

The Nurture Nursery Day Care of Children

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Type of inspection:
Unannounced

Completed on:
8 December 2022

Service provided by:
Rioch and Robertson Limited

Service provider number:
SP2017012896

Service no:
CS2017355212

About the service

The Nurture Nursery is registered to provide a care service to a maximum of 44 children at any one time aged from 3 months - 8 years of whom no more than 12 children are under the age of 2 years.

The nursery is situated in a town in West Lothian which has good transport links and is close to local amenities. The nursery which operates from a two storey building includes playrooms, toilets and changing areas, a kitchen, office space and gardens to the front and rear of the building.

About the inspection

This was an unannounced inspection which took place on 28 November 2022 between 9.40am and 15.30pm and 29 November 2022 between 8.30am and 16.50pm. 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, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with 20 people using the service and 10 members of their family
- spoke with 14 staff and members of the management team
- observed practice and daily life
- reviewed documents.

Key messages

- The manager provided staff with strong leadership.
- Happy children who are encouraged and supported to make independent choices.
- Wide range of play and learning experiences.
- Staff were caring and supportive of children.
- Staff were given a wide range of training opportunities.
- High level of parent satisfaction.

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?	5 - Very Good
How good is our setting?	5 - Very 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?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

1.1 Nurturing care and support

Throughout the nursery we saw evidence of the nurturing and supportive relationships staff had developed with children. It was apparent from the busy chatter between staff and children as they were welcomed into nursery that they knew children as individuals with a life outside nursery, and were interested in what they had to say. These holistic conversations helped promote attachments, built relationships and helped children to settle confidently into the care of staff who knew them well.

Children were confident in looking to staff if they needed help or if they were upset. Staff took time to listen to children responding with kindness, giving encouragement, support, and, where appropriate, cuddles. By actively listening to children staff gave them the message that their thoughts and feelings were important.

Parents were positive about staff's knowledge of their children and the way they supported them. Representative comments included "We think the nursery is amazing, such a warm, welcoming environment" and "It feels like such a personal service. They work with us to support our child in and out of the service."

Floor books were used well throughout the nursery to assist planning and to record children's interests and learning through their drawings and photographs. Some children enjoyed looking at these books and were supported by staff as they recalled events and experiences they had been involved in throughout their time in nursery. Sharing these experiences helped develop attachments and a sense of belonging to the nursery community.

Children's personal plans provided an up to date record of children's care and support needs. This information helped staff plan how to support individual children. Staff told us they met with parents on a regular basis to review the plans and to record changes in children's needs. Parents told us they were aware of their children's personal plans and had been involved in reviewing them. Comments included "My child's personal plan is updated every few months" and "I regularly discuss my child's care needs both through formal feedback sessions and informally whenever I feel the need."

Staff worked closely with professional staff from other agencies to ensure that children with additional needs received the care they needed. We saw confidential examples of joint working programmes between nursery and home. Parents commented positively on the impact this had on their child's development.

Children enjoyed varied and appetising meals which were made on the premises. The cook had worked with staff to develop a system for managing children's allergies, dietary needs and food preferences. Information was updated in response to information from families and when new children joined the service. This helped keep children safe.

In the upstairs play room staff sat with children giving support and encouragement to eat. The unhurried relaxed environment allowed children to eat at their own pace and to enjoy lunch as a social event. Numbers of children in the older age group had recently increased. In light of this the management team told us they

were reviewing the lunch experience to make sure it continued to be a positive one. Children were encouraged to be independent as they served their own food and poured drinks. Because the management team had employed additional staff to cover this busy time key worker staff had more time to support children to eat and to enjoy the social and wellbeing aspects of eating together as a group of friends.

1.3 Play and Learning

Children had fun at nursery as they played sometimes with friends, sometimes with their own projects. The freedom to choose where they wanted to play across the playrooms and the outdoor space meant children were interested and engaged in their chosen activities. Resources across the service were plentiful and well managed. Staff consulted with children and used their knowledge of children's interests and abilities to ensure they were able to play and learn from activities that engaged them.

Staff understood their role in supporting children's development and confidence in their own abilities. They intervened in children's play appropriately and with respect when invited to do so and when they could see that this would support the child's experience. Allowing children to play without unnecessary interruption supported a deeper learning experience and developed confidence in their ability to problem solve and make decisions.

Experienced staff supported children well, they showed skill in listening and talking to children, making sure they understood what was being said and giving them time to think and respond. These respectful unhurried exchanges showed respect for children's abilities and provided positive role models for less experienced staff and those in training. Some members of staff had studied for professional qualifications in drama and music before taking up their childcare careers. Their skills added to children's experience in areas including creative story telling, music sessions and drama sessions.

Children were becoming socially aware through opportunities to take part in age appropriate involvement in fundraising for groups in the local community and through sustainably projects based on reusing and recycling materials. They recently achieved a bronze award from OMEP -UK for their work in sustainable citizenship. Children had opportunities to plant and grow their own fruit and vegetables in the nursery garden and polytunnel. This gave them opportunities to develop an understanding of the natural world and of seasonal changes. All of the above helped children to develop a sense of themselves as active contributors to their community and to the wellbeing of others.

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

2.2 Children experience high quality facilities.

The nursery was divided into two areas. Upstairs for babies and toddlers, downstairs for older toddlers and pre-school children. Children were cared for in bright airy and well maintained play rooms. They were able to move around freely making choices of how and where they wanted to play.

Staff had divided the large well equipped upstairs playroom into two areas. One offered children quieter activities and soft, comfortable spaces. The other was used for active play, large craft activities and sensory play. Staff considered these young children's mobility when setting out toys and resources in order to

support their independence. They showed skill in reading pre verbal children's body language and responded with sensitivity in order to help them achieve their goals.

Younger children had their own outdoor play areas at the rear of the building. These were secure and well maintained. Equipment and resources offered children age appropriate opportunities to explore the natural world and to engage in active play. Covered areas meant that children could play outdoors in most weathers. These areas also offered space for quieter activities and were appropriately resourced to support this. This helped ensure children were able to choose from a wide range of outdoor experiences. Essential work in the outside areas meant that access had been temporarily suspended. Parents were informed of this and we spoke with the manager about ensuring that children had alternative opportunities to be in an outdoor environment during this time.

The ground floor gave older children free flowing access to four play rooms. A well equipped arts and crafts room gave children opportunities to be creative as they experimented and had fun with a range of materials. Their work included colourful lamp shades, paintings and models. Staff showed respect for children's work by using it to decorate the room. This impact of this was evident from the pride children showed in talking about their contributions to the room.

Staff used the sensory room as a therapeutic space to follow individual programmes with some children and to work with small groups. Children also used the room as a quiet space to rest and to chat with their friends, listen to music and read stories. The remaining two well equipped playrooms offered a range of opportunities to play and learn. Children were developing skills in making choices, sharing and negotiation as they played in areas they had chosen.

Older children had access to the spacious outdoor play area at the front of the nursery. The wide range of loose parts gave children opportunities to be creative in their play. Children's use of loose parts and fixed equipment allowed them to take risks in their play which developed strength and confidence in their bodies. Staff encouraged a positive attitude to risk which focused on helping children to think about the level of risk they were comfortable with. Children who preferred quieter activities were well supported. The small caravan was a popular space for relaxing and role play, comfy outdoor bean bags allowed children to relax and chat to friends. Because some staff were trained in outdoor play they were able to offer children a safe 'camp fire' experience. This was popular with children who were eager to join in a story session round the fire they had helped to light. This combination of activities and resources meant that children's needs and interests could be met while they enjoyed the benefits of play in fresh air.

Risk assessments covering all areas of the nursery were in place. Risk assessments were linked to accidents and incidents and audited as part of the services quality assurance procedures. This meant that areas of risk could be identified and dealt with quickly. The service employed a handyman who was able to carry out many of the repairs required around the building and outdoor areas. This helped ensure that children were safe as they played.

All staff took part in a rolling programme of training including infection control. Regular hand washing was an important part of the nurseries infection control procedures. The service was well equipped with soap, paper towels and hand washing facilities, in addition to sinks in the toilets, playrooms had hand washing sinks. We saw staff support and encourage children to wash their hands at key points in the day, this included babies who's hands were washed after nappy changing. We spoke to children who were able to tell us why washing their hands was important and how it could help them to stay healthy. Embedding these regular routines helped build protective habits for life.

How good is our leadership?**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

3.1 How good is our leadership

The management team had a clear vision for the on going development of the service which focused on achieving consistent positive outcomes for children through the provision of well trained staff and an interesting and well resourced environment. They used quality assurance systems to identify areas of strength and areas for development within the nursery. They regularly spent time in playrooms observing staff interaction with children, team work and the quality of experiences available to children. Staff planning and children's personal plans and learning journals were audited for quality, and, to ensure that areas for action identified to support children's development were followed through. Information from these audits was fed back to the staff team through room meetings and individual support and supervision sessions. The information was also used to identify training opportunities and other interventions which would support children's wellbeing.

The nursery improvement plan identified development targets for the year. The plan included completion dates, resources required and people responsible for achieving them. By sharing this with parents and other stakeholders the nursery made itself accountable for achieving these targets which would impact on children's day to day experience in the service.

The management team used the Care Inspectorate notification system well in order to ensure that all notifiable information was passed on quickly. This allowed appropriate actions to be taken to support children's wellbeing.

The management team worked closely with other professionals in order to ensure that children received the support they needed to thrive and to make the most of the opportunities the nursery provided. We saw confidential evidence of this work. A parent told us "The nursery have gone above and beyond to support my child's needs and learn as much as they can to specifically support them. They took time to meet with their nurses to understand their issues. They take time to check in with the whole family."

Staff told us the management team was approachable and was familiar with the needs of the children in their key groups. They confirmed that they took part in regular support and supervision sessions which helped them focus on their professional development in relation to children's needs. Staff told us the management team encouraged staff to share their views and was open to ideas and suggestions. They felt their work was valued and for those with ambition it was possible to achieve positions of responsibility within the service.

The management team was committed to working with families and where possible to sharing information that would support them in their role as parents. In recognition of parents concerns and interests they had arranged information evenings supported by professionals. These sessions looked at areas including Speech and Language and Developing healthy relationships with food in childhood. These had been well attended, a parent praised them for providing "Evidence based advice." which could be applied to day to day life.

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

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

4.3 Staff deployment

The nursery was well staffed. Staff were deployed across the service in sufficient numbers to meet the needs of the children and to ensure they had access to all of the play and learning opportunities available to them. All staff were qualified or in training for their role. They were registered, or in the process of registering with the Scottish Social Services Council or other regulatory body appropriate to their professional qualification. Staff came from a variety of backgrounds, for example two staff had studied drama at degree level before taking up their child care careers. This skill mix added to the range of experiences available to the children.

The service employed its own bank staff who were able to provide cover when staff were absent for any reason. The benefit of this was that staff were familiar with the children and knew the routines and expectations of the nursery. This allowed them to provide cover with minimal disruption to the children's experience.

The management team recognised that lunch times were busy for staff as they set up tables, served food, took account of allergies and food preferences and ensured children were settled and ready to eat. In order to support children at this time, two additional staff members were employed between 10.00am and 14.00pm to provide lunch cover. This meant staff were free to focus on meeting children's care and support needs.

Staff were positive about the training opportunities they were given and confirmed that all staff took part in a rolling programme of training in child protection, first aid and food hygiene. Their knowledge in these areas helped keep children safe. In addition, depending on their particular needs and interests, staff had taken part in training including Schematic Play, Forest Kindergarten, Nature Play, Loose Parts and two staff had attended the Early Years Conference. Staff were able to describe how their training had increased their learning and added to the quality of experiences they were able to provide for the children.

Regular team meetings gave staff the opportunity to discuss individual children. This helped ensure a common understanding of their needs and the strategies in place to support them. These meetings were recorded so that agreed actions could be followed ensuring accountability. Staff worked well together, they were aware of one another's strengths and used this to support the quality of the children's experience and meet their needs. Staff spoke to parents informally when children were picked up and dropped off and through the family app which allowed information to be exchanged during the day and supplemented the more formal review meetings.

Staff had a positive 'can do' attitude. They expressed pride in their nursery and understood the importance of their role in supporting the development of the children in their care. We saw confidential examples of how staff had worked with families and other professionals to support children, some of whom had complex needs to achieve breakthroughs which had made difference to the lives of these children and their families.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

We recommend that the provider reviews and updates, where necessary, the service's policies and procedures. This is to ensure they are up-to-date and consistent with current best practice guidance. The following should be considered as a priority:

Administration and medication
Personal Plan's
Control of infection
Child protection.

This is to ensure care and support is consistent with the Health and Social Care Standards which states that; As a child I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes (HSCS 3.14) and my care and support is provided in a planned and safe way, including if there is an emergency or unexpected event. (HSCS 4.14).

This area for improvement was made on 17 July 2019.

Action taken since then

Appropriate action was taken to meet the above recommendation. The recommendation is met.

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very 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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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