

Burnside House Nursery Day Care of Children

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Type of inspection:
Unannounced

Completed on:
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Service provided by:
Childcare Scotland Properties Limited

Service provider number:
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Service no:
CS2019373510

About the service

Burnside House Nursery is one of six Daycare of Children services provided by Childcare Scotland Properties Ltd. The service is located within the town of Irvine, North Ayrshire, and is registered to provide care for a maximum of 140 children of whom no more than 33 shall be under the age of two years and no more than 36 shall be of an age to attend primary school. The service is located within a converted building, with a large outdoor play area to the rear. The service is close to a range of local amenities including shops and a park.

About the inspection

This was an unannounced inspection which took place on 13 and 14 August 2024 between 9:30 and 17:30. The inspection was carried out by one inspector from the Care Inspectorate. Eight children attended the service on the first day of inspection and 18 on the second day. 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 11 children using the service and five of their families
- spoke with 7 staff and management
- observed practice and daily life
- reviewed and sampled documents
- reviewed family and staff questionnaires.

Key messages

- Children were happy, safe and secure
- Children were engaged in their learning
- Staff were kind, caring and nurturing
- The team worked well together to support children's needs
- Quality assurance process had led to some improvements within the service
- To support children's wellbeing, the provider should carry out identified improvements required within the service
- Families were happy with 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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - 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 as there were a number of important strengths which, taken together, clearly outweighed areas for improvement.

Quality indicator 1.1: Nurture care and support

Children were happy, safe and secure in the care of staff who knew them well. Staff had formed positive relationships with children and were responsive to their emotional and wellbeing needs. When children needed comfort or reassurance, staff were kind, caring and nurturing, ensuring their needs were met. This helped children feel safe and secure.

Staff interacted with children in a warm and calm manner. They listened to children and respected their choices and wishes, for example, asking children for permission to help with their personal care. Staff recognised children's achievements and supported them to try new challenges by providing praise and encouragement. This supported children's confidence and self-esteem.

Some children were transitioning to other playrooms due to their stage of development. Staff supported children to settle into their new room at a pace that was right for them. They spent time with the children getting to know them and supported them to become familiar with the new playroom. This helped ensure continuity of care.

Overall, mealtimes were a relaxed, unhurried sociable experience for children. Meals were homemade, appetising and nutritious and children were offered an alternative if needed. Older children enjoyed their lunch in a separate dining room which was set up for them. Whilst some children selected their own lunch and poured their own drinks, some children were served their lunch. We suggested that all children had opportunities to develop their self-help skills and independence. Staff sat with children and enjoyed the opportunity to talk about their morning. Fresh water, fruit and yogurt was provided every day. After lunch, children were encouraged to brush their teeth. This helped promote children's independence and healthy lifestyle choices.

Staff understood the importance of sleep and rest for children's overall development and wellbeing. Younger children had access to a separate sleep room which was quiet, cosy and comfortable with soft lighting. Staff sat with children to ensure they were settled and provided gentle support as they fell asleep. This meant that children's emotional wellbeing was well supported.

Personal plans reflected children's needs, interests and preferences. Health and wellbeing indicators were used to monitor children's progress and were reviewed with families. The plans were linked to children's learning journeys which mostly reflected their learning targets. Staff should continue to develop this to ensure learning targets are clearly identified for all children.

Quality indicator 1.3: Play and learning

Children had access to a range of resources and play equipment to support their learning through play. Indoor resources were well presented and included natural and open-ended resources such as wooden blocks, puzzles, games and small world figures. Children were exploring the resources and using their

imagination to build structures and create their own ideas. This meant that children were leading their own play.

Children were engaged in their learning. Each playroom was well designed and set up with defined areas for children to access a range of play opportunities. Cosy areas for story telling with soft toys and puppets meant that children could relax and rest in a quiet space if they chose. Staff interacted with children, supported their play and encouraged them to choose where they wanted to play. Children selected their art and craft materials to create their own pictures and paintings, and role played in the home corner 'cooking and making tea'. This helped develop their creative and imaginative skills.

Older children moved freely between the indoor and outdoor areas with the support of staff. They enjoyed playing outdoors and had access to an outdoor playhouse, a planting area and space to ride on bikes and scooters. They played with wet and dry sand to build castles, played in the water trough pouring and filling containers and experimented with gloop. This meant that children were learning through sensory experiences.

Younger children were taken outdoors at times during the day, planned by staff. They had access to some physical play equipment such as a swing, chute and seesaw. Children enjoyed participating in energetic play. We asked the management team to provide opportunities for younger children to access sensory play experiences, for example sand and water. This would help extend children's learning and development.

We observed some staff extending children's learning through open-ended questions and having fun through rhyming songs and games. Staff sat with children and read books, encouraging them to predict and recall events within the story. As a result, children were developing their skills in language and literacy.

Staff recorded children's learning and development through observations which were used to plan children's next steps. The management team were supporting staff to make links between observations and planned learning experiences. This supported children's progress. The service told us that they were working towards a more responsive planning approach to ensure children's play and learning was more child led and reflected their interests. They should continue with these plans. This would ensure a good balance between adult and child led play.

How good is our setting?

4 - Good

We evaluated this key question as good as there were a number of important strengths which, taken together, clearly outweighed areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

The service was warm, welcoming and calm. Playrooms were bright with plenty of natural light and ventilation. Staff had redesigned the playrooms to make them more stimulating, interesting and homely. Learning areas were well defined and accessible for children to choose resources and move freely between spaces. Natural play equipment, wooden furniture and soft furnishings helped engage children in their play. As a result, children benefitted from well-equipped playrooms that supported their learning.

A large outdoor area provided children with ample space to engage in play. A high stone wall surrounded the outdoor area which ensured privacy and mature trees provided shade when needed. This meant that children were safe and secure.

Children in the three to five room had direct access to the outdoor area. They could choose to play with sand and water, dig in the construction area, and participate in energetic play. A separate outdoor playhouse was accessible, allowing children to participate in quieter activities such as arts and crafts. This contributed to positive outdoor play experiences.

Whilst younger children could play outdoors, they were restricted to a smaller section of the garden. This prevented them from accessing some resources and other play areas and meant that all children could not play together. We asked the service to review the outdoor space to allow younger children access to a wider range of resources. This would support their play and learning experiences.

Some outdoor play equipment needed to be replaced and upgraded, for example the mud kitchen and some of the two to three year old physical apparatus. The management team recognised the need to improve the outdoor learning environment. They acknowledged the importance of enhancing children's experiences and had plans to include the staff team to redesign and improve the outdoor learning environment. This will help improve outcomes for children.

How good is our leadership?

4 - Good

We evaluated this key question as good as there were a number of important strengths which, taken together, clearly outweighed areas for improvement.

Quality indicator 3.1: Quality assurance and improvement are led well

An action plan developed by the service in 2019 identified some improvements required to support better outcomes for children. Some improvements had been made but, during the inspection, we noted that there was insufficient handwashing facilities in the two to three room. The service took immediate action to address this.

Staff were developing as a team following recent recruitment of new staff. The manager had worked well to provide stability to the service and was supporting staff to form as a new team. The manager told us that the team was now developing a broader range of skills, knowledge and experience to help develop the service. This will support the quality of children's experiences.

The management team acknowledged that the service was on a journey of improvement. Staff told us they felt supported by the manager and that the team was committed to the service and motivated to make improvements. This contributed to a positive ethos within the team.

The management team was committed to improving the quality of the service and had identified areas for improvement. For example, the service improvement plan outlined priorities to strengthen relationships with families. This included improving communication and involving families in their children's play and learning. The service had sought the views of families through parental questionnaires, and overall, feedback was positive. We spoke with several families during the inspection visit and they told us that they were happy with the service.

The service was in the early stages of self-evaluation. Staff were included in the process, for example, room teams evaluated how the provision of resources and layout of playrooms reflected children's interest and stages of development. They were beginning to use reflective questions and identify strategies to improve children's experiences. This contributed to the ongoing development of the service.

The management team monitored all aspects of the service including reviewing children's personal plans and their health and wellbeing needs including the safe administration of medication. This helped ensure children's needs were met.

How good is our staff team?

4 - Good

We evaluated this key question as good as there were a number of important strengths which, taken together, clearly outweighed areas for improvement.

Quality indicator 4.3: Staff deployment

Staff knew children well and had developed positive relationships with children in their care. Overall, they worked well together and communicated with each other throughout the day to ensure continuity of care. Staff were flexible and offered support when needed, for example when children needed comfort or reassurance. This helped ensure children's needs were met.

Staff were deployed to work with different age groups according to their skills, knowledge and experience. This was discussed and agreed by the manager to ensure staff were well placed to support children's care, play and learning. Whilst most staff were responsive to children's care needs, there were times when children's personal care needs were not met in a timely manner. This had the potential to impact children's wellbeing.

Senior staff role modelled good practice and led by example. They were skilled and experienced staff who worked closely with less experienced staff to ensure they were developing their skills and improving their practice. This helped ensure children's experiences were positive.

Ongoing training opportunities were available for staff and reflected their professional development and review sessions. The service was able to access training through North Ayrshire Council which supported staff to continue their professional development and learning. All staff were trained in child protection and knew how to safeguard children and to report any concerns to the manager. This helped keep children safe from harm.

Regular staff meetings provided opportunities for the team to come together to share information and work towards providing consistent practice across the service. Staff were expected to help develop the service and improve the quality of children's experiences. They understood their roles and responsibilities and were encouraged to take ownership of developments within the playrooms. The manager acknowledged good progress had been made and that the team was committed to working towards the service's goals. This meant that children benefited from a team that was committed to improving the quality of the service.

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 support children's wellbeing, development needs and progress, personal plans should be further developed, with a focus on ensuring detailed and appropriate support strategies and observations are recorded.

This area for improvement was made on 30 May 2023.

Action taken since then

The service had further developed children's personal plans to reflect their health and wellbeing needs. This included using wellbeing indicator and linking observations and progress to children's learning journeys.

This helped ensure that children's care and support needs were met.

Previous area for improvement 2

To enhance children's play and learning staff should: - Develop their skills and knowledge in relation to child development and play theories - Involve children more meaningful in planning and making informed choices about leading their play and learning. -use effective questioning to extend children's thinking and to support them in developing their curiosity, creativity and problem solving.

This area for improvement was made on 30 May 2023.

Action taken since then

Most staff had participated in a range of training opportunities to support their skills and knowledge, including child development. They encouraged children to lead their own play and were supporting them to make choices. They used open-ended questions to support children to use their thinking skills, problem solve and explore their ideas.

This helped support children's play and learning.

Previous area for improvement 3

To further support and sustain continuous improvement throughout the service, the manager should embed robust systems to monitor and evaluate all aspects of their service delivery. Staff should be involved in this process using recognised self-evaluation frameworks to help them reflect on best practice. The provider should ensure that these have a positive impact in terms of sustaining improvement.

This area for improvement was made on 30 May 2023.

Action taken since then

The manager had put quality assurance systems in place to help monitor and evaluate improvements within the service. This included the development of a service improvement plan and self-evaluation processes to monitor and evaluate aspects of the service. Staff were involved which helped them reflect on best practice.

This helped improve the quality of the service.

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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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