery offered an annual parent's evenings when staff shared their children's progress and discussed their Personal Learning Plans (scrapbooks). Each child had a scrapbook and a care plan and this provided the family with an ongoing record of the child's development throughout their time at nursery. These provided written and pictorial evidence of what the children had been learning and achieving at nursery. These were easily accessible to both the parents and the children in the 3-5s room. Some of the older children enjoyed showing us their scrapbooks. We saw that they included observations by staff and that they were regularly audited by management to ensure that they included Next Steps and that each of the Next Steps was followed up. One parent told us during the inspection:

"There have been parents' nights but I couldn't make it. But I came in and they gave me everything I needed to know."

At the time of the inspection we saw that parents and carers were involved in the development of the garden in order to enhance the older children's numeracy and literacy skills and this provided them with an opportunity to influence the development of the nursery. We saw that they had been given a letter asking them to upcycle certain items from around the house or attic to enhance children's learning experiences. We saw examples of how they had achieved this such as by donating an old bed with wooden slats used for threading and weaving which showed that parent's views were respected and made a difference.

We saw that parents and carers were invited to join in with Stay and Play at nursery in order to explore the range of stimulating activities and share their children's experiences which supported their early learning and development.

We heard how the children enjoyed borrowing the Home Link bags. Emails were sent out to parents and this ensured that the children could borrow the bags regardless of whether or not the parents or carers attended the nursery regularly. Feedback forms for parents or carers to complete gave staff information about the use of the bags and comments included:

"I think it was useful that my child had obviously done this before - she could help show me!"

We saw staff encourage children as they played praising them for their achievements. Throughout the morning staff commended the children by singing the special nursery song. Older children were heard to initiate the nursery song to praise their friends for doing well. We saw that children's achievements were recognised and this helped their self-esteem. Staff in the baby room, Tweenies and 3-5s rooms each recognised and celebrated the children's achievements with large displays on the wall. Acknowledging their achievements encouraged children to respect one another. Within the children's scrapbooks we saw that the staff also celebrated the children's successes showing that they were valued as individuals.

We saw very good examples of the staff talking gently with individual babies and children and staff took time to chat with them about their individual experiences. We saw children snuggle up to staff for cuddles and staff responded appropriately. On other occasions staff took the initiative noticing when children were tired or upset, offering hugs and cuddles to help settle babies and children. This nurturing experience helped promote attachment within the nursery setting.

We saw that the service had provided the children with regular opportunities for consultation. One of the staff told us how they regularly involved children in planning and evaluating. We saw evidence of this in the scrapbooks and on mindmaps. Staff helped the children to extend on their knowledge and build on their interests. We saw children involved in developing their play area outside which evidenced staff consulting with them about their learning. Children were also consulted through their Talking and Thinking books which helped staff to know what they liked doing and why. We saw many large Talking/Thinking Floor books which involved the children's contributions and showed the development of their interests and their learning. For example the children had made a Farm Shop in nursery, made up their own recipe for apple and lentil soup, made the soup and recorded it all in their Talking and Thinking book. These books remained accessible to the children long after the projects had been replaced with other interests. This meant that children could build on these interests or return to them at a later stage.

We saw that staff provided the children with regular choices, such as which games to play and what to choose for snack and their wishes were respected. Staff responded to the children's requests such as for help when required whilst also encouraging their independence. This demonstrated an ongoing responsive relationship and contributed to the overall ethos of respect within the service.

Areas for improvement

The baby room recognised and celebrated babies achievements such as 'x took her first nine steps today but some of these were many months out of date so should be reviewed more regularly to remain meaningful and current. The "Our Well Done Wall" in 3-5s room was too high for the children to fully engage with it. Consideration should be given to lowering the level of this board and making it more child friendly so children could be proud of their achievements and share them with their friends and family.

Tweenies scrapbooks were stored in a cupboard. These should be more accessible to parents so that they could view them and add to them at any time.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Statement 3

“We ensure that service users' health and wellbeing needs are met.”

Service Strengths

We found that the service provided very good evidence of how they met this Quality Statement. We concluded this through discussion with the provider, the area manager, the manager, the deputy, the practitioners, trainees, Early Years Inclusion Officer, and discussions with parents and carers and children through observations throughout the inspection and through observation of relevant documentation.

We saw that children's health and wellbeing was given high priority within the nursery. There were planned opportunities within the child centred environment to support children's developing confidence, independence and self-esteem as they played. Children had access to a wide range of experiences to support their development and learning.

We saw that they were encouraged to care for one another and to develop friendships.

We observed very good relationships between children and staff. Staff interacted well with the children throughout the inspection. We saw that the children had the confidence to approach each staff member and throughout the day there were many examples of staff's kindly, gentle and nurturing manner with the children. The nursery promoted the development of positive and open relationships between staff, children and parents.

We saw that all children received a nutritious, healthy snack, which reflected current nutritional guidance with fruit and a choice of milk or water during the morning. We saw children enjoyed the snack experience. Staff enhanced children's social learning during snack by sitting with the children and engaging them in conversation. Children were able to tell us some foods which were healthy options and which to avoid. Some children told us:

"We learn about healthy foods at nursery. She's got chocolate spread on her sandwich. That's not healthy. Cheese and ham are healthy. We don't have fizzy drinks or sweets at nursery cos they're not healthy. Chocolate has lots of sugar in it."

"Cake and sweets are not healthy. McDonalds are just for a treat."

We saw that the staff were alert to children's food allergies and food preferences and that these were clearly recorded. One parent told us during the inspection:

"He has some intolerances. I'm lax about it. Nursery less so. They phone and keep me informed and I'm confident in what they do."

The nursery staff helped the children to learn about healthy lifestyles. They enjoyed a range of pastimes encouraging them to be active whilst at nursery. We heard from management that children had enjoyed physical activities with Nic Nac Ninja, a sports coach and that they enjoyed use of the parachute indoors and outside. During the inspection we saw all children benefit from fresh air and exercise outside in the garden and some of the older children had fun, practising balancing, having made their own obstacle course. Parents told us how pleased they were with the amount of time the children spent outside and the very good use staff made of the woods with the children. Comments from parents during the inspection included:

"He frequently comes home and says he's been in the woods. One of the reasons for choosing this nursery was the outdoor experiences irrespective of the weather."

"They go on lots of woodland walks and they're always playing in the garden."

We saw that there was a good balance between the active pursuits and quieter activities within the nursery throughout the day. Staff were responsive to the children's needs, ensuring that they had opportunities to rest with quieter activities such as stories to prevent them becoming too tired. Tweenies could rest on beds or in buggies, babies were provided with cots to enable them to sleep in the most comfortable position possible. Staff recognised when older children were tired and provided encouragement, warmth and affection within a nurturing environment.

Staff told us of outings which had been arranged to enhance children's learning. Frequent trips to the woods close to the nursery provided a useful addition to children's active play and enabled children to learn about the changing seasons, use their senses, make their own risk assessments and as a result learn to play safely. Following recent flooding we heard that the children were taken up to the woods to look down on the river and see the damage caused as well as seeing the puddles caused by the rain. When enjoying a topic on bridges the children gathered wood to make their own bridges back at nursery, they made dens when on a Gruffalo hunt, and went hunting for treasures which staff had hidden in connection with their Goldilocks and the Three Bears story theme. In addition when enjoying a topic about different types of holes the children enjoyed a trip to the woods looking for different holes made by animals such as rabbits. This meant that the children were curious about their surroundings and were always eager to learn wherever they went. At feedback we heard that children had enjoyed a special Survival week in the woods when they had learned skills to help them to survive in the wild with activities such as building controlled fires, cooking simple lunches and using freeze-dried foods.

We heard that the children had been on the nursery transport to visit the Black Watch Museum in Perth, Dobbies and a Chinese Restaurant to follow-up on their interests. Children had been given opportunities to enjoy themselves at nursery and to begin to exercise their responsibilities as members of the local community.

Staff told us that they had all undertaken child protection training which had included training on Getting it Right for Every Child (GIRFEC). There was evidence that staff had considered the SHANARRI well-being indicators in the completion of the children's care plans and that the children had been involved in completing the SHANARRI wheel. This meant that they were developing and extending their knowledge and understanding of how to keep safe, healthy, achieving, nurtured, active, respected, responsible and included. Each staff member who we asked about child protection concerns knew what they would do if confronted with a possible problem, who they would tell and what they would do if the problem was not taken forward by the nursery.

We saw that the nursery provided very good support links for children with additional support needs. Staff received helpful guidance and advice from specialist staff to support their work in meeting learning needs. We saw that the nursery had strong links with outside agencies such as the speech and language therapist who helped a number of children who attended the nursery, supporting those who had been identified as requiring additional support. During the inspection we spoke with the Early Years Inclusion Officer who was helping staff with skills and strategies to help a child work on Next Steps supporting the child's transition between two settings.

Areas for improvement

We saw that some protocols for the administration of medication were not clear. Not all staff were aware of the policy as to who could administer emergency medication. Medication was not clearly marked with the child's name on the outside of the box in line with current best practice guidance. See requirement 1 statement 1.3

We saw that children were not reminded or encouraged to wash their hands after playing outside in the garden to limit the risk of infection. This meant that they could have been at potential risk of harm. However as soon as we discussed this with management and prior to us giving feedback measures were put in place to ensure that this was implemented across the nursery.

Grade

5 - Very Good

Requirements**Number of requirements - 1**

1. The provider must update the procedure for the storage and recording of medication and ensure that it is followed at all times, providing an accurate consent and administration record, in order to make proper provision for the health and wellbeing of the children.

This is in order to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011

SSI 2011/210 Regulation 4(1)(a) Welfare of users.

Timescale for implementation: within 24 hours of this report.

Number of recommendations - 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

Statement 2

“We make sure that the environment is safe and service users are protected.”

Service Strengths

We found that the service provided very good evidence of how they met this Quality Statement. We concluded this through discussion with the provider, the area manager, the manager, the deputy, the practitioners, trainees, Early Years Inclusion Officer, and discussions with parents and carers and children through observations throughout the inspection and through observation of relevant documentation.

The nursery was bright and clean with examples of children's work and photographs decorating the walls. We saw that the equipment was easily accessible to children within each of the playrooms. This meant that the children could select freely to meet their changing needs and interests as they played. The rooms were very well equipped with resources suitable for the age and stage of the children attending the nursery. Additional resources were available to build on their interests.

We saw that the children were involved in their learning and that the planning was organised around the children's interests. Staff took into account children's developmental needs and curricular outcomes. Staff routinely evaluated the plans and used the information to see what they could do to further enhance the experiences for the children.

Each of the nursery playrooms had direct access to the outdoors and we saw that the children had opportunities to play indoors or out during both the morning and afternoon sessions. The outdoor classroom area, available to the oldest children was partly covered providing shade in sunny weather enabling children to play with a range of resources safely. It included an interesting area with a sand kitchen, drainpipes for water and mud play and investigation and exploration, a role play area and quiet story area to encourage the children's imagination and language and allow them to develop co-operative skills with their friends as well as developing their communication skills.

We saw that the many opportunities for children to be active promoted their health and wellbeing.

The achievement walls displayed the children's successes at nursery. This meant that children were being cared for within a positive environment.

Throughout the nursery we saw very good examples of literacy with notices and labels displayed for the children along with their pictures and examples of their early attempts at writing. The environment was also rich in numeracy through rhymes, songs, counting and matching games and a variety of innovative ideas which the staff had sourced and made either with the children using the internet or on their own with the help of sites such as Pinterest and the Imagination Tree. As a result the staff were constantly introducing new ideas to stimulate the children's interests. Children enjoyed putting their stories on the story tree in the 3-5s room. Children drew a picture and told a story. Staff wrote it out for them and they displayed it on the story tree. Children were proud of their achievements. We also saw a Treasure Talking Box to help extend children's vocabulary as they enjoyed talking about what they found inside. In addition we saw that children in the 3-5's room had made a timeline of tales where they had dramatized the books they were enjoying by hanging up the pictures in order on a washing line as they retold the story in their own words. This meant that they were recalling the story as they told it to their friends using the vocabulary which they had learned and taking turns to talk and to listen in preparation for going to school.

We saw that the toilets in the 3-5's area had been upgraded improving the environment for the children.

We saw a cosy secure den area within the 3-5's room where children could go if they wished for quiet time or reflection, or to chat with friends. Staff had a clear understanding of the importance of attachment from pre birth stages of childhood and how early nurturing with children can develop bonds to help children feel safe and secure within their environment.

We saw that throughout the nursery they made very good use of the space provided to create interesting play opportunities for the children. For example we saw that brightly coloured magnetic shapes were attached to the radiators and children were learning as they counted, matched and sorted them as they worked collaboratively.

In the baby room we saw that each member of staff was fully engaged with the babies, either individually or in small groups. The activities were all age appropriate, interesting and stimulating. We saw babies discovering about a huge block of ice as they played with it in a large tray with some additional props. Staff talked with them about what was happening to the ice as they played and the babies interacted with a sense of wonder as the magic unfolded.

Areas for improvement

We saw that there were areas of the nursery which the children could access which were not safe for the children. Blind cords had not been tied up out of the reach of children. Cleaning materials in the Tweenie kitchen were not locked away out of the reach of children. These should be added to the risk assessment and monitored by management. See requirement 1 statement 2.2

We heard that a programme was in place to upgrade the toilets and nappy changing facilities for the Tweenies and babies and the service was reminded to ensure that the new facilities met all new requirements as per Care Inspectorate guidance.

Grade

5 - Very Good

Requirements

Number of requirements - 1

1. The provider must ensure staff establish a safe and suitable environment for the children.

This is in order to comply with SSI 2002/114, Regulation 4 (1) (a) - Welfare of users and National.

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

Number of recommendations - 0

Statement 5

“The accommodation and resources are suitable for the needs of the service users. ”

Service Strengths

We found that the service provided very good evidence of how they met this Quality Statement. We concluded this through discussion with the provider, the area manager, the manager, the deputy, the practitioners, trainees, Early Years Inclusion Officer, and discussions with parents and carers and children through observations throughout the inspection and through observation of relevant documentation.

We saw that there was a wide range of interesting activities on offer for the children to select from to meet their developmental needs. These were presented in an interesting way and included gluing, sand, construction and musical activities with a wide choice of books all available within an attractive environment. As a result children's rights to choose were being respected and encouraged throughout the day.

We saw a great variety of text used throughout the nursery and we saw that some children were interested in writing and recognise their names and a variety of letters. This demonstrated positive outcomes for the children in preparation for school.

We saw that management ensured that all staff working in each room knew about each of the children they were looking after. This was clear when each child arrived in the morning and we saw the handover from parents and then throughout the day, as each was treated as an individual, needing one to one attention when tired, slightly unwell, or needing help using particular resources to help stimulate and challenge them.

We saw a very good range of resources for children to select from both indoors and out. Further resources were within reach for them to select from. There was an emphasis on natural resources using wood, such as large wooden stepping stones for the dinosaurs and a selection of natural materials within the treasure basket for the babies to examine, touch, taste, feel and discover.

We heard that children had been encouraged to bring plants for the raised beds and digging areas and that they had grown produce for snacks in the greenhouse.

We saw extremely good examples of schematic play with children transporting water and toys from one area of the nursery to another to further develop their play. Staff had a good understanding of the value of this type of play for different age groups and actively encouraged the play to help children's learning and development.

Children had access, in the 3-5's room to a large range of resources to encourage their use of technology. We saw that they could use the camera, video camera, tablet, computer or laptop and we heard that the nursery was about to invest in some ipads for the children too. As a result the nursery integrated technology into early years learning.

Areas for improvement

Increased free flow use of the garden, regardless of the weather should encourage further love of the outdoors and encourage children to develop and extend their physical skills and confidence. On the day of the inspection the door was kept closed and even the oldest children were having to ask if they could go outside, dependent on the numbers of staff outside at any one time.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 3

“We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.”

Service Strengths

We found that the service provided very good evidence of how they met this Quality Statement. We concluded this through discussion with the provider, the area manager, the manager, the deputy, the practitioners, trainees, Early Years Inclusion Officer, and discussions with parents and carers and children through observations throughout the inspection and through observation of relevant documentation.

All practitioners were registered with the Scottish Social Services Council (SSSC). Those with conditions on their registration were seen to be working towards their conditions and had almost completed their qualifications in order to meet those conditions. The experienced and very caring staff helped ensure positive outcomes for the children.

We saw that a comprehensive three-month induction process had been introduced for new staff. The area manager, manager and room senior were involved in this process. We spoke to new staff and they told us that they felt well supported during this period.

We saw that staff were keen to take advantage of a variety of training opportunities which meant that a learning culture was being promoted. Staff were keen to learn. We saw that the recent training which staff had attended included child protection, Building the Ambition, Nurture training, First Aid and Food Hygiene. After attending training we saw that staff were encouraged to reflect upon what they had learned and evaluate the benefits of the training and how it could be used within the workplace to improve the outcomes for the children. Staff were encouraged to share their learning at the next staff meeting and were given questions by the manager to further develop their knowledge and check on the understanding. With staff members trained in first aid and food hygiene parents should be reassured that they should maintain good standards within the nursery and know how to deal with minor injuries.

Throughout the inspection we saw that staff always put the children first and that they were motivated, enthusiastic, dedicated, passionate and cheerful. This was evidenced by their attentive and caring approach to the children, providing reassurance and praise where needed. There was a positive atmosphere throughout where staff encouraged and supported the children ensuring that they had opportunities to play and learn together.

The manager had a clear vision for the nursery and demonstrated to us her innovative thinking which she was determined to follow through.

We saw that the manager had begun to undertake a programme of annual appraisals (Employee Review and Development - ERD) with staff in order to support their development and to ensure that they met the needs of the families using the service. As a result we saw that staff were very committed, creative and focussed on doing what was best for each individual in their care. We noted an ethos where staff were keen to embrace change whenever it was for the benefit of the children in their care. The manager showed us that the ERD meeting was followed up after three months with a support and supervision session with their room senior to discuss staff's ongoing professional development.

When parents and carers dropped off and collected their children we saw that staff had very good relationships with the families and parents gave us many examples of when the staff had engaged in meaningful dialogue with them.

Comments from parents included:

"The staff are so friendly and they actually care and are quick to phone if they need anything from me."

"I love how he jumps out of my arms to get to the staff."

Although there had been a number of staff changes since the last inspection including a new manager, the manager had worked hard to ensure that the children in each room were supported by a strong staff team which worked well together and was popular with the parents, carers and the children.

We saw the minutes from team meetings and saw that staff were fully involved in the Centre Improvement Plan. They were clear about its purpose, it's identified priorities and how the identified areas could take the nursery forward highlighting the impact that this would have on each area of the nursery. As a result staff shared a sense of ownership and responsibility for the continuous improvement of the service.

We saw that staff were engaged with relevant research within the early years framework and they were sharing it with colleagues. One staff member enthusiastically shared with us her work on "Developing an enabling environment through loose parts." She had sought the support of parents and carers who had contributed to this by donating items for the garden and she was about to make a wall display for staff to ensure they fully understood her work enabling them to help further develop her work with the children to extend on their learning opportunities throughout the nursery.

Areas for improvement

The manager should continue to promote staff's active learning through research to help develop their understanding and ideas.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Statement 4

"We ensure that everyone working in the service has an ethos of respect towards service users and each other."

Service Strengths

We found that the service provided very good evidence of how they met this Quality Statement. We concluded this through discussion with the provider, the area manager, the manager, the deputy, the practitioners, trainees, Early Years Inclusion Officer, and discussions with parents and carers and children through observations throughout the inspection and through observation of relevant documentation.

We saw that positive behaviour was actively promoted, within a nurturing environment, throughout the inspection and staff said that this was as a direct impact of the restorative approaches that they had been promoting. We saw that staff provided very good role models for the children. We saw that they fostered a sense of belonging as they welcomed children and families into the nursery. Throughout the inspection we saw that staff were responsive and sensitive to the individual needs of each child and family. They knew each family well and took time to talk, listen and communicate.

We saw that the nursery had been accredited for 'Talk, Listen, Communicate - TLC' by Perth and Kinross Council. Throughout the inspection it was evident that this approach was embedded in practice with all children from babies upwards. Staff used Two Stars and a Two Wishes as guidance when interacting with the children, rhymes, poems, songs and stories to help develop early language skills and when carrying out daily routines, visual timetables, clocks and pictorial guides to show children what would be happening next.

The nursery highlighted the importance of building a sense of trust with each family from a very early stage, then building upon it. We saw that there was an Open Door policy and that parents were welcome to stay as long as they felt necessary and that they could speak to staff or the manager at any time.

Comments from parents included:

"The staff are extremely professional and confident. They take great care of the children and are extremely enthusiastic."

We saw examples of staff having been given responsibility for various initiatives within the nursery. As a result staff shared a sense of responsibility for the continuous improvement of the service. They were actively encouraged to lead initiatives and take on leadership roles using their skills in line with the needs of the nursery. One staff member had been identified as lead first aider and one as health and safety officer. Through the ERD process one staff member was identified to take responsibility for developing the floor books within the nursery, with support from her room senior. This helped develop her skills in taking on a leadership role.

Areas for improvement

The nursery should continue to seek opportunities to gain the views of parents and carers to ensure they felt respected and valued, involving the children in identifying improvement priorities for the nursery. At feedback we heard from management that they hoped to involve parents and children in the Improvement Plan and in identifying areas for Improvement to help further develop the nursery.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

Statement 3

"To encourage good quality care, we promote leadership values throughout the workforce."

Service Strengths

We found that the service provided very good evidence of how they met this Quality Statement. We concluded this through discussion with the provider, the area manager, the manager, the deputy, the practitioners, trainees, Early Years Inclusion Officer, and discussions with parents and carers and children through observations throughout the inspection and through observation of relevant documentation. There were elements of excellence within this grade.

We saw that the manager demonstrated extremely effective leadership and communication skills. Management had very good working relationship with staff, parents, carers and children. The manager told us that she tried to 'inspire' her staff and we saw that she did this by providing a very good role model to them. Her enthusiasm was infectious and they all wanted to do well for her. One staff member told us:

"I really feel like part of the team. Having a new manager is brilliant. She's great."

When we spoke to the manager about sharing and promoting leadership values she told us that it was more than just having a title, it was about a starting block for developing leadership at all levels. She spoke excitedly of using the Framework for Continuous Learning to help develop staff skills to enable them to develop their leadership skills.

Management monitored the quality of work of staff and the service both formally and informally. The manager was always available within the nursery and had a supernumerary role. We saw that she carried out formal and less formal monitoring processes which had a positive impact on the outcomes for the children and their families.

We saw that staff had very good relationships with parents, carers and children. Staff were encouraged to take responsibility in identified areas in which they were skilled or in which they showed an interest.

It was evident to us that each member of staff took responsibility for keeping their own Continuous Professional Development records up to date and from the range of training that each staff member had undertaken we could see that they were motivated to take advantage of the training opportunities available to them.

Areas for improvement

The service should continue to seek ways to further improve their practice.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Statement 4

“We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide.”

Service Strengths

We found that the service provided very good evidence of how they met this Quality Statement. We concluded this through discussion with the provider, the area manager, the manager, the deputy, the practitioners, trainees, Early Years Inclusion Officer, and discussions with parents and carers and children through observations throughout the inspection and through observation of relevant documentation.

Self evaluation was given a high priority within the nursery. The management and staff team were committed to the ongoing improvement of the nursery and discussion throughout the inspection demonstrated that management and staff were continuously seeking new opportunities to further develop the service. We saw that they were reflective practitioners, aware of the importance of self-evaluation to identify strengths and areas for development. They had a clear vision of the high quality learning and experiences that they were aiming to provide for the children in their care.

The nursery had drawn up a Centre Improvement Plan 2015-2016. We saw that this was an active document and throughout the year staff were committed to ongoing evaluation and monitoring of the Improvement Plan priorities to ensure that the nursery was always moving forward. The impact of the improvement plan was discussed regularly and staff kept abreast of their progress throughout the year. This meant that they could monitor the progress of the nursery towards the priorities it had set and agreed. All staff were responsible for carrying out tasks from the Centre Improvement Plan and collating evidence to support improvement.

We saw that staff were involved in peer monitoring. The manager had identified that by accepting critical analysis of their work and using it to focus on improvements practitioners could improve their practice.

The manager had given staff questionnaires to complete in order to gauge their knowledge and build on what they knew.

We saw that all staff were involved in monthly evaluations of the quality indicators in Child at the Centre 2 identifying good practice and areas for further improvement. This helped staff focus on Improvements in Performance, Children's experiences, the curriculum, Meeting Learners Needs and self-evaluation.

The manager and room seniors used Building the Ambition to help quality assure the work of the nursery. The nursery was in partnership with Perth & Kinross Council and benefitted from support and development visits and management support visits which formed part of the nursery's quality assurance systems.

As a result we saw that the manager and all staff were involved in using a variety of systems to monitor the progress of the nursery and that these covered most areas of the provision.

A monitoring calendar was in place for focussing on auditing and monitoring. We saw evidence of audits and evaluations being undertaken on a regular basis. We noted that self-evaluation was embedded into the practice of the nursery. The systematic use of the systems had resulted in continuous improvements in practice and improved standards throughout the nursery. We saw that staff benefitted from sharing good practice ideas with one another.

The manager told us that she was about to start using How Good is our Early Learning and Childcare to audit the nursery.

We saw that team meetings provided very good opportunities for sharing good practice and joining in discussions which encouraged exchange of thoughts and ideas and for reflection leading to improved outcomes for children. This was well documented in the minutes.

The area manager supported the manager and staff and monitored all the nurseries in the group focussing on particular issues. She offered advice to managers and organised managers meetings, centre meetings with the provider and large group meetings for all staff within the organisation. These large group meetings included in-house training on a variety of issues including updated legislation. She was responsible for resources and organising maintenance to see that everything ran smoothly within the nursery. This contributed to the quality assurance systems in place.

Areas for improvement

The nursery should continue to build on its very good quality assurance practices seeking the views of external stakeholders and using these to further extend opportunities for children's learning and development wherever possible.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

4 What the service has done to meet any requirements we made at our last inspection

Previous requirements

1. In order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011/ 210. Regulation - 9 Fitness of Employees (2)(c).

The provider must, within two weeks of this date, ensure that all staff employed in the provision of the care service and who are required to register with the Scottish Social Services Council or another relevant regulatory body, are either so registered, or have applied for such registration.

Timescale - Within two weeks of receipt of this report

This requirement takes account of the National Care Standards - 12 Early Education and Childcare up to the age of 16 - Confidence in Staff.

This requirement was made on 16 January 2013

All staff were registered with SSSC at the time of this inspection.

Met - Within Timescales

5 What the service has done to meet any recommendations we made at our last inspection

Previous recommendations

There are no outstanding recommendations.

6 Complaints

No complaints have been upheld, or partially upheld, since the last inspection.

7 Enforcements

We have taken no enforcement action against this care service since the last inspection.

8 Additional Information

There is no additional information.

9 Inspection and grading history

| Date | Type | Gradings |
|-------------|-------------|---|
| 6 Jan 2015 | Unannounced | Care and support 4 - Good Environment 5 - Very Good Staffing 4 - Good Management and Leadership 4 - Good |
| 16 Jan 2013 | Unannounced | Care and support 4 - Good |

| | | | |
|-------------|-------------|--|---|
| | | Environment Staffing Management and Leadership | 4 - Good 4 - Good 4 - Good |
| 11 Jan 2010 | Unannounced | Care and support Environment Staffing Management and Leadership | 5 - Very Good 4 - Good 4 - Good Not Assessed |
| 23 Mar 2009 | Unannounced | Care and support Environment Staffing Management and Leadership | 5 - Very Good 4 - Good 4 - Good 4 - Good |

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یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

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