

Piccolo Nursery Day Care of Children

57 Blair Road
Coatbridge
ML5 1NG

Telephone: 01236 422 800

Type of inspection:
Unannounced

Completed on:
14 February 2025

Service provided by:
Beau Childcare Ltd

Service provider number:
SP2019013330

Service no:
CS2019375882

About the service

Piccolo Nursery is provided by Beau Childcare Ltd. The service is provided from a detached house in Coatbridge in North Lanarkshire. It is within a residential area and has extensive grounds to the back which are sectioned off for the three age ranges of the children who attend. There are four playrooms, kitchen, staff room and an extensive outdoor area. There is roadside car parking to the front of the nursery.

Piccolo Nursery is registered to provide a day care of children service to a maximum of 52 children not yet of an age to attend primary school at any one time. Of those 52, no more than 15 are aged from 0 to under two, no more than 15 are aged two to under three and 22 children aged from three to those not yet of an age to attend primary school.

The service works in partnership with North Lanarkshire Council, to provide early learning and childcare to children aged two to five years.

About the inspection

This was an unannounced inspection which took place between the 12 and 14 February 2025. 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 information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with a small number of children using the service
- gathered feedback from 32 family members of children using the service
- spoke with staff and management present on the days we visited the service
- gathered the feedback from 13 staff using a questionnaire
- observed staff practice and children's experiences on the days of our visits
- reviewed documents.

Key messages

- Children's access to play materials had improved, all playrooms provided a good range of materials increasing children's opportunities to lead their own play and learning.
- Staff were happy in their roles and were more confident and skilled early years workers. They were committed to further development to enhance their skills and knowledge.
- Children's daily routines were relaxed and flexible to meet their needs.
- Effective leadership ensured the service maintained and continued to drive forward improvements, to provide high quality care and support.
- Staff knew the children and families well, they planned how best to support them and respected their personal preferences and needs.

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?	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?

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

The service was welcoming, with a calm and positive atmosphere. Children were settled and having fun. Staff and children had positive interactions and staff showed children respect. When talking with children, staff did so at their height, making eye contact and used appropriate language. Children were praised and their achievements were recognised. They told us that they liked the staff and that they made them feel safe and happy. During our discussion with children, one child selected the happy colour monster, a tool to help children share their emotions, and told us 'I am happy', when asked how did nursery make them feel.

The playrooms had been designed to ensure children had space and materials to share their views and feelings. Well positioned, soft furnishings and sensory materials supported children to self-soothe and provide themselves comfort. One child told us they liked the cushions and blankets because they made them feel warm. The younger children had quality time for tummy time, to relax and they regularly used mirrors to see their reflections. Staff recognised the importance of children being able to express and regulate their feelings and were more aware of knowing when to interact or not.

Staff provided care and support that respected children's personal preferences, this included how and when they like to sleep, eat and where they liked to play. Staff asked for example, would you like me to, or can I before they provided personal care. All parents were happy they had have a strong connection with the staff and with the care and support their child received. One parent told us that 'The staff are very receptive to my child's needs and wants and always go above and beyond to make them comfortable and happy.' and another told us 'My child has a lovely relationship with all the staff and they all know my child individually and their likes and dislikes.'

Mealtimes were relaxed and unhurried. Healthy foods were offered such as natural yogurt and fresh fruit. We discussed to be mindful of the frequency of sugary foods such as pancakes and jam. Parents were happy with the foods offered and one parent told 'If they do not eat the main meal offered they are always offered an alternative'. Children ate independently and some were encouraged to prepare and self-serve. However, we discussed how some rooms could encourage children to be more involved. For example, in the toddler room children could be given more opportunity to self service. The leaders had plans in place to address this.

Transition for children and families were a positive experience and staff were more confident in their roles and knowing when to offer enhanced transitions. This was for internal and external transitions. For example, at times staff moved playrooms with the children to support them when they changed playrooms. All the parents told us they had formed positive relationships with staff and that they had provided very good support when they started using the service. One parent shared 'they did everything possible to allow me to also feel as comfortable as possible with my child's transition. ' and another that 'Staff made sure to get to know family before child started, settling in days etc'. Staff worked with families and other professionals to ensure children were supported during these times and their wellbeing needs were met.

The service ensured good practice guidance was being implemented to keep children safe and secure. This included following child protection, safe sleeping and management of medication. We discussed the need for some of the written records to be reviewed, such as the medication consent forms to ensure they supported staff to administer medication safely. The leaders agreed.

Quality indicator 1.3 Play and learning

Children were engaged in their play and learning throughout the service. They were able to self-select materials and make decisions on how they could use these. They were transporting materials around the nursery being creative and investigating how they worked. Staff had made improvements to the play spaces giving children more access to materials that supported their natural curiosity to play and learn.

Children shared their play and learning experiences. They were able to talk about past and present play and learning. At the inspection, the older children were talking about making their own stories, which was an ongoing interest. They were enjoying mark making and learning to write familiar letters.

Staff were using a new planning system, still at the early stages, but staff told us they felt it was going well. They shared it had helped them get to know and understand the children's needs more. At recent training and having more professional discussions, staff told us that they had a better understanding of child development. The new planning created a better balance between adult and child led play, which had led to play experiences being more age and stage appropriate.

Almost all parents told us that they were fully involved in their child's care, including developing and reviewing their personal plans, however a few felt some improvements could be made. They all confirmed that they had completed paperwork and held regular discussions with staff to ensure children's needs were met. However, one parent told us 'The family app is not always used in the way I would like. I don't always see updates about what my child has been doing/learning that day.' and another that 'I agree that we are involved in their care but don't get updated about what they have achieved that day to chat about at home or carry on outside nursery.' The leaders were monitoring information shared on the app and were supported staff to enhance information shared with parents.

Staff interactions were caring and kind, giving praise and support. However, on a few occasions staff missed opportunities to facilitate or challenge children's learning. Staff training on use of language and questioning would further support enhancement to challenge children's learning. The service had identified this and included this in their plans to improve children's play and learning experiences.

All age groups had regular opportunities to play outside. Children had access to various resources encouraging them to be active and investigate for example, with water and mud. The outdoor areas were well designed to provide children with new challenges and opportunity to practice and learn new skills. Children were happy outside and you could sense their enjoyment of being outside in the fresh air. The service agreed that for the youngest children further improvements could be made to provide better access and resources.

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 service entrance was secured. They used an entry buzzer system, only those authorised by staff were given entry. Door handles and locks on gates were out of reach of the children. At drop of and collection times staff were vigilant supervising children to keep them safe. Families were welcomed inside, allowing them to see children's experiences. All parents agreed they were welcomed into the service. One parent told us 'All staff are friendly and approachable. Happy to chat at drop off/ pick up about my children and provide good feedback'. and other that 'There's always someone to greet us at the door in the morning.'

The service had good hand hygiene practices. For example, children washed their hands regularly, before meals and when they came inside. Outside handwashing facilities were available and we advised to ensure the water outside was at a suitable temperature. Soap and paper towels were available in all areas. However, advised that not all were stored appropriately, for example, in one toilet there was an open basket of paper towels next to toilet, giving children easy access, but not best practice. Children used wet wipes after food to wash faces and hands. We have asked the service to be mindful of the frequency of this, as hand washing is always best.

As at previous inspection, we discussed the refurbishments of the children's toilets and nappy changing facilities. The facilities should be suitable for the age and stage of the children, be well ventilated and suitably heated. All damaged surfaces should be repaired and be easily cleaned. As a result, we have made an area for improvement to ensure the facilities meet the needs of the children and follow good practice guidance (See area for improvement one).

To improve the outcomes for the under three years children, the service had made several changes within the playrooms. There was more soft furnishing and children had easier and better access to a wider range of materials, which they could freely select. As a result, having more opportunity to lead their own play and learning. Staff told us following recent training and development, for example they had made changes to provide the youngest children with more challenge and support different physical needs to crawl and stand. The playrooms were visually more stimulating and had a more enriched learning atmosphere.

The children aged three to five years room had continued to be a rich learning space. However, improvements had been made, which included an improved block area and story book corner. We discussed that some of the areas in this room contained lots of materials. We advised they audited these areas to see if all materials were needed and they continued to contribute to enhance children's play and learning.

Overall, the premises were clean and tidy, the service was well maintained. We found the materials within the playroom were cleaned regularly and replaced when needed. Appropriate safety measures were in place. For example, possible hazardous materials were kept out of reach of children.

Areas for improvement

1. To support children's wellbeing the provider should ensure the children have access to toilet and changing facilities that are well designed, meeting their needs. This should include, but not be limited to following good practice guidance including suitable ventilation and heating.

This is to ensure the quality of the environment is consistent with the Health and Social Care Standards, which state that as a child, the premises should be adapted, equipped and furnished to meet children's needs and wishes (HSCS 5.16) and 'if I require intimate personal care, there is suitable areas for this, including a sink if needed. (HSCS 5.4)

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 key question as very good.

3.1 Quality assurance and improvement are led well

The leadership had a clear understanding of the quality of service being provided, where improvements were needed and had an effective plan in place to achieve these. The two areas identified for improvement for this year were staff training and development around planning to meet children's needs and further enhancement of parental involvement. We agreed with these.

The leaders had worked hard, building relationships and through consultations with staff had agreed on the direction they want the service to go. This included further enhancement of children rights, child's voices not only being listened to, but their voices being allowed to influence the service they received. They were at the early stages of this, but making progress.

There had been changes within the leadership since the last inspection, the high quality of leadership had been maintained. The new work patterns for the management team and job descriptions were working well. The role of the room leaders had become more established, bridging the gap between staff and management. One of the key elements to the leadership success had been designating time to work side by side with staff in the playrooms, to support them and provide good role modelling. Staff told us they felt extremely supported in their roles. They were all very positive about the support they received.

The continued development of mentoring for new staff had been extremely positive. For those new to childcare, it had given them a positive start on their childcare journey. The positive teamwork, staff meetings and development opportunities had inspired all staff to continue to develop their skills and knowledge.

Improvement plans were in place, these had been developed after consultations with all those involved in the service. Most parents and all staff told they were involved in a meaningful way to develop the service. One parent told us 'Management are always keen to hear feedback, and can see everyone's supported.' whilst another told us 'My thoughts and opinions are always sought after, respected and implemented with regards to providing a person centred care for my child through the service.'

The new leadership team discussed the improvement plan priorities and were able to discuss the progress made and next steps. They were making good progress and were on target to achieve these. They shared that the improvement priorities will become more focused and targeted, once they have analysed the data and measured the success from improvements made during this year. We discussed the need for some of the internal audits to be more effective, however these were not a concern but to ensure that they supported the service to provide high quality care and support. The management agreed.

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 welcoming and told us they were happy in their roles and were proud to be working in the service. They were well presented in their uniforms and conducted themselves in a professional but caring manner. Staff were of mixed skill and competency but were working well and were fully supported to ensure they met the needs of the children.

Most staff had been employed since the last inspection, some were new and had settled in well. Management told us that the changes within the staff team had supported them to review the staff induction and mentoring systems. This ensured it was a meaningful process, which supported new staff to become settled and become familiar with nursery practices. Staff told us that they found the induction to be very supportive. Their comments included 'The induction really helped me learn the ropes of the nursery', 'All new members are given a mentor from their room where they can feel comfortable approaching and asking for any questions or directions' and 'Management and staff follow the national induction guidance, where mentors are to build skills and knowledge for new staff.'

Throughout the service, we found staff were deployed in a meaningful way to support the children's needs and each other. We found staff communicated well to ensure all playrooms were provided support and providing additional support when needed, for example, at mealtimes or when new children were settling in during transitions. Most parents told us they agreed there were enough staff. One parent told us 'The ladies have made it so there's always someone there if the kids need them!' and other told us 'The staff are very attentive' and another that 'My child always has the attention they need and I always see lots of photos of my child and staff supporting them at the nursery.'

To support staff deployment, the service, after consultation, had made changes to where staff were deployed. This was to ensure the right staff were in the right playrooms and had the right skills and knowledge to support children's needs. For example, staff with the most experience and knowledge were working with children either under three or over three.

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?	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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