

# Rainbow Dreams Day Nursery Day Care of Children

266 Saracen Street  
Possilpark  
Glasgow  
G22 5LF

Telephone: 01413 376 160

**Type of inspection:**  
Unannounced

**Completed on:**  
27 August 2024

**Service provided by:**  
Rainbow Dreams Day Nursery Limited

**Service provider number:**  
SP2012011836

**Service no:**  
CS2012308315

## About the service

Rainbow Dreams Day Nursery is registered to provide care for 50 children aged from birth to those not yet attending primary school. The service is located in Possilpark, Glasgow and is close to schools, shops, greenspaces and travel links.

Children are cared for over five playrooms with toilets located in each room and have access to an enclosed outdoor garden. At the time of the inspection, there were 25 children registered with the service, with varied patterns of attendance. During this inspection, no babies were present.

## About the inspection

This was an unannounced inspection which took place on 26 and 27 August 2024 between 09:30 and 17:15. 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 children using the service and received feedback from five of their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

**Key messages**

- Children were happy and settled in the environment.
- Staff interactions were kind and caring, helping children to feel safe and secure.
- Children enjoyed exploring the toys and materials available to them.
- Planning systems needed to be reviewed to help ensure these enabled children to lead their own learning.
- Significant improvements had been made to the environment. This meant children experienced a safe, clean and welcoming space.
- Quality assurance systems had improved and contributed to improvements within the setting.
- Staff worked well together to help provide a positive atmosphere for children.
- Daily routines should be reviewed and improved to ensure these are reflective of children's needs, choices and wishes.

**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?	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?

4 - Good

We evaluated this quality indicator 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 settled within the environment. Staff interactions were kind and caring, helping to ensure children felt safe. Parents commented positively on the care their children received and told us 'the service is good' and 'my child loves [their] teachers' and staff were 'very friendly and caring with good communication.'

Personal plans were in place for each child, outlining their likes, dislikes and other relevant information. This helped staff get to know children, which supported meeting their individual needs. We suggested paperwork could be reviewed and more formalised, helping to ensure information was easily trackable. The manager agreed to review this.

Staff had identified new ways of sharing strategies to support older children. This included the introduction of 'what helps me' books in the 3-5 playroom, which contained information on what children liked to play with, their favourite experiences and how to comfort them when upset. We acknowledged these were in the early stages and encouraged the service to continue developing these for all children.

Parents were welcomed into the building helping to strengthen relationships and sustain positive connections. Staff caring for younger children had recognised and developed strategies to increase opportunities to share information with families. This included providing communication diaries for parents to take home, helping to reduce any potential barriers.

Children experienced a calm and relaxing mealtime. They enjoyed sitting alongside their peers, chatting whilst they ate. All children were encouraged to self-serve their meals and they enjoyed nutritious food. We suggested the service could consider the use of smaller utensils and providing smaller jugs of water and milk on the tables to help support children when serving their meals. The manager agreed and began to action this before the end of the inspection.

Safe sleep routines were in place, which helped ensure children could rest and sleep in response to their needs. Children had individual sleep mats and blankets, helping to support their comfort. This contributed to children feeling rested, supporting their wellbeing.

### Quality indicator 1.3: Play and learning.

Children had fun in their play and enjoyed interacting with their peers. Younger children particularly enjoyed role play and one child told us 'I am having a tea party' and 'here is your banana - no don't eat it like that, you need to peel it.' Staff engaged positively and children enjoyed their interactions, actively seeking more of these.

Most children had opportunities to explore outdoors. This included playing with cars, planting seeds and water play. Whilst most children enjoyed these, we shared with management on further enhancing the amount of toys and materials outdoors to reduce conflicts between children. Management agreed with this and shared their plans on developing outdoor spaces to support play and learning.

Planning systems were in place to help support children in their learning. We acknowledged that some observations were taken of play activities and there was some reference to best practice guidance. For example, Realising the Ambition. However, further staff training and reflections would help to support practice and help ensure planning systems foster a responsive approach. This would contribute to more enabling experiences on offer for children to support their interests and extend their thinking. We made an area for improvement at the last inspection and have continued this at this inspection. (See area for improvement 1).

Opportunities to develop children's literacy and numeracy skills included mark making, exploration of playdough, story telling, singing songs and water play. Children enjoyed these opportunities and sought more. For example, younger children used gesture for staff to repeat songs. This meant children were engaged in fun experiences that introduced them to new concepts, supporting their development. One parent told us their child enjoyed 'building dens, gardening and playing with water and sand.'

Children explored natural and real materials which supported their natural curiosity. For example, small wooden rings, pine cones, china tea sets and teapots. We discussed with staff on further developing an understanding of schematic play to ensure this is supported throughout children's play. Schematic play, or schemas, is when children repeat the same actions or ideas during their play. This helps them to learn about the world around them.

## Areas for improvement

1. To ensure that children have access to a range of experiences that take account of their play and learning interests, the service should introduce a more responsive model of observation and planning.

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 for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

## How good is our setting?

4 - Good

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

### Quality indicator 2.2: Children experience high quality facilities.

The environment was bright, welcoming and inviting for children and their families. Significant improvements had been made to the environment to ensure this was safe for children. This included, clean and well organised play spaces and repairs to ceilings, windows and flooring.

Improvements had been made to the décor throughout the nursery. Spaces had been repainted, which meant the building was light and brighter. The introduction of twinkling lights, plants and photos of children and their families provided a 'homely' feel and helped children feel they mattered. In addition, the overall improvements to the environment contributed to staff health and wellbeing. For example, office walls had been repaired and mould had been removed.

Children in the 3-5 room experienced additional spaces to support their wellbeing. This included the development of a cosy, sensory space. This space was inviting and offered children opportunities for relaxation, helping to support their emotional development. Younger children had access to spaces with cushions and soft materials to access. We discussed with management on reviewing some cosy spaces in the younger rooms, to ensure these were beneficial for the children. For example, the use of the climbing frame.

Outdoor spaces were due to be reviewed and improved. Management acknowledged the surface of the outdoor space needed to be repaired and had taken some temporary measures to address this. For example, filling gaps with sand. However, careful observation of this is needed to ensure temporary measures are monitored to ensure they are effective in keeping children and staff safe. Management provided assurances repairs would be carried out.

Infection prevention and control measures were in place to help prevent the potential spread of infection. For example, regular cleaning, handwashing and staff wore gloves and aprons when carrying out personal care for children. For example, nappy changing.

Management and staff should continue to review and monitor the cleanliness and hygiene in the environment to ensure this is sustained. For example, some materials were beginning to build up at sink areas which had a potential to prevent access to the water facilities and some attention was needed at door ways to remove debris. Management agreed to address these and gave assurances of additional staff being employed to support with the cleaning of the environment.

## How good is our leadership?

4 - Good

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

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

The service had a vision in place to promote children's wellbeing and development. They were committed to providing care for children in a safe, secure and positive learning environment. This was reflected in practice as children and carers were warmly welcomed and staff took time to get to know families.

Staff and managers had made considerable improvements within the service since the last inspection. They were motivated to help support good outcomes for children and had worked hard to improve the environment and play spaces. Parents had been involved in these improvements, with their views and ideas being recorded throughout floorbooks. This helped ensure families felt included in the service.

Leaders were motivated as a result of their progress and shared next steps identified for improvement. This included developing outdoor spaces for children. We agreed this was needed to support children's play and learning experiences. Continuing to develop approaches to self-evaluation would help support staff to recognise further areas for improvement. To support this, opportunities for staff training would help link key

areas of improvement to best practice guidance. For example, play and audits of the environment.

Safer recruitment processes were in place to help ensure the right people were employed to care for children. An induction checklist provided an overview of the process to highlight progress and next steps for staff. Management could consider the use of the national induction resource to further support staff in their role.

Monitoring of staff practice took place and highlighted strengths and action points, helping to address gaps in practice. These could be further strengthened by linking to staff appraisals and best practice guidance. This would help identify individual areas for improvement and actions needed to support professional development.

A variety of policies and audits were in place to support the delivery of service. Overall, these had been reviewed and audits had helped to support continuous improvements. Some consideration could be given to the language used within these to help ensure these continue to be robust and reflect best practice guidance.

## How good is our staff team?

**3 - Adequate**

We evaluated this quality indicator as adequate, where strengths only just outweighed weaknesses.

### Quality indicator 4.3: Staff deployment.

Staff were welcoming and caring towards children which helped a positive environment. They worked well together as a team to meet the needs of children. Parents commented positively on the staff team and told us 'they work as a team' and 'overall the service provided by the staff is great and they are lovely people who look after the children.'

There was a mix of skills and abilities across the staff team and the manager had supported access to training to support them in their role and to meet the needs of children. For example, first aid, child protection and learning about Autism. Staff would benefit from reflecting on training and how this impacted on practice. Further opportunities to widen the skills and knowledge of the team would help improve opportunities for children to lead their own play and access the appropriate toys and materials to extend and deepen their learning.

Consideration could be given to deployment of staff to support routines and more flexible access to outdoor play. For example, during the inspection, all children were outdoors in the morning and then indoors in the afternoon. Whilst staff told us they were responsive to children's needs it wasn't clear that children knew they had a choice. The manager told us they were reviewing routines that were in place to help staff respond to tasks. They should ensure this is considered through the eyes of the child to support uninterrupted play as much as possible. For example, consider a flexible approach to toothbrushing, story time and mealtimes. This would further support meeting children needs. We made an area for improvement at the last inspection and have repeated this at this inspection. (See area for improvement 1).

Further opportunities for staff training on observations would help contribute to more effective and responsive planning, information sharing and overall practice. Management had made positive steps in providing training for staff and were keen to continue this journey to support their staff team. We agreed

additional training for staff would be beneficial in supporting children and their development.

Staff communicated well to ensure information was shared between each other. This included if a task took them away and they worked well to ensure any tasks had minimal impact on children's experiences. Children warmly welcomed staff when they came back from their breaks, highlighting the positive relationships that had been developed. Staff breaks were planned in a way that was supportive of children and their day, helping to minimise disruption.

## Areas for improvement

1. To support children's wellbeing and their choices and wishes, daily routines should be reviewed to help ensure these are supportive of children's needs, interests and development. This should include, but is not limited to, group times, lunchtime routines and the end of day routine.

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

'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS 1.31).

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

## Requirements

### Requirement 1

By 28 July 2023, the provider must ensure children experience an environment that is well maintained, clean and safe.

This is to comply with Regulation 4(1)(a) and (d) (Welfare of users) and 10(2)(b) and (d) (Fitness of premises) of The Social Care and Social Work Improvement Scotland (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 experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment' (HSCS 5.24).

**This requirement was made on 23 June 2023.**

### Action taken on previous requirement

Play spaces for children were clean and well organised which helped ensure play materials were accessible to children. Storage cupboards had been repurposed with the creation of a sensory room, which further supported children's wellbeing. Work had been carried out to improve safety in spaces. For example, fresh



décor, repairs to flooring and light fixtures had been repaired. Audits and reflections of the environment had been carried out to reflect on the improvement journey and highlighted the next steps for the service. Therefore, this requirement has been met.

### Met - outwith 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

To ensure that children's health, wellbeing and safety needs are always met, the provider/management team should review and develop written information on children to ensure it is effective in supporting staff to meet their needs.

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).

**This area for improvement was made on 23 June 2023.**

#### Action taken since then

Personal plans were in place for all children and gathered important information to help meet their needs. These were completed with families and reviewed to update any relevant changes. Notes were kept of any significant changes, which helped staff understand children's individual needs. This included information in relation to child protection and additional support needs. Therefore, this area for improvement has been met.

#### Previous area for improvement 2

To ensure that children have access to a range of experiences that take account of their play and learning interests, the service should introduce a more responsive model of observation and planning.

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 for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

**This area for improvement was made on 23 June 2023.**

#### Action taken since then

Staff planned activities to meet some children's interests. For example, playdough, parachute games, den building and painting. However, staff should further develop their knowledge about play to promote

opportunities for children to lead their own play and deepen their learning. This would include ensuring children can access a wide variety of play materials to support choice, imagination and discovery. We have commented on this in the body of the report and repeated this area for improvement at this inspection. Therefore, this area for improvement has not been met.

## Previous area for improvement 3

To support continuous improvement within the service the provider should review and develop existing quality assurance systems that enable them to monitor all aspects of the provision effectively.

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 area for improvement was made on 23 June 2023.**

### Action taken since then

Quality assurance systems were in place to support practice within the service. For example, monitoring of staff practice and self-evaluation approaches to review the improvement journey. This included taking information, requirements and areas for improvement from the last inspection and making these the priority. This was reflected within the self-evaluation floor book and improvements were clear to see during our observations. The service had started to involve parents in their improvement journey and linked this to best practice guidance. For example, the Health and Social Care Standards. Therefore, this area for improvement has been met.

## Previous area for improvement 4

To support children's wellbeing and their choices and wishes, daily routines should be reviewed to help ensure these are supportive of children's needs, interests and development. This should include, but is not limited to, group times, lunchtime routines and the end of day routine.

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

'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS 1.31).

**This area for improvement was made on 23 June 2023.**

### Action taken since then

During the inspection we reviewed the children's day-to-day routines. Mealtimes were mostly calm and relaxing and children's individual care needs were met. For example, sleep time. However, we discussed with management on reviewing the 'routines' of the day, as these were particularly rigid to support staff with tasks. This meant there was potential for children's play to be continually unnecessarily interrupted. Management agreed to review this. Therefore, this area for improvement has not 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](http://www.careinspectorate.com).

## Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	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](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto: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 iarrtas.

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.