

Clyde Nursery Day Care of Children

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Shandon
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Type of inspection:
Unannounced

Completed on:
26 July 2022

Service provided by:
Clyde Nursery Limited

Service provider number:
SP2003000677

Service no:
CS2003003261

About the service

Clyde Nursery operates from a Ministry of Defence unit, in the grounds of the Faslane Naval Base, in the Shandon area of Helensburgh, Argyll. The service is registered to provide a daycare of children service to a maximum of 56 children at any one time from birth to primary school age. The service operates 07:00 - 18:00, Monday to Friday.

The accommodation is all one level, and comprises four playrooms that are equipped to meet the needs of children's varying development stages. Children also have access to well resourced outdoor play areas.

About the inspection

This was an unannounced inspection which took place on Wednesday 20 July 2022, Monday 25 July 2022 and Tuesday 26 July 2022. 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 12 people using the service and two of their parents
- spoke with eight staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- We found that children's care and learning routines were individual to their needs and delivered with kindness and compassion.
- Sensitive arrangements were in place to support children through their transitions from home to early learning and childcare, as they progress through the playrooms and onwards to primary school.
- Personal plans had not been reviewed and updated for some children for up to two years. More effective methods were required to demonstrate the importance of involving children and their families in making decisions about their care and development and ensuring staff had the most up-to-date information about children's needs.
- Children were having fun and enjoying their learning and development opportunities. They were supported to learn independence skills, make choices and lead their own learning.
- The service provider had invested in high quality furnishings and fittings in natural materials and with the subtle use of colour had created a calm environment.
- Children and families experienced high levels of stability and consistency in the staff team, which had led to the development of very good relationships.

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?	5 - Very 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 and clearly outweighed areas for improvement.

1.1 Nurturing care and support

We found that children's care and learning routines were individual to their needs and delivered with kindness and compassion. Staff demonstrated genuine affection, care and concern for the children and recognised the importance of helping to create a relaxed atmosphere.

A senior post had been created to ensure a comprehensive approach to meeting the needs of those children requiring additional support. Staff had individual child plans in place to support these children. The manager had ensured good links with external agencies to allow a partnership approach to providing the best outcomes for these children.

Sensitive arrangements were in place to support children through their transitions from home to early learning and childcare (ELC), as they progressed through the playrooms and onwards to primary school. Parents told us that they were happy that staff showed an interest in what children did at home and outside nursery and talked about these experiences with the children.

Children were keen to talk to us about their experiences at the service and to tell us about their routines. Individual pegs, nametags and baskets were in place to promote a sense of belonging and ownership of their environment. Children were regularly consulted, and we could see that children's voices were reflected in wall displays and paperwork.

Procedures for the storage and administration of medication were in place and in line with best practice. We confirmed that the correct information was recorded for those children requiring medication at the time of inspection.

We observed children at lunch in two playrooms. Younger children had packed lunches plated and served by staff. Staff demonstrated patience with younger children, encouraging them to sit at the table and regularly offering assistance. Some older children brought a packed lunch and others had a hot lunch provided by a local primary school. Children enjoyed their lunch and chatted sociably with each other and with staff sitting at the tables. Children told us "It was delicious" and "I drank my gravy".

The lunchtime routine could be improved to offer all children increased opportunities for independence. At our suggestion, the manager had referred to the Care Inspectorate document Food Matters to support staff to begin to make improvements that impact positively on children's relationships with food and their eating experiences.

Personal plans demonstrated the importance of involving children and their families in making decisions about their care and development and should ensure staff have the most up-to-date information about children's needs. Plans must be regularly updated and reviewed to record changes in a child's health, welfare or safety needs. The manager advised that there had been difficulties in engaging parents/carers in the review process and we found that some children's personal plans had not been reviewed for up to two years. We agreed that all personal plans would be reviewed for the start of the new term. (See area for

improvement 1.)

1.3 Play and Learning

We focused on children's right to play, have fun, experience joy and the resulting impact this has on their learning and development. We found that staff were building confidence in recognising the value of play, as an opportunity for developing life skills and learning. Staff worked together to place the needs and interests of children at the centre of their play and learning. Staff supported children's current interests and curiosities to promote their learning and development. Parents told us that the service "provides a stimulating and caring environment where children are never bored, develop their skills and make great friends with their peers".

Children were happy, confident and safe. Children were having fun and enjoying their learning and development opportunities. They were supported to learn independence skills, make choices and lead their own learning. Staff were building confidence in planning play and learning opportunities that would support children's learning in a way that was responsive to their observed and expressed interests. One parent told us their child said "I like the Lego (staff are good at). Painting and making me Frozen hair (plait in the style of Elsa from the film Frozen). The parent also said: "As a parent, I know from the staff that my child loves role play and caring for the dolls, as well as puzzles. My child is a prolific artist, too! And has been able to write her name since the end of last year, when she was 3½."

Many of the older children were curious about the inspection and keen to involve the inspector in "I spy with my little eye" games to show us what they had learned about colours.

Staff working with the youngest children were learning to recognise schemas and the importance of their role in supporting these schemas to develop children's learning. Schemas are behaviours that children go through when they are exploring the world and trying to find out how things work.

Planning approaches were child centred and responsive to children's interests and life experiences. As a result, children were progressing well, and were happy and confident. Children had recently had great fun learning about pirates. Photographs, children's voices and learning were reflected in the playroom floor book.

We could see that staff recognised, supported and took pleasure in children's skills and achievements from both our observations and from viewing their learning journals. The management team was supporting staff to be more autonomous and responsible for consistency in the quality of observations recorded in online learning journals to ensure parents/carers could clearly see the individual progress their children were making in learning and development.

Staff used developmental milestones to track older children's progress in literacy, numeracy and health and wellbeing, which meant they were able to monitor children's progress and plan next steps in learning and development.

Staff were confident in the effective use of questioning to extend children's thinking, widen their skills and consolidate their learning through play. During our observations, staff interaction with children was empowering, enabling and fun.

During our visit, children particularly enjoyed outdoor play. From the youngest children exploring the texture of the grass to the older children running a café from the mud kitchen.

Areas for improvement

1. To ensure children's overall wellbeing is supported through effective use of personal planning, the manager should ensure that personal plans are updated and reviewed at least once in every six months. This should include taking account of the wellbeing indicators and ensuring children and families are central to this process.

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

"My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15) and "I am fully involved in developing and reviewing my personal plan, which is always available to me" (HSCC 2.17).

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 key question as very good.

The setting was comfortable, furnished to a high standard and welcoming, with plenty of natural light and ventilation. This gave a strong message to children and their families that they matter.

Good standards of health and safety, cleanliness and decor were observed throughout.

Overall, appropriate arrangements were in place to ensure children's safety. However, we asked the manager to ensure that the fire door in the Bunnies playroom was closed at all times to ensure children's safety.

Good systems were in place to manage electronic information in line with general data protection requirements.

The service provider had invested in high quality furnishings and fittings in natural materials and with the subtle use of colour had created a calm environment. Many theorists suggest a visually calmer environment may better support learning. Parents agreed that "since the manager took on the directorship there seems to have been loads of investment, both in terms of new equipment and staff training".

Children had ample space for their needs indoors and outdoors, most children could access a free flow area with a range of interesting play and learning experiences. Older children participated in forest school activities in the local woods.

Overall, the outdoor area was laid out to be interesting and inviting. It offered children a wonderful view of the Gareloch and the surrounding natural environment. During our visit, children enjoyed spotting passing boats. Children could experience physical play, climb, run, hide and enjoy loose parts outside for open ended play. Children told us "I like balancing" and "I like the bikes". There were areas for mark-making, music, role play and messy play. A summerhouse had recently been added to the outdoor area and the youngest children confidently explored the resources inside.

Staff discussed a risk benefit approach to learning and were observed supporting children to safely engage in play to push their own boundaries and build self-confidence. Staff actively engaged with children to

enable them to direct their play and activities in the way they chose.

Children could freely explore their environments both indoors and outdoors in the knowledge that comprehensive risk assessments were in place and staff understood how to keep them safe. One child commented "I like washing my hands and the sink outside has water!"

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.

There was an acceptance that operating with mitigations and staffing issues during the Covid-19 pandemic had impacted on the monitoring and self-evaluation processes within the service. This meant the manager felt that the paperwork and evidence was not fully updated. We found that plans and schedules had been completed to improve this.

The manager understood that robust and systematic self-evaluation enabled the service to deliver high quality care and support tailored towards children and families' particular needs and choices. Staff were working as a team to reflect and use this reflection to bring about positive change to outcomes for children. Self-evaluation floor books were being used. These linked to best practice guidance and local and national priorities. The manager recognised the need to ensure this was more embedded into staff practice.

The manager had a good understanding of the importance of using the views of children and families to inform planning and development of the service. Children and families' views were actively sought to inform the development of the setting.

During our inspection, parents' questionnaires about their children's learning journals were being returned. This meant the manager could plan to meet parents' expectations around the regularity of observations of children's play and learning. Parents told us "The learning journal is brilliant, I love to see what my child is doing" and "My only suggestion is that I would like to see more regular use of Learning Journals. It would be great to have two or three entries a week regularly (some weeks we don't get any updates in LJ; others we get a few), or whatever frequency doesn't impact on the workload/level of care."

The management team supported staff to have high aspirations and confidence in their capacity to support children and families to reach their full potential. To this end, family learning was a priority in the service improvement plan. Staff planned to invite parents/carers to Bookbug sessions and forest school sessions in the new term.

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 key question as very good.

The management 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. The manager had implemented a shift pattern which enabled parents/carers to meet with staff at both the start and end of the day.

Keyworking arrangements were in place to promote continuity of care across the day and ensure positive transitions for children and communication with families. Arrangements were in place to ensure parents/

carers were advised of changes to the staff team. Parents told us they valued the time available to talk to staff about their children at drop off and collection.

Staff told us they felt valued, well supported and appreciated the open-door policy the manager offered. Overall, we could see that staff did not resign from the service often which meant that children and families could experience stability and consistency in staffing.

Staff demonstrated an effective approach to teamworking and they communicated well with their colleagues, especially when a task took them away from their responsibilities. They worked well together to ensure effective supervision and quality engagement with children across the day.

We could see that a clear calendar of staff meetings had been re-established for the year detailing opportunities for professional dialogue around local and national best practice guidance, self-evaluation and discussion of practice issues.

Overall, we noted that staff were confident in their roles and keen to provide high standards to the children in their care. They worked well together to offer a quality service to families within the community. Staff had worked hard to ensure that the challenges brought about as a result of Covid-19 measures put in place, did not have too great an impact on relationships with parents/carers and were looking forward to a renewed focus on family engagement.

All staff were registered to practice with the Scottish Social Services Council (SSSC), had undertaken qualifications relevant to their roles and engaged in some continuous professional learning.

Throughout our visit staff treated children with respect and we could see that children had positive relationships with staff. Staff knew children well and responded considerately and patiently to their needs, conversations and questions. A parent commented "The staff are brilliant with the children and my child often tells me what fun they have had with named members of the team. They are so friendly, both to parents and amongst themselves".

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	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?	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

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