

Tiny Tots Nursery Day Care of Children

Kenilworth Court
North Carbrain
Cumbernauld
Glasgow
G67 1BP

Telephone: 01236 454 100

Type of inspection:
Unannounced

Completed on:
1 August 2024

Service provided by:
Tiny Tots Nursery Limited

Service provider number:
SP2003000992

Service no:
CS2003004785

About the service

Tiny Tots Nursery is registered to provide a care service to a maximum of 107 children not yet attending primary school at any one time. Of which, no more than 18 children can be under two years, no more than 25 children can be aged two to under three years and no more than 64 can be children aged three years to those not yet attending school.

The service is a private organisation and the provider is Tiny Tots Nursery Limited. The nursery also works in partnership with North Lanarkshire Council to provide funded places to eligible children.

Care is provided from a purpose-built single storey building within the Seafar area of Cumbernauld, North Lanarkshire. It is close to local parks, shops, transport routes and other amenities. Children are accommodated within five separate playrooms. Each room leads directly to a secure enclosed garden.

About the inspection

This was an unannounced inspection which took place between 30 July 2024 and 1 August 2024. The inspection was carried out by two inspectors from the Care Inspectorate, an additional inspector from the Care Inspectorate was present on the first day, shadowing the lead inspector.

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 a small number of children using the service
- gathered feedback from 14 family members of children using the service
- spoke with staff and management present on the days we visited the service
- gathered the feedback from seven staff using a survey
- observed staff practice and children's experiences on the days of our visits
- reviewed documents.

Key messages

- Children had access to outdoors and fresh air, as each playroom had direct access to a secure outdoor play area.
- Mealtimes needed to be improved to provide a safe, relaxing experiences for children. Foods provided must be suitable for the age and stage of children.
- The provider must ensure that the right staff are in place, they should be well trained and skilled to deliver safe, high quality care, play and learning.
- Some improvements had been made to the environment since the last inspection. However, infection, prevention and control safety measures need to be improved throughout the setting.
- Staff interactions were kind and they cared for the children. However, staff need to be mindful to call children by their name.

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

Quality indicator 1.1: Nurturing care and support.

Children were happy and familiar within the setting. They were content when they were playing with friends and staff. Staff interactions with children were caring and kind and they responded to children when they needed support. However, staff should be mindful to refer to children by their name and when completing written records, they should use appropriate language.

New families were welcomed into the service and settling in procedures were in place to support new children in becoming familiar with their surroundings. To further support children settle, staff need to ensure they follow an agreed plan meeting their needs. For example, contacting parents to collect child, if child is upset and not settled. Consideration should be given to ensure children are cared for in the playroom they are most comfortable in and by staff they are familiar with.

Daily hot meals were provided and children sat together at lunch time. However, mealtimes needed to improve to help ensure children enjoy a calm and relaxed experience. Staff need to ensure that the foods offered to the youngest children are safe to do so. For example, when children are weaning, they are provided with appropriate soft finger foods. Staff need to be mindful to ensure good hand hygiene before and after mealtimes is followed, especially where children have been playing outside (see area for improvement 1).

When children needed personal care staff responded. For example, when older children's clothes were wet from water play or children needed help toileting or nappies changed. However, staff need to consider how they planned and managed these times of day. For example, if staff know children will need changed after playing with water, they need to plan time for this and be prepared with suitable resources to help ensure children's comfort.

Staff recognised the importance of children and family's wellbeing. They worked hard to support children's emotional and mental health. They had good links with other agencies to access and plan support. However, playrooms could be improved to ensure they create an environment that truly supports this. For example, by reducing noise levels and use of age appropriate resources.

Children's needs were recognised, and staff worked with families to agree how best to support their needs. Children's personal plans identified their wellbeing needs and set out how the service planned to support these. Staff worked with other agencies to access support where needed. Staff need to ensure they are well informed to implement agreed plans. For example, when children are weaning, settling in or have an additional support plan in place.

Quality Indicator 1.3: Play and learning.

Children were engaged in their play and were keen to learn and experiment with different materials. Staff encouraged children, giving praise and recognition as they celebrated their achievements.

Staff skills in facilitating children's play and learning, enabling children to extend their thinking and inspire their natural curiosity, could be further enhanced. Creating an enriched learning environment would enhance children's opportunities for high quality play and learning.

For the youngest children staff needed to reflect more on children's access to materials to support their development. For example, to support physical development, play spaces need to be designed to provide safe spaces that encourage children's movement.

The nursery staff used 'In the moment' planning, which supported staff to respond to what children are doing rather than planning in advance. For the younger children, when provided with ample space and freedom to self-select from a range of play experiences, children were more engaged and had fun. For the older nursery children, when materials were provided that sparked their curiosity and interest, they were more engaged. Staff need to look through the eyes of the children more to truly have child led play and learning embedded.

Children had access to outdoors and fresh air. Each playroom had direct access to a secure garden. Children had fun being active outside. Good safe sun practice was implemented. Older children were keen to play outside, with most choosing to be outside most of the day. Outdoor learning could be further enhanced by having more natural, opened materials for children to explore and learn how they work. For example, water play materials could have provided more opportunity to challenge children's thinking.

Staff needed to further develop their role in supporting children's play and learning. To achieve this they need to provide a better balance between child initiated and adult initiated play.

Areas for improvement

1. To support children's wellbeing, learning and development the provider should ensure meal times meet the needs of the child. These should include, but not limited to;

- food that meet children's dietary needs
- age and stage appropriate foods, being provided
- provide a calm and unhurried experience
- the opportunity to learn new life skills and to promote independence.

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

'I can choose suitably presented and healthy meals and snacks, including fresh fruit and vegetables, and participate in menu planning' (HSCS 1.33).

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.

Overall, the setting provided a welcoming environment, parents told us that they felt welcomed and staff were friendly. The entrance is secured through use of video monitoring.

Parents had access to a welcome area to sit and speak to staff or each other. In addition, other rooms were available for meetings such as the office, break out room and staff room. Although parents were informed in the service handbook of the use of video and audio recording in the office, we have advised the service to ensure all those accessing this area are made aware of this. The service should only use such resources as mentioned in the service policies and procedures.

Playrooms were well ventilated and heated. Lighting in some areas could be improved. Staff need to consider the use of different lights through the eyes of the children. For example, If using lamps in playrooms to create a calming atmosphere, children and staff need to be able to see clearly.

The service had continued to improve some areas and materials within the setting since the last inspection. This included the outdoor spaces, which have had a positive impact on children being able to play outside all year round.

The service had ordered new resources to further develop some of the play spaces, such as the home corners. Playroom materials on offer were limited and sparse. This limited children's natural curiosity to play and learn. The materials available could be more interesting and play areas be better designed to inspire children to play and learn.

There were some areas within the setting that looked neglected, rather than warm and welcoming. The service needs to be more vigilant in maintaining children's play spaces. Staff should ensure consistency and continuity in their approach, to support the delivery of quality play spaces.

Areas such as the laundry room, kitchen, nappy changing and toilet facilities were found not to be well maintained or to be following good practice guidance. Improvements were needed. Children have the right to be cared for in welcoming, inviting, and stimulating spaces where they can safely explore, be creative, and access good quality resources. As a result, we have made an area for improvement (see area for improvement 1).

Areas for improvement

1. To keep children safe and secure, the provider needs to ensure appropriate safety measures and infection prevention and control measures are in place. This should include but is not limited to;

- the kitchen is kept clean and tidy
- the laundry room and laundry practice meets good practice guidance
- the nappy changing and toilet facilities follow good practice guidance
- areas used to store materials being well maintained
- children not having access to hazardous materials.

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

'My environment is secure and safe.' (HSCS 5.19) and 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment (HSCS, 5.24).

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

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

Quality indicator 3.1: Quality assurance and improvement are led well.

The service aims to provide child-led play and learning experiences that support children to become confident individuals, and to have positive relationships with parents. Parents told us they were happy with the service their child received and that staff kept them well informed about their child's progress.

Staff responded to children's needs and children were, at times, able to lead their own play. However, improvements could be made. For example, children having more influence in directing the type of service they receive. To achieve this, children should have more freedom to self select from a wider range of materials.

The service had taken positive actions to further improve communications and parental involvement. These included parents being welcomed back into the building, and use of a family app to share information. Parents have told us management were approachable and actioned issues raised. The management team should consult with parents, children and staff to consider welcoming parents into the playrooms. This would further support a more positive family culture. More information can be found on this on the Care Inspectorate Hub under how we support improvement.

Staff had an awareness of self-evaluation and were aware of some areas they needed to improve. An improvement plan was in place, however, a more robust plan for improvement is needed to ensure when changes are made, they are maintained. Strong leadership is required to drive forward the changes needed and to sustain improvement. All those involved in the service need to be aware of the service aims and how best to support the service provide high quality childcare.

The service had protection policies in place. The child protection officer was well informed about children and families needs and when and how to contact other agencies, if needed. We have asked the service to ensure that they follow child protection guidance procedures if or when, they receive a disclosure from a child. This is to minimise the impact on a child and ensure they do not ask probing questions. We have made a requirement in relation to this (see requirement 1, under how good is our staffing? quality indicator 4.3 staff deployment).

The management recognised the need to further improve staff skills. Supporting staff skills and knowledge needs to be a key priority, training is the start of this journey, but staff need good role models and strong leadership to get it right. As a result of our findings, we have made an area for improvement (see area for improvement 1).

Areas for improvement

1. To ensure children receive high quality care and support, the provider should ensure the service has robust quality assurance systems. This should include, but not be limited to;

- evidence-based evaluations
- good role modelling
- well thought out plans to manage change
- to ensure all involved have the necessary information and resources
- when improvements are made these are maintained.

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

How good is our staff team?

3 - Adequate

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

Quality indicator 4.3: Staff deployment.

All staff required to be registered with the Scottish Social Services Council (SSSC), the professional body for social service workers were, or had applications in process. When new staff had been employed safer recruitment procedures had been followed.

Parents praised staff on how well they knew their child and kept them informed of their child's experiences. One parent shared 'My child and I both feel safe and listened to by staff members in this setting. There is a strong family feel and the staff take time to build positive relationships with the children and their families.' and another shared 'The staff genuinely care about our children, and it's evident staff have the children's interest at heart.'

Staff levels and deployment were satisfactory, and the majority of the time, met the needs of the children. There were a couple of occasions where staffing deployment could have been better. This included when staff were on lunch, and to cover the numbers of children accessing large play spaces. The impact being for example, rooms being closed to allow staff time to complete tasks. Staffing levels should also be adapted to meet the needs of the children. For example, if children require a higher adult to child ratio to meet needs. This could include children with additional support needs or new children settling in.

Within the playrooms, staff worked well together. However, when key staff were absent, leaders need to recognise gaps in staff skills and make changes to limit the impact on children. Each playroom should have competent and skilled staff. All staff must know and follow good practice guidance to ensure the safety and wellbeing of the children. This includes only providing age and stage appropriate foods to reduce the likelihood of choking. Supervision and training procedures were in use, recently less so. Changes within the staff team have had a serious impact on the outcomes for children. More robust monitoring of staff practice was needed. More practical training and development is needed to ensure staff understand and implement good practice guidance.

Staff communicated with each other within the playrooms, to inform them if going to do another task or leave the playroom. There were a few occasions where staff positioning within the playrooms could have been improved. When staff are doing tasks, they need to ensure the right staff are in the best place. For example, when the staff are cooking lunches, this should not impact on children's play and learning experiences.

For newly employed staff, a more meaningful induction and assessment of their skills and knowledge is needed. New staff should only be included in the adult to child ratio, if and when they have been assessed to be fit to do so. To support new staff there needs to be a better mentoring and support system to ensure they provide high quality care.

There was a mixed range of skills and experience within the staff team. Strong leadership is needed to help them provide consistent high quality care and support. The management need to improve staff deployment and put in place more robust contingency plans to support unplanned staff absence and support new staff. As a result, of our findings in relation to staff skills, knowledge and practice we have made a requirement (see requirement 1).

Requirements

1. By 29 November 2024, the provider must ensure staff are skilled and competent, to support meeting the needs of the children, keep them safe and provide high quality outcomes for children.

To do this, the provider, must at a minimum:

- a) ensure staff understand the development needs, of the children in their care
- b) ensure after being trained on elements of their roles, staff are able to demonstrate and put into practice what they have learned
- c) a meaningful staff induction process is implemented to ensure staff have the correct skills and knowledge to complete their roles and responsibilities
- d) ensure staff implement good practice guidance to keep children safe.

This is in order to comply with section section 8 of the Health and Care (Staffing) (Scotland) Act 2019.

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

'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).

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	3 - Adequate
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

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrrtas.

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।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.