

# Patchwork 2-5 Nursery Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
17 September 2024

**Service provided by:**  
Patchwork 2-5 Nursery

**Service provider number:**  
SP2003000635

**Service no:**  
CS2003003084

## About the service

Patchwork 2-5 Nursery is a daycare of children service and is registered to provide care to 24 children aged 2 years to those not attending primary school.

The provider is Patchwork 2-5 Nursery. The service operates from their own dedicated space within a local community centre, located in the town of Dunoon.

## About the inspection

This was an unannounced inspection which took place on Monday 16 September and Tuesday 17 September 2024. The inspection was carried out by two early learning and childcare 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 service registered.

In making our evaluations of the service we:

- spoke with and observed children using the service
- contacted families through Microsoft questionnaires to gather their views
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

**Key messages**

- Staff were kind, caring and supportive with all children, resulting in children developing strong relationships with staff.
- Children were visibly happy, confident, and actively accessing all areas on offer.
- Children were having fun, along with their peers, playing cooperatively alongside each other inside and outdoors.
- Children's play and learning opportunities were enhanced through connections to their own and wider communities.
- Relationships between staff and management were very strong and they were passionate about delivering the best outcomes to children, families and their community.
- The ethos throughout the service focused on children as individuals ensuring that all staff treated children with dignity and respect.
- Staff worked well together as a team and their different skill sets and knowledge complimented one another resulting in positive interactions and outcomes for children.
- We found the garden requires attention to support children to safely access and use the garden area independently.

**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

### Quality Indicator 1.1 Nurturing care and support

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.

Throughout the inspection children experienced warm caring and nurturing approaches from staff who knew the children well. Staff were kind, caring and supportive with all children. As a result, children were developing strong relationships with staff. We observed children approaching staff for cuddles, reassurance and involving them in their play this showed children were secure in their surroundings, with staff and their environment. Parents told us.

'My child feels safe and learns something new daily.'

'All the staff are great with my child and are lovely she/he has been so settled right from the start and loves going there.'

'The staff are friendly, caring, and attentive.'

Staff had developed very good relationships with parents and families. The service worked hard to include them in their children's care, play and learning through having an open-door policy and welcoming parents in at drop off and collection times. The service welcomed parents in regularly for stay and play sessions, book bug sessions and trips in the local community. This meant that children and families were benefiting from a holistic approach to their care from a staff team who were committed to delivering best outcomes. Parents told us,

'My child loves attending the nursery, the staff are all very nice and friendly and caring towards the children. There are lots of opportunities for stay and play, book bug and attending outings as a parent helper. Parents/carers are always approached for advice and their input into all matters regarding our children allowing us to feel included in their learning and development.'

'Staff are so friendly; I know every staff member by their first name they are always talkative and very informative about my child.'

We observed mealtimes for both 3-5- and 2-3-year-old children and found that this was a sociable, relaxed experience. Children were given a variety of nutritious food, for example soup, pasta and fruit, children enjoyed the food provided and were given opportunities to self-serve food and drinks. This supported children to develop roles and responsibility while developing life skills.

Some staff ate alongside the children and staff encouraged conversations during lunch and snack. As a result, children were developing relationships and literacy skills through conversations and interacting with others. Children who brought packed lunches joined their friends at the same table ensuring they were all included in the lunchtime experience. The 3-5-year-old children had a choice of when to eat which supported them to eat at a time to suit their needs and did not interrupt their play. A parent commented that. 'My child absolutely loves the meals that he/she gets while in the nursery.'

He/she often has seconds which the nursery always accommodates. He/she enjoys his/her food, and if he/she tells them when he/she is hungry then they always provide him/her with a healthy snack and do not ignore his/her needs.'

Personal plans and all about me were in place for all children. Staff had gathered key information to support children's health, welfare and safety needs and were identifying areas of development. We found from sampling the information held it was not always clear to identify or track children's next steps or identify their interests. We would encourage the service to streamline information to make it easier to identify next steps, and how staff are supporting children's individual needs.

Risk assessments and individual support plans had been developed for children who require additional support. The service was working well with relevant agencies for example health visitors, speech and language therapist and educational visitors. This was supporting the service to deliver positive outcomes for children and families.

Children were supported to sleep at a time that was suitable to their needs or requested by parents, individual pods, sleep sheets and comforters were provided in an environment that supported children to rest and relax.

We sampled medication held and found this was stored correctly, and all permissions were in line with best practice guidance. We advised management to complete a termly audit of medication held in the service to ensure no changes had occurred and that children still required medication held.

### Quality Indicator 1.3 Play and learning

Throughout the inspection children were visibly happy, confident, and actively accessing all areas on offer. We observed children having fun, along with their peers, playing cooperatively alongside each other inside and outdoors. There were lots of laughter from the children who were enjoying being together while including staff in the learning opportunities provided. For example, chasing after bubbles in the garden, role play in the kitchen area, playing on the slide and using loose parts to create slides for the cars.

Children became immersed in their play and sustained their engagement in some aspects of play for extended periods of time. Staff provided very good support for learning through play encouraging children to persevere with tasks, asking appropriate questions and providing children with information that could help them direct their own play. Parents told us.

'All staff are friendly and approachable and go out of their way to help and support with any needs of myself or my child. You can tell just from being at the door that there is a real team dynamic, and they all get on so well'

'When we come to pick him/her up, we are always given a full rundown of how he/she has been and the activities he/she has engaged with. This is supplemented by the online Learning Journals and Facebook page where we have been able to see photos of our child enjoying activities and also comment on them ourselves.'

The staff team had worked hard to develop learning areas indoors that provided children with a rich learning environment. Through creating areas that supported children's curiosity, creativity and imagination. We observed a balance of adult directed and freely chosen activities which were supporting children to develop some key skills in arts and crafts, literacy, numeracy, health, and wellbeing.

Children had opportunities to take part in stories, singing and develop friendships with their peers while out in the garden. Staff also supported individual play and supported children to lead their own play and learning. As a result, children engaged well with each other and played cooperatively using their imagination and curiosity to develop their play and learning.

Parents were encouraged to be part of their children's play and learning journey through opportunities to take home literacy bags created by staff. This allowed parents to read and take part in activities to develop their child's language and literacy. Regular stay and play and book bug sessions were well supported by parents who enjoyed the opportunity to see their child in the nursery environment and how they were progressing and learning alongside their peers. This was supporting positive links between the parents and the nursery staff as well as supporting children to have links with home and nursery.

Children's play and learning opportunities were enhanced through connections to their own and wider communities, for example the children had recently visited the 'Western ferries at McInroy's point' where they had the opportunity to go on the boat, meet staff and learn about their jobs. A local florist had also visited the nursery to do flower arranging and the children then delivered their creations to residents in the local community. Regular visits to Ashgrove Care Home were also supporting the intergenerational links in the community. As a result, this was enhancing children's social and life skills through having the opportunity to learn more about their local community and their natural and surrounding world.

A system for planning and tracking children's learning was in place, however, we found the approach was in the initial stages for the whole staff team. Staff were reviewing and reflecting on a weekly basis with children which was supporting the team to plan for the following week. As a team staff they were recording a review of the children's interests, possible next steps in learning and suggested provocations. However, this was not detailed within the big book planning. We would encourage the team to review how they are documenting and tracking children's progress, next steps in learning to ensure there is a clear process of tracking. Staff should continue to be responsive in their planning, developing strands of learning that are based on and respond to individual children's interests.

We would continue to encourage staff and management to record play and learning through observations, effective assessments, while providing provocations, reflecting, and reviewing the environment. This will further enhance the breath, progression, and depth of play and learning.

## How good is our setting?

4 - Good

### Quality Indicator 2.2 Children experience high quality facilities

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

We found the environment was attractive, bright, warm, and welcoming. Staff had had worked hard at creating a calm, inviting and cosy environment that supported children to engage well with their peers and give them time to play on their own. Staff had developed and set up play spaces to support several types of play encouraging children to easily select resources. For example, arts and craft, home corner, small world, cosy areas for stories and outdoors.

Children had access to a variety of experiences and loose parts play materials to develop their imagination, for example staff had created a shop outside for children to pretend selling ice creams, children enjoyed playing in the sand and water, also using building materials to create areas for the dinosaurs and farm animals. As a result, children were having fun and interacting in positive experiences along with their peers.

Children had access to outdoors and there were opportunities for children to climb, run and take part in risky play. Children were confident and independent and it was evident children had regular and daily access to outdoors. As a result, children's health, wellbeing, and independence was being encouraged and supported.

We would encourage management and staff to continue to reflect and review the environment inside and outside with consideration to developing the outdoors further. We found the garden requires attention to support children to safely access and use the garden area independently. Management explained they have had continued problems with the garden flooding which at times has resulted in them not having access for safety reasons and also delayed them developing the area.

We also discussed other areas inside for example the reception area, storage within the old toilets, the flooring and paint work in the main corridors. These areas would benefit from being refreshed to support a more aesthetically pleasing environment as well as supporting good infection, prevention and control measures. We discussed this during inspection and have been given reassurance action will be taken to address areas identified. (See area for improvement 1)

Staff modelled good hand washing and children were encouraged to wash their hands, before snack and lunch reducing the spread of infection.

Risk assessments had been developed to support a safe environment for children. These had been reviewed and most had been shared with staff. Staff were aware at all times how many children they had present. This ensured children were kept safe and accounted for at all times.

Accident and incidents were recorded and shared with parents. the manager had an audit system that identified any areas or actions required to keep children safe.

### Areas for improvement

1. To ensure children experience high quality facilities and to support childrens health wellbeing and safety needs. The provider along with the manager should develop the outdoor area to ensure it can be used at a time to suit childrens needs, be a safe area to play with exciting and challenging outdoor play experiences. Also to support good infection prevention and control areas inside for example the reception area, storage within the old toilets, the flooring and paint work in the main corridors would benefit from being refreshed and cleaned.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'I experience an environment that is well looked after with clean, tidy and well- maintained premises, furnishings and equipment' (HSCS 5.22). 'As a child. I play outdoors every day and regularly explore a natural environment' (HSCS 1.32)

## How good is our leadership?

5 - Very Good

### Quality Indicator - 3.1 Quality assurance and improvement are well led

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.

Throughout the inspection the team responded well taking on advice and encouragement when suggestions were made. We found relationships between staff and management were very strong and they were passionate about delivering the best outcomes to children, families and their community. The team worked very well together to establish a shared vision through very good communication, developing plans for improvement and creating a welcoming inclusion ethos within the service. As a result, we are confident that the service will continue to grow and move forward. Parents told us.

'We have had a fantastic experience so far with Patchwork Nursery. My child loves going to nursery and has built a great relationship with all of the staff. They go above and beyond for the children and families, and I cannot recommend them enough!'

'We had an initial visit when we were considering which nursery to send our child to, and we were very impressed with Patchwork. We were made to feel welcome from the very beginning and given a full tour of all areas of the nursery with our son/daughter. The lead practitioner who gave us the tour was so friendly and incredibly professional, covering all information we would need to know and answering any questions we had.'

Regular team meetings were enabling the staff team to be reflective together and as a team they used reflections to bring about positive change to outcomes and experiences for children and families. This meant that children were benefiting from a staff team who were committed to improving the service.

Management and staff had regular contact with parents through parents' newsletters, online learning journals and children's care plan reviews. The service has an informative Facebook page supporting links with families in the service and families wishing to join. Every Sunday staff or management deliver weekly story telling sessions on their face book page for children and families to enhance links and also support language and literacy at home. Feedback from parents was recognised and acknowledged and the service worked well together to implement any changes or suggestions. This helped create positive relationships where families felt heard and respected.

Children views were regularly sought to inform the development of the service. Daily conversations with children and regular consultation enabled children to express their interests, likes, dislikes and plan their experiences in play and learning whilst having ownership along with their voice being heard and acknowledged.

As a team the service was very good at reflecting through on-going self-evaluation using best practice documents, for example the Care Inspectorate's 'Quality framework for daycare of children, childminding and school-aged childcare', this gave them opportunities to identify areas for improvement, which were reflected in a realistic and achievable improvement plan and standards and quality report which was regularly reviewed and evaluated. This was supporting the manager and staff to deliver high-quality care, play and learning, tailored to the needs of the children and families using the service.



Quality assurance calendars were in place to support management, lead practitioner, staff and the nursery secretary. These highlighted specific tasks that were to be undertaken throughout the year, who was responsible and when these tasks were to be completed for example when audits were to be carried out, meetings were to take place and reports were to be finalised. This helped to ensure that developments to the service were child focused and promoted positive outcomes ensuring that quality learning through play was at the heart of improvement planning. We suggested developing a record of monitoring for personal plans, big book planning and create a more formal process of monitoring staff practice, engagement, and delivery of experiences to ensure continued high quality outcomes for children.

Staff were safely recruited through the manager following best practice guidance 'Safer recruitment through better recruitment' all safer recruitment checks were undertaken prior to staff starting in the service. All staff were registered with Scottish social services council (SSSC). This supported the safety of children, families and staff.

## How good is our staff team?

**5 - 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 quality indicator as very good.

The staff team were warm, welcoming, and caring and there was a positive ethos throughout the nursery. Children were cared for by a staff team that was nurturing and compassionate. Staff were passionate about delivering the best outcomes to children and families through their enthusiastic manner and respectful interactions with each other. As a result, this created a positive environment that allowed the children to feel safe and secure, with adults who cared for them. Parents told us.

'I find all of the staff at patchwork are extremely helpful and easy to communicate with. They all communicate really well with one another as well, so everyone has the same information which is helpful. I get on very well with each of them.'

'The staff will do anything to support you, always keeping the parents updated about your child's progress.'

'Since our initial visit to the nursery, we have found all staff to be kind, caring, respectful, and helpful. We are happy to put our trust in them to do the very best for our child.'

The nursery was appropriately staffed to meet the needs of the children. Staff were appropriately deployed throughout the day which ensured they met children's needs at the right time. The ethos throughout the service focused on children as individuals ensuring that all staff treated children with dignity and respect. Staff worked well together as a team and their different skill sets and knowledge complimented one another resulting in positive interactions and outcomes for children.

Staff communicated well with each other, using radios to share information when children or staff required support. This ensured transitions were planned and staff and children had the right support at a time to meet their needs. Staff positioned themselves appropriately for maximum supervision both indoors and outside responding well to children's individual needs and interest. As a result, children were familiar with the daily routine and were happy and confident with staff and their environment.

Staff were effectively supported by the management team who spent regular time in the nursery playrooms. This helped to build positive working relationships and allowed time for management to support and engage with staff and children. Staff were happy, engaging and sharing tasks through working as a team. For example, staff lunches were organised to minimise disruption and staff supported each other when children required personal care or support. As a result, the day ran smoothly which supported children in their play, care, and learning.

As a team they were committed to continuous professional development and were passionate about sharing their knowledge and experiences as well as attending training courses to support them in delivering best outcomes for children. For example, curriculum and pedagogy learning through play, child protection, and nurture group training. As a result, staff were enhancing their skills and knowledge which in turn supported positive outcomes for children.

Staff had weekly moderation meetings to discuss children individually and as a team plan for the following day or week. This gave the team an opportunity to reflect on their day and identify any areas of improvement. Staff meetings were held regularly to discuss, planning, supporting children, what was working well within the nursery and any areas they wanted to improve. This supported staff to be organised and make changes when required resulting in better outcomes and experiences for children.

Management and staff were knowledgeable in relation to child protection and were confident what to do if they had any concerns.

## 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?	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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