

Little Flowers Nursery Day Care of Children

46 Glebe Street
Renfrew
PA4 8UA

Telephone: 01418 866 123

Type of inspection:
Unannounced

Completed on:
5 March 2024

Service provided by:
Little Flowers LTD

Service provider number:
SP2005007505

Service no:
CS2005099039

About the service

Little Flowers Nursery is registered to provide a daycare of children's service to a maximum of 77 children not yet attending primary school at any one time:

- no more than 16 are aged under two years;
- no more than 17 are aged two years to under three years and;
- no more than 44 are aged three years to those not yet attending primary school full time.

The registered provider is Little Flowers Limited and the service is in partnership with Renfrewshire Council to provide funded places for eligible children aged two to five years.

The service is located in the Renfrew area of Renfrewshire and operates from a converted villa and separate annexe building. The nursery consists of four playrooms, children's nappy changing and toilet facilities, a breakfast room, office and staff facilities. There is a large outdoor play space to the rear of the property. There service is close to local schools, shops, transport links and other local amenities.

About the inspection

This was an unannounced inspection which took place on 4 March 2024 between 08:30 and 17:15. A further visit took place on 5 March 2024 between 09:30 and 19:00. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service, and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with children using the service
- reviewed Microsoft survey responses from 14 parents and carers using the service
- reviewed Microsoft survey responses from four staff
- spoke with staff, management, nursery director and provider
- observed practice and the facilities
- reviewed a sample of relevant documents
- spoke with one visiting professional.

Key messages

- Children were happy and settled in the setting.
- Staff had warm and caring interactions with children, helping them to feel safe and secure.
- Personal plans should be improved to reflect children's needs, choices and wishes.
- Staff communicated well with each other, helping create a positive environment for children.
- The service should create a more comfortable and homely environment for children to rest and relax when needed.
- Quality assurance systems should be further developed to ensure staff have clear roles and help monitor and improve the service.
- Self-evaluation systems should include staff, children and families to support continuous improvements in all aspects of the setting.

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 positively on outcomes for children, and clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support

Children were happy, settled and content in the setting. They enjoyed spending time in their nursery and confidently spoke to us about what they liked to do. Playing with their friends and outdoor play were particular favourites. Children had formed special friendships and could choose when and where they spent time with them.

Staff interactions were kind, caring, warm and responsive to children's needs, and they made positive efforts to ensure they were at the children's level when supporting and interacting with them. One parent shared with us, "The staff are incredibly caring, which is a huge reassurance as I know my child always feels well looked after, listened to and comforted. We also love the values of the nursery; they are very well aligned with ours, and it's hugely important to us that they are inclusive, promote kindness and diversity, and use gentle techniques when it comes to managing behaviour." Another parent commented, "The staff are kind and caring towards the children. They are considerate and attentive to the children's need and always inform the parents effectively."

Children had a key worker who was mainly responsible for their care and wellbeing. This relationship helped children to feel safe and secure in the setting. Staff used personal planning to gather relevant information to support children's health, welfare and safety. We discussed how the working documents should be more focused, reflect children's current needs and outline how children's needs will be met with strategies applied. The staff should continue to develop the children's personal plans and ensure that these are reviewed and updated at least once every six months to support consistency of care for children, which is important for their overall wellbeing.

Good systems were in place where children required additional support, and staff worked well with parents and external agencies to identify and agree on targets. This supported an inclusive approach to care and learning for individual children. Supportive and practical strategies were used throughout the day. This included objects of interest, which helped children communicate their needs and wishes and supported their understanding of play routines.

Mealtimes were unhurried and a social experience for children, an opportunity to develop children's independence. For example, children self-served and fed themselves, and support was given where needed. Meals were healthy and nutritious and catered to children's allergies, cultural needs, and preferences. A food probe thermometer was used to ensure foods were served at an appropriate temperature. Fresh drinking water was available throughout the sessions to keep children hydrated. Staff sat beside the children while they ate; this was an opportunity to engage in conversations, build positive relationships and respond if needed should an emergency, such as choking, occur.

Staff supported children's safety, emotional security, and wellbeing through the sensitive arrangements for sleep. Routines were reflective of individual children's needs. For example, children slept when needed and were supported by staff who offered cuddles and reassurance. The positive attachments formed supported children in feeling loved and promoted good habits around sleep. However, one parent shared with us, "The staff allow my child to sleep much longer than I have asked which disrupts the routine over the rest of the week." Staff should continue to build respectful relationships with families to ensure the children's routines reflect their wishes.

Medication was stored safely in a locked cabinet out of children's reach. Medical care was reviewed and updated in consultation with the child's parents. We advised that medication forms include the expiry date, the child's name, and the date of birth on the bag or container to ensure it is easily identifiable in an emergency. The management team put this in place during the inspection and agreed to provide further assurance of an updated system for monitoring and auditing medication management to sustain best practices.

Staff understood their role in protecting children, and the service's child protection policy and procedures were used to support and guide them. Most staff knew who the child protection officers were. We asked the management team to display this information for all staff and families. Staff had taken part in child protection training annually, and newer staff completed it during their induction. The management team understood their responsibilities and the systems in place to report any concerns. As a result, children were safe and protected from harm.

Quality indicator 1.3: Play and learning

Children had fun as they played sometimes with friends and sometimes on their own and were supported by staff to express their thoughts and feelings. This helped children feel confident and safe as they communicated their preferences and developed relationships with other children.

Children made choices from the play and learning experiences on offer to them, choosing to play indoors or outdoors for the sessions. Children who required adult support to play were supported by staff who offered praise and encouragement. One parent shared with us, "The care my son receives at Little Flowers is second to none. The staff know his developmental needs inside out and are always involving him when planning his learning. The play experiences on offer are always to do with my son's interests."

There was good play and learning opportunities for children to develop their creativity and imagination through sensory and role-play experiences. Build confidence and develop new skills in risky, challenging physical play.

Staff used some skilled interactions to support children's development of numeracy and mathematical skills, such as counting and measuring when making play dough and copying patterns when using the magnetic boards. Factual books were displayed across play zones, which supported children's interests, knowledge and understanding. Puppets and storybooks were accessible to children in all playrooms to reinforce language skills. We discussed with the management team how staff could improve the story corner in the preschool room to increase children's access to books and create an encouraging and inviting atmosphere for children and staff to read together during their daily routines. The management team agreed and shared their plans to improve the storybook area for children.

Planning approaches continued to be an area for development to ensure a balance of spontaneous and intentional play and learning experiences for children to develop a broad range of skills and extend learning, with relevant training planned to upskill staff.

The Family app was used to share children's play and learning experiences they had taken part in with their peers and individual wow moments. The systematic process was monitored by management, and overall, the observations recorded were evaluative and of good quality and included possible next steps for children's learning. This approach supported children's families being involved and informed of their child's development.

How good is our setting?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children, and clearly outweighed areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

The setting was bright, spacious, and welcoming, with good ventilation and suitable furniture. Playroom registers, boundary fencing and the secure entry system, helped keep children safe.

Maintenance records and risk assessments were in place for the indoor and outdoor environments. Required repairs identified by the service were recorded and actioned within appropriate timescales. However, on the first inspection day, we found the exit button in the annexe building was not properly working. Whilst this was addressed promptly, improved risk communication would further support the health and safety of staff and children.

Overall, indoor play areas and resources reflected children's interests, age and stage of development. The service should continue with its plans for improvement to enable children to benefit from high quality play and learning resources, such as loose parts and open ended materials that support children's natural curiosity, inquiry and creativity.

Playrooms had some cosy areas for children to rest, relax, and self-regulate their emotions. Children would benefit from the service reviewing these spaces' use and layout to ensure they were accessible to children at all times and included soft furnishings to meet their comfort needs.

Staff understood the importance of outdoor play to children's health, wellbeing and development and ensured that all children regularly used the outdoor environment in all weather. The service should continue with its plans to ensure each age group of children has a designated enclosed garden area suitable for their age and stage of development.

Children developed an awareness and connection with their local community when they visited local parks and the library. This supported children's sense of belonging, developed social skills, and enhanced their play and learning experiences.

Whilst infection prevention and control training had been undertaken. We found process gaps in staff practice. We observed that not all staff members were clear about their role in promoting a safe and clean environment for themselves and the children. Therefore, the impact of training was limited, resulting in an increased risk of infection spreading, such as safe hand hygiene, storage of porous materials, and use of bins and food preparation areas. The service had improved by the second inspection day to reduce possible risks to children. We asked the management team to revisit infection control training with staff and monitor their practice over time. See area for improvement 1.

Areas for improvement

1. To support children's health and wellbeing, the provider should ensure that appropriate measures are in place to minimise the increased risk of infection spreading. This should include but is not limited to, staff revisiting NHS guidance, 'Infection Prevention and Control in Childcare Settings (Daycare and Childminding Settings)' and management monitoring staff practices, including hand hygiene and food preparation.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'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).

How good is our leadership?

4 – Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children, and clearly outweighed areas for improvement.

Quality indicator 3.1: Quality assurance and improvement are led well

The newly appointed management team was welcoming, approachable, and committed to developing the service to promote positive outcomes for children and families. When we made suggestions for improvements as part of this inspection, where possible, the management team took immediate action or spoke about the planned programme to improve the service. This supported a culture of continual improvement.

An improvement plan was in place and shared with staff and families. We saw some evidence of the positive impact these identified improvements had made. For example, transitions for children between playrooms and personalised support. Training to upskill staff knowledge and understanding of child development and championing roles that promoted children's health and wellbeing.

The management team was committed to developing self-evaluation processes further with children, staff, and parents and identifying strengths and areas for development to secure sustained improvement. We agreed the planned developments would support more reflective practice and improved outcomes for children and families. We suggested having measurable targets to track success to help them stay focused and motivated.

Playroom and team meetings took place. These were opportunities to share practice and discuss individual children, and the staff we spoke to said they felt supported by the management team, which helped promote team morale.

Quality assurance processes were in place and supported the management team to have an overview of some documentation and practice. For example, they reviewed policies and procedures, risk assessments, and personal plans. We discussed with the management team how further developing and embedding these processes would continue to ensure effective monitoring and support staff development.

How good is our staff team?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children, and clearly outweighed areas for improvement.

Quality indicator 4.3: Staff deployment

Children were cared for by a staff team that was caring and nurturing and worked well together to help meet children's needs. One parent shared with us, "I love that my child is always happy to go to nursery. This speaks volumes to me about how she feels about her environment. The nursery has a real family feel which makes me feel that my child has good interactions with the staff, and they know each other well. This means that my child feels safe and listened to."

There has been a change in staff since the last inspection. There was a mix of skills and abilities within the staff team, and they had developed good working relationships and were supportive and respectful of each other during their interactions. One staff member shared with us, "Staff value each other and are more like family than colleagues." This supported a culture of collaborative and respectful working.

Play zones helped staff to position themselves where they could best support children. As a result, children received effective supervision throughout the day. The use of walkie-talkies supported staff to communicate with each other throughout the setting. This contributed to children's needs being met at the right time.

The management team was available to support staff during busier times of the day, such as breaks. This supported continuity of care for children and promoted positive relationships as children had the opportunity to build relationships with all staff.

Staff spoke positively about the training and development opportunities they had undertaken. More opportunities to develop their knowledge and understanding of best practices and child development through reflective practice should enable staff to carry out their role and offer high quality interactions, support children's wellbeing and scaffold their play and learning.

Most staff had opportunities to meet with the management team to discuss their professional development. Those staff members shared that they felt professionally and personally supported by the management team. The management team should ensure uninterrupted time is allocated for all staff to understand professional goals better and ensure all staff feel included and valued.

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?	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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