

Glenbervie Kindergarden Brightons Day Care of Children

Rough Haugh Farm
Sunnyside Road
Brightons
Falkirk
FK2 0RN

Telephone: 01324 712 888

Type of inspection:
Unannounced

Completed on:
12 December 2023

Service provided by:
Glenbervie Kindergarden Ltd

Service provider number:
SP2013012234

Service no:
CS2015337214

About the service

Glenbervie Kindergarden Brightons is a day care of children service. The service operates within a converted farmhouse with a purpose built extension. Children have access to an entry area, dedicated playrooms with individual garden areas for outdoor play and learning. Toilets and nappy changing facilities are accessible to the side of the playrooms.

It is registered to provide a day care of children service to a maximum of 50 children at any one time, aged from six weeks to primary school entry.

The service is close to local amenities. They work in partnership with the Falkirk Council to deliver funded places for children.

About the inspection

This was an unannounced inspection which took place on Monday 11 December 2023 between 08:45 and 16:15. Feedback was given to the provider and manager on Tuesday 12 December at 10:00. 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 nine children using the service and received eight completed questionnaires from their parents/carers.
- Spoke with seven staff and management.
- Observed practice and how children's play, learning and routines were supported.
- Reviewed documents.

Key messages

- Children benefitted from kind, caring and nurturing interactions by staff.
- Staff had developed their approach to planning, which enabled them to provide a range of activities and experiences that supported children's learning and development.
- Meal and snack times offered a social experience for children where they had some opportunities to develop their self help skills.
- Information gathered about children had been improved so it was used effectively to support their care.
- Staff had reflected on their practice and identified how children were benefitting from the service provided.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	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?

4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Quality Indicator 1.1: Nurturing care and support

The positive ethos within the service meant that a culture of respect and inclusiveness was embedded. Children experienced positive interactions from all staff who ensured they were at children's level. This supported affectionate relationships as children sought out cuddles and sat on staff knees. They had developed nice friendships with other children. As a result, they felt valued and confident which contributed to a positive nursery experience. Parent's shared "The staff are incredibly warm, knowledgeable, professional, consistent and caring. They have a genuine affection for our child, and have responded beautifully to every stage of her development", and "The staff are caring and nurturing towards the children. Communication between the nursery and parents is excellent, both about daily care and up and coming events".

Staff had further developed personal plans used to support children. An overall picture of children was obtained as a range of information was gathered and cross referenced. As a result, staff talked knowledgeably about the needs of children and how they were supported and met. Through discussion we were satisfied that appropriate strategies and techniques were used to meet children's individual needs. We asked staff to ensure they were included in plans so they were part of the review process. This would help to assess how effective they were and ensure they supported children to develop and make progress.

Children benefitted from an improved transition process. Working in partnership with parents, colleagues and staff from local primary schools meant children were supported to manage change. Information shared enabled plans to be made that met children's individual needs. For example, more settling in visits were planned for children who needed a longer time to adjust when moving room. We also saw how children were helped to get ready for starting school. Having buddies and visits to the school enabled them become familiar with the environment. Parents reported, children had settled well and were enjoying primary 1. They shared "Regarding her (child) visits and transitions, you (service) have done amazing. I can't thank you enough".

Meal and snack times were relaxed and sociable experiences for children. We saw children had some opportunities to develop their self help skills. For example, older children served themselves, spread their rice cake and poured their drinks. One child said "The jam is a bit lumpy". Younger children were encouraged to feed themselves or supported to have their bottle while settled with staff. Children benefitted from, and enjoyed the social time as they chatted with friends and staff. As a result, we saw children were relaxed as they chatted with friends while eating.

Quality Indicator 1.3: Play and learning

Children benefited from well organised environments where a range of activities supported their development and interests. This meant that they could lead their play both indoors and outdoors. Open ended resources helped children use their imagination, curiosity and investigation.

Children said 'We're playing zombies. You do this' as they put their hands out in front of them and demonstrated how they walked.

Planning had improved and contained more detail about children's learning and development and next steps. Staff used observation to evaluate children's play which supported responsive planning and extended children's interests. Activities supported literacy and numeracy as children sung songs, read books and talked to staff about what they were doing. As a result, we saw children were busy, engaged and spent long periods of time at activities. The planning format should continue to be embedded in practice so there is a consistent approach across the nursery. Parents shared "Excellent Age and stage appropriate Fun, imaginative and creative Indoors and outdoors". And "Learning plans are shared with parents. Children's days are filled with fun, educational and skill based activities".

Observations had been improved and outlined how children benefitted from the experiences and activities they joined in. For example, they were becoming confident at problem solving as they worked together, developed their physical skills and were able to use their ideas in play. This enabled planning approaches to be child centred which supported them to achieve as their interests were followed.

Direct access to the outdoor area meant children from each room had opportunities to play in the natural environment. They developed their physical skills as they used large equipment and built obstacle courses with loose parts. Floor books captured how children managed risk in their play as they climbed and balanced. They developed confidence in their abilities which led to a sense of achievement. Parents said "The staff are extremely friendly and the room facilities have plenty of activities for the kids, both indoor and outdoor".

How good is our setting?

4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Quality indicator 2.2 - Children experience high quality facilities.

Children were cared for in a safe and welcoming environment. A variety of play opportunities meant children benefited from physical games, arts and craft and toys that supported imaginative play. Cosy areas were available which meant they could also have quiet time to rest if they wanted to. Photographs and artwork displayed contributed to the children's feeling of belonging and inclusion in the care setting. As a result, we saw that children had positive experiences as they confidently used all areas of the service. Parents liked that "Children are encouraged to play outdoors for large parts of the day". And "Fun, imaginative and creative Indoors and outdoors".

We were satisfied that the environment was well ventilated and regular cleaning took place. These measures were effective at minimising the spread of infection. We identified that hand washing and use of PPE (personal, protective equipment) could be more effective. Staff should ensure appropriate use of PPE when carrying out children's personal care. Children were encouraged to wash their hands at appropriate times, such as before and after eating. This needs to be extended to promote good infection control. For example, children should do this when coming in from outdoors. To establish good hygiene habits, younger children should be supported to wash their hands after getting their nappies changed.

Children's safety was promoted as the risk of leaving the nursery unsupervised was limited by the use of a secure entry system. Staff were safety conscious as they used risk assessment and checklists to ensure any hazard was reduced. There was an established system in place to report any maintenance issues.

Safe and secure storage of children and family's personal information supported confidentiality and privacy.

How good is our leadership?

5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

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

Children benefitted from a management and staff team who were committed to providing a quality service. This resulted in a shared vision for the development of the service at all levels. For example, supervisors met as a group to consider how they could develop transition for the organisation. This had helped staff reflect on their practice and agree individual approaches that supported children to manage change. Positive outcomes were promoted as plans reflected children's needs. It had also enabled consistent practice within the staff team. Parents shared "The nursery were good with arranging extra time for my child to transition to the next room. They were very accommodating".

Staff were enthusiastic as they worked together to make improvements. A new planning format had been introduced which enabled a responsive approach to children's interests. We saw how staff used observation to identify and support children's learning. For example, following children's interest in bugs helped them learn about nature. They also recognised patterns of behaviour that children repeated and provided resources that supported this stage of their development.

The improvement plan reflected current priorities that would improve outcomes for children. As staff were focussed on the same goal, a consistent approach was being achieved across the service. Parents shared "Clearly provide clarity and shared vision for all staff". One area they feel could be improved is use of the app. They said "More regular updates via the app with what my child gets up to within the nursery". And "More interaction on the app, more uploads of photos of what they are doing each day and more information on what they are learning each week/month".

Staff were supported in their role as they had opportunities to talk about their work. Room and team meetings and appraisals enabled them to reflect on their practice. They had developed their self-evaluation skills as they had assessed the effectiveness of changes they had made. This helped to ensure positive outcomes were being achieved and 'next steps' identified for continued progress. As a result, staff had developed their confidence to use systems that supported the development of the service. To build on quality assurance, we suggested extending the opportunities to gather feedback. For example, an overall picture of a project would be obtained if everyone involved was asked for their views.

Leadership roles had supported professional development as staff had taken on management duties. In addition, staff had used training to enhance experiences and outcomes for children. For example, 'gatherings' had been introduced so children could join in singing or reading stories. These opportunities promoted language and literacy development. Staff should continue to use their learning to develop their practice so children are provided with meaningful experiences.

How good is our staff team?**5 - Very Good**

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality Indicator 4.3 - Staff deployment

Staff were well deployed throughout the service which ensured children benefited from their nursery experience. Effective communication between staff and their flexible approach meant children were supported in all areas. At busier times, routines had been established which promoted continuity of care for children. For example, staff had been appointed to cover the lunch time period so children were supported by a familiar adult. Parents said "All staff are great. They are so enthusiastic and have the children's best interests at the centre of all planning".

Children were supported with dignity and respect because all staff across the setting used a rights based approach. We saw that interactions were warm, kind and compassionate and children were listened to. Staff knew all children well and consistently responded to children's individual care and support needs. Parents shared "Another great thing is that the staff do not change when a parent enters the room. Which tells me that they are not suddenly putting on an act for the parents- that the level of attentiveness, fun and affection is the same no matter who else is in the room. The atmosphere is very nurturing and natural".

Staff were committed to professional development and used training and best practice guidance to keep up to date. 1:1 meetings had been further developed as examples of staff practice was recorded to demonstrate their skills and competence. As a result, they were confident about leading aspects of the nursery improvement. Children therefore benefited from the mix of staff skills and experience within the team.

Complaints

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

Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	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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