

Glenbervie Kindergarden Larbert Day Care of Children

Graham Avenue
Larbert
FK5 4PF

Telephone: 01324 555 335

Type of inspection:
Unannounced

Completed on:
20 October 2023

Service provided by:
Glenbervie Kindergarden Ltd

Service provider number:
SP2013012234

Service no:
CS2017357180

About the service

Glenbervie Kindergarden Larbert is a day care of children service provided by Glenbervie Kindergarden Ltd. The service operates from a building that is on one level. 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 within the playrooms.

The service is close to local amenities such as local woods which children benefit from.

The service's conditions or registration are;

Number(s) and Age(s) of person(s) to whom service may be provided:

1. To provide a care service to a maximum of 70 children between the ages of 6 weeks and entry to primary school of whom no more than 22 are under 2 years.

About the inspection

This was an unannounced inspection which took place on Thursday 19 October between 08:45 and 15:45. We finished the inspection on Friday 20 October between 08:30 and 14:00. 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 and played with ten children using the service and three of their parents/carers. We received 12 responses to our electronic questionnaires
- spoke with 11 staff and management
- observed practice and how children's routines and play were supported
- reviewed documents.

Key messages

- All interactions with children were kind, caring, nurturing and respectful.
- Positive relationships with parents supported effective partnership working.
- As they had developed positive attachments, children were happy and settled in the care of staff.
- To support children's learning and development, new planning documentation had been introduced.
- Children's personal plans were being further developed.
- Quality assurance systems supported the development of the service.

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?	5 - Very 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

The positive ethos within the service meant that a culture of respect and inclusiveness was embedded. Children experienced positive interactions from all staff and we saw they had developed nice friendships with each other. Children therefore felt valued as the supportive interactions meant their well-being was catered for.

We saw that staff were responsive to children's moods, changing needs and non verbal communication. Children's emotional wellbeing was, therefore, sensitively managed as they were reassured, had 1:1 support and their comforters when needed. Staff talked knowledgeably about how they supported children's individual needs. For example, with transition, they tailored the settling in process when children started nursery or moved room. Parents shared "The service feels very tailored to my child's requirements. My daughter has gone since she was 6 months old and has fantastic bonds with all of the staff." We suggested staff should record how their knowledge is used to help children manage change. For example, how children's interests are used to support a positive transition between rooms.

Effective communication with families meant partnership working with parents was well established. A range of appropriate information was gathered about children. Staff used this to plan for, and support their care and learning. The service was in the process of further developing record keeping in respect of children's personal plans. One area that could be improved is recording how children benefit from any strategies and techniques used. Ensuring the effectiveness of strategies used, will contribute to children's continued progress, learning and development. When plans are reviewed, parents and children's views should be included.

The nurturing approach from staff meant children's privacy and dignity was respected if they required personal care. Routines were in place if children needed to sleep. Staff were mindful of safety as they regularly checked on children.

Meal and snack times were relaxed and sociable for children. We saw children had some opportunities to develop their self help skills. For example, older children helped prepare snack, pour drinks and tidy up when they were finished. 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.

If children required medication, we confirmed that best practice was followed as appropriate information was recorded, it was safely stored and audits carried out. This helped ensure it was safely administered to children at the right time.

Quality Indicator 1.3: Play and learning

Children benefitted from well organised environments where a range of activities supported their development and interests. This meant they could lead their play both indoors and outdoors. Open ended

resources helped children use their imagination, curiosity and investigation. As a result, we saw they were busy, engaged and could spend long periods of time at activities. Parents shared "I am satisfied that almost all of the activities my daughter participates in help to support her development. She has been exposed to a number of experiences in the time she has spent. She also has very clear strengths and next steps which are shared and discussed."

Direct access to the outdoor areas and wider community meant children had opportunities to play in the natural environment. Opportunities to climb, use large equipment and loose parts helped them develop their physical skills. They also learned about nature, wildlife and joined in litter picking events. We saw how numeracy and literacy was promoted as children made maps and flew paper aeroplanes. Children said "I like seeing my friends, I like the grown ups. I like the fish in our room. I like playing outside. I like when we play on the big tablet."

Children's experiences were captured in precious moments, floor books and planning documents. Staff were in the process of implementing a new system that would support children's learning and development. To improve outcomes for children, staff were developing their skills in recording meaningful observations. We talked to them about assessing the information to show how children are making progress and enabling 'next steps' to be identified. To demonstrate their involvement, children's voice should be included in plans.

Connections within the community enhanced children's experiences. For example, visited the local care home for older people. When initiatives are introduced we talked to the manager about the importance of planning so that the benefits for children are maximised.

How good is our setting?

5 - Very Good

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

Quality indicator 2.2 - Children experience high quality facilities.

Families benefitted from the welcoming and inclusive environment that had been created. We saw everyone was greeted on arrival which meant they felt valued. Parents shared "All staff are friendly and talk to us, not just those in (child's name) room."

Each room had created play spaces that offered children a range of stimulating activities that supported their interests. They had space to develop and extend their games as they wanted to. Cosy areas were available which ensured children could also have quiet time to rest if they wanted to. As a result, we saw that almost all children had positive experiences as they could influence the pace of their day as staff listened to them and supported their choices.

Children benefitted from direct access to enclosed, spacious outdoor areas for play. Large equipment, open ended resources and opportunities for planting and growing offered children a variety of play experiences. Playing in the natural environment, promoted their well-being as they benefitted from fresh air and exercise. They learned about seasons, nature and took risk in their play, all of which promoted their development. Parents shared "We are always impressed with the setting - the facilities on offer, the way the children are involved in maintaining their environment (e.g. planting in the garden, watching the fish)."

The environment was well ventilated, hand washing promoted and regular cleaning took place. All of which were effective at minimising the spread of infection. Parents shared "The setting is clean, safe and

provides a nurturing environment. I like that outdoor learning is encouraged each day."

Established procedures for maintenance were in place which meant any repairs were promptly addressed. A safe environment was promoted by the use of risk assessments and daily safety checks.

Safety was promoted as a secure door entry system was in place. Staff, therefore knew who was in the building and reduced the chances of children leaving the service unsupervised. They had used the Care Inspectorate's initiative SIMOA (Safe, Inspect, Monitor, Observe and Act) with children to talk about being safe.

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.

There was a clear focus on self-evaluation and quality assurance. National and local guidance had been used by the service to assess their work. This had identified what they did well and identified changes that would improve outcomes for children. As a result, the improvement plan reflected priorities that would build on current good practice and further develop the service. For example, transitions for children were being reviewed to improve the experience for children. Parents shared "Excellent communication from management and staff and feels like a partnership between the nursery and parents."

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. Staff were enthusiastic as they worked together to enable change. For example, supervisors met as a group to consider how they would develop transition for the organisation. This would help promote consistent practice within the staff team.

A range of reviews and audits took place to monitor the work of the service. Staff were supported as action points were recorded that would help them develop their practice. Small changes could be made to improve the effectiveness of audits. For example, following up areas for improvement so the progress and outcome is recorded. This would enable achievements to be acknowledged and agree further action to ensure progress was maintained. Parents shared "The leadership team in the nursery are always approachable. They take time to welcome me and my child in the morning and say goodbye at the end of the day." And "They set an excellent tone for the nursery and always have time to discuss matters."

Use of team meetings and supervision enabled staff to reflect on their practice and identify gaps in provision. When actions for improvement were identified, we asked that more detail be added to show how they will be achieved. For example, record the name of documents that could be read to support professional development. This would enable staff knowledge and skills to be reviewed and the improvement in practice recognised.

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

The management team recognised the importance of the service being appropriately staffed. Staff were deployed throughout the service which ensured children benefited from their nursery experience. Staff had a flexible approach and most communicated with each other which meant children were supported. Parents shared "My child loves being at nursery. We feel happy and confident when dropping our child off that they are safe and very well looked after."

Staff changes had been managed well. Newer staff had felt supported when they started work as an induction programme was in place. This meant they had settled in well and established positive working relationships with colleagues. Staff shared "I feel comfortable expressing my ideas and troubles if they arise. I have a confident supervisor who supports decisions that I make and who I can go to with queries, questions or worries." To develop the skills and knowledge within the team, staff should continue to undertake training and learning. Consideration could also be given to further developing individual staff members undertaking leadership roles. As a result, families would benefit from a well trained and competent team.

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. Praise and encouragement promoted children's self-esteem and continued achievement. Parents shared "The staff are friendly, approachable and are kind towards my child. They know my child well and spend time with him, exploring his interests and encouraging him." And "The staff are also fantastic. They are extremely caring and nurturing."

The service employed bank staff to cover staff absence and holidays. To increase consistency, the manager was identifying staff who would be allocated to particular rooms to cover staff holidays. Once embedded, this would improve staff confidence and communication as working relationships would be strengthened. It would promote consistent practice across the service. Parents shared "I think the setting makes good use of the staff they have - we love the regular staff in the Explorers room - and the managers seem sensitive to keeping agency staff consistent so our child never feels worried about who is in their room."

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	4 - 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?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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