

# Nursery Times At The Park Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
17 May 2024

**Service provided by:**  
Nursery Times At The Park Limited

**Service provider number:**  
SP2006008494

**Service no:**  
CS2006131637

## About the service

Nursery Times at the Park is registered to provide care to a maximum of 89 children. The age range of the children whom care will be provided for is, 24 children from 0-2 years and 65 children from 2 years to those not yet attending primary school.

The service is located within Douglas Park Stadium in Hamilton. Nursery Times at the Park is privately owned but is in partnership with South Lanarkshire Council. The service forms a small chain with their sister nursery 'Nursery Times by the River' in Clydebank. The service is close to local shops, schools, transport routes and other amenities.

## About the inspection

This was an unannounced inspection which took place on 15 and 16 May 2024 between 08:30 and 17:00. Inspection feedback was given on 17 May 2024. The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with seven people using the service and 40 families
- spoke with 22 staff and management
- observed practice and daily life
- reviewed documents.

## Key messages

- Parental engagement was high and continued to have a positive impact on outcomes for children and families.
- Children were engaged, happy and confident in the environment.
- Staff were very nurturing. Sensitive to children's needs they worked at a level that supported children to feel loved and confident in their own abilities.
- Additional supports in place were helping improve outcomes for children.
- Leadership was strong. Staff worked hard as a team and had a clear focus on delivering high quality for all children and families.

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

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

### 1.1 Nurturing Care and Support

Staff had built positive relationships and supported children's wellbeing. They were committed to delivering a high standard of care through nurturing approaches. Children's rights were respected and their successes, achievements and differences were shared. For example, moments of achievement were recorded in personal plans, wall displays had photos of all children with their creations and staff were observed sharing and celebrating individual moments of excitement and success in a meaningful way with the wider group of children and staff.

Parents were encouraged to be actively involved in decisions about their child's care and development. They told us they felt consulted. Personal plans were created using the wellbeing indicators from Getting It Right for Every Child (GIRFEC) good practice guidance. They contained detailed information on children's interest and areas of significant need. This meant that a consistent approach was used to support children and was having a positive impact on improving their outcomes.

Visiting professionals such as speech and language and educational psychology were involved with the service. They provided regular support to children in relation to additional support needs and provided training or support to nursery staff. Parents told us "The staff always go above and beyond with my child's care. All staff are very aware of their past medical history and know them as well as we do as parents. Our child loves coming to nursery and it makes the transition for us as parents easy". Another parent said "I truly can't praise Nursery Times enough. The staff have put significant effort in to bringing my child on. The staff worked with a physiotherapist and supported my child's exercises daily and they can now walk and run. The management staff have been very approachable and supportive of me as a parent also".

This was consistent with our findings. Staged intervention and additional support plans support where needed were in place to support children to achieve. Strategies agreed were used consistently in practice.

Children were confident and secure in their relationships with staff and each other. They were happy, having fun and immersed in a supportive and nurturing community within the nursery and local community. Staff were observed responding in a sensitive way to offer further challenge such as during learning for a group of children who were engaged in block play.

Suitable plans were in place to support the management of medication, accidents and incidents. Staff and parents were aware of the expectations around this. We discussed safe storage and monitoring procedures. Staff were knowledgeable about those expectations.

Staff told us that they had been monitoring children's lunchtime experience. Children were encouraged to help prepare snack and were involved in setting tables for lunch. There were opportunities to develop skills in pouring, chopping and scooping. Water was available and children were encouraged to remain hydrated. We spoke with the leadership team and asked them to continue to monitor the transition before lunch for younger children to maintain consistency and enhance the individual needs of children.

Staff had a clear understanding of their roles and responsibilities in safeguarding children. They participated in regular training and systems ensured they were confident in recognising and responding appropriately to any concerns.

### 1.3 Play and Learning

Children told us "I like seeing my friends. I like the staff and we always do fun things. I like going to the cabin and outdoors" and others said, "The staff help me, I like to draw and play in the home corner" and "I like that staff member, she gave me a cuddle when I was sad and missing my Mummy".

We observed children who were having fun and confident in the environment. The pace of day matched the needs of children and there was minimal disruption to their play. This fostered high-quality play, learning and development.

Almost all staff extended and widened children's thinking through skilful interactions. For example, a staff member was involved in a deep learning experience with children in the block play area. Children were working in teams to create a castle. They discussed height, balance and added foam bricks and a variety of sized wooden blocks. Children were proud of their achievements and they celebrated taking a group photo with the castle. The staff member was enthusiastic and engaging.

Staff were aware of supporting a good balance of spontaneous and planned play experiences that promoted choice and the development of life skills and independence. The service was proud of the additional events and activities they had built in for children. Many of these delivered rich, broad and deep opportunities.

Skills in language, literacy and numeracy were being developed through play in a holistic way. Staff were tracking and supporting children's progress and learning in these areas. There were many opportunities indoors, outdoors and in the wider community for children to engage and learn.

Parents agreed with this and told us "My child is receiving ongoing speech and language and their key worker has arranged for the speech and language therapist to come into the nursery on a couple of occasions to assist" and another said, "My child has thrived in this nursery and it is due to the skill and commitment of the staff".

Staff had a solid understanding of child development. They told us they were committed to ongoing learning and supporting trainee staff. They shared research and further reading as a team to ensure they remained up to date with good practice. For example, some staff were undertaking further studies in childhood practice and forest schools. All staff had recently undertaken training in sensory development. Practice and theory were being used to support planning children's experiences.

Children's learning was progressing. They were accessing stimulating learning across all curricular areas and reflective planning processes were at the heart of this approach. Children were placed at the centre of learning and were encouraged to lead their own learning. For example, parents told us "My child loves to be outside, so we appreciate the variety of outdoor experiences provided at nursery, including the beach. They also participate in group activities which they enjoy and has helped them become more confident in social situations" and another told us "I am always fully aware of when my child's learning plan is being reviewed and the focus for her learning".

## How good is our setting?

5 - Very Good

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

### 2.2 Children experience high quality facilities

The setting was comfortable, well-furnished and a homely space for children. Playrooms were spacious and well-ventilated with plenty of natural light. Staff had created a welcoming atmosphere for children and relaxation music played quietly in the background. We discussed the service systems for renewing and replenishing resources and furniture.

The staff had worked hard to develop inviting spaces that offered stimulating provocations for learning using loose parts, and opportunities to conduct experiments through a commitment to learning around science, technology, engineering and mathematics (STEM). We observed some examples where children were engaged in this type of deep learning.

Staff met regularly to monitor both the indoor and outdoor environments. For example, recent observations noted that improvements could be made in the home corner. Staff as a result reflected and made changes to the space to support this area of ongoing interest for children. They were active and flexible in their approach to delivering developmentally appropriate spaces. Parents supported this and told us "My child has lots of opportunities to play outside and inside and are always stimulated and learning".

Parents told us that they felt their child's interests and stages of development were reflected throughout the environment saying, "The beach, pitch and garden area are always on offer. We've also been invited to various outdoor stay and plays where there was a wealth of play opportunities on offer for children to explore and be creative" and we agreed.

The service had a variety of safety measures in place such as a secure entry system and risk assessments. Children received care in a safe environment. There was a maintenance list and areas identified during inspection were already scheduled for repair or replacement. We discussed safety and the service agreed on the importance of this.

Suitable infection prevention and control practices were in place and helping to minimise the spread of infection. The nursery was clean, well-organised and welcoming space. Staff used appropriate personal protective equipment when required and handwashing was embedded. This supported a safe environment for children.

Children's information was securely stored and managed. Consideration had been given to data protection and the use of online systems.

The service had a variety of policies such as administration of medication, complaints and child protection. These policies were aligned with the aims, vision and values of the service. This included supporting children in their nursery journey, celebrating their achievements and providing a nurturing and safe space to learn.

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

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

**3.1 Quality assurance and improvements are well led**

Staff used good practice guidance, team meetings, professional development reviews and training opportunities to facilitate discussions. This meant that focus areas for the service were in place where they needed to be for children and staff to excel. A parent told us "We are invited to give feedback and contribute in many ways, including regular updates to the personal plan, daily conversation, parent nights and the parent council". This was supporting children to learn and achieve.

A parent told us "We are encouraged to complete surveys every few weeks to update staff on what the child has been doing and learning at home or showing interest in and this tailors the upcoming week of learning in nursery. We receive weekly updates of activities completed and each day the app is updated with all meals and nappy changes". The service improvement plan linked with the needs of the service and was also linked to staff members professional development. As part of this there were opportunities for staff to take on lead roles which had supported well informed change. We could see from minutes of meetings that discussions were rich and reflective to ensure a high-quality provision was offered.

Staff shared the challenges faced since last inspection including staff changes, the introduction of 1140 hours early years provision and the impact of Covid-19 lockdowns. However, very clear and effective strategies had been put in place to support and manage change successfully. The leadership team was strong and had a clear vision to support positive outcomes for children and staff. Their vision was one of high standards aligned with high levels of support and this reflected our findings.

Quality assurance and self-evaluation was used as a valuable tool to monitor and drive the delivery of high-quality care and support. The service had an up-to-date calendar for quality assurance. Focus areas included staff practice, environment and sampling documentation such as medication, accident and incident forms. These tasks were supporting positive change for families and children and were underpinned by current best practice.

The leadership team and staff were confident, committed and passionate in their promotion of their shared vision. Several families shared individual experiences of the well placed and focused support they had received. For example, digital story packs and take home play and learning experiences remained up to date and on offer to families after Covid-19 lockdown. Tailored home link supports were available if needed for individual children. This demonstrated that staff understood the needs and aspirations of children, families, and the wider community.

A variety of two-way communications were in place and functioned as a starting point for future improvements. These included online learning journals and newsletters and a regular programme of opportunities to stay and play and get involved. A few parents told us they would like a little more notice for parental engagement opportunities and the leadership team have committed to revisiting this with families. Parents welcomed these opportunities and told us "We find out about our child's day at nursery from the school/nursery online account which shows photos of the children learning. The staff also give a wee highlight of the day at pick up".

The views of children and their families were sought to support developments in the service. For example, there was an active parents' council and various events for parents to attend and provide evaluations on. Children's voices were heard and acted on and this was reflected in floor books that captured children's interests, thoughts and suggestions. Parents agreed and told us they would have no problem speaking to staff about concerns. They told us they "Always feel very listened to and that any concerns I have with my child are fully addressed on a one-to-one basis, and that anything I mention is taken on board, no matter how minor".

## How good is our staff team?

**5 - Very Good**

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

### 4.3 Staff deployment

Staff were well deployed across almost all of the day. They communicated well when tasks took them away from children such as when supporting toileting and when supporting an unwell child who was going home. Staff shifts and breaks were flexible which helped to minimise impact on children. One parent told us "Overall we have been very happy so far with the care received and the level of involvement we have. We enjoy seeing updates on our child's activities on the learning journals, my child enjoys attending and I feel content sending them." This supported our findings; the service was appropriately staffed and supervision ensured children had quality engagements across the day.

Careful consideration had been given to the skills, knowledge, and expertise of the staff. For example, many staff had a leadership role that focused on providing extended opportunities in a variety of aspects across the curriculum such as outdoors, transitions and parental engagement. This meant that staff were focused and aligned with the current interest, needs and plans for supporting children's learning.

Staff were aligned in their vision and happy to be at work. Where there had been staff absences these were managed well by the leadership team to ensure there was minimal impact on children. This was supported through the service's policies and sharing with families the strategies used to secure continuity for children at those times. Families told us "Our children are happy in nursery and have attended from nine months old. We are very grateful to the staff for supporting them and for being so caring and coming up with many wonderful activities for them to participate in. We have a positive relationship with all of the staff there" and another told us "The nursery has been so welcoming to us as a family and always make us feel included. Everyone knows our children even from other rooms and it feels like they are part of a big family atmosphere".

The service told us about staffing changes that had taken place over the last few years and the impact this had on the service. However, the management team along with staff had worked hard to ensure new staff were well supported through a detailed induction and programme of mentoring. This meant that staff were clear in their understanding of their roles and the needs of individual children.

Well-functioning systems were in place that enabled new children, families and staff to be introduced and form positive bonds that were supporting high quality outcomes not only for children but also for their families. Overall families felt this approach worked well. One parent told us "My child has only been attending the nursery for a few months, yet I feel I know the staff well. They are approachable and always make themselves available".



Parents were confident that the service was staffed with a passionate, professional and driven team who wanted only the very best for every child. Several parents commented about this saying "My child's key worker has given my child so much of their time and care, helping to develop their confidence, interests and promoting strong friendships within the learning group" and "Friendly staff and great service, very happy with my child being here" and another told us "I cannot speak highly enough of Nursery times and the staff".

## 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

The provider should submit the relevant eform to inform the Care Inspectorate of the planned refurbishment and alteration of the premises in relation to the three nappy changing areas within the service.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'If I require intimate personal care, there is a suitable area for this, including a sink if needed.' (HSCS 5.4) 'I experience high quality care and support based on relevant evidence, guidance and best practice.' (HSCS 4.11)

**This area for improvement was made on 12 July 2018.**

#### Action taken since then

Three changing areas had been created in line with good practice guidance. Careful consideration had been given to ensure handwashing facilities and ventilation were included. A notification was submitted for the works that were undertaken and details of the plan were included. This area for improvement was addressed.

### Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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