

Lemon Tree Nursery Day Care of Children

146 Castle Street
Forfar
DD8 3HX

Telephone: 01307 462 890

Type of inspection:
Unannounced

Completed on:
4 September 2024

Service provided by:
Lemon Tree Nursery Forfar Limited

Service provider number:
SP2017013019

Service no:
CS2017362201

About the service

Lemon Tree Nursery is registered to provide a care service to a maximum of 63 children not yet attending primary school at any one time. Of whom,

- no more than 12 are aged under 2 years;
- no more than 20 are aged 2 years to under 3 years.

2. Adult:child ratios will be a minimum of:

- Under 2 years - 1:3
- 2 years to under 3 years - 1:5
- 3 years and over - 1:8 if the children attend more than 4 hours per day, or
- 1:10 if the children attend for less than 4 hours per day

3. The manager is also the manager of Forfar Out of School Club Limited (CS2022000219).

The nursery comprises of two buildings, one for children aged two - five years and one for children aged under two years. The children have access to secure outdoor play spaces.

The service is situated in central Forfar, close to parks, shops and public transport.

About the inspection

This was an unannounced inspection which took place on Monday 3 September 2024 between 09:45 and 17:00. We returned on Tuesday between 9:15 and 10:45 to complete the inspection and gave feedback to management later that day. 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 reviewed 32 MS Form responses from their families and 13 MS Form responses from staff;
- spoke with staff and management;
- observed practice and daily life;
- reviewed documents.

Key messages

- Children were engaged in their play and learning, having fun as they participated in a range of activities and experiences.
- Staff knew children well which supported them in meeting children's individual needs.
- Children explored the outdoor spaces which supported their curiosity and provided opportunities for fresh air and active play.
- Staff should refresh their knowledge around infection prevention and control measures and reflect this in practice.
- Management and staff should continue to develop the quality assurance systems to ensure robust evaluation and reflection of the service.
- Flexible and effective deployment of staff ensured children were safe and secure in the service.

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?	5 - Very 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?

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 1.1 Nurturing care and support

Children were happy, settled and confident in their nursery environment. Staff were warm, caring and were developing a nurturing approach which was being embedded into practice throughout the team. Children were encouraged, praised, reassured, comforted and cuddled, supporting them to feel safe and secure in the setting. Staff were responsive to children's cues, which met their individual needs at the right time. Very good interactions between staff and children, supported children to be listened to, making them feel valued. A parent shared, "Great nursery, friendly and my child absolutely loves it".

Staff knew children well and worked in partnership with families to ensure consistency in the children's care whilst in the service. Personal plans gathered information to support the children's care, health and wellbeing. Plans should be further developed to contain more detailed information to support individual needs, such as strategies. This would help provide consistency amongst staff and meet children's needs. We signposted management to the personal plan guidance 'Guide for Providers on Personal Planning, Early Learning and Childcare' which may be beneficial for staff when reviewing plans with families.

Medication was administered when the appropriate parental consents and paperwork were completed. We asked the manager to review the medication paperwork to ensure it followed current guidance, available on the Care Inspectorate Hub. Staff were fully aware of their responsibility in safeguarding children and had undertaken child protection training to keep their knowledge current. This ensured staff knew the procedures to follow should there be a child protection concern and children were kept safe and protected.

Mealtimes were a sociable experience, where independence was encouraged as children helped to set the lunch table and served their soup and poured their drinks. Staff sat or knelt with the children, engaging them in a variety of conversations. The older children cleared away their crockery and cutlery when they were finished their lunch. The younger children capably fed themselves, supported by staff when needed as they sat with them around the table. The children were encouraged and praised as they ate their soup and drank from their cups. Some of the children were supported by staff to pour from the jug into their cups, encouraging independence and life skills.

Children had opportunities to rest and sleep throughout their sessions. Cosy spaces throughout the setting provided areas for children to rest or sleep. The younger children who went for a sleep had their own bedding and were made comfortable before they went to sleep with their shoes off and comforters provided. There were designated sleep areas for the younger children, in the sleep shed and in the quieter area in the baby room. Children were supervised well while they slept to ensure they were comfortable and safe.

We discussed with management ensuring children's privacy and dignity were considered when nappy changing, as well as minimising the potential spread of infection.

Quality Indicator 1.3 Play and learning

Children were having fun as they led their play and learning indoors and outside. There was laughter amongst the children and staff, showing that the children were relaxed around the staff and in the nursery

setting. A parent told us, "Everyone is very friendly, and generally take an interest in my child's needs and learning".

Resources were easily accessible to the children, which gave them the opportunity to develop their independence, choosing what they wanted to play with and where. They enjoyed the freeflow between indoors and outside, with many of the children spending much of their time outdoors, engaged in active play, investigating, exploring, being curious and using their imaginations. Children were becoming familiar with the local and wider communities through their walks and trips to the parks, shops and further afield.

There was a balance of planned and spontaneous activities and experiences. A parent told us, "Always learning something new". Planning approaches were responsive to children's interests and developing skills. Some of the older children were planning and making decisions as they used the loose parts to build structures and viewpoints outdoors, while others experimented with colours during water play. The younger children had fun as a couple of them transported water and poured it down pipes, while some of the babies investigated the texture of shaving foam. Staff observed children during their play and learning, mostly supporting and extending learning, when appropriate to do so. However, there were a few missed opportunities to extend children's thinking and learning further. Staff should be supported to be knowledgeable and confident in extending play and learning.

Observations of children's experiences and learning were recorded and shared with parents using an app. A parent commented "Friendly staff, regular updates". Staff identified children's next steps in development and learning and tracked these through the app to ensure progression.

How good is our setting?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality Indicator 2.2 Children experience high quality facilities

The setting was welcoming, clean and well ventilated. A parent shared "Caring environment, safe environment, good learning environment".

Children had dedicated spaces to keep their personal items, such as their bags and coats. They were using these spaces effectively, supporting each other to find their pegs. This gave the children a sense of belonging and encouraged them to be respectful with their possessions.

Staff ensured layouts of the playrooms made effective use of the space available, with resources easily accessible, which supported children's choice and leading their own play. Children had a range of quality resources to choose from which encouraged and supported their play. These were age appropriate and encouraged the children's development and progression.

The use of natural open-ended resources and creative materials within the indoor and outdoor environment supported children to explore their curiosity and develop critical thinking skills. For example, in the 3-5 garden, loose parts such as a pallet and logs became a KFC, where children introduced more resources to make their meals. We discussed the storage of loose parts within the garden to keep children safe.

Staff should continue to develop the nursery environment in collaboration with children and families. Consideration should be given to displays and children's artwork on walls, ensuring they are at children's

height where possible. This would allow children to celebrate their achievements, revisit their learning and activities and feel valued. We discussed with management softer lighting in the baby room when appropriate, and continuing to develop areas of the playroom into a more homely space for the younger children, particularly when children were going down for a sleep. This would further support their sense of security.

While infection prevention and control measures were in place, these should be more robust to ensure children's health and wellbeing were supported and the potential spread of infection minimised. We discussed with the manager, ensuring staff were aware of their roles and responsibilities in maintaining a clean environment for children. This included appropriate handwashing for the youngest children under warm running water, rather than a basin, before eating and after nappy changing. Staff should be mindful when wearing disposable aprons and when these should be removed. Management and staff should be aware of the storage of items within the toilet areas to minimise the spread of infection.

Written risk assessments were in place for all areas of the service indoors and outside. These were reviewed regularly and updated when needed. Risk assessments supported the visual risk assessing of the service throughout the day to ensure risks were identified and addressed. Staff undertook regular headcounts and communicated effectively with each other when children were moving between indoors and outside and vice versa, to ensure all children were accounted for. Children were encouraged to manage their own risk; identifying areas or spaces they did not think were safe in the gardens and in the local community. We asked the management team to refresh staff awareness and knowledge of the SIMOA campaign, as not all staff were familiar with it when we spoke with them. Having an understanding of this campaign will help staff to keep children safe and accounted for. We signposted staff and management to the campaign on the Care Inspectorate Hub and the bite size videos on YouTube.

Children's information was stored safely in locked filing cabinets and on password protected computer systems.

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 improvement are led well

The service was currently reviewing their vision and values after consultation with staff, children and families. This was to ensure a shared understanding of what to expect from the setting, with a clear direction for the service.

National benchmarking tools were used to evaluate and monitor the service and staff practice. Management should ensure that all auditing paperwork, such as accidents/incidents, is fully completed to support the evaluation of the service.

An improvement plan was in place with identified aims for the coming year. The progress and impact of the aims had been evaluated from the previous improvement plan to support further improvement of the service. The service should continue to develop the quality assurance system to ensure it is robust and continuous.

Regular staff meetings enabled staff to receive updates about the service, discuss the needs of individual

children and share good practice. As a result, everyone was working consistently together to ensure all children reached their full potential.

Children and families were meaningfully involved in the service. Their suggestions and ideas were gathered regularly to support the continued development of the service. Information was shared with families face to face and through an app to ensure they were kept informed and included in the setting.

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 4.3 Staff deployment

Effective deployment of staff supported the safety and supervision of children, with appropriate ratios maintained throughout the day. Having the appropriate ratios enabled staff to be responsive to children's needs and requests, which ensured children were provided with the right support at the right time. There was a mix of skills and experience within the staff team and staff told us they supported each other and were supported by management to meet children's needs and promote positive outcomes for the children attending the service.

Staff were warm, friendly and knew children well. They talked of enjoying their roles in the service, which contributed to a positive environment for children and families. Parents commented on the positive relationships they had with staff, but that in some cases communication could be better.

Staff worked well together and communicated respectfully and effectively with each other to meet children's needs and when leaving a room or area. There were sufficient staff which meant breaks and lunches were well managed and did not impact children's play or learning. Children were safe and their routines met. A parent commented "Both my children thrive going to nursery every day. They have great care and interaction from the staff. I feel comfortable as a parent that my children are well looked after and educated".

Mandatory training had been completed by the staff team along with a range of professional development opportunities to support the children in their care and positive outcomes. Staff should be supported to record their reflections of learning and the impact of this on their practice.

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

Requirements

Requirement 1

In order to ensure care and support is consistent, with all information gathered about the child, the service must have in place personal plans that are complete with all the necessary children's information by 20 August 2021. Personal plans should be in place within 28 days of the child starting in the service and these plans must be reviewed at least every six months.

This is to ensure care and support is consistent with the Health and Social Care Standards 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).

and in order to comply with;

Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, (Scottish Statutory Instrument 2011/210) Regulation 5(1) and (2)(b)(iii) - Personal Plans.

This requirement was made on 13 August 2021.

Action taken on previous requirement

Personal plans were in place for all children within 28 days of starting at the service. Plans were reviewed with parents and carers at least every six months and updated when necessary to ensure children's needs were met.

Met - within 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

Staff should continue to record observations that track development and significant learning for individual children. They should assess and revisit next steps in learning. Staff should be supported to develop a more reflective and evaluative recording style with the emphasis on outcomes.

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

state,

'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 13 August 2021.

Action taken since then

Staff were recording observations of children's development and learning through an app which was shared with parents and carers. The next steps identified for children were tracked within the app for staff to assess development and progression.

Previous area for improvement 2

The provider should ensure that staff have a thorough knowledge and understanding of key national frameworks and documents to develop their confidence in their roles and strengthen their practice.

This is to ensure care and support is consistent with the Health and Social Care Standards that state that,

'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)

This area for improvement was made on 13 August 2021.

Action taken since then

Staff had developed their knowledge of best practice and frameworks and these were being embedded into practice within the service, to support positive outcomes for children.

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very 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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