

Eigg Primary School Nursery Day Care of Children

Eigg Primary School
Isle of Eigg
PH42 4RL

Telephone: 01687 482 424

Type of inspection:
Unannounced

Completed on:
18 June 2024

Service provided by:
Highland Council

Service provider number:
SP2003001693

Service no:
CS2003017205

About the service

Eigg Primary School Nursery is located around one mile from the harbour on the Isle of Eigg, within the Lochaber area of Highland Council. The service is registered to provide a daycare of children service to a maximum of four children at any one time, aged from three years to an age to attend primary school. The headteacher also has responsibility for managing Muck Primary School Nursery, another island in the Lochaber area.

Children have access to an indoor nursery playroom which is directly connected to the primary school. There is also a reception area, kitchen and toilet facilities as well as an outdoor area which is shared with the school.

About the inspection

This was an unannounced inspection which took place on Monday 17 June 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:

- spent time with four children
- spoke to one of their family members
- spoke with three staff and management
- observed practice and daily life
- reviewed documents and
- received feedback from visiting professionals.

Key messages

- Children were happy and confident because staff respected their needs, rights and choices through warm, caring and nurturing interactions.
- Children enjoyed some fun and exciting play experiences that helped them to achieve, based on their interests.
- Staff should continue to develop their skills in observing children's play so they can plan relevant, meaningful and challenging experiences that support their learning.
- Further improvements to the premises and resources available, including implementing nappy changing facilities, would improve children's experiences and promote positive outcomes.
- Significant improvements to the layout of the indoor playroom had improved children's experiences alongside a better range of experiences in the outdoor play space.
- We asked staff to consistently implement infection prevention and control procedures so children were kept safe and healthy.
- Families were confident that the staffing and leadership arrangements ensured children's holistic wellbeing needs were met.
- We were confident that the service had the capacity to improve and asked leaders to ensure that quality assurance and self-evaluation activities consistently identified strengths, areas for improvement and actions for change.

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?	3 - Adequate
How good is our setting?	3 - Adequate
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?

3 - Adequate

We evaluated different parts of this key question as good and adequate, with an overall evaluation of adequate. We found that improvements needed to be made by building on strengths to consistently promote positive outcomes for children.

Quality indicator 1.1: Nurturing care and support

We found children were experiencing good quality, nurturing care and support under this quality indicator.

Children were happy, confident and enjoyed spending time with their friends at nursery. They were supported by warm, kind and compassionate staff who knew them well. We heard staff praising children's achievements regularly, celebrating their unique personalities and valuing their contributions. Children were also encouraged to be independent and make their own choices. This included helping them to understand how to keep themselves safe. Families were very happy with the relationships they had built with the staff team and saw how kind and caring they were with their children. Children were encouraged to talk about their feelings and understand how to respect each other. We offered some ways that staff could support children to continue building their emotional resilience, extending their vocabulary of emotions and implementing evidence based approaches to resolving conflict in play.

Each child had a personal plan that detailed most of their needs, rights and choices. The plans were used to share children's learning and progress with families, helping them to feel included and respected. Plans were updated regularly to recognise any changes in children's lives. When children needed some additional support, clear and shared strategies were in place to ensure children achieve their potential. There were good relationships with other professionals to support this process and staff responded quickly when they had any concerns. We asked staff to consider using the wellbeing approach to personal planning for all children so they can carefully identify how to meet all children's holistic needs, rights and choices in a planned way.

Children enjoyed relaxed, unhurried, social mealtimes with staff and friends. They were encouraged to be independent, washing their hands, serving their own drinks and choosing from their own packed lunches. Staff often spoke to children about staying safe and healthy during mealtimes, minimising the risk of choking and helping them to develop positive relationships with food. We discussed how mealtimes could be further improved, offering children more independence and encouraging staff to eat with children as positive role models for them, using the same crockery and utensils.

Quality indicator 1.3: Play and learning

Under this quality indicator, we found that children experienced adequate play and learning to meet their needs, rights and choices.

Children had fun as they enjoyed their play and learning experiences. They had some choice over the activities on offer and staff supported them to choose play based on their interests. Staff also warmly invited children into play, creating a positive and respectful atmosphere. For example, children were offered quality time with staff to read books, supporting their speech and language development. There were also a few positive ways that children's literacy and numeracy skills were being developed through play, with staff using this language when they supported children through their experiences.

We discussed ways that children could be offered more choice over their own play and learning, empowering them to take the lead. For example, a more inclusive and responsive system could be put in place for choosing between indoor and outdoor play. This will ensure children's needs, rights and choices are valued.

Staff were rebuilding meaningful connections with the local community, taking children to natural green spaces around the nursery and spending time with people living on the island. This sense of community enhanced children's play and learning, offering them experiences that promoted respect, responsibility and independence in a meaningful way. This was an important value for the community and created a holistic approach that mirrored the ethos of the island.

Children's learning was being shared through floorbooks and through their individual online learning profiles. This helped to keep families informed of their child's progress. The floorbook was used to record children's ideas and some observations of children's play to help plan future play and learning experiences. This was beginning to empower children in leading their own learning. Staff were still building their confidence in this responsive planning approach and there were plans to improve this as their practice improved. We agreed that this would be a positive step so that children's needs, rights and choices are fully respected (see area for improvement 1).

Areas for improvement

1. To fully respect children's needs, rights and choices, the provider should consistently promote high quality play and learning experiences using effective observation, planning and assessment processes.

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

'As a child, I can direct my own play and activities in a way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage which stimulate my natural curiosity, learning and creativity.' (HSCS 2.27)

How good is our setting?

3 - Adequate

We made an evaluation of adequate for this key question. We identified strengths that had a positive impact on children's outcomes, however, key areas of performance need to improve.

Quality indicator 2.2: Children experience high quality facilities

The layout of the playroom had been improved to offer more defined play spaces for children to enjoy. Staff had begun to understand how to use the space more successfully, creating a block play area and a home corner. Some resources were open-ended, offering children opportunities to be creative and imaginative. Children's indoor playroom would benefit from more decluttering so that their curiosity, creativity and imagination is fully respected. The environment felt very busy with too many resources on surfaces, too many posters and displays on the walls and not enough clear spaces to create a calming environment. We also discussed how resources could be stored in a more accessible and inclusive way so that children can be more independent in their play. In addition, a cosy, nurturing rest space would support some children who want to spend time alone during the day. We made an area for improvement about the indoor play space at the last inspection. We have re-stated this in this inspection to address the elements we found on this inspection (see area for improvement 1).

Children's outdoor play spaces had also been improved and there were some interesting opportunities for them to be active and explore the natural world. This space was shared with the school which encouraged a warm, welcoming and inclusive approach to learning. We saw all children playing together, enjoying each other's company, learning from each other and offering sensitive support so everyone was included in play. We asked staff to consider how they could maximise the potential in the outdoor space to include more opportunities for literacy and numeracy. We also discussed how improvements could be made to make outdoor play safe and encourage children's health and wellbeing. For example, having access to drinking water outside would help to keep children hydrated. We also encouraged staff to use the Care Inspectorate practice notes, 'Keeping children safe', to further support children's understanding of keeping themselves safe and ensuring children are accounted for at all times.

Infection prevention and control measures were mostly well managed to keep children safe and healthy. Most of the indoor play space was clean, including the toilets, which minimised the risk of the spread of infection. Children were regularly encouraged to wash their hands which helped to keep them healthy. We encouraged staff to revisit guidance around food safety. The fridge was not fully clean and the storage of some foods was not in line with best practice. We asked the headteacher to continue monitoring staff practice in this and in infection control to ensure that staff consistently follow procedures to keep children safe and healthy (see area for improvement 2).

Plans were developing to improve aspects of the premises so it was safer for children. The service was working with the provider to create a more appropriate space for play, alongside a shared space for eating with the primary school children. The headteacher had consulted with the local community to bring a community space back into school use in order to improve outcomes for children. Some amendments had also been made to the premises to make it safer. For example, the outdoor space had been cleared to reduce slip and trip hazards and fencing and gates had been improved to make the setting secure. We encouraged the headteacher and provider to continue reviewing the safety of the premises, while considering how to best meet children's needs, rights and choices through high quality premises.

We made a requirement at the last inspection to create nappy changing facilities in the nursery. This had not been met and we have agreed an extended timescale to achieve this. We asked the provider to develop a clear and detailed plan for how this would be achieved within the timescales given. We also asked that they submit this to us as soon as possible so we can monitor progress. This will ensure that children's privacy, dignity and rights are fully respected in a timely manner. More information can be found under 'What the service has done to meet any requirements made at or since the last inspection' later in this report.

Areas for improvement

1. To provide children with high quality care, play and learning experiences, the provider should offer children an uncluttered, inviting play space. This should include, but is not limited to, ensuring children can freely access a wide range of experiences and resources suitable for their age and stage which stimulate their natural curiosity, learning and creativity.

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 5.22)

2. To keep children safe and healthy, the provider should support staff to implement best practice in infection prevention and control.

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

'I experience high quality care and support based on relevant evidence, guidance and best practice.' (HSCS 4.11)

This is to ensure that staff skills and knowledge is consistent with the Public Health Scotland document, 'Health protection in children and young people settings, including education.'

How good is our leadership?

3 - Adequate

We found that improvements needed to be made by building on strengths to consistently promote positive outcomes for children. Therefore, we evaluated this key question as adequate.

Quality indicator 3.1: Quality assurance and improvement are led well

At the last inspection, we made four requirements and seven areas for improvement to ensure children were safe, healthy and achieving. Since then, a permanent headteacher had been appointed and there was greater stability in the staff team. As a result, three requirements and four areas for improvement had been met at this inspection. This gave us confidence that there was sufficient capacity to improve in the service.

A key improvement in the service was the engagement, involvement and consultation with children and families so they felt respected, included and valued. Children and families were involved in a range of activities which encouraged them to influence change and improvement that met their needs, rights and choices. The community had also played a role in improving the service, such as supporting development of the outdoor space. This brought the central ethos of connection and inclusion into school life. Families were very positive about how leadership had improved since the new headteacher had been appointed and valued the efforts of the service to help them feel connected and well informed. This had built trust and confidence in the leadership which, in turn, promoted positive outcomes for children.

The headteacher had worked with children, families and staff to develop a shared vision, supported by clear values and aims. The core values to be creative, active, respectful and resilient were at the heart of how children were cared for. Children were actively encouraged by all staff to be independent and responsible throughout their play and learning. Quality assurance and self-evaluation activities were helping to achieve these aims and the headteacher had a detailed oversight of how the setting was doing, how they knew and what they wanted to do next. They had used relevant guidance and quality frameworks to ensure that this oversight reflected national expectations. The provider had implemented support from other services to drive improvement. Feedback from these professionals was positive about the effective leadership that was in place to make the necessary improvements to children's experiences. One professional told us, the headteacher "is well organised and has a passion and drive to make continual improvements and changes. I anticipate that they will keep up this momentum." We discussed how further improvements could be made over time to streamline their improvement plan and encouraged the headteacher to use the findings from this inspection to re-prioritise their work so this is manageable and realistic.

While we were confident that improvements were being made, we asked staff to increase their understanding of quality assurance and self-evaluation so that they are fully included in leading and measuring the impact of change. This will build their confidence in their roles and support a holistic approach to promoting positive outcomes for children (see area for improvement 1).

Areas for improvement

1. To provide consistently positive outcomes for children, the provider should review and evaluate quality assurance processes so these measure the impact of any changes on children's experiences and outcomes. This should include, but is not limited to:

- a) reviewing and evaluating clear and effective plans for maintaining and improving the service
- b) offering regular and effective support and supervision for all staff and
- c) building staff confidence and skills in quality assurance and self-evaluation to promote informed change.

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 some strengths had a positive impact on children's experiences while the service was experiencing a period of significant change.

Quality indicator 4.3: Staff deployment

Children experienced a consistent routine because there was stability and predictability in the staff team. Children and families were building strong and trusting relationships with staff that promoted positive outcomes. Staff communicated well with each other to ensure there was consistency for children most of the time. There were clear procedures in place to manage lone working arrangements and staff were confident in implementing these. Children had also been supported to understand how to keep themselves safe if there was an emergency, for example, if staff became unwell. This showed a clear understanding of how staff deployment in lone working could impact on children's experiences. We were confident that lone working arrangements were planned to protect children and keep them safe. We asked staff to continue monitoring how staff deployment was planned to meet children's needs, rights and choices as they adapted to the changing needs of the community (see area for improvement 1).

If staff were absent, children were cared for by supply staff who were familiar to them. Families were kept well informed about any changes to staffing, building confidence in the staff team overall. Temporary supply staff were given appropriate information to ensure children's needs were met. Their induction focussed on ensuring children were safe and promoted continuity of care. Families were very happy with the staffing arrangements that were in place and praised the team for their commitment and dedication to them and their children.

Time had been planned into the service's routine to ensure that staff had focussed development time.

This helped staff to discuss practice, complete training and development and make improvements that focussed on promoting positive outcomes for children. As a result, staff skills, knowledge and experience were improving. We encouraged leaders to continue prioritising training and development when planning the staffing model so that staff confidence increases. This includes ensuring they have time to visit other settings and engage in professional dialogue that improves children's experiences.

Areas for improvement

1. To offer children choice and independence in their care, play and learning, the provider should continue to monitor and review staff deployment. This should include, but is not limited to:

- (a) deploying staff based on the skills, knowledge and experience of the team
- (b) considering carefully the overall size and composition of the group and
- (c) ensuring children experience stability, consistency and continuity in those who care for them.

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 service or organisation.' (HSCS 4.15)

This is to ensure that staff skills and knowledge are consistent with the Care Inspectorate 'Safe Staffing Programme' documents on the Care Inspectorate Hub.

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

Requirements

Requirement 1

By 15 April 2024, the provider must ensure that appropriate nappy changing facilities are available within the service.

This is to comply with the Regulation 4(1)(b) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/10).

This is in order to ensure that care and support is consistent with the Health and Social Care Standards, which state that:

"If I require intimate personal care, this is carried out in a dignified way, with my privacy and personal preferences respected." (HSCS 1.4)

This requirement was made on 28 August 2023.

Action taken on previous requirement

Plans were developing to use the Learning Space to accommodate nappy changing facilities. These had been approved by the provider and there had also been discussion with the local community to ensure they felt included in decision making. While discussions had started, work had not begun and there was still a need to have a nappy changing space available for children to fully meet their needs, rights and choices. No new registrants were anticipated in the next academic year which reduced the risk to children's outcomes.

This requirement has not been met and we have agreed an extension until 10 August 2025.

Not met

Requirement 2

By 30 October 2023, to support the effective running of the service, the provider must ensure that effective plans are in place to manage and lead the service.

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/210) 4(1)(a) - Requirements to make proper provision for the health and welfare of service users.

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

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

This requirement was made on 28 August 2023.

Action taken on previous requirement

A permanent headteacher had been appointed and there were clear plans in place for the management of the service. The headteacher had monitored and evaluated the impact of different models for managing two services to ensure this was positive for children and families. The current model was meeting their needs and the headteacher had good oversight of both settings as a result. Families also told us that they were confident in the leadership and had seen positive improvements since arrangements had changed.

Met - within timescales

Requirement 3

By 27 November 2023, the provider must ensure improved outcomes for children by implementing effective and robust quality assurance processes. To do this, the provider must, at a minimum, ensure:

- a) clear and effective plans are in place for maintaining and improving the service
- b) regular, effective, and focused monitoring is carried out across the setting
- c) regular and effective support and supervision for all staff is implemented
- d) the manager effectively monitors the work of each member of staff and the service as a whole and
- e) children and families are meaningfully included and involved in influencing change within the service.

This is to comply with the Regulation 3 Principles and Regulation 15 (a) and (b) Staffing of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210). (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)

This requirement was made on 28 August 2023.

Action taken on previous requirement

The headteacher had implemented a clear action plan to meet the requirements and areas for improvement from the last inspection. Progress against this had been closely monitored and the pace of change had been swift as a result. Staff were offered feedback on their practice through a range of monitoring activities which were closely linked to the improvements that needed to be made. This ensured that children's experiences improved where this would have the biggest impact first.

A key improvement was in the range of ways children and families were included in influencing change. They had been regularly consulted on changes, alongside the local community, which was fostering an inclusive and welcoming atmosphere that was committed to social change. Families felt included and respected and it was clear how children's ideas were driving improvements.

While we were confident that any risk to children experiencing positive outcomes had been reduced, we discussed with the headteacher how long term self-evaluation could be used to maintain improvements and drive change. For example, there were some areas for improvement outstanding which should be closely monitored to ensure consistency.

We have de-escalated the requirement and made a new area for improvement under key question 3, 'How good is our leadership?'

Met - within timescales

Requirement 4

By 27 November 2023, the provider must ensure children are safe and receive high quality experiences at all times. To do this, the provider must, at a minimum, ensure:

- a) staff are deployed effectively to ensure children are appropriately supervised and kept safe at all times
- b) review and make appropriate changes to staff deployment to improve experiences for children
- c) lone working arrangements are reviewed and updated and
- d) staff are supported to implement lone working arrangements effectively.

This is to comply with Regulations 4(1)(a) and 15(a) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) (Requirements for Care Services).

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)

This requirement was made on 28 August 2023.

Action taken on previous requirement

Children were kept safe and healthy because staff deployed themselves to meet their needs. Access to outdoor play was improving in line with children's rights and choices and communication between the team supported everyone to ensure children were accounted for at all times.

A lone working risk assessment had been developed to protect children and staff were confident about the measures in place to minimise any risk to children's safety. We saw how the lone working risk assessment was implemented in practice and this was ensuring children had more positive experiences.

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

The provider should develop children's personal plans and support staff to use this information effectively to support meeting children's health, welfare and safety needs. To do this, the provider should, at a minimum, ensure:

- a) personal plans set out clear strategies which support children's current needs and how they will be met
- b) all staff are aware of how to access children's personal planning information
- c) all staff are aware of and understand the information within the personal plans and use this to effectively meet each child's needs and
- d) personal plans are regularly reviewed and updated in partnership 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 (sometimes referred to as a care 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) and

'My care and support meets my needs and is right for me.' (HSCS 1.19)

This area for improvement was made on 28 August 2023.

Action taken since then

Each child had a personal plan which detailed their needs, rights and choices. This was held digitally so that children and families could feel included and respected. Staff had a good understanding of how to support individual children and nurture their wellbeing. Where children needed some additional support, staff had identified and implemented appropriate strategies to help children achieve. We discussed how this process could be used to support all children to achieve their potential. We were confident that children would experience the right support at the right time to promote positive holistic wellbeing.

This area for improvement has been met.

Previous area for improvement 2

To support children's safety and wellbeing, the provider, manager and staff should review and improve the lunchtime experience. This should include, but is not limited to:

- a) promoting opportunities to develop children's independence and
- b) reviewing and improving staff deployment to ensure children are effectively supervised.

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

'I can enjoy unhurried snack and mealtimes in as relaxed an atmosphere as possible.' (HSCS 1.35) and 'I take part in daily routines, such as setting up activities and mealtimes, if this is what I want.' (HSCS 2.21)

This area for improvement was made on 28 August 2023.

Action taken since then

Mealtimes were social, relaxed and unhurried. Staff closely supervised children when they were eating and regularly reminded them how to keep themselves safe, including by reducing the risk of choking. Children collected and laid out their own packed lunches and poured their own drinks. They were also responsible for clearing away their own dishes. There were opportunities to continue improving this experience, including increasing children's independence. Plans were in place to achieve this in the new academic year with staff having better opportunities to role model during mealtimes to help children develop skills for life. Sufficient improvements had been made to support children's safety and wellbeing during mealtimes.

This area for improvement has been met.

Previous area for improvement 3

To support children's learning and development, the provider should ensure that staff knowledge and skills are consistent with good practice guidance for developmentally appropriate play and learning activities.

This should include, but is not limited to the following documents:

- a) Realising the Ambition: Being Me; Education Scotland and
- b) A quality framework for daycare of children, childminding and school-aged childcare; Care Inspectorate.

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

This area for improvement was made on 28 August 2023.

Action taken since then

Staff used allocated service development time to explore Realising the Ambition and discuss best practice. They were beginning to use quality frameworks to evaluate their work and plan for improvement. Children were experiencing a good quality of nurturing care and support which was in line with the expectations laid out in these documents. Staff discussions about best practice were planned to continue so that further improvements were made and confidence was built in promoting positive outcomes for children. Sufficient progress in implementing best practice from these documents had been made.

This area for improvement has been met.

Previous area for improvement 4

To ensure children's play and learning experiences are relevant and responsive to children's ideas and stage of development, the manager should support staff to improve observation, planning and assessment processes. This should include, but is not limited to:

- a) recording high quality observations and
- b) implementing responsive planning capturing children's ideas and interests.

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

'As a child, I can direct my own play and activities in a way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage which stimulate my natural curiosity, learning and creativity.' (HSCS 2.27)

This area for improvement was made on 28 August 2023.

Action taken since then

Children's play and learning was mostly responsive to their ideas and relevant to their needs, rights and choices. Staff were beginning to record observations of children's play in floorbooks and in individual profiles. This was helping to build a picture of children's progress and achievements. Children's ideas were being used to plan play and learning, for example, there had been a recent interest in planting and growing. Children had started growing their own vegetables and had explored non-fiction books to learn more about how to grow plants.

While improvements had been made to children's observations to inform planning and assessment, further developments would ensure all children achieve their potential. We asked the headteacher to ensure that the quality of observations was consistent across the team and for planning to continue recognising a range of play and learning that is tailored to children's needs, rights and choices.

This area for improvement has not been met.

Previous area for improvement 5

To help ensure children are cared for in an uncluttered, inviting and calm environment, the provider and manager should:

- a) review the layout of the indoor playroom and resources
- b) declutter and tidy the indoor playroom spaces, equipment and resources and
- c) ensure resources and play equipment can be stored appropriately when not in use.

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 5.22)

This area for improvement was made on 28 August 2023.

Action taken since then

Staff had worked with children and families to declutter the indoor playroom and make resources more accessible to children. There were some loose parts for children to be creative and imaginative. Displays had been reviewed to create a more inviting space for children that celebrated their achievements. We recognised that there had been significant improvement in reviewing the layout so children were safe and enjoyed a calmer play space indoors. There remained some areas that were quite cluttered and this reduced children's opportunities to be creative and imaginative. The wall spaces were also almost completely covered with posters and displays that were not completely relevant. This had the potential to feel overwhelming for children and families. We discussed how further decluttering of the setting could provide children with a play space that stimulates their natural curiosity, learning and creativity. This would also ensure children can freely access a wide range of experiences and resources relevant to their needs, rights and choices.

This area for improvement has not been met. We have re-stated it as a new area for improvement under key question 2, 'How good is our setting?' to address the unmet elements.

Previous area for improvement 6

To keep children safe and healthy and to promote their wellbeing, the service should improve infection prevention and control measures. This includes but is not limited to:

- a) wiping down tables before and after snack and lunchtimes
- b) decluttering kitchen surfaces, window sills and other areas within the indoor playroom to allow effective cleaning to take place and
- c) ensuring staff are knowledgeable and competent about all aspects of infection prevention and control.

This is to ensure that infection prevention and control practices are consistent with the NHS Scotland document: 'Infection Prevention and Control in Childcare Settings (Day Care and Childminding Settings)'.

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

'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 28 August 2023.

Action taken since then

Children played in a mostly clean setting that kept them safe and healthy. Tables were wiped down before and after mealtimes. Most surfaces had been decluttered enough so that these could be cleaned effectively. There were some areas which could have been cleaner, such as the fridge. We asked staff to ensure they are consistent in their infection prevention and control practice. We also highlighted updated best practice guidance for health protection in Scotland so that procedures are of the best quality.

This area for improvement has not been met. We have re-stated it as a new area for improvement under key question 2, 'How good is our setting?' to address the unmet elements.

Previous area for improvement 7

To ensure children are safe and receive high quality experiences at all times, the provider and manager should, as a minimum, review and improve the induction and mentoring process for all staff.

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
'I experience high quality care and support because people have the necessary information and resources.' (HSCS 4.27)

This area for improvement was made on 28 August 2023.

Action taken since then

A clear induction and mentoring system was in place to support new and supply staff to understand how best to meet children's needs. This shared specific strategies in place for individual children as well as child protection procedures to keep children safe and protected. Staff implemented these procedures and consistent supply staff were used as consistently as possible to provide children and families with familiarity and consistency.

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?	3 - Adequate
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	3 - Adequate
How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

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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অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

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