

Peek-a-Boo Nursery Markinch Day Care of Children

The Old Clinic
Betson Street
Markinch
Glenrothes
KY7 6AA

Telephone: 01592 760 400

Type of inspection:
Unannounced

Completed on:
6 November 2024

Service provided by:
Lynne Kivistik Limited

Service provider number:
SP2005007650

Service no:
CS2005102339

About the service

Peek-a-Boo Nursery is registered to provide care for a maximum of 45 children from eight weeks to those not yet attending primary school. The service is in the village of Markinch, Glenrothes, Fife. The service is provided from renovated accommodation which consists of four age defined play spaces. All children have access to a large secure outdoor area. This included toileting and changing facilities, a kitchen and office within the premises.

About the inspection

This was an unannounced inspection which took place on 5 & 6 November 2024 between 09:00 and 16.00. We provided feedback on 6 November 2024. 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 registration and any complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with children using the service
- reviewed feedback from 31 families using MS forms
- reviewed feedback from eight staff members employed in the service using MS forms
- spoke with provider, senior management, and staff
- observed practice and daily life
- reviewed documents.

Key messages

Children benefitted from a happy, nurturing and passionate staff team who knew them well and were committed to providing high quality care and support.

Skilled and knowledgeable staff understood when to engage and when to stand back, this enabled children to develop their play at their own pace.

Children's needs were very well supported by effective personal planning. This ensured staff caring for children had a clear overview of their individual needs and preferences.

Children's health and wellbeing was enhanced through daily access to outdoor play opportunities.

Children and their families benefitted from a skilled and experienced staff team who worked effectively together.

Strong and effective leadership had supported a culture of continued reflection and improvement.

Very effective quality assurance systems were in place and supported ongoing improvements throughout 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?	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, therefore, we evaluated this quality indicator as very good.

Quality Indicator 1.1: Nurturing care and support

Children benefitted from care that was warm and nurturing. This supported their overall wellbeing. We saw that children were happy, settled, confident and having fun. Staff knew children well and were attuned to their individual needs and what was important to them. This caring approach contributed to children feeling safe secure and loved. Children were very well supported and this encouraged them to flourish and thrive.

Personal planning for children was a strength of the service. This effective approach contributed positively to children's overall health and wellbeing. Personal plans were completed in partnership with families and updated regularly. The service had developed "what matters" forms which families and children could share what was important to them. This inclusive approach ensured that key information was shared between home and nursery. This supported families to feel valued respected and included. This also meant that staff were confident and knowledgeable in supporting children's care and development needs. These documents contained current information and strategies to ensure children's needs were being met effectively. Families conformed this and told us that they were involved in reviewing personal plans and some comments included:

"Had a meeting and was talked through everything, was great and asked to update anything I felt was relevant too,"

"I enjoy getting my child's PLJ home to review or go over with staff and see what aspects of nursery she's enjoying so I can replicate the activities I can see her participating in on Family app,"

"There is always communication regarding my child's care and his personal plan is updated regularly enough as he is getting older."

Mealtimes were unhurried, relaxed and sociable experiences. Children were supported by caring staff who were focused on their wellbeing as they ate. Children enjoyed sociable conversations with staff and their friends. Children were developing confidence and important life skills, by independently undertaking tasks, such as helping set up the table or clearing away their own plates. Snack choices were nutritious and supported healthy choices for children. This encouraged children to make choices and develop a healthy relationship with food.

Staff were skilled at identifying when children required additional support and responded to this in a nurturing and supportive way. This meant that children's individual needs were well considered and planned for across their day.

Staff understood their roles and responsibilities in safeguarding children. They spoke confidently of the steps they would take should a concern or a support need arise for a child or family.

Children's health and wellbeing needs were carefully considered through the correct and well organised storage of medication.

All consent forms were completed with families, and were regularly reviewed to ensure information was current.

Quality Indicator 1.3: Play and learning

Children were happy, engaged and having fun. One child told us they love coming to Nursery to play and to make soup. Staff were very responsive to children's interests and interactions were caring and nurturing. This contributed to children feeling valued, respected, and included.

Children benefitted from carefully considered play spaces both indoors and outdoors. We observed a balance of spontaneous and planned experiences which promoted children's needs, wishes and choices. For example, children had been interested in making their own bread and soup for snack. We saw children fully involved in this activity and they were fully engaged for an extended period of time. The learning environment was inviting and stimulating. Resources and experiences enabled rich learning opportunities and promoted challenge. Children were actively encouraged to explore, be curious, problem solve and use their imagination. This approach supported children to be independent and engaged in their play and learning.

The secure outdoor play space enabled children to enjoy a range of experiences that sparked their interests and promoted learning. These opportunities supported children's health and wellbeing through outdoor physical activities. Children were empowered to make choices about what they wanted to play with. These experiences provided opportunities for children to develop their skills in language, literacy, and numeracy. Throughout the day, children were mark making, singing songs and rhymes, and listened to stories in cosy comfortable spaces.

The setting had developed community links and strong partnerships which had provided positive opportunities to enhance children's play and learning experiences within their own community, for example children regularly used the local library bus and collected their hot lunches each day from the local hotel.

Planning approaches were child centred with children being actively involved in leading their own learning. Planning walls were used to record their interests and learning. This contributed to children feeling valued and respected. Floor books effectively captured their thoughts, ideas, and discussions. This further highlighted staff's responsive approach which meant children were making good progress.

Children's learning and development was further supported by sharing observations and next steps with families using a digital app called Famly. Personal learning journals (PLJ's) were used to detail observations, significant learning and planned next steps that were relevant to individual children. Effective tracking of progress ensured that all children were supported on an individual basis. As a result, children were effectively supported to learn and achieve.

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, therefore, we evaluated this quality indicator as very good.

Quality indicator 2.2 Children experience high quality facilities

Children experienced an environment that was well furnished and well maintained with plenty of natural light and ventilation. Careful consideration had been given to resources and furniture.

This created a welcoming and homely atmosphere.

The layout of indoor play spaces across the service ensured that children could move around areas with ease, this provided all children with the opportunity to access resources independently. Children confidently moved around these spaces, this supported them to explore the resources and opportunities that were on offer.

There was no direct access to the garden for all rooms, so staff were creative and ensured that children had daily access to outdoor play experiences. This supported children to be healthy and physically active. Families who responded to our MS Forms survey told us that their child could play outdoors always or very often. Some of their comments included:

"It is rare that I hear that my child has not been outdoors. The garden is a fantastic resource that my child loves. They take the children on trips to the local area including Balbirnie where I receive lots of updates about the learning experiences they are having there,"

"My child loves the outdoors and the tyre swing,"

"Always lots of photos of garden, woodland walks and walks around the surrounding area too,"

"I believe the children are encouraged to play outdoors and have the freedom to voice that they would like to whenever they want. So, I know my child gets out in the gardens a lot at nursery and they are always going for walks around the local area."

Children's health, wellbeing and safety were effectively supported. A variety of measures were in place to help keep children safe. Risk assessments helped staff to reduce risk and enhanced children's safety. Benefits were considered alongside these to support risky play and resilience. Children were actively involved in developing their understanding of safety. Staff and children were engaging very well with the Care Inspectorate SIMOA campaign, which enhanced their practice and kept children safe. A purple elephant helped bring this to life for children across the service.

Infection prevention and control measures were in place, and this contributed towards a safe environment for children. For example, children were encouraged to wash their hands at key points throughout the day including before and after meals.

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, therefore, we evaluated this quality indicator as very good.

Quality indicator 3.1: Quality assurance and improvement are led well

The service had recently reviewed their vision, values and aims with children, families and staff. This contributed to the positive and nurturing ethos of the service and supported staff practice. This approach encouraged a shared understanding between families and the service. The management and staff were passionate, motivated, and committed to continuing to develop the service to ensure positive outcomes for children and families. The management team were visible across the service and were well known to children and their families. Strong leadership within the service promoted a culture of continuous improvement and supported the staff team.

One parent told us that it was "lovely to see hands on management team too, who are never too busy to chat with the children and parents."

A development plan had been created, and the priorities were outcome focused with realistic targets. Staff told us they were included in reflecting on the quality of the service and planning for improvement. This further supported, staff, children, and family's sense of being valued, respected, and included in the life of the service.

Children and families were regularly consulted, and their views gathered. They did this with questionnaires and face to face discussions. Children's and families' views and suggestions about their care, play, and learning were valued by staff. The feedback we received from families highlighted that they felt they were involved in a meaningful way to help develop the service. One parent told us that "I feel that we are regularly asked our opinion on things they have implemented or things we may like to see."

Effective quality assurance systems were embedded into practice. These systems were well organised, detailed and supported ongoing improvement. The provider and staff regularly evaluated learning opportunities and the resources available. This resulted in children experiencing a rich learning environment which encouraged them to be creative and curious. Peer monitoring was also part of the evaluation process and supported staff to be reflective practitioners and showed commitment to providing a high-quality service to maximise children's outcomes and their wellbeing.

Regular team meetings gave staff the opportunities to talk about any successes and achievements, discuss any individual children's needs or next steps and reflect on practice. This resulted in a positive ethos across the team and service, which supported children to reach their full potential.

A range of clear policies were in place which supported safe practice within the service. These were regularly reviewed to ensure they followed current best practice and guidance.

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 quality indicator as very good.

Quality indicator 4.3: Staff deployment

Children benefitted from a caring and nurturing staff team who knew them well and were committed to providing high-quality care and support. Staff were deployed effectively, and this took into consideration the range of experience, knowledge, and skills of the team. This ensured that children's experiences across their whole day were positive. Most families who completed our MS forms survey, agreed or strongly agreed that they were happy with the care and support their child received in the service. Comments included:

"He's safe and happy,"

"Just the overall care and interest in my child, he seems happy to be there and never comes home upset. He is entertained and stimulated and is always learning,"

"My child is cared for by caring individuals who put my child's needs first,"

"Family feel of the service, extension of home."

Effective staff deployment meant that children experienced high quality interactions, as the right number of staff were available to meet their needs. Staff carefully deployed themselves to ensure children were supported if they needed it. Staff communicated well with each other and with children throughout the inspection. For example, they told each other when a task took them away from their area, they had to leave the room or when supporting a child. Staff were flexible, supportive, and respectful of each other. This approach ensured there was a positive ethos between the team. This helped children and staff to feel safe and secure.

The staff team were knowledgeable and skilled. They were highly motivated and were keen and committed to the continual development of the service. This included a commitment to their own professional development. This approach supported staff to deliver a high-quality service with a clear focus on improving outcomes for children. Staff had undertaken a variety of further learning. This included training courses provided by the local authority, professional discussions, and self-directed study. This carefully planned approach encouraged staff to develop their knowledge and skills. This meant that children's care, play, and learning was informed by current best practice.

Staff were recruited safely and in line with current best practice. An effective induction period was in place with new staff being assigned a mentor for support and guidance. The national induction resource was used effectively to support the induction and encouraged staff to reflect and evaluate their own practice.

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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