

# Sunshine Nursery Day Care of Children

Newark Road South  
Glenrothes  
KY7 4NS

Telephone: 01592 630485

**Type of inspection:**  
Unannounced

**Completed on:**  
11 February 2025

**Service provided by:**  
Sadco Nursery Group (Glenrothes) Ltd

**Service provider number:**  
SP2023000323

**Service no:**  
CS2024000070

## About the service

Sunshine Nursery is situated within a business park in the town of Glenrothes. It close to local amenities including some shops, woodlands, parks and schools. The service provides a care service for a maximum of 47 children not yet attending primary school at any one time, of whom no more than 16 are aged under 2 years.

The accommodation is provided from a purpose built single storey building, with a secure outdoor area. Children have access to four separate playrooms, children's bathrooms, change areas and a garden which is shared by all age groups.

## About the inspection

This was an unannounced inspection which took place over two days on 6 February between 10:00 and 18:15 hours and 11 February between 09:30 and 16:00 hours. One inspector carried out the inspection. To prepare for the inspection we reviewed information about this service. This included registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with approximately 12 children using the service
- spoke with/gathered feedback from 10 parents/carers
- spoke with management and most staff members
- observed practice
- reviewed relevant documents.

## Key messages

- Children benefit from staff who are attentive to their needs, maintain their dignity during personal care, and involve them in decision-making processes.
- Children's play experiences are supporting their learning.
- Improvements to planning and observations would further improve play and learning experiences for children.
- Enhancement of the environment would support provision of a stimulating and inviting space for children.
- Children and families are very happy with the service.
- Children benefit from a service that is continually identifying and seeking support for further improvement.

## 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?	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?

4 - Good

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

### Quality Indicator 1.1; Nurturing care and support

All children experienced warm and nurturing interactions from staff who were responsive to their cues and knew them well. Most staff were accessible to children at their level and all were gentle and affectionate in their interactions, which enhanced children's secure connections to adults. Children were given physical comfort when needed, enabling them to feel safe and secure. Parents told us a strength was the "nurturing environment, feeling safe, happy and included". Another told us "Staff are always very friendly and open, always take the time to give a handover at the end of the day and I can see they all have a happy connection with my child".

Children were respected as interactions for personal care were managed well, with staff informing children of what they would do, such as wiping noses. The considerate approaches to nappy changes maintained children's dignity, privacy and choice. These respectful interactions during personal care helped children feel in control of their bodies and supported positive self-esteem and trusting relationships.

Children enjoyed relaxed and unhurried mealtimes. Lunches were provided by parents and menus seen for snacks were mostly appropriate. Staff consistently sat with children and supported the social aspect of eating together. This contributed to children enjoying a positive and relaxed mealtime experience. We suggested reviewing seating for younger children to ensure they can sit comfortably at appropriately sized furniture whilst eating. We also reminded the service to ensure they begin reviewing menus to ensure they are ready to meet the updated guidance around nutrition and meal provision.

Children's sleep was comfortable and safe as staff monitored children closely and provided them with their personal comforters. Staff were responsive to children's needs around sleep, as well as working with home routines, ensuring children's continued wellbeing.

Approaches to medication supported children's physical health. All medication was recorded, administered and stored appropriately. This contributed to keeping children safe and healthy. We asked the service to make one very small change to ensure that all relevant information is consistently recorded.

Children with additional support needs were supported by staff who were aware of and used specific strategies, contributing to their enjoyment and progress. However, detailed plans for these children needed improvement. Management recognised this and had requested local authority support. These should include recording contact and support from other relevant professionals and opportunities for parents and child feedback. Plans should clearly identify current strategies which should be kept under regular review. This would ensure clarity, support staff practice and contribute to a shared approach to ensure children's continued progress and success (see area for improvement 1).

### Quality Indicator 1.3; Play and learning.

Children were included as their voices were evident across planning, learning walls and other consultation opportunities such as reviewing the nursery rules and song props. Children were regularly given choices and opportunities such as rolling lunches in the three to five room, which allowed children some control over their day. There was scope to further develop a rights-based approach across the nursery by providing more opportunities for younger children to be consulted, extend rolling lunches in other rooms and exploring the rights of the child. We signposted to other avenues of information to support them in developing this further.

Children enjoyed independence and engagement as they chose where to play, supported by staff who routinely invited them to outdoor activities and community walks. In the three to five room, the board system empowered children to independently indicate their preference for outdoor play. Children also enjoyed freedom to explore and move resources across the room, enhancing their play and learning experiences. We asked the service to consider other ways to support younger children in making choices to be outside and how to support this on a daily basis. This would enable all children to fully explore all areas of the setting when they wish.

Children had opportunities to develop their skills in language, literacy and numeracy across the indoor environment. For example, through the repetition of words, lots of singing and storytelling, mark making and the use of mathematical language within play. Some children were supported to explore their interests and extend their learning through responsive support from staff and the use of digital technology such as iPads to take photographs and co-research with staff for information online. However, responsiveness to children's interests was not consistent for all children. We asked the management team to monitor this to ensure all children are supported to meaningfully extend their own play and learning.

Children in the three to five room were able to have ownership of their personal learning journals as these were accessible to them. They enjoyed looking at and revisiting prior learning. Families had some opportunity to be involved in their child's journals which ensured they were regularly reviewed. These provided them with frequent updates on their child's progress. There was some inconsistency across written observations which the service should continue to develop to ensure significant learning and relevant next steps are identified. In addition, these observations should feed into planning across all rooms. Planning and evaluation should be closely monitored and supported to ensure it is recording the potential learning outcomes and supporting progression (see area for improvement 2).

### Areas for improvement

1. To support children's progression and success, the provider should ensure clear, meaningful information is recorded and used to identify children's changing needs, preferences, clear and specific strategies for support and progress made. This should be kept under review with involvement of the child, their family and other relevant professionals.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me.' (HSCS 1.19)

2. To support children to make progress at a pace that is right for them, the provider should ensure observations and tracking of individuals are focused on strengths, significant learning and meaningful next steps. This should inform responsive planning, which should be developed to ensure it consistently captures learning intentions and evaluates outcomes for children. Recording of identified schemas would further promote planned experiences for younger children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am supported to achieve my potential in education and employment if this is right for me.' (HSCS 1.27)

## How good is our setting?

4 - Good

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

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

Children enjoyed a welcoming environment which was warm, bright, well ventilated and clean. Infection prevention and control practices were mostly carried out well, reducing children's risk of infections and illnesses. We reminded the service to ensure all staff consistently wash their hands after wiping children's noses. This would support children to learn good hygiene habits through appropriate role modelling by staff.

Children's safety was promoted through positive practices such as the storage of hazardous items and appropriate safety catches. Staff completed daily risk checklists which helped them to identify and minimise possible harm, supporting children's safety. Staff effectively delivered the SIMOA (Safe, Inspect, Monitor, Observe, Act) campaign to promote children's safety and were confidently sharing this with children and families by having a SIMOA elephant as a home link. The service should continue with their plans to replace worn radiator covers and create alternative space for the storage of buggies to ensure fire safety. In addition, we asked the service to take advice about the curtains over the door to the garden area.

There was scope for staff to encourage and involve children in some tasks, for example, sweeping up after snack, picking up and returning books, jigsaws and blocks after play. Children should be encouraged to take responsibility for their environment. This would develop their capacity as responsible citizens and contribute to an inviting and safe environment.

Confidentiality of children and families' information was supported, as records were stored on a password protected computer or locked cupboards. CCTV was in place on the outside of the building to further promote security and was used proportionally. A policy was in place which ensured families were fully aware of how this was used.

The range and amount of resources for children enabled exploration and extension of play. Outdoor play equipment supported children in taking some risk and physically challenged them. Children were able to access resources independently, however labelling would further support this. The layout of space enabled children's development such as space to use resources to learn to walk. There was now scope to improve spaces within the rooms such as creating cosy, inviting quiet spaces for children to rest and relax across all rooms. A review and increase of resources and materials, including loose parts and the creation of homely spaces would stimulate and challenge children and meet their wellbeing needs.

One parent told us "Staff have spoken about the environment being developed and how they are looking forward to sharing these developments with the children". The service should progress with their planned redecoration and replenishment of resources to promote a beautiful and stimulating environment for children (see area for improvement 1).

## Areas for improvement

1. To enable all children to be cared for in an environment that meets their needs and supports them to reach their full potential, the provider should ensure play spaces are cosy and inviting and offer a sufficient range of clean resources and materials that are developmentally appropriate. This is to effectively challenge and stimulate children and contribute to their comfort and enjoyment.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.' (HSCS 2.27)

## How good is our leadership?

4 - Good

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

### Quality Indicator 3.1: Quality assurance and improvement are led well.

Staff involvement in identifying and planning for improvement was in place. They regularly evaluated as a team through informal discussions and using the core provision resource tool from the local authority. Staff were familiar with a range of quality assurance documents and were accessing online learning to support their understanding of these. This enabled them to identify their strengths and areas for improvement and work together to improve outcomes for children.

Staff confirmed they felt fully supported by the management team. They were comfortable in making suggestions through conversations and knew they could also contact the provider directly and have their views taken account of. This supported the team in working to achieve objectives.

Quality assurance approaches included a monthly and termly checklist and covered monitoring of various aspects of provision. This enabled management to maintain an overview and take action to address any identified issues. The manager had already identified the need to develop their monitoring sheets by making links to quality indicators and the Health and Social Care Standards. This would further support them in measuring the quality of provision.

Regular supervision meetings with individual staff enabled the manager to discuss aspects of performance and provide appropriate support. Some peer review had begun, with staff being encouraged to give positive feedback on aspects of their room members' practice. This should continue to be developed to support constructive criticism to enable growth and development, enhancing provision for children.

The service demonstrated a commitment to working with others to support their improvement journey. For example, they continue to work with the local authority in developing staff skills in observation, planning and individual strategies for support. They were also quality assured by the provider's quality assurance manager and were using staff swaps to support improved staff interactions. Children were therefore benefitting from the use of others' experiences to support continuous improvement.

There were some opportunities for children and families to give their views on the service, which enabled them to influence provision. One parent told us "We have been consulted around changes to the menus for snack and with recent changes to the ownership we felt prepared and have loved seeing how the team has developed the nursery so far". We discussed how this could be extended further such as using a quality assurance floor book with children to ensure their full inclusion in influencing positive change.

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

### Quality Indicator 4.3: Staff deployment.

The warm interactions from staff contributed to the welcoming and respectful ethos where children were nurtured and valued. This enhanced children's confidence and feelings of security, supporting their play and contributing to the learning. One parent told us a service strength was "forming relationships with consistency of staff in a room".

Appropriate recruitment of staff contributed to the continued safety of children, as appropriate checks were made. This was followed by an induction to ensure new staff had accessed relevant training and were familiar with the expectations of the service. To enhance the induction of new staff, we asked the service to make use of the national induction resource.

Staff were flexible in moving to support children's play between indoors and outdoors and maintaining close supervision and an overview at all times. Registers demonstrated an appropriate staff to child ratio which met children's needs.

Continuity of care for children was supported as management provided cover during staff breaks and the service were working closely with a sister nursery for staff swaps which also allowed for staff sickness to be covered easily. Children were clearly comfortable and familiar with staff from the other service and staff who were very knowledgeable about all children and their needs.

There was a good mix of skills and experience across the staff team which contributed to positive outcomes for children. Staff were enabled to draw on their own personal skills to further enhance children's experiences, such as a staff member who carried out fortnightly yoga sessions with the children.

Regular staff meetings meant staff had opportunities to share information as a team and develop their skills and learning as a whole team. This enabled a shared approach to improving outcomes for children.



## 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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.