

# Humpty Dumpty Community Nursery Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
22 May 2024

**Service provided by:**  
Humpty Dumpty Community Nursery

**Service provider number:**  
SP2003002170

**Service no:**  
CS2003010122

## About the service

Humpty Dumpty Community Nursery is registered to provide a care service to a maximum number of 24 children aged between two and five years.

Two adults are to be in attendance at any one time. The appropriate number of staff will be in attendance at all times which provides a minimum of 1:5 staff/child ratio for children aged two years and under three years and 1:8 staff/child ratio for children aged three years and over. A ratio of 1:10 is permitted for children over three years where the sessional day care is less than a continuous period of four hours in any day providing individual children do not attend for more than one session per day.

The service is based in the community hall in Scone, on the outskirts of Perth. Children make use of the large hall and the enclosed garden to the rear of the building. Another small room is also available for use. The service is provided by a voluntary management committee which consists of parents and carers who have overall responsibility for the service.

## About the inspection

This was an unannounced inspection which took place on 21 and 22 May 2024. Feedback was shared with the service on 23 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:

- observed practice and daily life
- spoke with the provider, management and the staff team
- reviewed documents
- spoke with children using the service and received feedback from seven of their families.

**Key messages**

- Interactions between staff and children were nurturing, kind and caring.
- Staff knew the children well and had a very good knowledge of how to support and meet individual needs.
- Children were engaged in their play and having fun.
- Families were regularly invited to share feedback and suggestions with the service.
- Children were regularly consulted and involved in changes and developments.

**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?	4 - 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.

## How good is our care, play and learning?

5 - Very Good

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

### Quality Indicator 1.1: Nurturing care and support

Children benefitted from warm, caring and nurturing approaches from staff. Cuddles were offered to children who looked for reassurance and as a result, children were happy and relaxed. Staff shared with us, "We have a very nurturing and caring relationship with both parents and children in the setting. We understand the needs of our children. Staff have worked closely with parents and the children when settling new starts to find the best possible solutions and build positive relationships".

Nappy changing provided a calm and nurturing experience. The child felt included in the process as they collected their bags and helped put their shoes back on afterwards. Children's dignity and privacy was fully considered throughout.

Children enjoyed eating snack and lunch together in a relaxed atmosphere, which supported an unhurried, social experience. On the whole children's safety was supported by staff knowledge of allergies and dietary requirements and processes in place to support this. Children's life skills were supported during the snack process. Children helped staff prepare snack for their peers and enjoyed this responsibility. Children benefitted from opportunities to be independent through self-serving and pouring their own drinks. Snack and meal choices were healthy and fresh water was available for children throughout the day. Children's choices had been listened to and they had been involved in buying snack from the local shop. Real crockery was now used and soft touches such as tablecloths were in place. We suggested that children could have more opportunity to be involved in the preparation for lunch and where possible self-serve their lunch to support them to be fully included in the mealtime process.

Children's health and wellbeing was supported by the use of personal planning documents. Information gathered was used effectively to help staff provide individualised care. Staff were knowledgeable about each child's needs and strategies in place to support them. We suggested that for any children with additional support needs that support plans should be created. These should reflect children's current developmental needs and strategies in place, to support them. This would support staff to provide a continuity and consistency of care.

All staff had accessed child protection training relevant to their role and responsibility to keep children safe. Chronologies were used effectively to record significant events in a child's life that may impact on their health and wellbeing. Outside agencies had been contacted and collaborated with, when necessary. This meant families were provided with support and help when required.

Medication was stored appropriately, and consent forms were completed with families. We asked the manager to review all paperwork to ensure that it is in line with Care Inspectorate best practice guidance.

### Quality Indicator 1.3: Play and learning

Children were happy, having fun and fully engaged in their play. Children particularly enjoyed the art, craft and mark making areas and their creations were verbally recognised by staff which supported their

confidence. When we asked what the children liked about the nursery they shared, "Toys" and "All my friends and all my grown ups".

Play experiences provided opportunities for children to develop their skills in language, literacy and numeracy. For example, children enjoyed reading stories and singing rhymes with staff. Staff also extended children's play interests with an effective use of questioning. Parents shared with us, "Social interaction with children and staff has built my child's confidence" and "They are always learning through play".

A wide range of resources and provocations were available to support and extend children's play and interests. For example, children had shown an interest in Spring and minibeasts and staff had created spaces to reflect these interests which included a lifecycle tray and caterpillar climbing area.

Approaches to the planning, observation and next steps cycle were a key recent improvement which the service was continuing to develop and embed in practice. Planning was now a mixture of intended and spontaneous learning to support children to access a breadth and depth of learning opportunities. Floorbooks were used to support planning and recording of children's experiences. These offered children opportunities to be involved and revisit their learning. The quality of recorded observations of children and their next steps in development and learning was on the whole very good. Staff and management also had an effective overview of children's learning and development to meet individual children's needs. Children, staff and families took a shared approach to creating children's next steps for learning. Parents shared with us, "Different activities are arranged on a daily basis and children are also involved in deciding on what they would like to do and how to make it more fun for them".

Good use was made of the local community. The children regularly visited the local shops and care home. This supported the children to develop a strong connection with their local community to ensure they felt valued and respected.

## How good is our setting?

4 - Good

We evaluated this key question as good, where there were a number of important strengths which, taken together, clearly outweigh areas for improvement.

### Quality Indicator 2.2: Children experience high quality facilities

The setting was welcoming with plenty of natural light and ventilation. Children had ample space for their needs. Children could store their belongings in a small cloakroom area and had a space to store any arts and crafts to go home.

Children could relax on rugs and cushions looking at books and playing with soft toys and puppets to support their emotional wellbeing. We asked the manager to consider how to make spaces more nurturing and cosier, for example, trying to lower the ceiling with drapes etc and adding fairy lights. This would offer a sensory space for children who may need some support regulating their emotions.

The indoor and outdoor environment was fully safe and secure for children. Staff had done some work on our Look, Think, Act campaign with children to help them to consider risk and how to keep safe.

Risk assessments were in place to identify hazards and mitigating actions to minimise risks to children for activities, outdoors and play areas indoors. We asked the manager to develop the risk assessment for the

indoor environment to further support children's safety. The manager was responsive to suggestions and started this process prior to the end of the inspection.

The layout of the hall and outdoor area meant children were unable to benefit from direct access to outdoors. However, children were consulted with and they voted together to decide whether they would all go outdoors or stay in. The outdoor area was well used during the inspection.

The outdoor area was developmentally appropriate for the children. There were resources available for children including a reading den, mud kitchen and a sand pit. We asked the manager to ensure that mud kitchens and sand pits are fully resourced and replenished to not limit children's curiosity.

The hall was clean with staff regularly cleaning touch points throughout the day. Infection prevention and control measures were followed throughout the nappy changing process. We reminded staff that windows should be open for ventilation.

The children's toilets and nappy changing area did not meet current guidance. For example, the nappy changing area was also used as a staff toilet. We asked the manager to consider this and at a minimum ensure risk assessments consider all hazards and risks and ways for staff to minimise these.

There had been some issues with the heating system in the hall. As a result, the environment was very warm throughout the inspection. Children looked rosy cheeked, and one shared they were too hot. We asked the manager to discuss this with the operators of the hall as soon as possible.

## 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/people, therefore we evaluated this key question as very good.

### **Quality Indicator 3.1: Quality assurance and improvement are led well**

The service had a shared vision, values and aims in place. The manager shared these were to be reviewed in the near future with current staff, families and children to support a shared approach.

The service was well led by a manager in post for less than a year. They were keen to make improvements and delegated responsibility appropriately to staff and involved them in the development of the service. Staff had taken on leadership roles for different areas of the service.

Children and family's views were actively sought through questionnaires and mind maps. Staff shared with us, "The relationships with the parents and carers of our children are positive. Staff are always available at drop off and pick up to have a chat. Parents can contact us through text and email as well with questions or updates".

Some parents shared that communication could be better. We asked the manager to consider how to ensure all families feel included and involved in the life of the service. Feedback from families should also be used to meaningfully inform their improvement plan to support a shared approach and vision.

On going self-evaluation using best practice documents allowed the manager and staff to deliver high quality care and support for children and families. An improvement plan identified relevant areas for development. This was regularly reviewed and evaluated. The manager and staff undertook peer

monitoring of each other's practice to support development and improvements. This supported professional dialogue and ongoing improvements.

A quality assurance calendar was in place to support management. This highlighted various tasks that were to be undertaken throughout the year. Regular audits were done of paperwork including medication and accidents. We discussed the addition of children's personal planning and chronologies to the calendar would strengthen their quality assurance process to support ongoing improvement.

## 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/people, therefore we evaluated this key question as very good.

### Quality Indicator 4.3: Staff deployment

Staff displayed warmth and kindness which enabled children to feel valued, loved and secure. They recognised the importance of nurturing, warm, responsive attachments, and interactions. Parents commented that the setting have been very helpful in supporting them with their children's needs.

The manager appreciated the importance of appropriate staffing levels. Adult to children's ratios were maintained at all times and additional staff were always available to allow staff to be responsive to individual children's needs. Staff breaks did not impact on the quality of care and children's experiences. Parents shared with us, "There is always enough staff to make sure children are safe, looked after and they are not bored."

There had been some staff changes since the last inspection, however, the staff team were now consistent and worked well together as a team. All staff shared they felt well supported and valued by the rest of the staff team.

The deployment of staff supported the supervision and care of children. Rotas were well organised, and staff were clear on their roles and responsibilities throughout the sessions. Staff communicated well with each other to ensure appropriate supervision promoted children's safety and engagement.

Staff shared that families could either come into the service with their children or drop off and collect their child at the door. Staff were available to chat with parents and were observed interacting positively and sharing information with families which demonstrated positive relationships. Some parents shared with us that they would like more information on their child's day, and we asked the manager to consider ways of ensuring families feel well informed.

There was a very good range of staff skills and experience within the team to support children. All staff had all undertaken core training and staff had made good use of other additional training to help improve their practice. Staff shared their learning from training at staff meetings to improve outcomes for children.

Safer recruitment had been followed for newly employed staff. Inductions were checklists which were ticked when tasks were completed. We suggested the manager could introduce the Scottish Government National Induction resource to support a more in-depth induction with a focus on learning conversations and reflection.

## 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?	4 - Good
2.2 Children experience high quality facilities	4 - 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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