

Daisy Chain Nursery School Perth LTD

Day Care of Children

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Type of inspection:
Unannounced

Completed on:
3 December 2024

Service provided by:
Daisy Chain Nursery School Perth LTD

Service provider number:
SP2021000112

Service no:
CS2021000185

About the service

Daisy Chain Nursery School Perth LTD is a day care of children service registered to provide care for a maximum of 50 children not yet attending primary school.

The day care is situated in a suburban area of Perth. The building is a single storey detached building consisting of two playrooms, both of which have access to enclosed gardens. There is a small office, a separate staff room and a separate sleep room for children. The service has a secure door entry system in place.

About the inspection

This was an unannounced inspection which took place on 2 and 3 December 2024 between 09:15 and 16:30. One inspector carried out the inspection.

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.

To inform our evaluation we:

- spoke with five children using the service
- received 16 completed questionnaires from parents or carers
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

Children were well nurtured and cared for. Families were supported to be involved across different aspects of their child's care and support which enhanced positive attachments.

Staff had successfully created a positive atmosphere, where children and families felt comfortable and safe. Staff were attuned to children's needs and respected their rights.

Staff had a good understanding of child development, relevant theory and practice. The service were developing their planning approaches to enable children to fully lead their own learning.

The management team were well organised and had good quality assurance systems which supported self-evaluation. Quality assurance and improvement priorities could be more focussed to support continuous improvement.

The deployment of the staff team enabled them to be fully engaged and present in children's care, play and learning. Parents knew staff well and were able to share the positive impact they had had on their children's experiences and outcomes.

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

Staff led with warm and kind interactions which included, providing children with comfort and respecting their needs and wishes. One parent told us, "I really like that they created an affectionate environment. It's nice to see how comfortable my child is with the staff, and to even have them tell stories about how much fun they had with them after nursery". Another shared, "I feel they know me well and love my child like I do". This showed that children were well nurtured and cared for, which positively impacted their wellbeing.

Children's wellbeing benefitted from personal planning. Staff worked closely with parents to ensure key information was recorded to promote care and support that was right for them. This resulted in staff knowing children well. Staff used tailored strategies to support children's care. These were recorded as part of personal planning to promote consistency of care.

Parents were regularly involved in children's experiences. As well as being welcomed into the service daily, staff invited parents to attend regular stay and play sessions which were designed to promote parental engagement. One parent shared that, "I love the communication that we get and the stay and plays are great to be able to interact with our child at nursery". This impacted positively on the quality of children's experiences, as this supported families to be involved across different aspects of their care and support and enhanced positive attachments.

Children experienced mealtimes that were calm and sociable. Children were seen to be happy and comfortable during this time, speaking with friends and enjoying their food. Staff facilitated this time well by sitting with children. This resulted in them being able to promote healthy eating habits and to keep children safe. On one occasion, younger children waited 20 minutes for their lunch while strapped in their seats. Staff agreed to review lunch routines to ensure they promoted choice and respected children's rights.

Staff had a good knowledge and understanding of their roles and responsibilities in safe guarding children. Chronologies were in place for all children. As a result, significant events which could impact on children's well-being were recorded. This supported staff to identify where targeted support may benefit children, enabling them to reach their full potential. We signposted staff to 'Guide to Chronologies' to enhance these.

Children benefitted from a good sense of community. They would often visit a nearby care home, where they formed positive relationships with residents. They also enjoyed other walks in the local area and bus trips to the library nearer the town centre. Families were invited into the setting to share their own skills and knowledge with the children. As a result, children were able to appreciate how people helped them and were developing a positive sense of belonging within their community.

Quality Indicator 1.3: Play and learning

Throughout the service, children had fun and were busy in their play experiences. Staff designed the playrooms well to promote a good range of play and learning experiences. Children enjoyed painting, sensory play and singing songs together. Parents told us their children enjoyed spending time at nursery, for example, one parent shared, "My child loves coming to nursery, they come home speaking about things they have learned about and sing songs all the time. I also think it is great that they go out and about in the community and visiting the care home which my child enjoyed". This impacted positively on children's outcomes.

Children had some involvement in leading their play and learning. Staff encouraged children to share their views, opinions and ideas through mind maps, questions and reflective moments. This supported some choice and independence for children. Staff were developing the balance between responsive and intentional planning to better empower children and ensure they were fully involved in their play and learning. For example, staff in the younger children's room were developing schema baskets to enable children to freely choose objects and toys that suited their play and learning styles.

Most staff had a good understanding of child development, relevant theory and practice, and used this to support quality play and learning experiences. Effective use of questioning extended children's thinking and supported some stimulating and challenging play and learning experiences. One parent told us, "We meet regularly to go over what the learning objectives are for my child and ask if there is anything in particular I would like to focus on". This supported children to play and learn in a creative way that supported their curiosities and widened their thinking.

Children's experiences and achievements were recorded on online learning journals. As well as, staff speaking to families to tell them what the children had been doing and how they had been. One parent told us, "All staff are so welcoming when you go into the setting, they all know about my child's day. They listen in the morning when I drop off if my child has had a bad night etc. All staff can pass on information about my child's day". This supported parents to feel involved and informed.

Individual observations were regularly recorded. Whilst these evaluated children's achievements, they did not always inform planning appropriately to meet children's individual needs. For example, next steps were at times, unattainable or vague. We signposted the management team to Education Scotland materials such as, monitoring and tracking, and progression pathways. This would support staff to embed responsive approaches and ensure children are fully supported to reach their full potential.

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

The setting was furnished to a high standard and benefitted from plenty of natural light. Children had ample space for their care, play and learning needs. The entrance was welcoming for children, families and visitors. It was decorated to provide useful information such as, up and coming events, service improvement plan and staffing information. This enabled a positive ethos that encouraged everyone to feel included in the service.

The indoor and outdoor environments were structured to take account of all children's ages and stages of development and learning spaces reflected some of children's current interests and curiosities. The use of real-life experiences and loose parts enhanced opportunities for children to explore their play and learning. Parents were included in the development of the outdoor space, for example, working to develop the garden area. One parent told us that, "The outdoor garden is great, and I enjoyed the recent parent stay and play to be able to see how [child] enjoys the garden. The recent bonfire stay and play saw the eco garden being used which was nice". As a result, children benefitted from having access to fresh air and exploring their natural world.

The setting and equipment were safe, secure and well-maintained. Good arrangements were in place for the monitoring and maintenance of equipment to ensure that damaged items were promptly fixed or replaced. For example, hot water was out of order in the children's toilet. The manager acted quickly to resolve the issue and ensure children were able to effectively wash their hands.

Staff encouraged children to share their thoughts and opinions when completing risk assessments. This enabled staff to have a deeper understanding of the safety of the environment from the child's perspective. Children, when appropriate, were trusted to assess their own abilities when it came to risky play such as, climbing. Staff intervened where necessary to manage risk and support children navigate safely. Children were clearly proud of their skills and enjoyed showing their friends what they could do. This resulted in children gaining a sense of responsibility and achievement.

Children were supported to be healthy through effective infection prevention and control procedures. Handwashing took place by children and staff at appropriate times. This helped to minimise the risk of spread of infection.

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 improvement are led well

A vision, values, aims and objectives were in place to promote a positive ethos within the service. Staff continually monitored these to ensure they worked well for the children, families and staff within the service.

Children were involved in the development of their service and could influence change. Staff listened to their views and opinions through mind mapping and daily conversations. This showed children that their voices mattered and that they were key contributors to the care they received.

Most parents and carers told us that their opinions were listened to and used to develop the service. One parent told us, "Our child's care and activities have developed with them and staff have always been responsive to our updates". While another parent told us, "Staff are very welcoming and approachable. They have different ways in which this can be done which is extremely helpful for working parents". Staff told us they engaged well with families and were always looking for ways to build on this. It was evident that feedback was regularly sought following stay and plays, and displays were used to share key information. This resulted in a good level of involvement with families.

The management shared a plan for improvement with staff and families. Priorities for improvement were created as a result of gathering children, families and staff's feedback and following new guidance. The priorities identified by the service were broad, which risked successes or gaps in improvement being missed. To support, we signposted the service to the ELC Improvement Programme's bitesize sessions on self-evaluation. This would enable them to create purposeful improvement priorities and better recognise and celebrate achievements.

Self-evaluation was in place which led to improvements. The management team were organised and had good quality assurance systems which supported self-evaluation. These could be further developed to include targeted observations that measure the success of changes made and the impact on children's outcomes. Peer evaluations were also in development to strengthen self-evaluation and share good practice throughout the staff team.

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

Staff were warm, welcoming and engaged positively in the inspection process. It was evident through discussions that they were committed and enthusiastic professionals. We found evidence of effective teamworking throughout the nursery. As a result, children received good quality care, play and learning experiences.

Parents knew staff within the team and were able to share the positive impact staff had had on their children's experiences and outcomes. A parent told us, "There has been a huge amount of hard work gone into improvement and it's very apparent. The team all work extremely hard and such a great bunch of people, from the apprentices, to the management and even chef". This showed positive team working, resulting in children receiving good quality care, play and learning.

The knowledge and skills of staff across the whole day had a positive impact on children. They used their initiative to ensure children were safe and well supported. Staff at all levels of experience were observed engaging well with children, ensuring they were down at their level, listening to them and valuing their views and opinions. Staff were keen to support one another and communicated effectively to ensure the children were well cared for.

The deployment of the staff team enabled them to be fully engaged and present in children's care, play and learning. We observed staff maintaining good supervision through effective communication. A parent told us, "There are always staff members around when collecting and picking up, they are all able to inform me of my child's day". As a result, staff were able to meet children's needs without compromising on other's experiences.

Families benefitted from an open-door policy, where they were welcomed into the service to see the environment and get to know staff. Any changes to staffing, for example, due to absences, were well considered. The management team ensured there was an appropriate time for staff to provide a detailed sharing of information at the end of the session. This ensured children and families experienced consistency and allowed positive attachments to be formed.

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 children receive high quality experiences, regular and effective support and supervision should be implemented to enable staff to reflect on and improve their practice. Staff performance should be constructively reviewed and effective support planned and evaluated.

This is to ensure 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 and 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 24 January 2023.

Action taken since then

Regular and effective support and supervisions took place. As a result, staff reflected that they felt supported by the manager. One staff member told us, "my manager is very supportive, I feel like I can speak to them about any issues whether they are work related or not". This enabled staff to be ready and able to provide quality care for children.

The management team effectively monitored training to ensure staff had opportunities to develop their practice. An extensive core training schedule ranged from, first aid to noise awareness to support professional development. Staff were encouraged to reflect on training and share what they had learned with their colleagues. This supported positive practice and raised standards.

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?	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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