

Puddle Lane Day Care of Children

Puddle Lane Early Learning & Childcare Centre
Edison Street
Hillington Park
Glasgow
G52 4JW

Type of inspection:
Unannounced

Completed on:
13 March 2024

Service provided by:
Kibbleworks

Service provider number:
SP2021000100

Service no:
CS2021000070

About the service

Puddle Lane nursery is provided by Kibbleworks. The nursery is registered to provide a care service to a maximum of 65 children not yet attending primary school at any one time.

The service is located in Hillington industrial estate close to local businesses. The children are accommodated within one large playroom which is partitioned off into two areas, and separate dining/multifunction area. The children have direct access to a large outdoor area and private allotment.

About the inspection

This was an unannounced inspection which took place on Tuesday 12 and Wednesday 13 March 2024. 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 registration information, information submitted by the service and intelligence gathered. This was the service's first inspection since registration in 25 May 2021.

In making our evaluations of the service we:

- spoke with children using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received feedback from 12 parents/carers

Key messages

- Children were happy and confident in the setting
- Staff knew children well and were caring in their approach
- Children had access to a variety of learning opportunities outdoors
- Children should be cared for in separate rooms to suit their age and stage of development
- Management should audit and monitor children's records to best meet children's needs

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?	3 - Adequate

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

Staff were warm, kind and caring in their approach with children. Children were happy and confident and clear friendships had been formed. Staff knew the children well and responded to their needs. Children were affectionate with staff and engaged well with them. One parent commented, 'Puddle lane is a great place for my child to grow and learn. The adults within the service have the children's best interests at heart and it shows through their practice'.

Personal plans were in place for children and these were reviewed regularly with parents. Information contained in the plans helped staff to meet children's individual needs. Staff worked with other professionals to identify strategies for children with additional support needs. Most plans were used as living documents, with regular updates that ensured staff were able to meet children's current needs.

During mealtimes children were given the opportunity to develop life skills and independence through self serving and pouring their own drinks. Staff sat with children for periods of time and engaged in conversation with them, making it a sociable experience for children. We discussed with management the importance of staff sitting with children throughout meals to ensure their safety and create a relaxing and sociable experience for them.

We reviewed the procedures for storing and administering medication. Medication was stored securely and safely away from children. Some medication was still being stored which was no longer required. We spoke to management about the importance of auditing medication procedures to ensure that medicine was stored and administered in line with best practice guidance.

Staff were confident in child protection procedures and all staff had attended child protection training. This meant that children were cared for by staff who knew how to keep them safe.

Quality indicator 1.3 Play and learning

We observed children having fun and being engaged in their play and learning. Children had the opportunity to lead their own play and learning and benefitted from a balance of planned and spontaneous activities. One parent commented, 'They go above and beyond to make sure the children not only enjoy their time at Puddle Lane but also make every effort to ensure activities are varied, creative, educational and fun'.

All children accessed the outdoors during our inspection. Children had access to a large outdoor area and private allotments. These offered opportunities for children explore nature. For example a bug hotel and planting opportunities helped develop their understanding of nature. Staff interactions with children helped to develop their language, numeracy and literacy skills. At the allotments staff encouraged children's counting and were using language to encourage children to name and explore their senses.

Daily activities such as baking bread offered opportunities for children to develop numeracy and literacy skills. Children would benefit from a larger variety of stimulating experiences and resources within the setting to spark curiosity and imagination. There were missed opportunities to extend learning, particularly within the playroom for some children. For example one child was engaged with the smartboard but needed help to continue playing which staff missed so he left the area.

All children had a 'being me' book which noted observations of their learning. These were shared regularly with parents and children had the opportunity to help develop the books and have their voice noted. Planning had recently been reviewed to prevent gaps in children's learning and development. Observations were shared with parents using an online app. There was a mix of staff skills in recording observations which meant all children's voices were not being heard. We discussed with management the importance of tracking children's learning and progression so staff knew how to best meet their individual needs.

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

Children were cared for in a bright, welcoming and spacious environment. They had access to a variety of spaces including a soft play area, large outdoor area, separate lunch room and allotments. One parent commented, 'It's a very caring and nurturing environment, there is a huge variety of activities for them at the nursery, love the indoor astro and the outdoor area'.

Carefully thought out furnishings and comfortable areas to rest and relax showed children that they were important. There was ample space for their needs. Resources were available for children to access at their height. This meant they could lead their own play and learning. The children would benefit from access to a wider variety of resources which would stimulate their imagination, curiosity and offer challenge in their learning.

The outdoor area and allotments offered opportunities for risky play and had variety of play experiences for children to participate in. Risk assessments were carried out by staff to ensure that children were cared for in a safe manner. Children were encouraged to assess risk themselves, helping to develop life skills and independence. We observed good infection prevention and control procedures with children encouraged to wash their hands before and after lunch and when they came indoors.

All children were cared for in one room which impacted on their care and learning. The setting had separate rooms ready for the children to access and these should be used as soon as possible. This would give children the opportunity to experience environments which are suited to their individual needs.

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 management team were friendly, approachable and engaged well with the inspection process. Staff told us that they felt supported by management and could approach them if they needed any help. Parents shared with us that they felt management were approachable and supportive. One parent commented, 'I know that I can comfortably contact / phone / email management at any point with any issues and they are extremely approachable and helpful'.

Management were passionate in their ethos and Froebelian approach which was visible throughout the staff team. This meant that there was a focus on child led learning and the service was beginning to develop their rights based approach. Staff were encouraged to develop their skills and attended regular training to support this. Some staff were also taking forward further education opportunities and were supported in this by management.

Management and staff regularly reviewed and evaluated practice and would reflect upon areas for development. Regular team meetings allowed staff to assess their planning and evaluation of children's learning and establish if any changes in approach were necessary. Management valued the contributions of families and children and use these to support improvements and self evaluation. This included a review of the services visions, values and aims in partnership with parents. Parents suggestions were being used to update these to better reflect the service. An improvement plan was in place which noted areas for development. These included developing attainment in literacy and numeracy and a knowledge based approach to learning. This was shared with staff which meant they knew what was needed to best meet the needs of the children and families.

Members of the management team had responsibility for monitoring and auditing different areas of the service. Management should continue and develop this to ensure medication, accidents and incidents, planning and practice are in line with best practice guidance.

How good is our staff team?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Quality indicator 4.3: Staff deployment

Staff communicated well with each other regarding children's care. There had been recent changes to the staff team and new staff had joined the service creating a mix of experience and skills. This meant that children benefitted from a knowledgeable team who could offer positive experiences for them. Staff told us they felt one of the strengths of the service was their teamwork and willingness to support one another.

During our visit we observed that there were enough staff to meet the child to adult ratio's. Staff were at times task focused which meant that not all children's needs were met. Children's experiences were impacted by all children being cared for in one room. We discussed with management the importance of staff being deployed across the service to ensure children's individual needs were noted and met, **see area for improvement 1**.

Staff did not always communicate well when leaving areas or rooms which meant that at times children's needs were not being met. Management should ensure that staff communication is consistent throughout the day to ensure children are cared for safely.

Staff felt they had built good relationships with parents and children and parents told us they also felt the same. One parent commented, 'All staff are really lovely, smiley and nice. I got to know my son's key worker a bit better but she is not the only one. Each one of them is different but all really nice and competent'.

We reviewed safe recruitment procedures and found that staff were recruited in line with best practice guidance. New staff were given training and induction before they started to ensure they were familiar with the company ethos and procedures. This also meant that staff felt part of the team and important to the service. A probation review allowed staff and management to assess their development within the service and identify any needs.

Areas for improvement

1. The manager should ensure that children are cared for in areas appropriate to their age and stage of development. In order to achieve this, the provider must ensure that there are sufficient staff deployed in each of the nursery playrooms to meet the individual needs of all children.

This is to ensure care and support is consistent with Health and Social Care Standards, which state that: "My needs are met by the right number of staff" (HSCS 3.15), and "I experience a service that is the right size for me." (HSCS 5.5)

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?	3 - Adequate
4.3 Staff deployment	3 - Adequate

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