

# Granny Smiths Day Nursery Day Care of Children

Granny Smiths Nursery  
22 Ayr Street  
Troon  
KA10 6EB

Telephone: 01292316606

**Type of inspection:**  
Unannounced

**Completed on:**  
19 September 2024

**Service provided by:**  
Camison Ltd

**Service provider number:**  
SP2023000211

**Service no:**  
CS2023000328

## About the service

Granny Smith's Day Nursery is registered as a day care of children service to care for 60 children not yet attending primary school. Of those attending no more than 15 are aged under two years; and no more than 45 are aged two years, not yet attending primary school with no more than 25 aged two years to under three years.

The service is located within the town centre of Troon and is within walking distance to the local amenities including the beach. Accommodation is over two levels with a baby and toddler room on the ground floor. For children aged three years to five years, the playroom is located on the second floor. Toilets can be accessed from each of the playrooms. There is also a sensory room available for the younger children. A secure outdoor play areas can be accessed from the ground floor. The service is in partnership with South Ayrshire Council.

## About the inspection

This was an unannounced inspection which took place on 16 and 17 September 2024 between 09:15 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 registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

In making our evaluations of the service we:

- Spoke with the manager and provider.
- Spoke with four members of staff.
- Observed staff practice and daily life.
- Reviewed documents.
- Received feedback from 30 parents/carers.

## Key messages

- Staff were warm and nurturing in their approach. Positive relationships between staff and children supported children to feel secure and valued.
- Planning approaches were responsive and took account of the needs and interest of most children. This supported children to lead their own play and learning.
- Children experienced a setting that was secure, homely, inviting and well maintained.
- Opportunities for parents to be involved were encouraged. Most parents told us they were regularly asked to evaluate the service through surveys and informal feedback. This supported a culture of collaboration and continuous improvement.
- Staff were respectful and courteous in their interactions with each other. As a result staff were happy and felt valued in their work environment.

## 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?	5 - Very Good
How good is our leadership?	4 - 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 different parts of this key question as good and very good, with an overall grade of good. Several strengths impacted positively on outcomes for young people and clearly outweighed the areas for improvement.

### Quality Indicator 1.1: Nurturing Care and Support

Children benefitted from staff who were warm and nurturing in their approach. Positive relationships and attachments supported children to feel secure and valued. Children enjoyed spending time with staff and invited staff into their play spaces. Most parents told us that they valued the relationships staff had built with their child and families. One parent commented that staff were; "Supportive, nurturing, experienced, friendly staff."

Staff knew children well and could discuss individual children's health and emotional wellbeing needs. We sampled a variety of children's personal plans and found that many lacked details on strategies that staff would use to support children. A few personal plans had also not been reviewed within the appropriate time scale. We discussed this with the management team who advised this would be actioned and monitored moving forward. This will ensure children continue to receive care and support that is reflective of their current needs.

Where children required additional support as part of their daily routines and play experiences, care and strategies were planned to support children. Staff had developed good relationships with other agencies, including Speech and Language Therapists. This collaborative approach supported children in receiving care and support that was right for them.

Mealtimes were a relaxed and unhurried experience. Most children had the opportunity to develop skills, such as independence, for example self serving, pouring their own water and clearing away their own dishes. An in-house chef provided healthy and nutritious meals and snacks for children. Staff sat with children, engaging in conversation about their day. As a result, mealtimes were a quality time where children could engage with their peers and develop important life skills.

Personal care routines were carried out sensitively and some staff used rights based practice to support children to make choices. For example, staff asked children if they would like their nappy changed and their noses wiped. Sleep routines for younger children reflected their routines from home and their preferences. Staff respected children's choices and consulted them about their sleep times.

Most families agreed communication was a strength and that they felt involved in their child's care. A few parents commented they would like to see more available online in relation to their child's learning. One parent commented; "I can see descriptions of what activities they do but I would like to see more evidence i.e pictures etc".

We asked the manager to review their current medication procedures to ensure they were reflective of best practice guidance as set out in the Care Inspectorate document 'Management of medication in daycare of children and childminding'. This will continue to support staff in ensuring medication is stored and administered safely.

### Quality Indicator 1.3: Play and Learning

Children had fun and were engaged in a variety of experiences. Children enjoyed working together to build car tracks and engaged in imaginative play in the home corner. Staff had a good understanding of how to support children in their play and most were skilled at observing and offering support when needed.

Children were encouraged to lead their play and chose how they spent their time. We discussed with staff how the outdoor environment appeared more structured in line with children's interest and many children from all playrooms spent prolonged periods of time in the outdoor environment.

Planning approaches were responsive to the needs and interests of most children. Staff observed children at play and experiences were mostly based on children's interests and stages of development. We discussed with staff how children would further benefit from more detailed evaluations of progression of children's skills and abilities. This would allow staff to continue to plan and set meaningful next steps that provide breadth and depth in children's learning.

The location of the service provided a variety of accessible community links, which were used regularly to extend children's play and learning. This included visits to the park, trips to the beach and a connection with the local nursing home. Staff spoke positively about a recent involvement through social media community page 'Troon the small town with the big heart'. This had been used to develop resources and experiences for children and had been utilised well.

Learning journals were used to track children's development and shared with parents to promote a collaborative approach to learning. One parent told us; "Always love seeing my child's learning journals and love that I can have involvement. Also enjoying some home link tasks we can do together." This supported staff and parents to work together and allowed for continuation and consolidation of learning.

### How good is our setting?

**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.

### Quality Indicator 2.2: Children experience high quality facilities

Children experienced a setting that was secure, homely and inviting. Displays of children's comments and work promoted the message that they mattered. The environment was clean and well furnished with plenty of natural light and ventilation. Ample floor space supported children to play together in both larger and smaller groups. Some cosy and comfortable spaces were available for children to rest, relax and have some time away from the group. One parent told us; "the family and home like environment" supported their child to feel welcomed.

Younger children had access to a sensory room. This provided opportunities for babies and children within the toddler room to play together and develop relationships with each other and also staff within the playrooms. This area was well used, particularly following lunch time. This supported children who wished to play to do so whilst allowing children a quiet space to sleep.

Resources were in good condition and age appropriate. Some loose parts materials were available for children to develop their imagination and curiosity skills.

To continue to support children's imagination and creativity, we asked the management team to consider how these could be further enhanced throughout the service to develop and extend children's play.

Robust infection control procedures supported children to experience a clean and safe environment. For example, staff and children took part in effective handwashing practices, including before and after lunch and when coming inside for the outdoor area.

Free flow access to outdoors was not available for all children however, staff were responsive to children's requests to play outdoors. Outdoors, children had access to a large, fully enclosed outdoor play space including an outdoor bathroom, handwashing facilities, and heated outdoor cabins. The service also had an allotment which provided children with the opportunity to grow and eat their own fruit and vegetables. Parents spoke positively about the outdoor space available, with one parent commenting; "My child plays outdoors in a daily basis, and is often outside during pick up times and there is always a variety of activities that cater to different interests and the environment has clearly been carefully audited to ensure all spaces are used to the best possible capacity".

Written risk assessments were in place for all areas of the service indoors and outside. These were reviewed regularly and updated when needed to ensure they were reflective of the current environment. This supported staff in ensuring children were safe and protected from harm.

## How good is our leadership?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

### Quality Indicator 3.1: Quality assurances and improvements are well led

The staff and management team engaged well during the inspection process and were committed to continually improving their service. Some suggestions we gave during our visit had been actioned prior to the conclusion of this inspection. This meant we were assured by the team's capacity to improve outcomes for children and families.

Self evaluation processes supported staff, families and children to identify strengths and areas for development throughout the service. Consultation methods including, 'Question of the month' provided parents with opportunity to give their views and opinions on aspects of the service, for example, children's lunch and snack menus. One parent told us; "Parents are given the opportunity to participate in feedback every month and the nursery staff are always happy to take ad hoc feedback." As a result, parents felt valued and included in their child's care.

Quality Assurance processes were in the early stages of being reintroduced. Recent changes to the senior management team had resulted in gaps in some monitoring process. For example, auditing of medication forms and children's learning journals had not been carried out for a period of time. We discussed this with the management team who spoke us through their plans. This will support the service in providing high quality care for children and families.

An improvement plan was in place with identified, manageable targets for the coming year. Through their Standard and Quality Report, the service, had monitored the progress and impact of their identified targets from the previous year. These had been evaluated and information used to form the current improvement plan. This contributed to a culture of continuous improvement.

An oversight during a recent change in legal entity had resulted in the service operating out with their current operating conditions. We raised this with the provider and our registration team. A variation was submitted prior to the publication of this report. This had no impact on the children attending the setting at this time.

## 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/people, therefore we evaluated this key question as very good

### Quality Indicator 4.3: Staff deployment

Staff were respectful and courteous in their interactions with each other. Staff spoke about their support of each other and how relationships mattered to them. One member of staff told us; "I feel we have an effective team that works well together to ensure the best learning experiences for the children in our care." As a result, staff felt valued in their work environment.

Children and families were valued and experienced a warm, welcoming service. Positive attachments and nurturing relationships were evident throughout all playrooms. One parent commented that Granny Smith's was; "A lovely friendly nursery, where the staff go above and beyond to support and provide fantastic opportunities for my child."

Staff had regular opportunities to meet with their manager, for example, 1-2-1 meeting and informal wellbeing chats between staff and management. All staff told us they feel personally and professionally supported by the management team. One member of staff commented; "Management is always very approachable and always take time out their day to make sure everyone is ok and if they need anything. Management are very approachable." This contributed to a positive ethos where staff wellbeing was prioritised.

Staff were responsive to children's needs and preferences, for example to support children to lead their play, staff moved between the indoor and outdoor play spaces. This ensured ratios were maintained and children were safe.

To support continuity of care for children, the senior management team were available to provide cover in periods of absence and to support staff to have their breaks. Children knew the members of the management team well and warmly welcomed them into the play spaces.

Staff were committed to their own professional development. Most staff had undertaken further training relevant to their role in early years, with some completing higher levels of qualifications. As a result, children were cared for by highly skilled and motivated staff.

## 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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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?	5 - Very Good
4.3 Staff deployment	5 - Very Good



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