

Kirktonholme @ Canniesburn Day Care of Children

Canniesburn Lodge
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Telephone: 01419 429 221

Type of inspection:
Unannounced

Completed on:
19 November 2024

Service provided by:
Charlotte and Edward Kelly , a
partnership

Service provider number:
SP2011982135

Service no:
CS2011286071

About the service

Kirktonholme @ Canniesburn is provided by Charlotte and Edward Kelly, a partnership.

The early learning and childcare centre is located in the Canniesburn area of Bearsden, Glasgow. The centre operates from a converted lodge and purpose-built annex within the enclosed grounds and outdoor play areas.

The service is registered to provide a care service to a maximum of 92 children as follows:

Main building:

21 children 0 - under 2 years

21 children 2 - under 3 years.

New building:

32 children 3 years to those not yet at primary school of which a maximum of 10 children from the age of 2 years only.

When using the extended part of the playroom a maximum of 50 children 3 years to those not yet at primary school only.

About the inspection

This was a full unannounced inspection which took place on 18 and 19 November 2024. 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 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 children and their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were nurtured, engaged in quality experiences, and having fun.
- Staff knew children very well, responded to their needs sensitively in line with information recorded in their personal plans.
- Family engagement opportunities supported strong relationships within the service.
- Children benefitted from quality outdoor experiences daily.
- Management were committed to continue supporting staff to become a skilled and confident team who worked together to provide positive outcomes for children and families.
- Quality assurance, self-evaluation and improvement planning were meaningful and having a positive impact on the outcomes for children and families.
- The provider should review guidance on making notifications to the Care Inspectorate to ensure that all relevant notifications are made.
- The manager and staff should continue to assess and review plans for safe sleeping arrangements outdoors.

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?	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?

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 1.1: Nurturing care and support

We observed lots of warm, caring interactions between children and staff and positive relationships. Care provided to children was personally responsive to their needs, for example, younger children were provided with physical affection to help them feel safe and secure. Older children had access to quiet spaces and corners to allow reflection time and to support self regulation.

Staff were respectful towards children, taking time to listen and respond. Staff knew children well and had developed meaningful relationships which enabled them to support their learning and development.

Staff had developed strong relationships with families. Parents were invited into the building and play spaces at the start and end of the sessions. The manager and staff spent quality time chatting with parents about their children's day and individual needs. A family space had been created where parents could support their children's transitions into the nursery. Parents provided positive feedback about the relationships they had with staff and the benefits this brought to their children. Comments we received included:

"Staff are always very approachable and happy to keep us up to date on everything they are doing with our children. They seem to really care about our children, and we are very comfortable with them."

"The staff are incredibly professional and are always very friendly and welcoming. I feel comfortable to ask questions about my child and I feel the staff know my child well."

"All staff I engage with have a genuine love and care for my child and always show an interest in his family life. The staff always strive to do their best for my child and I feel confident and comfortable leaving my child in nursery."

There were good settling arrangements in place for children with staff adopting a caring and sensitive approach. The settling in process provided opportunities to build positive relationships with parents and support children to feel safe and nurtured. A nursery welcome pack was available for parents, providing them with comprehensive information about the nursery. Staff were compassionate and reassuring towards children, strengthening connections and trust.

Transition arrangements for older children in the service were effective with staff maintaining links with primary schools. Stay and play sessions were being arranged for parents to encourage parents to stay, play and learn with their children. This helped children to adjust to change and feel more confident.

The service had systems in place to store and administer medication safely. The medication policy and procedures were in line with best practice guidance. Monthly medication audits were carried out by management. This supported children's health and wellbeing needs.

All children received a personal plan created in partnership with parents and children. Plans were reviewed and updated regularly in consultation with parents. They contained the key information that staff needed, to respond sensitively, quickly and compassionately to changes in a child's life. This meant children benefitted from a robust personal planning process that supported their wellbeing.

Children had the opportunity to sleep when required. Staff knew children's sleep preferences and were responsive to ever changing routines. This supported children's overall wellbeing. The manager and staff were in the early stages of introducing outside sleeping for younger children. We discussed policy, procedures and practice in relation to this to ensure that children remained in a comfortable ambient temperature at all times.

Children enjoyed a rolling, sociable lunch and snack time that supported their independence. They helped set the table attractively with real crockery, tableware and flowers. Children were able to come to a natural pause in their play when they chose to go for lunch and snack. They self-selected lunch from serving dishes and poured their own drinks. Staff sat at the lunch table and were able to support children where needed, chat and lead conversations with children.

Staff worked proactively with other professionals and families to support children to reach their full potential. Children with additional support needs had well-structured plans in place that detailed the strategies needed to support them. Meetings were arranged for professionals and families to come together to discuss children's needs and agree shared goals to support them. This meant staff, families and other professional all worked towards the same goals, supporting children to reach their full potential.

Quality indicator 1.3: Play and learning

Children were having fun and engaged in a variety of experiences. They had opportunities to lead their own play and learning, which impacted positively on their development and wellbeing. Staff joined in with play and were responsive to children's interests. Most staff were skilful in knowing when to step back from play and join in again to spark children's interest and curiosity. This meant staff could respond meaningfully to children's needs and wishes and supported children's overall wellbeing and sense of belonging.

We saw children having lots of fun with a good balance of spontaneous and planned play experiences. Children were actively leading and shaping their play with support from staff. Staff were responding in a meaningful and engaging way with some staff using effective questioning to scaffold and extend children's thinking and learning. We observed some skilled interactions that helped children to develop and extend their play, be creative and curious and make their own decisions. There were free flow play experiences and stimulating and challenging resources for children to develop their skills. We could see that staff had carefully considered the presentation of play areas and resources.

Staff had designated areas of responsibility, and planned experiences for children linked to curriculum frameworks. Staff planned for children linked to their interests, and stages of development. We concluded the planning approach took account of evidence-based approaches, were child centred, and responsive to children's individual interests and stages of development.

Children chose to spend a lot of time playing outdoors which was facilitated well by staff. Children were joining in risky and challenging play when using loose parts, apparatus, balance beams and climbing up hills. This supported them to develop their physical skills and movement.

Children had access to a range of resources, which promoted their curiosity, imagination and problem-solving skills. This included play dough, block play, construction, and sand play. Play opportunities supported children's development of literacy and numeracy skills. For example, one staff member supported a child to build a tower asking, "How high is it now?"

Younger children had access to a variety of play materials to support curiosity and discovery, for examples, heuristic play basket with wooden brushes, spoons and coasters to explore. Babies engaged in sensory play, helping them to understand the world around them, for example, exploring different textures.

Staff and management shared their plans to further enrich their environments for older children, in particular the planting area/allotment. We concluded that overall, children had access to well-resourced play spaces and interesting experiences that supported them.

Children's opportunities for play and learning were enhanced through high-quality wider play experiences beyond the nursery setting, including intergenerational visits to the local care home for older people. This supported children's play and learning and enhanced their community links.

Learning and development was tracked to establish children's progress. Next steps and targets for learning were identified to support children's development and progress. Observations of children's learning were shared with parents online. This gave them the opportunity to share learning from home and build on learning from nursery. This supported a collaborative approach to continuing children's learning and progress.

Parents commented:

"I like the outdoor play, leaning into each child's interests, the creativity with which they create interactive play experiences."

"My child is happy and enjoys nursery. She is exposed to a wide variety of things which is great for her development."

"My child is really happy in this nursery. The app allows me to track my child's day and receive pictures of him being safe, happy and carrying out a variety of activities appropriate for his age and stage. This makes me feel reassured."

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

Quality Indicator 2.2: Children experience high-quality facilities

The premises were spacious, bright and well maintained. The setting was well planned, comfortable and welcoming. Management and staff had created a home from home environment with space for children to relax. A neutral colour palette created a calm and soothing environment for children. A range of homely resources and furnishings enhanced play spaces and supported children to feel safe and comfortable.

The garden areas and outdoor spaces were safely enclosed and provided different surfaces for play, for example, undulating grassy areas, digging area, tree swing.

Play areas were planned well to support children's active play and learning. Spacious areas were designed with zones such as block construction, imaginative play, book corner. There were good quality resources to meet different stages of children's development and to encourage children to explore their ideas and interests. Children had opportunities to choose their own learning and enquiries through play in a mainly free flow environment. This helped children to develop confidence and a more positive self-image. The leadership team had a clear vision for further development of the planting area and Zen den.

Children could access toilet facilities next to the playrooms and also outdoors. Where children needed support, this was carried out in a designated changing area, meaning children's dignity and personal preferences were respected. The area for improvement recorded at the previous inspection in relation to changing areas and toilets had been met.

There were playroom quality assurance checklists and risk assessments in place to monitor areas and ensure safety and security for children. Staff worked well together to identify and minimise risk to children within the setting, both indoors and outdoors. This meant that children's activities were not compromised and they were supported to enjoy challenging, fun experiences.

There were effective cleaning systems in place and robust food practices. Accidents and incidents records were completed and shared with parents. Monthly audits were carefully completed to identify any areas of potential risk or concern. Children's information was stored securely within the office and children were monitored by staff when using IT equipment. Children's personal information was safe and protected. The premises and resources and equipment were well maintained.

Parents commented:

"The activities are amazing. I love seeing the creative ideas. The kids have so much fun and learn through various mediums."

"My son enjoys a lot of the outdoor play that nursery offers- he loves being on the bikes."

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

Quality Indicator 3.1: Quality assurance and improvement are led well

We found the leadership team engaged well during the inspection process, taking on advice and support, demonstrating a commitment for improvement.

The manager had made very good progress with the areas for improvement and action plan from the previous inspection.

Staff recruitment and promotion of some existing staff members provided a fresh start and the opportunity for the leadership team to work closely with staff. The manager and staff were motivated to initiate positive change to ensure all children continued to experience positive outcomes.

The manager was supporting all staff to confidently manage transitions. Establishing and building positive relationships with parents and families was an important element of this with staff implementing a key person approach. This helped staff to work in partnership with parents and provide continuity of care for children. Staff were engaging with children and parents to encourage them to contribute to learning journeys, share in their child's learning and inform planning and development of the service. A parent's evening was held to promote partnership working and support children's achievements.

The leadership team was working on a range of quality assurance processes to assure and improve quality. A service improvement plan was in place. A team building evening had given staff the opportunity to work together and provide important feedback.

Staff were being supported to reflect on and evaluate their practice, supported by relevant training such as; revisiting the national induction resource, care planning, safe sleep Scotland, child development, leadership training. Roles and responsibilities of staff, conduct and practice were discussed and clarified.

Staff from a sister nursery shared good practice on play experiences and provocations, team building and meal times.

Self evaluation questionnaires were developed for children and parents, monitoring systems for sleep and mealtimes had been implemented, informal 1:1s were organised providing opportunities for relaxed chats between staff and management. Management have implemented medication checks weekly in all playrooms. Medication training was carried out with room leaders and weekly medication checks completed in all playrooms. Appraisals for all staff were planned for December 2024.

Members of the management team worked in playrooms modelling good practice and supporting staff.

These practices were improving self awareness and communication within the team and positively impacting on development planning.

The manager provided very good direction to staff who were committed to providing children and families with positive experiences. We could see, and staff told us, that they were developing a strong sense of teamwork and an open and honest ethos in the service. There was good staff morale which impacted positively on children's experiences. Staff told us they welcomed increased involvement in service development and the opportunity to use all of their skills.

One staff member commented, "Since our new manager I have noticed a massive difference in the way the children's needs are met and not even that, also the staff. We always have a voice".

Parents commented:

"The presence of management at drop off times and pick up times - always accessible. Staff appear to attend regular training and present as enthusiastic, knowledgeable and professional".

"Ongoing training and updates of this to parents would continue to build parental confidence in staff."

Areas for improvement

1. To keep children safe the manager should review the Care Inspectorate guidance "Records that all registered care services (except childminding) must keep and guidance on notification reporting" in relation to "Allegation of misconduct by provider or any persons employed in care services".

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

"I have confidence in people because they are trained, competent and skilled." (HSCS 3.14)

How good is our staff team?

4 - Good

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

Quality Indicator 4.3: Staff deployment

Staff were welcoming and engaged well in the inspection process. They were committed to providing the best care to children and their families.

Staffing levels supported delivery of very good care. The leadership team recognised the importance of ensuring that the service was appropriately staffed during the day as essential to the wellbeing of children in the service. This meant that children received one-to-one care when needed.

There had been a recent turnover in staff which motivated managers to build a more consistent team with existing staff and newly recruited staff. This provided a fresh perspective and new ideas which the manager was keen to drive forward.

Some parents who provided feedback to us as part of the inspection process commented that the staff turnover was quite high and they would welcome a consistent team.

Staff were well deployed based on expertise and experience to ensure that their differing experience, knowledge and skills were well used to support children. Effective staff deployment also ensured good supervision of children, for example, staff communicated when a task took them away from their responsibilities, ensuring children were safe. Some staff had been recently promoted within the service and the majority of staff held leadership roles. This helped to improve staff morale, create a culture of openness and build trust.

Overall, staff felt valued, well-supported and appreciated the support of their colleagues and the accessibility of the manager.

Staff told us that they were well supported by the leadership team. This helped to build positive working relationships. An induction process and mentoring system for new staff was in place. Staff were generally happy, engaging and sharing tasks through working as a team. Staff breaks and lunches were organised to minimise disruption, ensuring the day ran smoothly to support the play, care and learning of the children.

Staff told us:

"The staff team work well together and support each other."

"Staff turnover has been a change for the better. We received an organisation award for motivational team development which was great. That boosted morale amongst all staff."

Key person arrangements were in place to promote continuity of care across the day. This ensured positive transitions for children and good communication with families. Key persons were available to chat and exchange information with parents.

Staff told us:

"Main strengths would be we work amazing as a team to provide the best care possible to each child and ensure their individual needs are met."

There was a very respectful ethos in the service with staff treating children as individuals. Staff communicated well with each other and worked together to ensure effective supervision and quality engagement with children across the day.

All staff had a clear understanding of their responsibility to keep children safe and protected. Child protection training had been completed, supporting staff to keep their knowledge up to date. Staff were clear on reporting and recording procedures.

Staff were safely recruited and were registered with Scottish Social Services Council (SSSC) to protect children and keep them safe from harm and abuse.

Parents commented:

"It must be very hard to build such a strong team of kind and dedicated people in a sector given all the challenges of limited budgets etc, and Megan (Manager) has done a really good job of this."

"For the most part staff in my son's room appear to be motivated, kind, caring and enthusiastic and have a great approach to my child."

"I would like to thank all the staff for their positivity, enthusiasm and dedication. Everyone goes above and beyond for the children and it is very much appreciated."

"I feel like staffing has been an issue, in terms of numbers. I think the staff they have are brilliant, but I know that there has been some turnover."

"Seems enough staff most of the time, sometimes if multiple children are upset can be overwhelming."

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 ensure that children's health, wellbeing and privacy is protected the provider should improve the nappy changing facilities for children under two years through upgrades to ventilation within the nappy changing spaces. The provider should also review toilet facilities for children aged under two years to ensure self contained toilet/nappy changing facilities are available.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "If I require intimate personal care, there is a suitable area for this, including a sink if needed" (HSCS 5.4) and Care Inspectorate; Nappy changing for early learning and childcare settings (excluding childminders) Publication date: July 2023.

This area for improvement was made on 17 August 2023.

Action taken since then

This area for improvement has been met.

Previous area for improvement 2

The provider should continue with plans to support and build the staff team. Staff should continue to engage in training and development to assist them to support children well.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I have confidence in people because they are trained, competent, skilled, are able to reflect on their practice and follow their professional and organisational codes." (HSCS 3.14)

This area for improvement was made on 17 August 2023.

Action taken since then

This area for improvement has been met.

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?	4 - Good
4.3 Staff deployment	4 - Good

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