

# Kidology Day Care of Children

Kidology Nursery  
8 Bank Street  
Greenock  
PA15 4PA

Telephone: 01475 722 882

**Type of inspection:**  
Unannounced

**Completed on:**  
9 October 2024

**Service provided by:**  
Anne Warnock trading as Kidology

**Service provider number:**  
SP2007009094

**Service no:**  
CS2007152142

## About the service

Kidology is registered as a daycare of children service; it is located in Greenock and is run by Anne Warnock trading as Kidology. The service is registered to provide a care service to a maximum of 36 children not yet attending primary school at any one time.

- of those 36 no more than six are aged under 0 to 18mths;
- no more than 15 are aged 18 to 30 months and;
- no more than 15 are aged 30 months to those not yet attending primary school full time.

Children are accommodated in three playrooms over one level, and a small enclosed outdoor play space to the rear of the property. The service is close to local shops, schools and transport routes.

## About the inspection

This was an unannounced inspection which took place on 8 and 9 October 2024 between 09:00 and 17:00. The inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection, we reviewed information about this service. This included, previous inspection findings, 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 nine members of staff.
- Observed staff practice and daily life.
- Reviewed documents.
- Received feedback from 17 parents/carers.

**Key messages**

- Warm and nurturing care supported children to be settled, happy and relaxed.
- Staff were beginning to adopt an opened questioning approach to encourage and support children's play and learning experiences
- Infection control procedures ensured children safe. Both children and staff took part in good hand hygiene practices. This helped to minimise the potential spread of infection.
- All parents strongly agreed or agreed that they were happy with the service provided and felt they were consulted on their child's care, learning and development.
- Strong relationships with children and families were valued. As a result, children and families experienced a safe, nurturing and loving ethos.

**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 where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality indicator 1.1: Nurturing care and support

Warm and nurturing care supported children to be settled, happy and relaxed. Staff offered reassurance when children became tired and upset and children regularly approached staff for cuddles, comfort and to join their play. One parent told us; "The positive, nurturing environment provided in this establishment" was a strength and that their child had "grown in confidence due to the caring nature of the staff." As a result, children felt loved and secure.

Children enjoyed a morning 'check in' with staff and their peers. During this time children were encouraged to talk about how they were feeling that day and their emotions. This supported children to develop resilience and understand self regulation strategies.

Children's overall wellbeing was supported by staff's knowledge of their emotional, health and wellbeing needs. A number of documents contained important information about children's likes, dislikes and needs. We discussed with the manager how staff could further develop children's personal plans to ensure they record strategies on how they are going to support children. Good support from and collaboration with other agencies, for example Speech and Language Therapists ensured where children required further support this was given timeously.

Personal care routines for children were carried out sensitively, and staff were respectful of children's wishes, for example some staff asked children if they could change their nappies and could they join children in their play. The management team told us that focusing on children and parents understanding of children's rights and the United Nations Convention on the Rights of the Child (UNCRC) is a focus they are working on. The management team should continue to monitor staff practice in relation to this, to support continuity across the service.

Medication processes were in place, however further development of medication forms and auditing systems were needed. Prior to the conclusion of this inspection the management team had updated their recording of medication forms. This will continue to support staff to ensure medication is administered safely.

Almost all parents felt that communication was a particular strength of the setting. Regular opportunities including daily diaries, Facebook and online learning journals supported parents to be informed about their child's care and learning. One parent told us: "The establishment provides regular news letters and updates in regards to what my child is learning each month along with any upcoming events. The establishment holds regular parents nights to invite parents/guardians in to discuss their child's learning journey."

Mealtimes were a calm and sociable experience where children sat with staff and their peers. Most children benefitted from some opportunities to be independent through self-serving and pouring their own drinks. Meal choices were healthy and children had access to fresh water throughout the day. To support children's safety, all staff had a good knowledge of children's individual allergies and dietary requirements and processes in place to support this.

**Quality indicator 1.3: Play and learning**

Children were having fun and most were engaged in a range of experiences some of which supported their learning and development. Younger children were encouraged to participate in a range of sensory experiences to support their curiosity and exploratory skills. There were some opportunities for children to lead their own play, however we discussed with the management team how this could be further developed across the service.

Planning approaches were in the early stages of development. To ensure staff were planning for children's individual progress, next steps should contain more details and evidence on how children are progressing in their learning. This will support staff in identifying gaps in children's learning and allow them to plan effectively to ensure children are meeting their individual milestones.

Within play spaces for children there were some opportunities for the development of children's skills in literacy and numeracy. We discussed with the manager how these opportunities and experiences were more evident within the two-three age group. Management spoke about recently introduced audits within these key curricular areas and how these would further support all staff in ensuring a broad range of learning experiences for children across these areas.

Some staff were beginning to adopt a more open ended questioning approach to extend and develop children's play and learning experiences. Management should continue to provide training opportunities for all staff to develop their knowledge of skilful interactions and how to promote the language of learning with children.

Children's learning was supported by good links within their local community. Children had regular opportunities to visit local parks, shops and the waterfront. Staff told us about plans to reintroduce visits to the local care home and participate in intergenerational play opportunities.

**How good is our setting?****4 - Good**

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

**Quality Indicator 2.2: Children experience high quality facilities.**

Children experienced an environment that was bright with plenty of natural light. There were some homely touches including soft furnishings such as rugs and cushions and furniture for children was appropriately sized. Children's art work and comments were displayed throughout the service. This gave the message to children that they mattered and that their voice and views were important.

Spaces for children and resources were well maintained. Children benefitted from a good variety of resources, including some open ended and real life resources. This supported children to engage in imaginary play and develop their creativity and problem solving skills.

An enclosed outdoor area provided opportunities for children to participate in more energetic and physical play. Some children's health and wellbeing was supported through regular opportunities for outdoor play. Due to the layout of the building, free flow access to the garden was not possible for all rooms, however staff ensured that time outdoors was built into children's daily routines.

During our visit younger children had limited opportunities to go outside. We discussed with the management team how all children would benefit from spending time outdoors and management agreed to monitor this.

Good infection control procedures supported children to be safe and cared for in a clean and well kept environment. Staff and children participated in good hand hygiene and children were encouraged to wash hands at key times of the day including before meals and after returning from outdoor play.

Staff carried out daily checks of rooms and risk assessments were in place to ensure spaces were safe for children. Staff had introduced a pictorial risk assessment for children. As a result, children had the opportunity to develop their skills in assessing and managing their own risk.

## How good is our leadership?

4 - Good

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

### Quality indicator 3.1: Quality assurance and leadership are led well

The management and staff team engaged well during the inspection process and were open to ideas and suggestions we made over the course of our visit. It was evident that the management team were passionate about providing a quality service for children and families and were proactive in making improvements.

Self evaluation and quality assurance systems were in place and took account of relevant guidance and best practice documents. Staff spoke positively about their involvement in these processes and how they were supported to contribute their views and opinions to identify where improvement was needed. Whilst we could see some evidence of this, it was not consistently imbedded. We discussed with the manager how further developments to the current systems would support consistently in identifying and sustaining improvements across all aspects of the service. Prior to the conclusion of this inspection the management team had made changes to some of their quality assurances systems. This will support them in continuing to provide positive outcomes for children and families.

Staff recruitment processes helped ensure a safe environment for children. Once recruited, staff underwent an induction where they were mentored and met regularly with management. Staff told us they felt well supported and could ask managers for help when they needed it.

All parents strongly agreed or agreed that they were happy with the service provided and felt they were consulted on their child's care, learning and development. One parent told us: "We are given home sheets for parents to give their ideas of what they would like their child to be working on/ need improvement, any issues I can address whenever staff always so helpful".

An improvement plan was in place which was reflective of the current aspirations and needs of the service. The staff team told us they felt involved and it was evident where some priorities were beginning to have a positive impact on outcomes for children and families. For example the appointment of a literacy champion had led to improvements in resources and experiences for children. To further support staff development, we encouraged management to continue to support staff in undertaking further leaderships roles within the service.

**How good is our staff team?****4 - Good**

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

**Quality indicator 4.3: Staff deployment**

The management and staff team had worked together to ensure that children and families experienced a warm and nurturing ethos. One member of staff told us: "The biggest achievement on a daily basis is having smiley, happy children. Children meeting milestones, first words, first steps and we get to experience that. Kidology has also achieved a great team of people who we call a family!."

Strong connections and nurturing, respectful relationships were at the heart of the service. One parent told us: "The relationships that my child has built with the ladies in the nursery. This makes it easy to send my child to the nursery because I know they will be cared for and loved just like they are at home." As a result, children experienced a service where they were valued and loved.

Staff were respectful and courteous in their interactions with each other. It was evident all staff were passionate about the role they played in the lives of children and families. One member of staff told us: "Kidology is a family, it's a place where children come to thrive and grow, a place that feels like home! When our children are happy and growing that is the biggest success and achievement us as early year practitioners could ask for."

Children benefitted from being cared for by a staff team with a variety of skills and knowledge. Management had taken into account staff preference, skills and levels of experiences when allocating staff to play rooms. As a result, staff felt included and valued in their work environment.

Staff had completed core and other training opportunities relevant to their role. This included child protection and most staff were confident in telling us the procedures they would follow to promote children's welfare and keep them safe and protected from harm.

Regular individual meetings with the manager provided staff with the opportunity to discuss their progression and celebrate achievements. We discussed with the manager how further developing these meetings and introducing a target system for staff would support them in continuing to contribute positively to the service and provide them with further opportunities to develop their own professional practice, for example, encouraging staff to undertake leadership roles.

All staff told us they felt both personally and professionally supported by the management team. One member of staff commented: "The office door is always open to allow all staff the opportunities to talk. It also helps that the Senior Management Team are very approachable."

**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	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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