

Glenbervie Kindergarden Carrongrove Day Care of Children

Unit 4
Carrongrove Road
Falkirk
FK2 8NZ

Telephone: 01324 555 551

Type of inspection:
Unannounced

Completed on:
23 November 2022

Service provided by:
Glenbervie Kindergarden Ltd

Service provider number:
SP2013012234

Service no:
CS2015337216

About the service

Glenbervie Kindergarden Carrongrove is a day care of children service. The provider is 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'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 59 children not yet of an age to attend primary school at any one time. Of those 59 children no more than 12 children are aged under 2 years.

No more than 15 are aged 2 to under 3 years

No more than 32 are aged 3 to those not yet of an age to attend primary school.

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 Tuesday 22 November between 09:00 and 17:00. 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 ten children using the service and two of their parents/carers
- spoke with seven staff and management
- observed practice and how children's routines and play were supported
- reviewed documents
- Received four emails from parents with their views.

Key messages

- All interactions with children were kind, caring and nurturing.
- Positive relationships with parents supported effective partnership working.
- Children were happy and settled in the care of staff.
- The meal and snack times were an inclusive and positive experience for children.
- Children's personal plans were being further developed.
- Quality assurance systems supported the development of the service.
- The use of best practice guidance was being used to support staff learning and development.
- Leadership opportunities could be developed for staff.

From this inspection we evaluated this service as:

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

How good is our care, play and learning?	4 - Good
How good is our setting?	5 - Very Good
How good is our leadership?	4 - Good
How good is our staff team?	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 children's rights were promoted as they experienced warm, caring and nurturing interactions from staff. We saw that close relationships had been formed as children felt safe, secure and relaxed in the setting. As a result, they were confident about approaching staff as they knew they would be comforted, listened to and their ideas supported.

Effective communication with families meant partnership working with parents was well established. We found that staff talked knowledgeably about the needs of children and how they were supported and met. They were responsive to children's moods and non verbal communication. This meant that children's emotional wellbeing was sensitively managed as they were reassured and had 1:1 support when needed. One parent told us "The care and support she (child) has been receiving has in our opinion been spot on."

A range of information captured children's experiences. Personal plans, precious moments and online journals kept parents up to date about their children. While we were confident that children's needs were being met, staff could further develop the use of personal plans. Parents said "I feel that it is not updated enough and that it can go too long without observations." This was an area that was currently being reviewed and developed. We suggested that strategies and techniques used to support children were included. Adding timescales would support the review process and enable children's learning and development to be monitored and agree appropriate 'next steps'. In addition, if all information was cross-referenced, an overall picture of the child would be achieved.

Meal and snack times were mostly a positive experience for children. Staff involved them in organising snack and encouraged them to learn life skills. We observed that children were independent as they confidently spread toast and served themselves. They enjoyed the social time chatting with staff and friends. At lunch time, staff could ensure they had all items needed to minimise the need to leave the table.

If children required medication, we confirmed there was an established system in place to manage this. This meant it was stored safely, appropriate information was recorded and regularly audited which ensured it was administered to children safely and at the right time.

Staff were clear about their responsibilities in respect of safeguarding children. They had completed refresher training in child protection and were confident about recognising and reporting any concerns they had.

Quality Indicator - Play and learning

Children benefited from a well organised environment where a range of activities supported their learning and development. A variety of resources and activities helped children use their imagination, curiosity and investigation. Staff used questions to support children to talk about their learning and use their ideas to develop their play. As a result, we saw children who were busy, engaged in what they were doing.

The toddler room and explorers benefited from direct access to an outdoor area. The babies was a short distance from the playroom. Children had opportunities to play outside where they developed their physical skills as they ran around, played on large equipment and learned to balance. We asked the service to promote more 'free flow' opportunities for children to go outdoors.

Staff responded to children's interests and requests for resources. One child told us "The ladies got new dressing up." This meant children felt listened to and were able to lead and develop their play. We saw the addition of dressing up clothes and toys promoted children to use their imagination as it supported their interests.

Planning records varied between rooms. Some showed children's learning and development as well as next steps, while others were not as detailed. So there is a consistent approach throughout the service, all staff should consider how they use planning documents. This would include how children's learning was evaluated and how 'next steps' were followed up.

Staff used observation to show children's development and learning. One parent said "I receive occasional updates via eyLog on things she (child) has done. These updates are received far less frequently than in the past." To improve this, staff were going to be supported to develop the effective use of observation to assess children's progress and identify 'next steps'. This will help plan experiences that help children achieve through a child-centred approach.

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.

A warm, welcoming and well organised environment had been created for children. Appropriate resources that suited children's development and learning were organised in each room. Children could have quiet time to rest if they wanted to as cosy areas were available. Children had positive experiences as they influenced the pace of their day as staff listened to them and supported their choices.

Established procedures for maintenance were in place which meant any repairs were promptly addressed. A safe environment was promoted by the use of comprehensive risk assessments and daily safety checks. For example, we saw that staff checked the outdoor area before children went out. Staff should ensure they use the system they had in place to include children in this process.

We were satisfied that the environment was well ventilated, hand washing promoted and regular cleaning took place. All of which were effective at minimising the spread of infection. Attention to detail would improve this. For example using the pedal to open the bin and ensuring all children wash hands after being outdoors.

The outdoor environments had been developed to offer children a fully enclosed space to play. We saw children running around together, having fun and becoming involved in their chosen play without interruption. As a result, children developed confidence in their physical abilities as they learned and managed risk as they played on large equipment.

The service was safe and secure as staff knew who was entering the building. Appropriate measures were in place to store information securely.

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 vision values and aims were displayed and shared with staff and parents. Formal and informal systems were in place to support self-evaluation. Staff and parents had reflected on the service provided and had identified what was going well and areas that could be improved. The re-establishment of stay and play sessions has been received positively by parents. One parent said "I was in recently for a stay and play at the baby room for a visit and very happy at the visit, the set out, the staff, environment and resources that were there for (child's name) to have." One child told us "Mum's and dads come in now - my mum and dad come in to play." Opportunities for consultation and partnership working with families should continue to be developed.

Audits were used effectively to monitor the work of the service. For example, information about medication meant that appropriate records were in place and parents were advised about expiry dates in a timely manner.

The management and staff had used best practice to evaluate aspects of the service. As a result, the improvement plan outlined priorities that would build on current good practice and enable change to be achieved. To promote positive outcomes for children and families, management should continue to support staff to implement elements of the plan. Regular reviews to monitor progress should be carried out to ensure the desired aim is being achieved.

Staff contributed to the development within each room. Effective team work supported change to improve children's experiences. For example, they acknowledged that children had a better transition if settling in visits took place over a few weeks. Staff should continue to use best practice guidance to support the improvement agenda. They may find the bitesize sessions about self-evaluation in the Care Inspectorate Hub beneficial. This will help develop their self evaluation skills, support leadership roles and increase their confidence to share ideas that inform future plans.

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

There was a mix of staff skills and experience within the team. Newer staff had felt supported when they started the service, which meant they settled in well. This had resulted in a shared ethos as they had developed positive working relationships. Children, therefore experienced continuity of care throughout the day.

Overall, staff were well deployed throughout the service which ensured children benefited from their nursery

experience. At busier times, routines had been established to support children. For example, at lunch time, familiar support staff provided continuity with their routines. If they had to undertake another task, staff communicated with each other to ensure children were supervised. However, on occasion and to avoid disruption, staff should ensure they have all the equipment they need to hand.

Staff were supported in their role by induction, team meetings and access to training. These opportunities helped identify staff skill, areas of interest and supported professional development. They should be encouraged to undertake leadership responsibilities as they develop their skills, knowledge and confidence. As a result, children and families would benefit from a well supported and trained staff team.

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?	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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