

Moniaive Playcare Day Care of Children

Playgroup Building
Chapel Street
Moniaive
Thornhill
DG3 4EJ

Telephone: 01848 200 153

Type of inspection:
Unannounced

Completed on:
26 September 2024

Service provided by:
Moniaive Playcare, an Association

Service provider number:
SP2003002759

Service no:
CS2003011730

About the service

Moniaive Playcare is a daycare for children service situated in Moniaive, Dumfries and Galloway. It is registered to provide a care service to a maximum of 24 children not yet attending primary school at any one time.

No more than a maximum of 10 children aged two years to those not yet attending primary school: On the day of inspection, three children were present, all between the ages of three and not yet attending primary school.

The service has a large outdoor play area. Children can move freely between indoors and a secure outdoor area. The centre is within walking distance of local amenities.

About the inspection

This was an unannounced inspection carried out by one inspector from the Care Inspectorate on Tuesday, 24 September 2024, between 09:30 and 15:15 hours and Thursday, 26 September 2024, between 10:00 and 11:15 hours.

To prepare for the inspection, we reviewed information about the service. This included registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- observed practice and daily life
- spoke with three children using the service
- reviewed documents
- spoke with the manager and staff
- six completed questionnaires were received from parents/carers to gather their views and feedback.

Key messages

- Children were happy, settled and secure at the service.
- Children had made friends and enjoyed playing together.
- Children's wellbeing was supported through regular access to outdoor play.
- Staff were passionate about delivering the best outcomes to children and families.
- The management team and staff worked very well together to create a culture of shared responsibility.
- Staff were highly skilled in ensuring positive outcomes for children.
- The staff team had a very good mix of skills, knowledge and experience.

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?	5 - Very 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/people, therefore we evaluated this key question as very good.

Quality indicator 1.1: Nurturing care and support.

Children experienced warm, caring, and nurturing approaches. This supported children to be secure, happy, settled, and confident. Children approached staff for cuddles and invited staff to take part in their play and learning. One parent told us, "The staff are approachable and welcoming, creating a very warm ethos."

Children were actively involved in organising the lunchtime routine. They helped staff to set up lunch, which supported them to develop life skills. Staff sat and ate alongside children, supporting them when needed. This helped keep children safe during mealtimes. Children were encouraged to serve their own meals, and they were supported to pour drinks and clear away their plates after eating. As a result, children were developing their independence. They were relaxed and enjoyed the food that was provided. After eating, children could choose what they wanted to do; for example, they could access playroom activities or go outdoors. Fresh water was available throughout the day, and children were encouraged to access this. This helped keep children hydrated.

Personal plans supported children's overall wellbeing. 'All About Me' records provided staff with information about children's health, wellbeing, and safety needs in collaboration with parents. Both management and staff were knowledgeable about children's individual needs. They had developed clear strategies to support children to have a positive experience at nursery. This support helped build children's resilience and supported positive outcomes.

Staff were confident about child protection procedures. They had attended in-house training and were confident with their responsibilities should they be required to report any concerns. Staff knew who to report any concerns to in the absence of the child protection coordinator. This helped to keep children safe.

Although children attending the service during our inspection did not require medication, we found that staff and management knew their responsibility regarding safe medication administration. This helped keep children safe.

Accidents and incidents were recorded and appropriately shared with parents. These processes supported children's overall wellbeing.

Quality indicator 1.3: Play and learning.

We observed children who were happy and engaged in leading their own play and learning, with support from staff when needed. Toys and resources had been set up to support their curiosity, creativity and imagination. For example, children had opportunities to paint with cotton buds, listen to stories, and engage in outdoor play. This included dribbling with the football around cones, digging in the sand and balancing on tyres. There was plenty natural and open-ended resources, as well as real life resources, which supported children to problem solve. As a result, children engaged well with each other and played cooperatively, using their imagination and curiosity to develop their language, literacy, and numeracy skills through play-based learning.

Planning approaches were child centred and responsive to their interests and life experiences. Staff were knowledgeable about child development and used this to support them to provide quality play and learning experiences. As a result, children were progressing well.

To support their learning, staff actively listened to children's voices. Children could influence the experiences offered, and staff planned and implemented opportunities based on children's needs and interests. This was evident in floor books and children's personal learning plans (PLP), where their progress and learning was recorded and evaluated to identify next steps in learning. As a result, children were making progress. Parents shared with us, "The PLPs are kept up to date and are frequently offered for parents to take home to look at how their learning is progressing. These give very detailed observations and next steps that demonstrate clear progression of their individual learning paths."

Effective use of questioning by staff supported children to extend their thinking, widen their skills, and consolidate their learning through play. As a result, children were making good progress.

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.

The setting was extremely comfortable and welcoming with plenty of natural light and ventilation. Furnishings were of a high standard. Children had ample space to play and explore their surroundings. We observed children enjoying a story in the quiet area which was furnished with a comfortable sofa. This gave children a sense that they mattered.

Play spaces reflected children's current interests and curiosities, with appropriate resources and materials to support learning. For example, the children were interested in wild animals and books were provided indoors and outdoors to support this. The environment was sensitively structured to take account of all children's interests and stages of development. One parent told us, "The staff are very supportive of child led learning, which has allowed my children to follow their interests to support their cognitive and physical development."

Real-life resources such as pots, pans, and gardening tools supported children's imagination, curiosity, and critical thinking skills. Open-ended materials and 'loose parts' were available indoors and outdoors. For example, we observed children making mixtures with the jug, pots and pans. This supported children's imaginative play and learning. A parent shared, "They experience a wide range of activities in art exploring different techniques. They participate in community events for example the local flower show. The children also have access to loose parts, imaginative play, construction, reading stories, writing/mark making."

Infection prevention and control measures were in place throughout the service to minimise the spread of infection. Children were reminded and supported to wash their hands. Staff washed their hands often, role modelling for children and sharing the importance of good hygiene. This helped keep children safe and well.

Information about children was stored securely. Management was aware of their responsibilities to ensure confidential information was stored safely. This protected children's privacy.

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

Quality indicator 3.1: Quality assurance and improvement are led well.

Throughout the inspection, management and staff engaged well and responded to advice and encouragement when suggestions were made. We found good relationships within the team, and management and staff were committed to the development of the service. The team worked well together to establish a shared vision to deliver the best outcomes for children and families. As a result, they were well placed to continually develop the service.

Children's and families' 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, and dislikes. They also had the opportunity to influence play and learning as their views and opinions were sought. This helped children feel valued and included in the service.

Management and staff had regular contact with parents through a private social media page, emails, and daily chats. The service actively encouraged parental involvement through parent 'stay and play' sessions as well as regular outings and links with the community. This helped create positive relationships where children and families felt heard and respected. One parent commented, "We are involved throughout regular discussions and future plans for the service. An example of this includes when the staff asked parents and children about what improvement they would like for the outdoors area. My child and I volunteer to donate some sawn logs as seats for around the tree."

Staff reflected well on their practice, using the Care Inspectorate's 'Quality framework for daycare of children, childminding and school-aged childcare'. This gave them the opportunity to identify what was going well and what could be improved. Identified areas for improvement were recorded in a realistic and achievable improvement plan which was regularly reviewed and evaluated. This supported 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 processes, such as regular monitoring and self-evaluation ensured any issues were quickly identified and improved. The manager and senior practitioners worked alongside staff to role-model good practice and reflect on the environment, children's experiences, and staff practice. This ensured positive outcomes for children and families.

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.

The staff team were warm, welcoming, and caring, ensuring the nursery experienced a positive ethos. The nursery was appropriately staffed, and staff were suitably deployed throughout the day to meet children's needs. Throughout the service, there was a focus on the children as individuals, ensuring that all staff

treated children with respect. Staff worked well as a team, and their different skills and knowledge complimented each other. This resulted in positive interactions with the children. Parents told us about the positive aspects of children's experiences in the service which included, "The experienced staff and well maintained rural care setting", and "The staff know my children and are able to support them and extend their play and interests."

Staff responded to children's requests. For example, staff supported children to move between indoor and outdoor play spaces when asked. They positioned themselves appropriately to ensure maximum supervision both indoors and outside. Staff communicated well with each other, transitions were planned, and children were familiar with the daily routine. This created an environment that promoted children's rights and helped keep them safe.

The management team effectively supported staff by spending regular time on the nursery floor. This helped to build positive working relationships and allowed time for professional discussion. Staff were happy, engaged, and shared tasks by working as a team. Staff who worked part-time passed on information before leaving, and they said goodbye to the children as they left. This ensured the day ran smoothly to support children's wellbeing.

Staff met in the morning to share how they were feeling and any information that needed to be passed on. At the end of the day, staff had time to reflect, discuss individual children's needs and plan for the following day as a team. Staff shared, "I feel very supported by my colleagues who are always there to chat things through, either casually or at a meeting." Staff meetings were held regularly to discuss planning, support children, consider what worked well within the nursery, and any areas they wanted to improve. This supported 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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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