

Wee Gems Corstorphine Ltd

Day Care of Children

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Type of inspection:
Unannounced

Completed on:
23 August 2024

Service provided by:
Wee Gems Corstorphine Ltd

Service provider number:
SP2014012321

Service no:
CS2014327562

About the service

Wee Gems Corstorphine Ltd is registered to provide a care service to a maximum of 70 children aged from six weeks of age to entry to primary school age.

Situated in the Corstorphine area of Edinburgh, the service benefits from being close to local amenities such as shops and transport links. On-street parking is available around the area. Three downstairs playrooms and one upstairs, accommodates children of different ages. A secure garden is accessible for outdoor play.

About the inspection

This was an unannounced inspection which took place on Monday 19 August 2024 between the hours of 08:55 and 16:20. We returned to complete the inspection on Wednesday 21 August between the hours of 09:15 and 14:45. 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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke to and interacted with children using the service
- spoke with staff and the manager
- observed practice, daily routines and children's experiences
- reviewed documents in the service relating to children's care, play and learning
- took into account feedback we received from 24 families.

We provided feedback to the manager and provider on Friday 23 August 2024 by video call.

Key messages

New management had created an ethos of partnership, where children, parents and staff were involved in a cycle of continuous improvement.

Children were cared for with warmth by staff who knew their needs and wishes well.

Children could access a good range of play and learning experiences. These continued to be developed and included forest school sessions.

Children's freedom and right to choose was enabled by effective staff deployment.

The provider should work to ensure children experience quality nappy changing and toilet facilities which respect their privacy and dignity.

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?	5 - Very 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 nurtured and supported through their daily experiences by kind and compassionate staff. This was demonstrated by lots of laughing together and a natural familiarity between children and staff.

Children's wellbeing was understood and supported by the use of their comforters, family photographs and personal items from parents. The recent introduction of home visits to settle new children was also starting to contribute to this. For example, children and staff started to build connections in the child's own space before visiting the nursery setting. A parent said, "It is a medium size nursery, neither too large nor too small, and this allows for personal connections. My child has developed good relationships with staff and other children". As a result, children were happy, relaxed and confident. Moving forward, staff could use emotional language to validate children's feelings more, making them feel further valued.

Mealtime experiences were embedded as part of children's day rather than a practical task to be carried out. This meant that for preschool children in particular, mealtimes were opportunities to be independent and practise new skills, such as food preparation. The service should look to enhance younger children's learning opportunities during meals. All children looked relaxed as they ate at their own pace. Staff supervised children closely to keep them safe during fun and sociable mealtimes.

Personal care and sleep times were carried out with children's comfort in mind. Children were actively involved in their own care during these times which was respectful of their wishes. For example, toileting issues were dealt with sensitively and discreetly. To further protect children's privacy and dignity, the provider was working to upgrade changing areas and toilets.

Children's individual wellbeing was benefiting from a more enhanced use of personal planning. Staff were working alongside parents to ensure they had up to date information about children. For example, having daily verbal handovers and regularly reviewing children's personal plans. A parent said, "As a parent you are always able to go into your child's room to drop them off and pick them up where you are able to talk to the staff in the room about anything". While children's personal plans were detailed and informative, staff continued to work on recording significant information so children had continuity of care. For example, a comforter being needed more at a time of change for a child.

Health needs and medication were managed effectively to keep children safe and well. Detailed medical careplans were in place showing signs, symptoms and actions to take to support children. As a result, staff were knowledgeable with up to date information and able to support children when needed.

Quality indicator 1.3: Play and learning

Children had fun as they experienced a range of spontaneous and planned play, learning and development opportunities. Their interests were used to provide experiences which developed their thinking skills and creativity. For example, children were experimenting with transporting water to the mud kitchen. Children had opportunities to learn new skills, such as baking and cooking. They were involved in the planning and preparation, including visiting the shops for ingredients. This gave children a sense of achievement as well

as enhancing self-care skills. Children were praised and their attempts and achievements were recognised. Children's thinking skills were enhanced through effective questioning, offering new information or perspectives and support to recall information. As a result, children were problem solving.

Literacy and language development were being incorporated throughout play spaces with books, signs, songs and instructions being available in play. Staff used commentary, simple sentences and were modelling vocabulary for children. A parent said, "There's lots of singing. My child comes home singing new songs every day! Their language development is definitely positively influenced by being at nursery".

Children had the time and space to follow their own ideas. They could move and use resources as they wished, such as water and dough. This resulted in rich play as children imitated adult roles such as cooking. For continuous quality play, all areas should be reset and resourced so they continue to interest and inspire children. For example, return resources to their areas when children have finished using them. Consideration should also be given to children who are not sleeping during the day. They should have continuous access to a range of provision as part of their play.

The tracking of learning was a new process being introduced and so was a work in progress. While children's interests and stages of development were being used to plan for their learning, more effective tracking would ensure individual learning needs are met. A parent said, "The setting is always proactive regarding our child's learning and development and we have had many discussions in the past regarding developmental phases and how both we as parents and the setting can support our child". However, this experience was not shared by all parents and so the service should work on offering good quality feedback about learning consistently.

How good is our setting?

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 2.2: Children experience quality facilities

Children were cared for in a comfortable and homely setting. It was generally well ventilated with natural light. Décor was fresh and spaces were generally organised. There were comfortable rest areas and places to be active. Overall, children were given a clear message that their comfort and wellbeing mattered.

The setting was secure and well-maintained, respecting children's right for safety. Risks around the setting were reduced by a secure entry system and staff being vigilant around children's movements. In addition, children were enabled to consider risk in play, supporting the development of their decision-making and problem solving skills.

Infection prevention and control measures were in place such as effective handwashing at appropriate times. However, toilets and nappy changing areas did not meet current best practice standards. For example, the half door in the baby room did not effectively keep the air fresh or manage children's privacy; and there were not enough toilets for toddlers to use. This was an organisational wide issue which was being addressed over a planned period of time (see area for improvement 1).

The indoor environments were developmentally appropriate spaces for children at different ages. Resources reflected children's interests and stages of development which encouraged their engagement and development. Each room had core resources available such as sand, water and dough for sensory and

creative experiences. The use of loose parts and real items were increasing to give an authentic play experience. These should continue to develop for further intrigue and imagination in play.

Children could access their garden area throughout the day. Each playroom had its own garden space which was secure and prepared to receive children. A parent said, "Money has been spent improving the outdoor space and the children seem very happy". To further enhance children's play and learning experiences in the garden, the areas should be regularly reset and set up to invite children into play. For example, the toddlers had limited utensils in the mud kitchen as children moved them during play. All garden spaces were a focus for development and so will continue to improve.

Use of the local community had increased since the last inspection. For example, small groups of preschool children had weekly forest school sessions in a local wooded area; and visits to the library, shops and a local care home took place regularly. These opportunities offered children a variety of environments and opportunities to play and learn in. The service should continue to develop this work to benefit younger children and measure the impact on children's progress.

Areas for improvement

1. To demonstrate how nappy changing facilities will protect children from the risk of infection and provide privacy and dignity, the provider should submit an action plan to the Care Inspectorate. This should include how suitable facilities for children under two years and for children over two years will be developed, using current good practice guidance. The provider should detail a reasonable timescale within which the improvements will be made.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state: 'The premises have been adapted, equipped and furnished to meet my needs and wishes' (HSCS 5.18).

How good is our leadership?

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 3.1: Quality assurance and improvements are led well

The service had gone through a period of change with new management and staff moves. The focus of the past year was staff development and wellbeing in order to bring the team together and develop a shared approach. Staff were being empowered in their independence, decision-making and leadership skills which mirrored the enabling approach used with children. The culture was positive, proactive and responsive in a calm and measured way. As a result, staff were developing high aspirations and confidence in their own practice, which was impacting positively on outcomes for children.

Parental involvement had been a recent focus of improvement. Feedback was sought and used to plan ahead. For example, increasing learning opportunities outside the setting. Parents were welcomed into the setting through helping on trips, sports day and stay and play sessions. These opportunities gave parents insight into the nursery day and will help them to influence change. A commitment to partnership working was demonstrated and so will continue to evolve. A parent said, "I feel the service has a very warm, welcoming feel to it. Every member of staff always makes an effort to greet us and our child in the morning and makes us feel welcome".

A range of quality assurance and self-evaluation processes were being used to aid improvements. Staff were supported to reflect, highlight their strengths and identify what needs to change. All staff were involved in quality assurance as management worked to empower them through training, use of best practice and mentoring roles. For example, staff held coaching conversations with each other to reflect on and monitor practice. As a result, a clear improvement plan, reflective of where the service currently is, was a live document, guiding all staff in improvement.

Management should continue with the improvement journey, continue to foster the leadership skills of the team and the involvement of parents. This will contribute to a strong team which can sustain and lead it's own change in response to it's families.

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

Outcomes for children were good and continually improving, due to effective levels and deployment of staff. Children's needs were consistently met throughout the day as management understood the need for effective staffing levels and deployment. For example, children were supported through transition points during each day, such as mealtimes. The level of staffing meant that children had autonomy over where they wanted to play. For example, they could choose to be in the garden and staff would move with them. Quality assurance processes were carried out to support staff to consider deployment and this was empowering staff to make their own decisions about quality for children.

The play rooms had core staff providing children with stability and continuity as relationships had been built. Furthermore, arrangements were in place to ensure children's needs were consistently met during staff absence. Each room had a mix of skills and experience offering a holistic approach for children. Training staff were supported to reflect on their practice to aid improvement. They were guided, directed and mentored so they could improve their practice. Covering staff were employed by the provider so were familiar with families and the ethos of the service. As a result, they functioned as part of the team to benefit children. A parent said, "My child has a key worker, but everyone else is also very loving and supportive. Whenever my child needs something, staff would help them".

Staff were flexible and supported each other to work as a team to benefit children. Effective communication meant staff knew each others movements and could fill gaps where needed. Regular breaks kept staff rested and supported their wellbeing. A staff appreciation initiative was introduced where children and parents could recognise and appreciate specific staff. This boosted morale and positively impacted on motivation. Staff reported a positive, supportive ethos in the service, where they felt valued and happy.

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

In order for all children's needs to be met consistently, the manager should ensure personal plans are detailed and up to date across the service. The manager should consider that:

- Needs are identified alongside parents and planned for with enough detail to guide staff in their actions
- The staff are knowledgeable about the needs and plans of children in their care, including covering staff
- Needs and progress are reviewed alongside parents at least every six months, to support further development.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal 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 is consistent and stable as people work well together' (HSCS 3.19).

This area for improvement has been restated from the previous report.

This area for improvement was made on 23 June 2023.

Action taken since then

Action was taken to improve outcomes for children through effective personal planning. Detailed information was gathered from parents and used to provide consistent care and support. Staff were knowledgeable about children in their room and were generally using personal plans to keep changes in routine and needs up to date.

Personal planning continued to be a focus for staff development. In addition, spot checks and coaching sessions continued to support staff to use their knowledge in the maintenance of personal plans. Further improvement should focus on the quality assurance of personal plans to support staff to embed their good practice.

This area for improvement has been met.

Previous area for improvement 2

To ensure children are better supported in their play and learning, the manager should engage staff in further training and reflection on child development, play and the adult's role in them.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am supported to achieve my potential in education and employment if this is right for me' (1.27); and 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

This area for improvement has been restated from the previous report.

This area for improvement was made on 23 June 2023.

Action taken since then

Action had been taken to provide staff with a range of training opportunities to enhance best practice. Staff were then supported to reflect on their learning and plan to implement it to benefit children. As a result, staff were inspired and motivated to seek out learning and try new approaches. Therefore, children were experiencing purposeful interactions in play and experiences which developed their curiosity.

This area for improvement has been met.

Previous area for improvement 3

To ensure children receive a quality provision based on best practice, the provider should ensure:

- quality assurance processes are highlighting practice which requires improvement, and then planning to improve that practice, particularly around personal planning, play and interactions
- staff are confident and competent enough to challenge and support each other's practice, through mentoring, modelling and whistleblowing.

This is to ensure 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 process' (HSCS 4.19).

This area for improvement was made on 23 June 2023.

Action taken since then

A change in management had brought a commitment to teamwork, where staff were aware of each others strengths and skills. Staff were being empowered to support each other in reflection and learning with the aim of improving outcomes for children.

The manager had an overview of the service through effective quality assurance processes. These were aiding improvements in each room.

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?	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?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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