

Ivy In The Park Day Care of Children

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Type of inspection:
Unannounced

Completed on:
22 May 2024

Service provided by:
Dornal Childcare Ltd

Service provider number:
SP2020013601

Service no:
CS2023000005

About the service

Ivy in the Park is a day care of children service located in Carntyne in the east end of Glasgow. The early learning and childcare service is in partnership with Glasgow City Council to provide commissioned places for children aged between three and five years and eligible two year olds.

The service can accommodate 135 children not yet attending primary school at any one time. No more than 39 are aged under three years, no more than 80 are aged three years to those not yet attending primary school. When using a mixture of the covered outdoor play spaces and outdoor areas the service can accommodate an additional 16 children aged three years to those not yet attending primary school.

The accommodation consists of four playrooms. A separate dining/multipurpose space is located at the heart of the building next to the kitchen. Children have access to outdoor play areas and a nearby forest for physical play and outdoor learning. There is a reception area, family room and changing and toilet facilities for children and office, catering and staff facilities. The service is close to schools, transport routes, shops and community services.

About the inspection

This was an unannounced inspection which took place on 21 and 22 May 2024. The inspection was carried out by three inspectors 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. In making our evaluations of the service we:

- spoke with children using the service
- reviewed feedback from 18 parents and carers whose children attend the service
- reviewed feedback from nine staff members employed in the service
- spoke with senior management, management and staff
- observed practice and staff interactions with children
- reviewed documents.

Key messages

- Staff used kind and nurturing approaches which contributed to children feeling welcome, safe and secure and contributed to positive relationships.
- The recording of information within personal plans should be improved to reflect information shared from external professionals.
- Lunch was a relaxed, unhurried and sociable experience for all children in the service.
- The manager and staff should review the systems in place for planning and observations of children's play and learning and provide opportunities for staff to engage in professional development.
- Management and staff should review and improve the opportunities available for free flow play to the outdoor environment for older children.
- The manager was leading with improved changes to the service. Quality assurance processes should be further developed to support continuous improvement of the service.
- Staff were passionate about their additional responsibilities of champion roles.
- Management should monitor the deployment of baby room staff when taking children on walks to support children's care, safety and wellbeing.

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 as several important strengths, taken together, clearly outweighed areas for improvement.

Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Quality indicator 1.1: Nurturing care and support

Children's care and learning routines were delivered with kindness and compassion from staff who were warm, nurturing and caring towards children. Staff had created a welcoming and inclusive environment. The interactions between staff and children were responsive and engaging. This helped children feel secure and contributed to the positive relationships they had with staff.

Almost all children were happy. They were confident in their environment and were familiar with nursery routines. Children had developed friendships which enhanced their wellbeing. New children were settling into the service and visits were tailored to meet children's individual needs. This supported children and their families to settle at a pace that was right for them. Staff were comforting and consoling children who were upset contributing to supporting children's wellbeing. We saw that the comfort provided, settled children and supported children to play and learn. One parent who provided feedback shared with us, "The staff took time to get to know my little boy when he first started. We discussed his likes and dislikes and areas we felt he would benefit from developing."

We observed staff being responsive to children's changeable interests. Children were spoken and listened to in ways that encouraged them to feel valued and included. Staff knew the children well which meant they were able to respond to their individual needs and preferences. Staff were aware of children's comforters and children were offered these. This helped children feel safe and secure. Children were provided opportunities to rest and sleep contributing to their wellbeing. Sleep routines were responsive to children's individual needs and safe sleep practice was followed.

Personal plans were in place for children. Most plans contained information which helped staff to meet children's needs. These included information and comments in relation to individual SHANARRI wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, and responsible). Staff confidently described children's individual needs and how they are supported. The plans were regularly reviewed and shared with parents providing opportunities for parents to contribute to these. Almost all parents who provided feedback shared with us they were fully involved in their child's care, including developing and reviewing their personal plan. Staff collaborated with external professionals who provided strategies and next steps to meet children's individual needs. We discussed with management and staff the importance of taking this information forward within children's personal plans.

Lunch was a relaxed, unhurried and a sociable experience. Staff were sitting with children during the mealtime experience and children were engaging in quality conversations with staff. Three to five year old children were self-serving lunch. Lunch was served to two to three year old children and could be improved with children self-serving for greater levels of independence and responsibility. Staff were aware of children's dietary requirements, contributing to children's health, safety and wellbeing.

Effective, safe procedures were in place to ensure children's health care plans were reviewed and kept up to date. We sampled medication and identified discrepancies on the services labels on storage containers for

two children. This was different from the information on the medication and medication form. One child had recently received medication and administration records had been completed by staff. This was not signed by the child's parents/carers. We discussed this with management and on return to the service the next day changes had been made to the labels and the records were signed.

Quality indicator 1.3: Play and learning

Staff promoted a culture within the service that focussed on promoting the children's right to play, have fun and experience challenge. Staff provided quality learning experiences by continuously promoting choice, children's interests, as well as reflecting on individual achievements. We found that children's voice was valued, and staff took time to extend conversations with children about their play. Staff used observations of children's significant play interests to adapt their support for and resourcing of play experiences.

Play experiences indoors and outdoors provided opportunities for children to develop their skills in language, literacy and numeracy. Older children were playing a game with cups and bears and when matching and sorting the bears recognised colours. Staff and children were reading a book, the experience then extended onto children using chalk to draw pictures from the story. The children were recognising and recalling characters when re-telling the story. Opportunities were available for babies to be creative in their play and support children's curiosity. Babies were using their fingers, hands and available water and sand toys to explore and experiment with the sand and water in their play. One parent who provided feedback shared with us, "We love the welcoming and caring nature of all the staff. The staff take a caring approach to my child as well as the family as a whole. My little one has had fantastic experiences during his time at nursery and we are over the moon at how he has developed in such a short period of time."

Younger children and babies were taken on walks in the local environment and visited play parks. When outdoors children were having fun. We observed three to five year old children using wooden pallets, supermarket delivery crates and large wooden blocks to create a pirate ship. Children were creating their own roadways and navigation routes on wheeled toys, creating magic potions in an outdoor mud kitchen and relaxing together in a sheltered area with cushions. There were some opportunities for risky and challenging play. Children were using loose part materials to create a balance trail. Children would benefit from more loose part materials to extend their play and learning and further opportunities for risky and challenging play.

The service was using an online tool that allowed users to record and download voice messages. Children had recorded messages about their experiences in the forest and what they like to do for example climb trees, play in puddles. Quick response (QR) codes were on display in the service and accessible to parents and carers who can listen to these alongside viewing the photos of children playing.

Management and staff shared with us they were developing their current approaches to planning for children. We sampled children's observations and planning; these were linked to 'Realising the ambition: Being Me' national practice guidance and for older children Education Scotland's Curriculum 'Curriculum for Excellence.' Staff took account of children's interests and needs when developing plans. Observations were shared with parents and carers using an online digital platform. We saw that information within these varied across the staff team. There were differences in staff skills in the recording of observations, and there were discrepancies in how often this happened. We made suggestions to how planning processes could be further improved through developing in the moment planning, staff having responsibility for play spaces and the value of staff undertaking training opportunities. This has the potential to improve play and learning experiences for children (see area for improvement 1).

Areas for improvement

1. To support children to achieve their potential, the service should further develop its approach to providing high-quality play, based on children's needs and interests. To achieve this, consideration should be given to:

- Reviewing and developing planning and observation approaches to support children's play and learning.
- staff engage in professional development in observation, curriculum planning approaches and child development that support children's engagement in play and learning.

This is to ensure care and support is consistent with the Health and Social Care Standards, which state: 'I am supported to achieve my potential in education' (HSCS 1.27) and 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

How good is our setting?

4 - Good

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in an environment that was clean, bright, welcoming and well ventilated. Playrooms were furnished to a high standard with cosy spaces for children to rest and relax, contributing to a calm environment. There was ample space for children to play independently or in groups and join in experiences which were of interest to them. We observed the organisation and storage of toys and resources including natural materials promoted curiosity and supported children's choices.

Three to five years children benefitted from having a separate area from their playroom to come together for mealtimes. The service also had an additional space separate from the playroom. We saw a group of children using the space to participate in a yoga experience. There was a welcoming, comfortable and spacious family room. The additional spaces contributed to calming environments for the children and their families.

Indoor and outdoor environments were safe and secure and there were sheltered areas outdoors to support children's health and wellbeing. Almost all parents who provided feedback shared with us their child always had the opportunity to play outdoors. The children and staff had direct access to their play spaces. We discussed with management that children and staff could access these spaces earlier in the morning to maximise free flow opportunities to the outdoor play areas for children. This would provide children with the choice and opportunity to access the outdoor environment as they please. We observed a small number of babies using their outdoor play area and we discussed with management extending the play materials and resources available for babies for greater choice and variety for their play and learning when outdoors.

We observed children visiting a local forest. There were opportunities for challenging and risky play and children were happy and having fun when swinging on a hammock, climbing trees and using twigs and branches as part of their play. The manager and staff shared with us the service has plans for further forest school training for staff. This has the potential to improve play and learning experiences and outcomes for children.

The service shared with us their project and plans for developing their outdoor play spaces which they hoped would begin around September time. We discussed with management considering the developments that could be made in the meantime to support children's play and learning for example with the addition of loose parts materials.

The service had identified their nappy changing area for under two years did not meet Care Inspectorate guidance on Nappy changing for early learning and childcare settings (excluding childminders). A new nappy changing area was being installed and we observed this was close to completion. The manager shared this would be operational and in use for changing babies' nappies within the next couple of weeks.

Children and staff were observed washing their hands before and after mealtimes and tables were cleaned. Staff were wearing personal protective equipment. We observed infection prevention and control practices should be improved on forest visits. Water was available for handwashing. Staff had forgotten to take soap with them for the washing of hands and there were no plates available for children's meals to be served on. Staff shared with us they would normally have these items with them. Having these items in place will support children's health and wellbeing.

How good is our leadership?

4 - Good

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Quality indicator 3.1: Quality assurance and improvement are led well

The nursery was a new service. In addition, the service had gone through an additional period of change and transition when a local early years service had stopped operating and a high number of children, and their families registered with the service. The service had also recruited staff from the service which supported children and their family's transition. We found that the management and leadership approach that was being followed had helped build, maintain and strengthen the capacity of the staff team to deliver continuity in children's care. The management team had worked hard to develop relationships with staff, children and families. They were approachable to children, parents and staff contributing to maintaining positive relationships.

Almost all staff told us they felt supported by management, professionally and personally. All staff had opportunities to meet with the manager on a one-to-one basis and this was an opportunity to look at individual's progress, support and learning. Team meetings took place. Staff told us they were listened to, had opportunities to share their thoughts and ideas and were included in decision making.

Management and staff were clear about improvement priorities and staff were supported to engage in the settings improvement journey. We could see progress being made, leading to improvements in transitions which supported children's care and wellbeing as they joined the service and transitioned into new playrooms. Leadership roles were a service priority. There was distributed leadership with staff having responsibility and champion roles in areas to include health and wellbeing, infection control and family engagement. Staff were confident to tell us their responsibilities and the positive impact these were having on children and families. We could see these were in the early stages and staff shared with us their continued plans to take these areas forward to improve outcomes for children and their families.

The management team recognised the importance of involving the contributions of children, families and staff to inform planning and development of the service. All parents who provided feedback shared they are

involved in a meaningful way to help develop the service. Staff and management told us, and we saw examples of the consultations involved in planned developments to the services outdoor play spaces. Children, parents and staff shared their ideas. Management dedicated time to analysing children's, staff and parents' contributions and considered this information for finalising the plans for development.

A quality assurance calendar was in place and used as a working document. The management team's quality assurance systems included audits of medication, personal plans, and staff registration to the Scottish Social Services Council. This contributed to having identified strengths and areas of improvements. We discussed with the manager the importance of following up and reviewing the areas for improvement to support with continued progress of the service and outcomes for the children and their families. We provided suggestions on how to improve the auditing of medication to contribute to children's health and wellbeing.

Informal monitoring of practice was taking place by the manager of the service. We discussed with management formalising this process and identifying strengths and areas for improvement. This has the potential to support with continued progress of the service and improved outcomes for the children and their families.

How good is our staff team?

4 - Good

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Quality Indicator 4.3: Staff Deployment

The staff team had continued to grow since opening, with new staff members recruited as the numbers of children registered in the service increased. An induction programme had supported staff to develop a better understanding of their roles, responsibilities and best ways of working to meet children's needs. Staff shared with us this involved a tour of the nursery and reading the service policies and procedures. The service had been using the 'early learning and childcare: national induction resource.' Staff were using this to support them in their role and understand the expectations placed upon them.

Staff deployment worked well in almost all areas to support the needs of the children in their care, play and learning. On the first day of our visit four babies were being cared for by four members of staff in the outdoor play space. Another two staff members took eight babies out for a morning walk using a three-seater buggy and a buggy bus. We discussed with management staff deployment should be improved with the addition of at least one other staff member on the walk to meet minimum ratios and support children's safety and wellbeing. The service made these improvements for the afternoon walk. Management should monitor the deployment of baby room staff when taking children on walks to support children's care, safety and wellbeing.

We sampled the services room registers and staff rotas. The management team had planned to limit the numbers of registered children to the baby room to 15 per day. The room was registered for 19 children. We noted that because of children settling, at times this did increase above 15 children and an additional staff member was needed to support the baby room to meet minimum staffing ratios. The staff rota showed that staff deployment within the service supported additional staff members in other playrooms and a staff member provided cover for the baby room. We discussed with the manager updating the staff rotas to reflect staff movements within playrooms to support with day-to-day changes to numbers of children and staff deployment.

The staff team provided a wide range of skills, knowledge and experience to the service within and across playrooms. A defining characteristic of the staff team is that all practitioners were qualified with only one current modern apprentice in place. Staff were supported to develop their skills and knowledge through attending professional development. Most of the training had been core mandatory training for example first aid, food hygiene and child protection. Staff showed their commitment to continue to learn and develop their skills, knowledge and practice by for example undertaking their Batchelor of Arts qualification. Through discussion with staff, it was clear they were keen to use professional learning opportunities to help them take forward current ideas, develop and implement best practice guidance.

We observed examples of communication and team working taking place between and within play spaces. We observed the staff team communicated when leaving a room or attending to a child's needs. Staff told us that they felt one of the strengths of the service was their teamwork and how well they communicated with each other, especially as this was such a large 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?	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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