

Paddingtons Nursery Day Care of Children

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Perth
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Telephone: 01738 444 686

Type of inspection:
Unannounced

Completed on:
17 July 2024

Service provided by:
Paddingtons Nursery LLP

Service provider number:
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Service no:
CS2015336390

About the service

Paddington's nursery is a day care of children service situated in a residential area in the centre of Perth and is in partnership with Perth and Kinross Council. The nursery occupies a large house overlooking the South Inch. Accommodation for the children is on the ground floor of the house. It comprises two playrooms and a kitchen area which is used for snack and meals. Nappy changing facilities are on the first floor. Children have access to outdoor play in the gardens to the front and rear of the building.

The service is registered to provide a care service to a maximum of 19 children at any one time aged from birth to eight years, of whom no more than six may be under two years of age.

About the inspection

This was an unannounced inspection carried out by one inspector, which took place on Tuesday 16 July 2024 between 09:30 and 17:15. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluations we:

- Spoke with children using the service.
- Received feedback from 14 families.
- Spoke with staff and management.
- Observed practice and children's experiences.
- Reviewed documents.

Key messages

- Children had daily access to fresh air and outdoor experiences that supported their health and wellbeing.
- Children were kept safe by a staff team who were trained, knowledgeable and confident in safeguarding them and their families.
- The staff team worked well together to ensure children were well supervised all of the time.
- Children were happy and confident in their play. They enjoyed a range of experiences, including exploring their local community.
- Although quality assurance systems were in place, these should be reviewed and streamlined to ensure gaps in auditing were not missed. For example, parents signatures when reviewing forms.

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 where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 1.1 Nurturing care and support

Children experienced warm, caring and nurturing approaches from staff which resulted in positive relationships being established. Staff knew children and their families well. One parent shared; "All staff are very friendly and I have a great relationship with all staff". Another parent told us; "All staff members are very attentive and caring towards my child". These relationships contributed to creating a welcoming, homely environment for the children and their families.

Staff were down at children's level, engaging in play and conversations with them. One child told us; "I like learning and playing with the teachers, we do fun stuff together". Strong attachments had been formed between staff and children through these interactions. As a result, children felt confident to approach staff to seek comfort or help if needed.

Children had opportunities to develop their independence skills throughout the day. They were encouraged to wash their hands, go to the toilet and clean their face after lunch, carefully supervised by staff and support was offered if needed. This allowed children to develop life skills independently.

Personal planning was in place for children, these captured important information, such as medical needs, emergency contacts, consents, strategies, likes and dislikes. This supported staff to get to know children well and how best to support them. Some strategies for children had been identified to support their individual needs, however these were not always clear to staff and parents. For example, the use of visuals to support children's speech development. Personal plans need to be reviewed to ensure all involved are clear on strategies used to support children's development. This would help facilitate an understanding of how children can be supported and the importance of staff and parents working together to ensure the best outcomes for children.

Medication was stored appropriately and in line with current guidance. Staff were knowledgeable and had a clear understanding of children's medical needs. Medical information was gathered and recorded accurately from parents. Auditing systems were in place to ensure information was accurate and up to date. Plans were in place for these to be delegated to staff to ensure more than one person had overview, meaning better oversight, particularly if key staff were absent.

Overall lunchtime was a relaxed, social and unhurried experience for children. Younger children came and joined the older children and had lunch together, this allowed an inclusive approach and allowed siblings and friends to come together. Staff had identified and resourced appropriate sized utensils, seating and cutlery that supported children to develop their independence while eating. Staff sat with children, engaged in conversations of interest to the children and had the nursery lunch with them, promoting healthy eating habits. Children self-served their own meals. Opportunities to develop their independence at meal times could be further developed, for example by pouring their own drinks or clearing their plates. This would support children to continually develop their independence skills and begin to develop a sense of achievement when completing tasks.

Quality indicator 1.3 Play and learning

Children had fun as they played with a variety of resources, both indoors and outdoors. A careful balance of planned and spontaneous activities were available for children to explore their interests, challenge their thinking and achieve their identified next steps. Children's creativity and imagination would be supported further with more opportunities for 'Loose parts' play. This is when a range of resources are available which can be used in a variety of ways. For example, a wooden log can be a boat. Some resources were available but not in use. Staff had introduced these to the play by the end of the inspection.

Staff knew children well and encouraged them to follow their interests and still provided additional opportunities to explore new and different resources or experiences. They had an awareness of the stages of development of children and how they learn through 'schematic play', which is when children repeat the same actions, concepts or ideas in their play. For example, a child was laughing, clapping their hands and celebrating with a 'yay' when rolling and throwing balls, demonstrating a sense of achievement. Parents shared that their children's development is always supported through interesting and fun experiences and that these are related to what children are interested in at the time. This supported children to learn key skills through play and having fun.

Planning approaches were child centred and evaluation of planning was showcased in an evidence floor book. Children were confident to show case what they had been learning. One child demonstrated yoga poses and Makaton signs they had learnt. This allowed children to revisit their experiences and share these with other people who visit the nursery.

Children's individual learning and next steps were identified and recorded in E-books. One parent shared; "the E-book is personal and it is clear to see the activities and experiences provided support for their child to achieve their next steps". We encouraged the staff team to consider documenting parents comments and involvement through the E-books as part of the evaluation of next steps processes. This would help with celebrating children's success and achievements and involving parents in their children's learning.

Children had good links to their local community with visits to the local park, duck pond, shops and the library. Parents shared that this is an area they would like to see further improved, and acknowledged in the past year some improvements have been made with the training sessions with Saints football and the Wild Challenge. The children spoke fondly of these events and gave them a sense of belonging within their local community. Opportunities for community links and visits should continue to be reviewed, taking account of feedback from parents and children, which would help ensure meaningful and enjoyable experiences for children.

How good is our setting?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in play spaces that were bright and well ventilated. All children had dedicated spaces to store their personal belongings. Children's art work and family photos were displayed throughout the environments, helping them to feel like they matter.

Children's health was supported through fresh air and physical play daily.

In the 2-5 year room children had free flow access to the outside play space where they could explore physical and messy play activities further. Children were involved in evaluating their learning environments through the use of mind maps. We could see children's suggestions taken forward and implemented in the outside spaces. This provided children with the opportunity to influence their learning environment and create a space that is meaningful to them. The younger children had daily access to a separate outside play space. This area had recently been developed by staff, resources reflected children's developmental stages and provided appropriate challenges.

Children's safety was promoted through knowledgeable and competent staff who were able to assess risk and take appropriate action. This included daily outing and visual risk assessments. Some room and building assessments required reviewing as the information did not reflect changes made in some areas of the environment. The manager agreed that updating all risk assessments of the environment and reviewing these regularly would ensure a robust system is in place and would further support the safeguarding of the children's environments. The manager had made considerable progress in updating these and archiving assessments that no longer related to the service by the end of the inspection.

Children were supported to manage and understand their own risk through the use of the SIMOA (Safe, Inspect, Monitor, Observe, Act) campaign practice notes from the Care Inspectorate. Staff used mind maps with children to support their understanding in keeping themselves and their friends safe. One child shared; "to stay safe if we go out, you must hold hands and do not let go". This resulted in confident children who understood possible dangers not only in their play spaces but also out in their community.

The nursery had appropriate security measures in place, such as door bells, locked doors, stair gates and additional locks on gates while children explored their outside space. Safeguarding of children had been strengthened through these measures.

Children's health and wellbeing was promoted as effective infection prevention control measures were in place. Children and staff washed their hands at key times of the day. Daily cleaning schedules showed robust cleaning systems were in place. We discussed with the manager to be mindful of storage items, such as sleep mats and sleep bags as these were stored in or behind a cot. This would ensure the likelihood of the spread of infection was reduced further.

How good is our leadership?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 3.1: Quality assurance and improvement are led well

There was a vision, values and aims in place that put children's experiences at the heart of the service. These were due to be reviewed in the new academic year, in consultation with parents, children and staff. This would contribute to a shared understanding of what the service can provide to families and support the staff in understanding parent's expectations of the service.

Children and families were meaningfully involved in the development of the service in the form of questionnaires, online polls and question of the month. One parent told us; "We are regularly asked to contribute feedback or suggestions and feel genuinely listened to". Another parent shared; "my child and I have recently been involved in questionnaires about the nursery to help improve their service".

As a result, children and families felt included, valued and respected throughout the ongoing improvements of the service.

Quality assurance systems were in place and supported the management team with required tasks, such as audits and peer observations to support staff's practice. There were times when these audits had not taken place as scheduled, for example due to staff absence or other priorities at that time. We discussed with the manager how this should be noted in the audits with revised timescales set and to consider how, when and by who monitoring is undertaken. Delegating key tasks such as this could reduce the number of audits being done out with timescale and develop staff skills.

Strengths and areas for improvement had been identified throughout the service through a robust improvement plan. These priorities had been identified in consultation with staff. Staff were confident to share what these areas were and why they had been identified. For example, to better support children's emotional wellbeing, staff had reflected on 'Emotion Works' training attended and developed how they planned children's experiences to best support their emotional wellbeing through their play and learning. This ensured children experienced a service that continually improved.

Evaluations took place of main areas of improvements with effective self-evaluation processes. The management team used tools, such as 'How good is our early learning and childcare' frame work alongside 'A quality framework for daycare of children, childminding and school-aged childcare' which supported them to reflect on practice and improve experiences for children. We asked the manager to consider evaluating small tests of changes they had carried out as a team, for example staff appraisal formats or the use of the E-books. This would help them identify what worked well and what could have been done different to achieve their desired outcome.

How good is our staff team?

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 4.3: Staff deployment

The numbers of staff available throughout the day met or exceeded the minimum staff ratios required to ensure children's needs were being met. Further consideration needs to be given to when staff have their breaks and how they are deployed, as at times during lunch, children were observed to be enjoying the social engagement and support from the staff member seated at their table but the staff member then left to support another group of children. Ensuring staff availability at these key times of the day will help support children's emotional and social wellbeing and development of key life skills.

Staff communicated well with each other and were flexible throughout the day to ensure children's needs were met. They were heard asking for help from other staff members or offered help at key times of the day, for example helping children to get ready for their lunch. This supported good working relationships between the staff team.

The service was led by a skilled and passionate manager who wanted to get it right for the children and families in the service. Staff spoke of working well together, one staff member shared; "we are like a family and support each other". There was a long-standing staff team which contributed to consistency for children, families and development of the service. The management team had worked hard in creating a positive working environment.

A contingency plan was in place in the event of staff absences. The use of an agency is available to the service. When needed, the management tried to ensure staff who are familiar with the children provided cover. This approach helped ensure continuity of care for children and reflected the importance of strong trusting relationships.

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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