

Seudan Beaga Limited Day Care of Children

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Type of inspection:
Unannounced

Completed on:
7 August 2024

Service provided by:
Seudan Beaga Limited

Service provider number:
SP2009010460

Service no:
CS2009229359

About the service

Seudan Beaga Limited is registered to provide a care service to a maximum of 10 children aged from two years to three years of age and 16 children aged from three years to not yet attending school.

The provider is Seudan Beaga Limited. The service operates from a scout hall in the Cathcart area of south Glasgow. The service is close to transport links, schools, nurseries, parks and shops.

About the inspection

This was an unannounced inspection which took place on 6 and 7 August 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 11 children using the service
- received electronic feedback from 14 families whose children attended the service
- spoke with four staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were loved and cared for by kind and compassionate staff who knew them very well.
- The service had very good links with other professionals and agencies.
- Children had a sense of belonging through the strong links that had been fostered within the local community.
- The staff team were motivated and worked well together to provide a high quality service to children and families.
- The manager should re establish monitoring and supervision of staff and their practice.

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?	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?

4 - Good

We evaluated different parts of this key question as very good and good, with an overall grade of good. Several strengths impacted positively on outcomes for children and clearly outweighed the areas for improvement.

Quality indicator 1.1: Nurturing care and support

Children were cared for by caring and nurturing staff who knew them well. Children and families received a warm and genuine welcome when they arrived at the service. Families who provided feedback told us about the warm, nurturing relationships staff had with their children. Some of their comments included:

"The staff are fantastic. They know my child and communicate perfectly with him, and with us. We trust every member of staff with our son, and know he'll get the highest level of care when he's with them" and "Seudan Beaga is an amazing nursery, wonderful communication and care from all the staff. My children are very well looked after and are very happy going to nursery. They have both grown in confidence since attending. Seudan Beaga provides very personalized support to each of my children and it truly feels like an extension of a family."

Staff knew children well and could talk about their different individual needs. Personal care needs were delivered in a warm, kind and respectful manner. Each child had a personal plan which detailed their individual needs. Plans sampled were detailed and reflected both the needs of children and how staff were supporting children to achieve and reach their potential. Personal plans were regularly reviewed and updated with parents, this meant that information was up to date and meaningful.

Children who required additional support were very well supported by the staff team. Effective links had been made with other agencies involved in the care of children. Staff were confident sharing information with other professionals and sharing strategies to support children. Meetings with parents, nursery staff and other professionals led to a shared understanding and approach to planning for meeting children's needs. Staff were working well with other agencies, to promote a continuity of care and access to further support if necessary. Families who provided feedback told us how they felt fully involved in my child's care, including developing and reviewing their personal plan. Some of their comments included:

"We spend a lot of time developing and reviewing his plan and feel very involved in this process" and "We get continuous updates if anything arises, and we have had regular meetings to go through care plans. There have also been ad hoc meetings arranged without issue if we had any concerns, or when our son was going through a tricky phase."

Children received warm, home made meals at the service. We observed children as they prepared for and ate their meal. Staff, including kitchen staff were very aware of children's individual dietary requirements as well as their likes and dislikes. Mealtimes were a cosy, nurturing time for children. Children were involved in setting the table and where possible choosing and serving their own meal. Staff sat beside children engaging them in warm conversations, whilst ensuring that they were supported and kept safe.

Children's wellbeing was supported through staff knowledge and understanding of their role in identifying, recording and referring any concerns. This was supported by policy and engagement in child protection training.

Quality indicator 1.3: Play and learning

All children were happy to be at nursery and were secure in their learning environment. We observed children as they confidently moved around the playroom choosing what they wanted to do and leading their own learning.

The service's new approach to planning in the moment highlighted how staff listened to and respected children's ideas and requests. Staff enabled children to be independent in their decision making whilst skilfully moving around the playroom with children to extend and challenge their play and learning. Staff should continue to develop their planning approaches to ensure that they capture within children's personal plans how they have progressed and how they plan to support their progression. Clearer recording of planning, observations and next steps will create record of success and achievements which can be shared and celebrated with children and families.

We observed staff as they challenged children to extend their vocabulary and understanding through the effective use of questioning. Staff were patient, they gave children time to process and think about what was being asked of them. Staff were developing opportunities for children to learn about literacy and numeracy through play based approaches indoors and outdoors. Children engaged in experiences that promoted their interest, knowledge and understanding of numeracy and literacy. For example we observed staff supporting children in drawing a noughts and crosses grid and then playing the game. Throughout this experience children were counting and pre-empting what they were going to do next. Children showed patience and resilience throughout this activity.

Children's opportunities for play and learning were enhanced through strong connections to their own and wider community. Children were regular visitors to local parks, shops and the library. During our inspection children attended a "community coffee and chat drop in" at the church next door. Children were warmly welcomed by the church community and enjoyed having their snack with them. Members of the church sang and read stories to the children. Children were very happy and enjoyed the experience. Engaging children with their community encourages a sense of belonging, well-being, and overall development.

Parents who provided feedback were very positive about the opportunities their children had to play and learn at the service. Some of their comments included:

"We have been impressed by the focus on open play at the nursery which has broadened our children's imagination and equipped them with skills to entertain themselves for short periods independently. They make the most of the outdoor space available, splitting it into different sections of play. They take the children to a church community café weekly during term time and this is a valued experience - children chat about their time singing, having stories and a custard cream!"

"Our son has been fairly advanced in things like maths and English and enjoys learning, so the staff always made sure there were learning opportunities available such as number blocks and age appropriate books and stories. On one occasion they supported him to write a story called 'The Forest Wars', which he dictated and they typed up. Then he added images, they printed it, laminated it and turned it into a proper book. He was so proud of this, and was involved in each step of the process."

"Children use the outdoor space regularly onsite. They also visit the local park playing in the playground and open spaces. They are encouraged to explore and get messy. My children report back and experiences are documented on the app."

How good is our setting?

4 - Good

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

Quality indicator 2.2: Children experience high quality facilities

The service operated from a scout hall, where they shared accommodation with a scout group. As a result, it was necessary for staff to pack away resources at the end of each session. This meant that they had to set the playroom up again in the morning prior to children arriving.

Entrance to the the building was via a buzzer doorbell. A CCTV monitor inside helped to identify who was at the door prior to staff opening it. Visitors to the service were required to sign in and out. Accurate registers of children in attendance were maintained. All of these procedures helped to safeguard and protect children.

The management and staff team had worked hard to make the environment a more nurturing and curious place for children to play, learn and relax. The introduction of soft cosy areas as well as the use of soft and more natural lighting helped to create a calming and relaxing environment for children that did not over stimulate.

The review and auditing of resources and play areas had led to more effective opportunities for play. Resources were well maintained, safe and accessible to children. Storage of resources was clearly accessible and thought out. This meant that children could see and choose the right play experiences to suit their needs and interests.

Overall the environment was observed to be clean and bright. Children and staff were proactive in ensuring that effective hand washing took place after personal care, playing outdoors and before and after mealtimes. Ensuring children understood and practiced effective handwashing helped minimise the risk of the spread of infection. This supported children's health and wellbeing.

The nappy changing areas within the service did not follow current best practice in relation to infection prevention and control and privacy and dignity for children. We signposted the provider/manager to Care Inspectorate guidance on "Nappy changing for early learning and childcare settings (excluding childminders)", and the Scottish Government document "Space to Grow". The provider/manager referred to and used this guidance to identify a safer place for nappy changing to take place. We observed the newly identified space being used safely and effectively on the second day of our inspection visit.

How good is our leadership?

4 - Good

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

Quality indicator 3.1: Quality assurance and improvement are led well

The service was led by a motivated provider/manager and senior practitioners. The small team worked well together. They valued each others skills and expertise and were respectful of each others opinions.

The management and staff team had worked together to develop an improvement plan which highlighted priorities for improvement. They had used the Care Inspectorate Quality Framework and Education Scotland self evaluation document "How good is our early learning and childcare centre" to do this. Where the service had a specific focus on improvement, and where they had involved children and families there had been notable improvements. We found this particularly in the development of the learning environment and in the quality of mealtimes where outcomes for children had improved.

The manager had empowered senior practitioners to take lead roles in auditing and monitoring the service. We found that tasks had been distributed amongst senior leaders, who were keen to embrace the added responsibility. We noted that senior staff had carried out some effective supervision meetings with staff and some audits of staff practice. Staff we spoke to told us that they valued and respected the support they received from the manager and senior practitioners.

We acknowledged the positive approach the manager had taken to distributive leadership across the management team, however, we noted that there were gaps in the support and supervision offered to senior leaders. The manager should ensure she takes a lead role in monitoring, auditing and self evaluation of all staff and the service as a whole. This will ensure that all staff receive the support and supervision required to develop their practice.

The management team valued the importance as parents as partners. They sought regular feedback from families which they used to improve the service. Parents who provided feedback told us that they felt involved in the service. Some of their comments included:

"Seudan Beaga is always asking for any feedback around how they can improve services, new toys/objects to bring in or activities to engage in. They even let children pick out toys that they want to be bought for the nursery." and "Good communication with us and lots of encouragement to get involved with what's happening - also brilliant communication on family app".

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

All parents who provided feedback strongly agreed or agreed that they had strong connections with staff caring for their children, they also agreed that there was always enough staff to care for their children. Parents commented very positively about the staff team, some of their comments included:

"The communication from staff is very good so they are aware who will be in and when. The Family app supports this. As far as I have seen the staff support each other and are very close, and this shows in the way they are there for the kids. Any staffing issues have been communicated with parents well ahead of time where possible." and "I feel the staff have a very strong connection with children. Some of the staff names appear in her free play at home. We can see the staff's influence on her language development and interests. Our relationship with staff is good, they are very nice, supportive and responsive to our needs and situations."

During our inspection there were plenty of staff to care for and meet the individual needs of children. We observed several children at different points throughout the day receiving quality one to one support from staff. Whilst all children benefitted from a key worker, it was clear that staff knew all children and were aware of their individual needs and interests. Children were very secure and comfortable with the staff team.

Arrangements for staff leave and absence was managed internally, there was no need for the provider to employ or use agency staff due to the high number of staff employed daily in the service. As a result, children received consistent care from a staff team who knew them well. This helped to ensure that children felt relaxed and secure in the setting.

The whole staff team were very committed to their own personal development. They recognised that by keeping up to date with best practice and engaging in relevant training opportunities enabled them to provide a high standard of care and learning to children.

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

More robust and effective procedures should be implemented by management to monitor all aspects of the service. Health and Social Care Standards 4.19 "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes."

This area for improvement was made on 14 May 2019.

Action taken since then

Improvements had been made to how all aspects of the service are monitored, audited and self evaluated. We discussed with the manager how this should continue to be developed. We concluded that this area for improvement had been met.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very 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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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