

Happy Days - Bishopbriggs Day Care of Children

Bishopbriggs Leisuredrome
147 Balmuildy Road
Bishopbriggs
Glasgow
G64 3HD

Telephone: 01417 726 142

Type of inspection:
Unannounced

Completed on:
25 July 2024

Service provided by:
Happy Days Nursery (Scotland) Ltd

Service provider number:
SP2003000771

Service no:
CS2007144334

About the service

Happy Days - Bishopbriggs registered with the Care Inspectorate on 1 April 2011. It provides a care service to a maximum of 40 children:

- 10 children 2 years to under 3 years
- 30 children 3 years and up to primary school age.

The care service operates between 08:00 to 18:00, Monday to Friday and is in partnership with East Dunbartonshire Council.

The nursery is located within the Leisuredrome Leisure Centre in the Bishopbriggs area of East Dunbartonshire. The provider is Happy Days Nursery (Scotland) Ltd. They operate three day care of children services in Bishopbriggs and Kirkintilloch.

The service is close to local amenities and bus routes. The accommodation is on one level and has an entrance area, two playrooms, children's toilets, changing facilities, office and kitchen. The children have the use of some of the Leisuredrome facilities. This includes the sports hall, outdoor enclosed pitches and the outdoor grass area.

About the inspection

This was an unannounced inspection which took place on Tuesday 23 July 2024 between 9:30 and 16:30 and Wednesday 24 July 2024 between 9:30 and 18:00. The inspection was carried out by two inspectors 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 people using the service and of their family
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- Children were happy and having fun.
- Children benefitted from mealtimes that encouraged self-help skills and independence.
- We would encourage the manager and staff, with support from the provider, to continue to improve the learning environment.
- Staff were developing their leadership roles within the service.
- Staff were very warm, caring, and sensitive in their approach and demonstrated positive team working.

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?	3 - Adequate
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 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 were happy and having fun. Staff were caring, respectful and provided comfort and reassurance to support children's wellbeing. This helped create close bonds and relationships. Children experienced warm, caring, and nurturing support. We could see children had developed relationships with staff through approaching them for cuddles and reassurance and involving them in their play. One parent told us, 'The staff are amazing. They genuinely care for my children and know them well.' This supported positive relationships.

Personal plans had been developed in partnership with parents to support children's health, wellbeing, and safety needs. In line with legislation, plans were being updated and reviewed if any changes had occurred or when next steps had been achieved. Parents told us, 'I can update their care plan on the learning journals and I am aware that I can update the learning portal and this updated my child's care plan.' As a result, personal plans were supporting staff in caring for the children.

Staff worked proactively with other professionals to support any children who required more specialised support. Staff and management worked well together in supporting children's needs through regularly sharing information and strategies to ensure consistent care and support. We suggested that a review take place of recording systems for personal planning to streamline the information being gathered. This would help ensure information can be found quickly and easily by all staff including any unfamiliar or agency staff.

Mealtimes were an opportunity for children to develop self-help skills and independence through self-serving their own lunch and pouring their own drinks. Mealtimes provided children with a sociable experience. Staff chatted with children as they ate, recalling activities they had fun with at nursery. As a result, children experienced a relaxed, unhurried lunchtime which encouraged healthy eating habits.

We would encourage the manager and staff to continue to build on this positive mealtime experience; for example, by providing child sized serving bowls and spoons. This will further ensure that children are given opportunities to be independent.

Medication was sampled and stored in line with best practice guidance. 'Management of medication in day care of children and childminding services.' We have asked management to implement a more robust termly audit to ensure all appropriate permissions are completed and the service has all the required information to support them in administering any required medication. This will help to keep children safe.

Children requiring a sleep, rest or quiet time, throughout the day had a quiet area to access. This provided children with space to sleep, have time alone or have some down time. This benefited children's overall wellbeing.

Quality indicator 1.3: Play and learning.

Play experiences were fun and supported children's learning. Children worked together in their play for extended periods. For example, children used loose parts and natural resources to experiment and pretend to make lemonade. This experience was supported, and extended, well by staff through effective questioning and allowing children the freedom to explore and experiment. As a result, this promoted children's creativity and problem solving and gave children the freedom to lead their own play.

However, not all experiences sparked curiosity. Experiences on offer were varied in quality throughout the inspection, although, we saw an improvement on what was on offer on the second day of inspection. The manager should continue to monitor the quality of experiences on offer. This will help to ensure children receive high quality play and learning every day.

Although children do not have free flow access to an outdoor play space, staff worked well together to offer a variety of outdoor play and learning experiences throughout the session. For example, children enjoyed going on a nature hunt looking for insects, natural resources, leaves, feathers and twigs, to bring back to the nursery. As a result, this was developing children's natural curiosity and sense of wonder.

A planning process was in place. Children's individual online learning journals and nursery floor books were being used to capture observations of children's experiences, achievements, thoughts, and ideas. However, it was not always clear to identify children's progression pathway or next steps in their learning. The service had already identified these gaps and plan to address this through the improvement planning process over the coming year. We encouraged the service to continue with their plans to improve the planning approach, with a focus on children's developmental stages. This will continue to ensure that children are supported to lead their own learning.

The service works well with outside agencies to plan and implement strategies for children with additional needs. For example, strategies shared from families were used in the setting to encourage communication for some children. The service should continue to build on this and ensure targets set are developmentally appropriate and achievable for individual children. This will further ensure that children get the care that is right for them.

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

We evaluated this key question as adequate where strengths only just outweighed weaknesses.

Quality indicator 2.2: Children experience high quality facilities.

The nursery was warm, welcoming and well ventilated. There was secure door entry and visitors were required to sign in on arrival. Furniture was child sized and there were some areas with soft furnishings for relaxation and comfort. This gave a message to children that they mattered.

Following our last inspection, the way play spaces were arranged had improved. This was contributing to children's enjoyment of their nursery experience.

Children moved resources around the playroom to extend their play and learning. For example, vegetables were taken into the house corner to chop up and additional resources provided by staff allowed children to create their own potions. This supported children to develop their creative thinking and problem-solving skills.

We would encourage the manager and staff, with support from the provider, to continue the improvement journey to review the learning environment. The focus should be on providing high quality resources, to develop inspiring play spaces that reflect children's current interests and curiosities. This will ensure that children consistently benefit from a rich learning environment. This was an area for improvement at the last inspection and will continue. (See area for improvement 1).

Accident and incidents were being recorded and shared with parents. Monthly audits are in place to continue to support a safe environment for children. We have suggested a more detailed monthly audit moving forward to identify any areas of risk and actions taken. This will further ensure the safety of children.

Risk assessments were not always robust and did not capture all risk factors. For example, infection prevention and control measures were not included in toilet risk assessments. Staff awareness of risk was varied across the team. To ensure that children are safe, and risk assessments are effective, we would encourage the manager to ensure appropriate risk assessments are in place and that these are reviewed with all staff.

Children were encouraged to wash their hands when coming from outside and before lunch. Staff were seen to wash their hands at various times throughout the day. Handwashing should be improved after intimate care and the doors to the children's toilets should always be closed. This will help to minimise the spread of infection.

The nappy changing area is not in line with current guidance. It is situated within a laundry area and there is no door in place. We discussed solutions to this with the provider and recognise the limitations of the current building. We would encourage the service to progress improvements to this area as soon as practically possible. This would further reduce the risk of infection and ensure children's privacy and dignity is always respected.

Areas for improvement

1. To ensure children experience high quality facilities, management and staff should review and improve the learning environment. This should include but not be limited to ensuring high quality resources and spaces are available to support natural curiosity, creativity and imagination.

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 the way that I choose, and freely access a wide range of experiences and resources suitable to my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27);

and

'As a child, I play outdoors every day and regularly explore a natural environment' (HSCS 1.32).

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 well led.

We found the manager engaged well during the inspection process, taking on advice and support. We acknowledge the recent improvements made and the manager was open and honest in relation to the challenges the service had faced since the last inspection. This demonstrated a commitment for improvement.

Over the past year, the manager, in partnership with the local authority, had devised an action plan and have been steadily working through these improvements. An improvement plan was also in place and there had been varied success with improvements. The manager spoke to us about continuing this year with the numeracy focus and the plans to streamline the planning cycle. We would encourage the manager to continue with these plans to ensure children benefit from a service that continually improves.

Most staff have leadership roles and some of these are in the early stages of being established. Management spoke to us about building on strengths and interests of staff. We could see some impact of the implementation of language and communication friendly environment strategies. This meant that children were benefiting from some inclusive practices.

Moving forward staff would benefit from having more regular one to ones with their manager. This would give staff the opportunity to be supported to develop their skills, and leadership qualities, in a more formal way. This would enhance the culture of distributed leadership within the setting.

There were some quality assurance systems in place which had recently been developed to support continuous improvement, such as self-evaluation, audits and direct monitoring and support from the management team. Some of these processes were informal or in the early stages of development and required time to become embedded. For example, medication audits did not capture anomalies with the permission forms and monitoring of care plans was not recorded. We asked the leadership team to continue with their plans to review processes which monitor and sustain positive experiences for children across the service.

How good is our staff team?**5 - Very Good**

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

Quality indicator 4.3: Staff deployment.

Staff were warm, welcoming and engaged well in the inspection process. Staff were open and honest during discussions, and we can see they are a dedicated team wanting to deliver best outcomes for children and families. This meant that children benefitted from supportive and kind adults to deliver their care. Parents told us, 'Great staff and relationships at this nursery. Staff are friendly and approachable,' and 'I feel like all the staff are helpful and approachable. I feel like I have a very good relationship with the staff.'

Staff were respectful and very supportive of each other. They were very warm, caring, and sensitive in their approach and demonstrated positive team working. This promoted a happy, loving, and secure environment for children.

Staff were proactive in recognising any gaps and supervised children while also spending quality time with them. They worked flexibly to supervise children in their play and offer a range of experiences safely. There was very good communication between staff. As a result, children experienced a very calm, nurturing experience most of the time.

Staff welcomed the support from the management team. The provision of leadership roles and involvement in decision making helped to build positive working relationships. Wellbeing support sessions on a one-to-one basis ensured that staff had opportunities for personal support. As a result, staff were supported in their role.

The staff team had completed extensive training since the previous inspection. They had focused on training around observations, high quality learning environments, and outdoor play. The staff team spoke confidently about the positive impact this had on experiences for children. We would encourage staff to continue to reflect on this training and to measure the impact it is having on outcomes for children. This will further ensure that children experience play and learning that is inspiring and relevant.

Processes are in place to safely recruit staff in line with best practice guidance. New staff to the service benefit from the support of a mentor. We suggested that the service access the 'national induction resource' to support a more robust and effective induction and mentoring process. This will help to ensure that staff are developing the skills and knowledge required for their role.

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

To ensure children experience high quality facilities, management and staff should review and improve the learning environment. This should include but not be limited to ensuring high quality resources and spaces are available to support natural curiosity, creativity and imagination.

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 the way that I choose, and freely access a wide range of experiences and resources suitable to my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

and

'As a child, I play outdoors every day and regularly explore a natural environment' (HSCS 1.32).

This area for improvement was made on 26 July 2023.

Action taken since then

Following our last inspection, the way play spaces were arranged had improved. This was contributing to children's enjoyment of their nursery experience. Children were able to move resources around the playroom to extend their play and learning.

We would encourage the manager and staff, with support from the provider, to continue the improvement journey to review the learning environment. The focus should be on providing high quality resources, to develop inspiring play spaces that reflect children's current interests and curiosities. This will ensure that children consistently benefit from a rich learning environment.

This area for improvement was made at the last inspection and will continue.

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?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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