

Thrive Teviot House Nursery Day Care of Children

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Edinburgh
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Type of inspection:
Unannounced

Completed on:
10 May 2024

Service provided by:
Thrive Childcare and Education
Limited

Service provider number:
SP2003002955

Service no:
CS2015336531

About the service

Thrive Teviot House Nursery is registered to provide a care service to a maximum of 69 children aged three months to those not yet attending primary school, with a maximum of 24 children under two years.

The service is based in a large building on a residential street in the Merchiston area of Edinburgh. It is close to local amenities such as shops, parks and community resources.

The building consists of three floors. The playrooms for babies and younger children are on the ground floor and children aged two to five years old are based on the top floor. The nursery has two enclosed gardens to the front and side of the property.

At the time of this inspection, the number of children attending was significantly lower than the maximum number of children the service can accommodate. Following a significant period of change, the service had recruited a new staff and management team. The provider planned to increase the number of children attending over a gradual period of time.

About the inspection

This was an unannounced inspection which took place on Tuesday 7 May 2024 between 10:45 and 17:45. We returned to the service on Wednesday 8 May 2024 between 08:45 and 18:00. Inspection feedback was given to the management team and a representative from the local authority on Friday 10 May 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 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 children using the service and three parents during the inspection;
- Received feedback from nine parents via an online survey;
- Spoke with seven staff and the management team;
- Observed practice and children's experiences;
- Reviewed documents.

Key messages

- The quality of children's play and learning experiences had improved. As a result, children were busy, engaged and having fun.
- Children experienced an environment that was inviting, welcoming and stimulating.
- Staff interactions with children had improved and staff knew children well. This supported the development of positive relationships and helped children to receive consistent and nurturing care.
- Children's safety and wellbeing was supported as the service had taken steps to improve the environment and enhance staff deployment.
- At times, staff deployment needed to be more outcome focused to ensure children experienced consistently positive outcomes. For example, deployment at busier times of the day should be reviewed and staff development should be further supported to enhance skills, knowledge and confidence.
- To ensure a culture of continuous improvement, quality assurance and improvement planning should be further developed and embedded.

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?	3 - Adequate
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 supported children well as they knew and respected their individual needs, interests and routines. One parent said, "They appear to spend time really getting to know our child's individual personality and needs". As a result, children developed positive and trusting relationships with the staff caring for them.

Overall, children's wellbeing was supported through personal planning approaches. Personal plans held information that enabled staff to understand and plan for children's care, play and learning needs. Most support strategies outlined in children's plans were reflected in practice. For example, staff used consistent phrases from home to help support their understanding of feelings and actions. Plans were reviewed with parents, which helped to ensure the information reflected children's current needs, wishes and choices. As a result, staff knew children well and provided them with personalised support.

Most interactions between staff and children were warm, respectful and nurturing. For example, staff used positive praise and provided cuddles and comfort to help children feel loved. One older child told us, "I like my nursery. The adults are nice". However, on a few occasions some staff missed opportunities to ensure children felt nurtured. For example, during one interaction the staff member's expectations of children did not validate their individual feelings or needs. On another occasion, a staff member asked a child to stop pulling their friend but did not intervene to assist either child's emotional wellbeing or support self-regulation. To maximise children's wellbeing, staff should continue to develop their skills to engage in consistently positive interactions.

Older children had opportunities to make choices and be independent as part of the mealtime routines. They collected their own drinks and were able to serve parts of their meal. This helped them to develop skills and confidence. At times, staff deployment affected the quality of the mealtime experience. For example, on the first day the lunchtime experience for older children was not as calm as possible, as staff often become task focused. Other mealtimes for older children were more relaxed and provided improved interactions. Staff sat with children as they ate, helping to create a social experience that promoted connections. The provider should ensure staffing arrangements and deployment consistently promote positive outcomes for children. We have made an area for improvement for this within 'Key Question 4: How good is our staffing?'

Quality indicator 1.3: Play and learning

The service had made significant improvements to the quality of children's play and learning experiences. One parent described the play environments as, "like night and day in comparison to last year". The parent said, "It feels calmer, there are more experiences, lots of interesting materials, and more creativity".

Staff provided meaningful and stimulating opportunities that promoted children's learning and development. For example, interesting loose parts and real-life items such as scales and telephones encouraged children's role play, while also supporting their literacy and numeracy skills. Craft and construction spaces were embedded across the environment, promoting children's creativity and natural

curiosity through play. All children, including babies, enjoyed a range of sensory activities such as sand, water, and dough. Children were empowered to sort, transport, think and create. One parent told us, "My child is learning to be independent, and they like to explore more. Their speaking skills are also developing and so far, I am happy".

Staff understood the importance of children being motivated by planned and responsive play and learning opportunities. Planning approaches took account of children's interests and the development of skills. For example, staff were aware of children showing particular interest in the natural world. As a result, they planned opportunities to explore bugs, flowers and growing plants. Children were beginning to develop confidence in sharing this learning with adults and peers.

Some improvements were needed to the quality of observations and the identification of children's next steps for learning. Most observations within the online app and planning floorbooks captured children's experiences. However, they lacked detail about children's specific learning. This meant there were missed opportunities to track children's individual progress and achievements. Several parents said they would like more regular updates on their children's learning and achievements. To ensure all children are supported to reach their full potential, staff should continue to develop the approach to recording and tracking children's learning. To aid ongoing improvement, we have continued an area for improvement related to planning for play and learning (see area for improvement 2, in 'What the service has done to meet any areas for improvement we made at or since the last inspection').

Some staff used thoughtful questions to help children extend their ideas and learning. However, this skill was inconsistent across the staff team. To enable staff to develop their practice in relation to enhancing play and learning, the service had identified further training and learning was needed. Some senior staff provided good role models for their colleagues in relation to how to support children's play and learning through quality discussions, effective questions and prompts.

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 experienced a spacious and comfortable environment. Photos and artwork displayed within playrooms gave children a sense of belonging. Overall, play spaces met the varying needs of children. There were spaces to rest and relax as well as play and learn. For the youngest children in the older room, the service should further consider the spaces for their size and needs. For example, a further cosy story corner or canopies with soft furnishings might have provided added comfort and nurture. The service had plans to increase the numbers of children attending. Throughout the inspection, we highlighted the importance of continuing to review the spaces, equipment and layout to meet the needs of all children.

While children enjoyed time in the spacious gardens where they could be active and have fun, there was scope to develop the opportunities children had for outdoor play and the use of the wider community. The service should consider how to ensure children have more choice about playing outdoors as most of the time children all went out together. This meant they were not always making decisions about how and where they played.

The risks to children safety and wellbeing had reduced as there were improved measures in place to address

accidents and incidents. Staff were vigilant to children's movements and ensured safety measures were in place. For example, they did regular headcounts as children moved between spaces and secured gates and doors. These measures helped keep children safe. We highlighted the height of the garden fence to the service, as this had been raised in previous scrutiny discussions. While staff were vigilant within the outdoor areas, improved fencing could aid children's safety and security further. The service agreed to discuss options for improvements with the local authority as the service told us they are based in a conservation area.

Overall, the environment was clean and well maintained. Flooring, soft furnishings and equipment were in a good state of repair and looked presentable for children. Spaces were generally free of clutter, aiding the ease of cleaning. This respected children's rights. However, some areas including the nappy changing spaces, some of the sinks within playrooms and the kitchen needed attention. For example, changing units were beginning to crack and sealant around the sink areas needed replaced. These issues needed addressed to help limit the harbouring of germs and ensure children experience comfortable facilities. Also, the service was aware that the current facilities did not meet the criteria for the maximum number of children within the service's conditions of registration. The provider had begun to consider options to address these issues.

To ensure improvement progresses, we have made an area for improvement.
(See area for improvement 1).

Areas for improvement

1. To align the facilities with good practice guidance and ensure there are enough facilities for children based on conditions of registration, the provider should review and make adjustments to the current nappy changing facilities within the setting. This would include creating additional nappy changing areas where needed and addressing maintenance to existing facilities including but not limited to sinks and units. This is to ensure they can be properly cleaned.

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

'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS, 5.24).

This is to ensure the environment is consistent with, SPACE TO GROW AND THRIVE: 'Design guidance for early learning and childcare and school age childcare settings' (Scottish Government, 2024).

How good is our leadership? **3 - Adequate**

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

Quality indicator 3.1: Quality assurance and improvement are led well

Since the last inspection, there had been significant changes in the staff and management team. The motivated staff and management team worked well together, creating a welcoming atmosphere for children and families.

The manager had started to consult with families about key aspects of the service and work had started to review the service's vision, values and aims. This was a positive step as it should help create a shared understanding of the service ethos for all stakeholders. One parent said, "Managers are proactive in seeking feedback and seem to be enthusiastic about encouraging a culture of learning and improving". This approach helped to show families that their views mattered. The service should continue to consult with families to ensure all views are captured and considered.

Children and families were beginning to benefit from improved quality assurance processes. Audits, checklists, and team meetings had been helpful in addressing the concerns found at earlier inspections. For example, an environmental toolkit had influenced the improved play and learning opportunities for children. While recognising this progress, there was more work needed to ensure that effective quality assurance was consistently implemented. For example, we found some recording issues with medication and highlighted how the monitoring of staff practice needed further attention to ensure children experienced outcomes that were as positive as possible. To ensure improvements are further progressed and embedded, we have made a new area for improvement. (See area for improvement 1).

The implementation of a clear improvement plan had started to address key gaps in the quality of the service. For example, the improvement plan along with team meetings addressed staff skills in supporting play and learning and keeping children safe. As a result, the service was making progress that supported outcomes for children. To support a culture of continuous improvement, the provider should ensure the service reflects on current priorities and addresses any outstanding areas for development. To ensure improvements are further progressed and embedded, we have made a new area for improvement. (See area for improvement 1).

Areas for improvement

1. To ensure outcomes for children improve further, the provider should ensure the service embeds effective quality assurance and improvement planning processes. This is to support a culture of continuous improvement that secures consistently positive outcomes for children and families.

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

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

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

Staffing arrangements were stable. This meant children received more consistent care and support because staff were familiar and knew them well. Staff received a supportive induction that enabled them to understand their role. They were given time to review information and speak with senior members of the team. This aided their understanding of the service and the children attending.

Staff communicated effectively and informed each other of their own movements and the needs of children. This meant staff were available to support children's safety and provide adequate supervision.

The service had recruited staff to varying positions, including senior practitioners and a new manager and depute manager. This recruitment had resulted in a more balanced mix of qualified and unqualified staff within the service and enhanced the skills within the staff team. Less experienced staff had guidance and support to aid them in their role. For example, senior staff role modelled how to support children's emotional regulation needs and used language that was sensitive and consistent. To ensure all staff have the skills and knowledge needed to support consistently positive outcomes, the provider should ensure the ongoing development of the whole staff team. For example, some staff needed support to understand children's cues and implement support in a consistent way. The management team were at the initial stages of developing the approach to monitoring and supporting staff practice. This work should continue to ensure all staff have the skills, knowledge and confidence needed to provide high-quality care. (See area for improvement 1).

National guidance on staff to child ratios was met and overall, there were enough staff to meet children's needs. However, there were opportunities for staff deployment to be more outcome focused. On some occasions staff deployment and decision making was not as positive as possible. For example, while staff to child ratios were met, the youngest children would have benefitted from more staff during a specific mealtime as the experience became noisy due to the number of competing needs.

For older children, staff deployment sometimes impacted on their access to the garden and other areas of their playrooms. This meant there were missed opportunities for play and learning at these times. The management team should ensure that staff deployment is always planned in an outcome focused way. (See area for improvement 1).

Areas for improvement

1. The provider should ensure planning for staff deployment consistently promotes positive outcomes for children. This would include, but not be limited to, ensuring busier times of the day are planned with an outcome-focused approach that puts children's needs at the centre and ensuring staff are supported to develop their skills, knowledge and confidence in effectively and sensitively meeting the needs of all children.

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);

'My needs are met by the right number of people' (HSCS 3.15).

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 15 December 2023, the provider must ensure children experience care and support that is consistently nurturing and supportive, in order to meet their individual needs.

To do this, the provider must, at a minimum, ensure:

a) All staff working with children have sufficient knowledge of their needs, interests, and routines.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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); and

'As a child or young person I feel valued, loved and secure' (HSCS 3.10).

This requirement was made on 29 September 2023.

Action taken on previous requirement

Improvements had been made to the quality of care and support children received. Staff working with children were well informed about their needs, interests and routines. Staff could discuss children as individuals and there was helpful information recorded that enabled staff to revisit children's individual needs over time. For example, additional support plans, routines clouds, and personal care plans were tools staff used to help support children. As a result overall, staff knew children well and they were nurtured and supported by the staff team.

Met - within timescales

Requirement 2

By 30 November 2023, the provider must ensure children's safety and wellbeing by effectively investigating, monitoring, and reflecting on accidents and incidents.

To do this, the provider must, at a minimum, ensure:

a) Investigations into accidents and incidents are carried out in a timely manner following robust processes.

b) Any identified actions are implemented and embedded to reduce the risk of future

accidents and incidents.

c) Staff and managers are supported to reflect on accidents and incidents to promote a culture of learning and accountability; and

d) Improved quality assurance procedures to maintain a safe and well managed service.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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

'I use a service and organisation that are well led and managed' (HSCS 4.23); and

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This requirement was made on 29 September 2023.

Action taken on previous requirement

There had been no significant accidents or incidents since the last inspection. Previous issues that led to incidents, such as poor supervision, had improved.

Investigation processes had been developed to ensure information could be recorded effectively when needed. This could allow the service to reflect on incidents and make necessary improvements to prevent further occurrence.

We reviewed accidents which were consistent with young children's play. Accident forms detailed the event and recorded actions taken, for example, if a child needed any first aid. We discussed with the manager that further developing the auditing processes for accidents could assist the identification of trends or patterns and enable them to consider any further actions. The manager was receptive to this discussion about ensuring quality assurance processes further developed to assist the minimising of risks.

Team meetings gave staff an opportunity to discuss the environment, children's needs and their practice. This enabled them to consider safety and wellbeing as a key part of their role. A culture of learning was developing and supported staff to develop their knowledge and confidence in ensuring children safety.

Quality assurance processes were developing and this was supporting safety within the service. For example, checklists and risk assessments were visible and used by staff to support the minimising of risk.

While further developing quality assurance procedures should continue, overall the management of accidents and incidents had improved. This promoted children's safety and wellbeing.

Met - within timescales

Requirement 3

By 30 August 2023, the provider must ensure children experience positive and varied play and learning opportunities, that promote their wellbeing and development.

To do this, the provider must, at a minimum, ensure:

- a) Children have opportunities to engage in a range of interesting and stimulating play experiences throughout the day.
- b) Environments are enabling and consistently well-resourced.
- c) Staff interactions consistently promote children's play and learning; and
- d) Staff are supported to develop an understanding of relevant child development theory.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

As a result of the limited progress, this requirement has not been met. We have restated the requirement with a new timescale of 31 January 2024.

This requirement was made on 24 April 2023.

Action taken on previous requirement

The range of play experiences had improved. Children were mostly busy and engaged as they enjoyed stimulating experiences linked to their interests and needs.

Environments were well resourced. Children were able to select from a range of materials, experiences and toys. This supported children's play and learning.

While some staff still needed support to develop confidence in promoting high quality learning experiences, overall staff interactions had improved. Many interactions supported children to be curious and showed children that their play mattered.

Learning and development opportunities, such as local authority training events and further role modelling from the senior team, enabled staff to develop their understanding of child development. For example, staff understood that for children to be motivated to learn, they needed to be provided with opportunities to be curious and creative. While staff understanding of child development theory remained a development area, significant progress had been made in relation to children experiencing positive and varied play and learning opportunities.

Met - within timescales

Requirement 4

By 30 July 2023, the provider must ensure there are robust quality assurance processes in place, alongside a clear improvement plan that addresses gaps in the quality of the service.

To do this, the provider, at a minimum, must ensure:

- a) Effective quality assurance processes are implemented that recognise strengths and address areas for improvement.

b) The management team, in consultation with children, parents, and staff, develop and implement an effective and relevant improvement plan that builds on strengths, while addressing areas for improvement; and

c) The staff and management team are supported to collaborate and deliver improvements using good practice guidance to plan the improvements and evaluate progress.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

As a result of the limited progress, this requirement has not been met. We have restated the requirement with a new timescale of 31 January 2024.

This requirement was made on 24 April 2023.

Action taken on previous requirement

Since the last inspection, there had been significant changes in the staff and management team. The motivated staff and management worked well together to make improvements and address gaps in the quality of the service.

Quality assurance processes were implemented and continued to develop. For example, quality assurance processes to promote safety such as environmental checklists were now used effectively. As a result, outcomes for children and families had improved.

Work had started to consult with children and families about the quality of the service and gather their views. Initial work to review the vision, values and aims showed the views of key stakeholders were gathered and used to inform change. This was leading to developments in the service that reflected families' needs and wishes.

The service had a clear plan for improvement, which had begun to address many of the previous concerns and areas of development. This was resulting in staff being motivated to make improvements and bring about positive change. More work was needed to ensure progress was evaluated to assess impact and develop a cycle of continuous improvement.

The service used a range of good practice guidance to inform improvements. For example, 'A quality framework for daycare of children, childminding and school-aged childcare', (Care Inspectorate, February 2022) was used to assess staff practice and the quality of environments. While this work was progressing, approaches to quality assurance and improvement planning were at an early stage and some gaps remained in the quality of the service. For example, more work was needed to address staff development and skills. To support a culture of continuous improvement, the provider should ensure the service continues to reflect on current improvement priorities and address any existing areas for improvement.

While sufficient progress had been made to meet this requirement, to support ongoing improvements we have made a new area for improvement.

(See area for improvement 1 in 'How good is our leadership?').

Met - within timescales**Requirement 5**

By 30 July 2023, the provider must ensure that staff deployment provides the right mix of skills, experience and knowledge to meet children's needs.

To do this, the provider must, at a minimum, ensure:

- a) The deployment of staff takes account of the staff skills, knowledge and experience.
- b) Processes for supporting and monitoring staff practice are in place and effective.
- c) All staff including agency and/or supply staff receive an induction which supports them to understand what is expected of them in their role; and
- d) Staff deployment is consistent and promotes responsive care.

This is in order to comply with Regulation 15(a)(b) (Staffing) of The Social Care and Social Work Improvement Scotland (Requirements for care services) Regulations 2011 (SSI 2011/210).

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

'I experience stability in my care and support from people who know my needs, choices, and wishes, even if there are changes in the organisation' (HSCS 4.15); and

'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).

As a result of the limited progress, this requirement has not been met. We have restated the requirement with a new timescale of 30 November 2023.

This requirement was made on 24 April 2023.

Action taken on previous requirement

Overall, staff deployment had improved. Staff to child ratios were met and overall, there were enough staff to meet children's needs. The service had recruited staff to varying positions including senior practitioners and a new manager and depute manager. This recruitment had resulted in a more balanced mix of qualified and unqualified staff within the service and enhanced the skills within the staff team.

Staff received a supportive induction that enabled them to understand their role. They were given time to review information and speak with senior members of the team. This aided their understanding of the service and the children attending. The management team were at the initial stages of developing the approach to monitoring and supporting staff practice. Role modelling and team discussions were supporting staff to reflect on and develop their practice to enhance outcomes for children. This work should continue to ensure all staff have the skills, knowledge and confidence needed to provide high-quality care.

To ensure consistently positive outcomes, there were opportunities for staff deployment to be more outcome focused. The management team should ensure that staff deployment is always planned in an outcome focused way, which might include having more staff available to support at busier times of the day.

While sufficient progress had been made to meet this requirement, to support ongoing improvements we have made a new area for improvement.

(See area for improvement 1, in 'How good is our staff team?').

Met - within timescales

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

To ensure children are supported to reach their full potential, the service should further develop children's personal plans. This should include but not be limited to, documenting strategies that identify how staff will meet children's individual needs and reviewing the plans and strategies in consultation with parents.

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

'My personal plan is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

This area for improvement was made on 24 April 2023.

Action taken since then

Personal planning approaches had improved, which supported children's overall wellbeing. Personal plans outlined children's needs, interests and preferences. Staff used this information to deliver responsive care, which valued children as individuals. Support plans were developing and outlined specific strategies to be used to support individual children's needs. This promoted a sense of security for children and helped staff to provide consistent approaches to their care. The service should continue to develop the use of individualised support strategies for all children to ensure they reach their full potential. This would include developing next steps in learning as part of personal planning approaches.

Reviews and consultations took place with parents, this supported partnerships and helped ensure personal plans reflected the current needs of children.

Children's wellbeing was benefitting from improved personal planning approaches. The management team were aware that personal plans should continue to evolve and develop as working documents that help promote consistency and continuity of care for children.

This area for improvement has been met.

Previous area for improvement 2

To support children to achieve, the service should improve the approach and skills of staff in relation to planning for children's learning and development needs. Staff should be supported to develop their understanding of how to effectively observe and assess children's learning so they can plan quality learning experiences and consider meaningful next steps.

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

'I am supported to achieve my potential in education and employment if this is right for me' (HSCS 1.27); and

'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS 1.31).

This area for improvement was made on 24 April 2023.

Action taken since then

Planning approaches and staff skills relating to children's learning were beginning to develop. Planning took account of the core provision children needed to enjoy a range of experiences. This meant children were motivated to play and learn throughout the day. Staff planned for learning based on children's interests, which helped to support their engagement and allowed them to develop knowledge and skills.

While some progress had been made, improvements were still needed to the quality of observations and the identification of children's next steps for learning. Most observations within the online app and planning floorbooks captured children's experiences but lacked detail about the specific learning. This meant there were missed opportunities to track children's individual progress and achievements. Several parents said they would like more regular updates on their children's learning and achievements.

To ensure all children are supported to achieve, staff should continue to develop the approach to recording and tracking children's learning, including developing the quality of observations and planning approaches. To aid improvement, we have continued this area for improvement.

This area for improvement has not been met.

Previous area for improvement 3

To ensure children experience high quality facilities, the provider should implement effective quality assurance processes that ensure all indoor and outdoor areas of the service are welcoming, inviting, and well-resourced.

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

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 24 April 2023.

Action taken since then

The implementation of improved quality assurance processes ensured indoor and outdoor areas were welcoming, inviting and well-resourced. The improvements made respected children's needs and gave them the message that they mattered.

The service and provider were aware of improvements needed to the quality of nappy changing and sink facilities across the service. Planning work had started to move forward with these improvements.

This area for improvement has been met.

Previous area for improvement 4

To support children and families to influence the quality of the service, the provider should develop ways to gather views and use this to inform improvement planning.

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

'I am supported to give regular feedback on how I experience my care and support and the organisation uses learning from this to improve' (HSCS, 4.8); and

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 24 April 2023.

Action taken since then

Parents and children's views were beginning to inform improvement planning. For example, the manager had consulted with parents and children about their experiences of settling into the service. The manager used this feedback to further develop settling in procedures to support all families. Initial work to review the vision, values and aims showed the views of key stakeholders were gathered and used to inform change. This was leading to developments in the service that reflected families needs and wishes.

Other events, such as open days, had taken place and more were planned. These events could allow families to meet with staff and management informally to discuss and reflect on the service in a relax setting.

The service was operating with relatively low numbers of children and families. We discussed with the manager that it would be vital to continue to develop approaches to consulting with children and families as the number of families increased.

This area for improvement has been met.

Previous area for improvement 5

To keep children safe and maintain their wellbeing, the provider should improve staff knowledge in relation to child protection.

This should include, but not be limited to, staff developing a broader understanding of the indicators of abuse/harm and how concerns should be reported and recorded.

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

'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

This area for improvement was made on 24 April 2023.

Action taken since then

Training had taken place in relation to child protection. Most staff were able to identify concerns and discuss how these should be reported. These improvements in staff knowledge and understanding supported children's safety and wellbeing.

This area for improvement has been 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?	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?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	3 - Adequate
4.3 Staff deployment	3 - Adequate

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Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

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