

Glenbervie Kindergarden Brightons Day Care of Children

Rough Haugh Farm
Sunnyside Road
Brightons
Falkirk
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Telephone: 01324 712 888

Type of inspection:
Unannounced

Completed on:
21 July 2022

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 Wednesday 20 July between 08:45 and 17:00 and Thursday 21 July between 10:15 and 11:30. We gave feedback at 13:00. 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 10 children using the service and six of their parents/carers
- spoke with six staff and management
- observed practice and children's routines
- reviewed documents

Key messages

- All staff are kind, caring and nurturing when interacting with children.
- Positive relationships with parents were supporting partnership working.
- Children are happy and settled in the care of staff.
- The meal and snack time experience for children could be improved.
- Children's personal plans will be developed
- Quality assurance systems was supporting the development of the service.
- The use of best practice guidance will support staff learning and development.

From this inspection we evaluated this service as:

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

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

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

How good is our care, play and learning?

4 - Good

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

Quality Indicator 1.1: Nurturing care and support

All interactions with children were respectful, kind and responsive to their needs. Children benefited as staff were sensitive and communicated with them at their level. As a result, there were close bonds between staff and children which supported their emotional well-being.

Partnership working with parents and carers enabled information sharing. As a result, staff could meet the needs of children and support their routines in a consistent way. One parent confirmed "Anything we start at home is continued by staff." However, personal plans need to be further developed to ensure children fully benefit from the care and support provided. They should contain information such as strategies and techniques being used to promote positive outcomes. This will help monitor children's progress and ensure they benefit from the strategies used. At review, this would help plan appropriate 'next steps' for their learning and development.

Meal and snack times were a mixed experience for children. While some staff sat with children, others carried out tasks which meant children were not fully supported. Some children had developed their self help skills and responsibilities as they helped prepare snack, served themselves and cleared away their dishes when finished, but others did not have these opportunities. So the experience for children can be improved, staff should review the routine in their room. They should identify changes so an environment where staff are role models as they sit with children and support them to develop social skills and learn about good eating habits is created. Using best practice guidance "Setting the table" should support this development.

An effective system was in place for the safe storage and administration of medication.

Quality Indicator 1.3: Play and learning

Children benefited from a well organised environment where a range of activities supported their learning and development. Activities and toys were suited to the age range of children being cared for. Open ended resources helped children use their imagination, curiosity and investigation. Staff supported children's play and provided additional resources so they could develop their ideas and interests. For example, children in the explorer room used an information card to eagerly look for bugs and insects in the garden.

The need to improve their planning formats had been identified. In particular, staff need to effectively evaluate children's experiences. This will enable them to assess children's progress and identify next steps in response to their interests, learning and development. We asked that staff consider the focus of activities in relation to children's stage of development. For example, not focussing on numbers and colours for the youngest children.

Although staff recorded observations, they did not always reflect children's learning. The manager advised staff would be supported to develop how they record and use observations to support children's learning

and development. Effective observation, will help staff assess children's progress, enable them to identify 'next steps' in learning and plan experiences that help children achieve through a child-centred approach.

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.

A safe, welcoming and well organised environment had been created for families. Each room was designed and suitable for the age ranges of children. All areas were well ventilated, clean and regularly maintained. This meant the the spread of infection was minimised and ensured equipment was safe for children.

The organisation and layout of activities were well presented and encouraged choice. This supported children's curiosity and interests. As a result we saw that children were confident and independent as they used all areas of the nursery well.

Cosy, comfortable areas were available if children wanted to rest. If they required to sleep, staff set up areas and sensitively settled them to sleep.

Normally the indoor and outdoor environments supported free flow play for children. Due to a weather warning, we noted staff had reduced this to protect children from exposure to the sun. All children had sun cream applied and wore hats before going outside. Wooden structures had been added to outdoor areas, which offered children shelter from the elements. The large exposed area with artificial grass at the explorer room would benefit from more shaded areas.

The outdoor environments offered children fully enclosed spaces to play. Freedom to run around and the use of large play equipment, supported children's physical development. As a result, they became confident in their abilities and achievements. Staff could further develop a risk benefit approach with children.

How good is our leadership?

4 - Good

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

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

The aims and objectives for the nursery had been reviewed and shared with families, which ensured everyone was aware of the vision for the service.

Opportunities were available for parents/carers to share their views about parts of the service. For example, when children moved rooms, parents gave feedback about their experience. One parent said they had worked with staff to plan their child's transition. As a result parents felt there was effective partnership working as they were listened to. Consideration should be given to extending the range of ways that feedback is sought from children, parents and partners.

The improvement plan identified appropriate areas development and was displayed for parents. In addition leadership roles had been introduced for room supervisors which enabled staff to develop their skills and areas of responsibility.

Observation of staff practice and audits were used well to monitor the work of the service. The effectiveness of quality assurance could be further developed by using the information to assess the outcome for children, families and staff. This will help identify progress made, if the aim had been achieved or if continued development was needed. Signposting staff to relevant guidance will support staff to reflect on the service provided.

Staff contributed to the development within each room. Effective team work supported change to improve children's experiences. Moving forward, staff should carry out regular reviews to evaluate progress being made and ensure the desired aim is being achieved. This will support reflective practice and enable continuous improvement as staff develop confidence in evaluation.

How good is our staff team?

4 - Good

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

Quality Indicator 4.3 - Staff deployment

Staff changes had been well managed which meant a consistent approach was maintained when caring for children. New staff had felt supported when they started work the service, which meant they settled in well. The staff team in place had developed positive working relationships which resulted in a shared ethos which would support the development of the service.

There was a mix of staff skills and experience within the team. They had started to identify what was going well and areas that needed to be developed. For example, a communication book had been introduced so all staff had up to date information which helped continuity of care for children.

Staff were well deployed throughout the service which ensured children were supported to benefit from their nursery experience. However, at busier times, staff could become task orientated. For example, so that children are fully supported, the lunch time routine in the toddler room should be reviewed.

Appraisals had been started to support staff. These opportunities would help identify staff skills, areas of interest and professional development opportunities they would benefit from. As a result, children and families would benefit from a skilled, knowledgeable and confident staff 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	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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