

Riverbrae Early Learning and Childcare Centre Day Care of Children

2 Middleton Road
Linwood
PA3 3DP

Telephone: 03003 001 372

Type of inspection:
Unannounced

Completed on:
27 August 2024

Service provided by:
Renfrewshire Council

Service provider number:
SP2003003388

Service no:
CS2003014788

About the service

Riverbrae Early Learning and Childcare Centre is a purpose-built service located within the campus of Riverbrae School. Children have access to two playrooms, two secure outdoor play areas, soft play room, separate dining room and use of the school gym.

The service is registered to provide a care service to a maximum of 20 children aged two years to not yet attending primary school at any one time. Children attended on a full-time and part-time basis, and most children travel to and from the service by bus.

About the inspection

This was an unannounced inspection which took place on 26 September 2024 between 09:00 and 17:00 and on 27 September between 09:00 and 17:30. 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 six people using the service
- spoke with 10 staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- Children benefitted from warm, caring and sensitive interactions from skilled practitioners.
- Staff had a very good understanding of children's interests and levels of development.
- The nursery was warm, welcoming and comfortably furnished for children.
- Children benefitted from loving and caring relationships.
- We would encourage the provider to support the manager to ensure staff are well supported.
- Robust monitoring systems, including self-evaluation, need to be more firmly embedded.

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?	3 - Adequate
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 found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality indicator as very good.

Quality indicator 1.1: Nurturing care and support

All children were happy and settled in the nursery. Children benefitted from warm, caring and sensitive interactions from skilled practitioners. Children were very well supported to be included within the service. This meant that attachments and relationships were strong resulting in children being happy, safe and settled in the service.

The staff were kind, compassionate and attentive. They knew the children very well and effectively met their needs during the session. For example, they introduced new activities and gave the children places to relax when needed. The staff also made sure the children stayed hydrated by offering drinks regularly throughout the day. This made the children feel respected and loved.

Children enjoyed their snack and lunch in a separate dining room which provided an opportunity for both groups to come together. Children who required help with feeding, received warm and caring interactions during this time. Children were encouraged to be independent, for example pouring their own drinks. As a result, children benefited from a lunchtime that promoted a range of life and social skills.

All children and young people had a personal plan in place which contained valuable information. This included information which supported the wellbeing of children and young people. Staff and visiting professionals regularly updated the plans with the most relevant information. This supported staff to plan and provide a service that was tailored to individual needs.

The service had very good links with a range of professionals to share information and ensure practice and strategies were right for children's current needs. Professionals provided specialist knowledge to staff, including guidance on feeding and mobility issues. As a result, children received the care that was right for them.

Children's health and safety was promoted through effective medication and safeguarding procedures. Staff had a good understanding of children's health needs. Procedures ensured medication was stored appropriately and children's health information was documented effectively. Staff understood child protection procedures and were confident in identifying and reporting concerns.

Children who required a sleep were able to rest at a time that suited them. We discussed the individual needs of some children and encouraged the service to continue to adhere to safe sleeping practices, including infection prevention and control. This would further support the development of children's overall wellbeing.

Quality indicator 1.3: Play and learning

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

Children were leading their own play throughout the day. Staff were aware of likes, dislikes and were attuned to children's requests. For example, a child went near the door, staff knew they wanted to go outside, and this was facilitated. As a result, children were being respected and their rights were being realised.

Our inspection took place early in the new academic year and some children were new to the service; however, staff had a very good understanding of children's interests and levels of development. Staff talked to us about children's interests and how these were being extended to provide learning experiences. For example, interests in fire engines and other vehicles were being promoted. This meant that children experienced learning that was relevant to them. One parent told us, 'Staff show an interest in their child's interests which makes them happy at nursery.'

Children had opportunities to develop literacy and numeracy skills. For example, children were shape sorting, identifying colours and counting during play. The manager and staff should continue to develop the outdoor area to ensure there are meaningful opportunities to play and learn. This will further ensure children have opportunities to develop literacy and numeracy skills.

Focused observations were available for all children and reviewed by the senior practitioner. The service had worked hard to devise a format of recording achievements to enable staff to track learning and development. A positive way forward would be to include next steps for each child which incorporate any information from multi-agency review meetings. This will help to ensure progression in their learning.

Children had the opportunity to visit their local community with access to a school bus twice per week. Children experienced visits to the park and a nearby nature reserve. We discussed the need for these valuable opportunities to be meaningful and linked to learning.

Staff took part in home visits to establish relationships with new children and their families. This provided unique opportunities to get to know children in their home environment and allows for information to be shared by parents. One parent told us, 'The staff are great they have provided a level of comfort to me as a parent and make me feel like my child is in good hands.'

How good is our setting?

4 - Good

We made an evaluation of good for this quality indicator, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Quality indicator 2.2: Children experience high quality facilities

We made an evaluation of good for this quality indicator, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

We found the nursery was warm, welcoming and comfortably furnished for children, particularly the young explorer's room. The space was well ventilated with natural light in each room. There was a secure entry system in place which was monitored by staff. This made children feel safe and secure in the setting.

The indoor and outdoor environments were evolving to consider children's individual needs and interests. Staff spoke about the importance of the environment and how this can spark children interests to help them learn. Natural, opened ended materials were available to stimulate children's curiosity and extend their play. We would encourage the staff to continue with their plans to develop play spaces.

Free flow access between the indoors and enclosed outdoor space enhanced children's abilities to lead their play and learning. Children were supported to engage in sensory and physical play in the outdoor space. We discussed with the manger the need to refresh and develop the outdoor areas available to the children. The manager and staff should consider cleaning, organising and replenishing some areas to continue to support children's natural curiosity.

Staff completed daily checklists in the premises and garden prior to children arriving. However, risk assessments required updating as they had not been completed in many years. We suggested the team review a new risk assessment every month to ensure they remained up to date, have relevant mitigation measures and ensure shared responsibility for all to maintain them. This will help to keep children safe.

Staff were aware of the Care Inspectorate's SIMOA campaign, which encourages services to act responsibly to safeguard, protect and support children's wellbeing. This included the constant and very good supervision of children within the outdoor area and high ratios while on outings. As a result, this contributed to keeping children safe.

Infection prevention and control measures were in place and were in line with current guidelines. Staff were confident in handwashing routines. Children were being supported to establish good hand hygiene routines in the setting, however, we suggested to the service that they focus on handwashing before meals and snacks to further support children's independence and self-care skills. Toilets were clean and accessible for children. The setting had an adequate supply of personal protective equipment which was stored appropriately. This meant that children were being kept healthy and well.

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate, were strengths only just outweighed weaknesses. The manager and team within the nursery were welcoming, friendly and approachable on the days of inspection. They engaged well in the inspection process showing a commitment to improve.

Quality indicator 3.1: Quality assurance and improvements are led well

Parents were kept up to date on their children's daily routines at nursery through an online app. The app lets parents know what their child had eaten, whether they've slept, and any achievements from that day. This helped to improve communication between staff and parents, as most children travelled to the nursery by bus. One parent told us, "I like that this nursery uses learning journals so I can get daily updates on what my child is doing."

The service had experienced significant challenges over recent months, this included the appointment of a new head teacher and a current vacancy for one of the depute manager roles. Therefore, they were in the midst of a major transition within the service. We discussed with the head teacher the need to identify clear roles and responsibilities for the leadership team. This will ensure children and families receive the care that is right for them.

Some staff told us that during this transition period, the current management arrangements had affected how well the team communicated. For example, staff had fewer chances to regularly talk about quality assurance and planning improvements for the whole service. As result, staff did not feel included in decision processes.

We spoke with the manager about the importance of having one to one meetings with staff, and they shared their plans to improve overall support to the team. We would encourage the provider to support the manager with these plans, as ensuring staff are well-supported is crucial. Improving communication will help develop staff roles, enhance staff wellbeing, and promote shared leadership across the service, fostering a stronger, more effective team.

The service had started using some self-evaluation processes and were beginning to collect feedback from parents about the service. However, these processes were not yet regular or robust enough to ensure procedures were consistently followed to secure sustained improvement. Robust monitoring systems, including self-evaluation, need to be more firmly embedded. This should focus on checking children's personal plans, their experiences, staff practices, and overall improvements in the nursery. This will help ensure positive changes last and improve the overall experiences for children. (See area for improvement 1).

Areas for improvement

1. To ensure the quality of children's experiences are improved, the provider should implement robust quality assurance processes, including self-evaluation, covering key areas of practice. This should include, but not be limited to, children's personal plans, children's play and learning experiences and staff practice.

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 use a service and organisation that are well led and managed' (HSCS 4.23).

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

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.

On the days of inspection, staff were deployed effectively throughout the playrooms and enclosed outdoor garden, which supported high levels of interactions and promoted the wellbeing and safety of children. Although appropriate ratios were in place, we would ask the provider to be mindful of children's individual support needs and ensure these continue to be planned for across the terms. This will support continuity of care across the day to support children to flourish through strong relationships and positive transitions.

Children and their families experienced a warm, caring, and nurturing setting as good working relationships and effective communication had been established between the team. They were respectful in their engagement which supported a positive ethos within the service. This meant that attachments between children, their families and the staff team were strong.

We observed staff communicating very well with their colleagues when tasks took them away from their responsibilities. Staff were proactive and flexible in their deployments throughout the day, they followed the children between the indoors and outdoors. Staff were also supportive of each other and came together as a team to lend an extra set hand if needed. This helped to maintain effective supervision of the children. As a result, children benefitted from loving and caring relationships.

Staff were passionate about their role to get it right for the children in their care. They worked well as a team to achieve high quality experiences for children in their care by sharing their skills and knowledge. Staff told us they used each other's strengths and interests to enrich children's play and learning experiences. For example, one staff member was particularly skilled with learning environments and is looking to develop this further within the team. As a result, children benefitted from a staff team that worked well together to improve their learning environment.

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

Requirements

Requirement 1

By the 4 March 2024, the provider must make proper provision for the health, welfare and safety of children. In this instance the provider must:

a) provide further training to staff on the action that should be taken in response to a child receiving a head injury or any other significant injury.

This is in order to comply with:

Health and Social Care Standard 4.14: My care and support is provided in a planned and safe way, including if there is an emergency or unexpected event.

Regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011 No. 210 Social Care).

This requirement was made on 30 January 2024.

Action taken on previous requirement

Staff completed bespoke first aid training provided in relation to dealing with a head injury on 13 March 2024.

Accident procedures have been updated to include specific details if head injury occurs. Staff we spoke to were confident with the new procedures in place.

Met - within timescales

Requirement 2

By 15 December 2023, the provider must ensure children's individual care and support needs are met through effective supervision.

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

- a) children are effectively always supervised.
- b) information sharing is improved, which allows staff to be fully informed of the children in their care. Improvements made to the sharing of information must be monitored to ensure they are effective.
- c) children's care plans should be completed to include all relevant information and this information be easily accessible to all staff.

This requirement was made on 17 November 2023.

Action taken on previous requirement

Children's care plans were easily accessible with up to date information on children's health, wellbeing and safety needs. These care plans were well organised under the GIRFEC wellbeing indicators. Visiting professionals contributed to the ongoing recording of the most recent advice and recommendations for children's learning and development.

Staff were very well deployed and moved with the children ensuring children got the right care from the right people.

Met - within timescales

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very 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?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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.