Nursery Rhymes Childcare Ltd
Day Care of Children

2 Reay Avenue
Cardross
Dumbarton
G82 5NT

Telephone: 01389 849 227

Type of inspection:
Unannounced

Completed on:
26 June 2023

Service provided by:
Nursery Rhymes Private Daycare Nursery

Service provider number:
SP2003000678

Service no:
CS2003003266

About the service

Nursery Rhymes Childcare Limited is registered to provide a day care of children service to a maximum of 57 children aged from birth to those not yet attending primary school. At the time of inspection the service was not providing a breakfast club or after school care to primary school aged children.

The service is based within detached premises offering children access to three playrooms, toilets and changing areas. There are two small kitchen areas and a small entrance foyer. Each playroom has access to its own outdoor play area. Office and staff facilities are in a separate building.

The service is based within the village of Cardross. The local primary school is a short walk from the service premises. The service is close to a bus stop and train station. It is within walking distance for those families living in the village.

About the inspection

This was an unannounced inspection which took place on Thursday 22 June and Monday 26 June 2023. 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 15 children using the service and 28 of their families
- spoke with nine staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were nurtured and supported well. They enjoyed opportunities to be involved in meaningful, interesting and fun play experiences.
- Older children were very happy, confident and motivated to lead their own learning. Staff had a good understanding of child development and how children learn, but would benefit from more support to enhance outcomes for younger children.
- Children were safe to play and explore indoors and outdoors. Outdoor areas were well-developed and resourced to provide children with fun, stimulating and interesting experiences.
- Most families were happy with the information they received from staff, but a number told us that they would like more information about their children's development and learning and more information on their daily routines.
- Families expressed a high level of confidence in the manager and staff team to provide quality care to their children.
- Staff felt valued, well-supported and appreciated the support of their colleagues and the accessibility of the manager. At times, staff needed to be less focused on housekeeping tasks.
- Staff knew children very well and had developed positive relationships with the children in their care.

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/people and clearly outweighed areas for improvement.

1.1 Nurturing care and support

Overall, children were nurtured and supported well throughout their daily experience. Children received a warm and personal welcome from staff when they arrived at their playrooms in the morning. The daily routine was sensitive to children's needs. Families commented: "Lovely, caring nursery, my child absolutely loves attending nursery."

Each child had an allocated key person who was responsible for ensuring their group of children felt safe, secure and cared for. Children were quick to settle into the playroom, and we could see that children had formed attachments and close bonds with their key person and other staff in the playroom. Staff used warm and sensitive interactions, and demonstrated affection for children to help them feel secure and loved within the setting. One parent commented: "Overall very happy with the level of care provided for our child. The staff are lovely and my child enjoys going to nursery everyday. There is a definite nurturing/caring feel at pick up/drop off. They know my child well. The staff in the room have been there for a long time and with it being a smaller nursery have known my child since they were a baby."

Personal plans were in place and contained useful information about each child's individual care, health, welfare and safety needs. These plans enabled staff to provide holistic care to children which was tailored to meet their needs. Staff recognised the role of communication with families in this process and worked in partnership with them to ensure they remained well-prepared to meet children's current needs. Parents told us how much they valued their relationships with staff and valued opportunities to discuss their children's needs face-to-face. This gave them confidence to trust and respect the ability of staff to provide positive outcomes for their children. Comments included: "My baby's key worker is wonderful and always greets us with a smile. My child started nursery recently and has settled in quickly and goes in smiling."

Some parents told us that they would like more opportunities to chat with staff about their children's day and receive written feedback about their daily routine, commenting: "I feel it would be helpful for my child to have a journal where staff could write about their day. It would give me more insight into what my child gets up to etc as my child isn't able to talk yet and tell me. Staff aren't always able to tell me at pick up as they may not have been working with my child that day" and "I feel there could be a better hand over/feedback system as there is no other way of knowing how my child's day has been apart from verbally which can be very minimal. I also feel there should be more updates on the learning journal." We discussed the current arrangements and accepted that staff shift patterns meant keyworkers were not always available at the end of day. However, some parents had accepted the use of daily diaries to mitigate this. The manager agreed to revisit this with parents at the start of the new term.

Appropriate resources and spaces had been developed to ensure children had options to sleep. And, if they no longer required a sleep, to be able to engage in quiet and restful play when it suited their needs. Safe sleeping practices were followed at all times. Babies wakening from sleep received lovely, warm cuddles and interactions to make them feel comforted and secure.

Food choices at snack and lunch were nutritious and reflected current best practice guidance. Packed lunches provided from home were not assessed. Fresh water was available throughout the day to encourage children to remain hydrated. Families agreed that their children choose from a healthy range of snacks and meals everyday but some wanted more information, commenting: "I'm not clear on what the spread of healthy snack choices available are that my child has on a daily basis, nor what snacks they choose. I know they have toast but I'm not aware of what the other choices are and how much the selection changes. I'm not clear on how much water they are drinking or offered throughout the day either."

Older children were learning independence skills through serving, pouring drinks and clearing their dishes away and, overall, meal times were sociable and calm. At times staff sat with children chatting sociably, but opportunities for role modelling were missed as they did not eat lunch with the children as the catering provider had not sent enough for staff. At mealtimes for younger children, at times staff were more focused on tasks rather than the children's experience. This meant that there were missed opportunities to support and interact with children. The manager told us that our observations did not reflect usual practice and agreed to carry out monitoring to ensure high quality outcomes at mealtimes across the setting.

During our visit, children were enjoying the warm sunshine outdoors with staff ensuring children were sun safe through the regular application of sun protection and maintaining good levels of hydration.

The manager was keen to progress plans to introduce the Infant Pledge and enhance staff knowledge, understanding and application of the nurture principles. We agreed that this would enhance the experiences of the younger children across the setting.

1.3 Play and Learning

Older children were very happy, confident and motivated to lead their own learning - indoors and outdoors. Overall, younger children were happy, confident and supported to explore their environments. Families agreed that their children were happy at nursery, commenting: "My child has progressed so much since attending nursery and their confidence has grown."

Families of older children were encouraged to play an active part in their children's learning through use of home link projects. These children had been growing sunflowers from seeds and had then taken the plants home, where families were encouraged to support their children to work through their project books capturing their learning and progress.

Older children were being well-supported to reach their potential. Staff had a good understanding of child development and how children learn and told us how planning reflected children's expressed and observed interests and addressed next steps for learning. We found that planning was flexible and responsive, promoting creativity, inquiry and curiosity.

Our observations confirmed that older children were encouraged to problem solve. Staff used questions effectively to encourage children to develop ideas and enhance and add depth to their learning. We observed many examples of staff supporting children to take forward activities and learning they had identified themselves during our visit.

Families agreed that their children had opportunities to be involved in meaningful, interesting and fun play experiences, commenting: "I would recommend this fantastic nursery to anyone. I believe that although there are different options of nurseries around here, this is the one that most kids prefer. Certainly this is the case for mine. Rarely any friendship issues or issues about going here. My kids love this place. It

provides a great environment for them to learn about the world - Statue of Liberty, volcanos , French to name a few. And to make great friendships. It's the sign of a great, well run nursery."

A range of strategies was used to support older children's emotional wellbeing and encourage children to build resilience. PATHS (Promoting Alternative Thinking Strategies) was used effectively across the setting on a daily basis with some children having an action plan to help them receive targeted support where needed. Children were learning self-regulation and how to manage and express their emotions. They were enjoying opportunities to become responsible through taking on small duties and tasks to help staff and their peers.

Younger children were making good progress in reaching their developmental milestones. They had fun exploring their playrooms and outdoor play areas. Staff were keen to support children to reach their potential. We discussed plans to introduce the Infant Charter and agreed that this would encourage staff to improve active listening skills and enhance children's opportunities to be curious and solve problems.

Floor books in each area highlighted children's involvement in learning across the curriculum through the effective use of mind maps and child voice. The floor books illustrated the wealth of opportunities children had to experience to breadth and depth across the curriculum.

Online learning journals highlighted children's learning and progression. We could see that staff had developed their practice in recording observations. Families enjoyed hearing about their children's learning and development. They were able to attend Stay and Play sessions and a parents' evening to hear about the individual progress their children were making. Some families highlighted a desire for some additional information about learning. Overall, families told us that they were fully involved and informed about their children's learning and development.

We discussed methods for ensuring more effective partnership with families in sharing approaches to learning and children's next steps across the setting.

Across the setting, children listened well and followed instructions and directions well to keep themselves safe. They were being encouraged to take turns and share and we observed lovely examples of children helping each other and being kind to each other without staff prompts.

Staff recognised the role of celebrating achievements in raising attainment. Staff were keen to see that children received the support they needed to reach their potential. Staff discussed the importance of celebration and fun in building children's confidence and self-esteem.

During our visit, a small group of children performed songs for us from the outdoor stage. They dressed up and used percussion instruments to perform enthusiastically, enjoying the opportunity to show us the different songs they knew. Others laughed and shared jokes with us about the playdough pizzas they were making with bizarre toppings. Younger children had lots of fun with water play, transporting and filling various bottles with coloured water. Babies enjoyed playing with balls, sensory blocks and laughing at a peek-a-boo game initiated by staff using chiffon scarves.

We could see that children across the setting had lots of fun. Families agreed, commenting:

"Good interaction with parents, my child always has lots of fun at nursery and is always happy to go."

"My child loves all of the different play areas and it's so nice that you have such a large outdoor area with so much to do."

"My child is happy at nursery and that is testament to the relationship she has with the staff."

"The nursery care about my child. My child does have good fun playing at nursery from what I'm told, even though my child seems reluctant to go."

"Love that the kids have plenty of outdoor play, my child loves messy play and being outdoors."

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.

We focused on the physical environment in which children were cared for, ensuring that the environment was appropriate with good quality furnishings and equipment.

Overall, the setting was comfortable, furnished appropriately and welcoming with plenty of natural light and ventilation. Families agreed that the service was comfortable and safe but commented: "Sometimes bits look like they could do with a lick of paint. That being said our child has no complaints about a lack of toys etc. We feel that our child is completely safe there. Any small incidents (falls etc) have been documented and advised about at pick up " and "I would like improvements to be made to the gate latches at the entrance to the premise, in particular the one adjacent to the car park, which is often not closed properly and doesn't seem to be a strong control." We checked these locks during our visit and while we agreed that the latch was not a strong one, we found that none of these areas opened directly into children's spaces or compromised their safety.

Most children had good space for their needs indoors and outdoors. Older children could freely access their outdoor clothes and footwear and choose when they wanted to play outdoors. Since the last inspection staff had worked hard to make many positive improvements within the tweenie room. Staff agreed to continue monitoring and reviewing the layout of the space to support meaningful play.

Overall, 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. Staff talked confidently about the arrangements that were in place to ensure children's safety. We discussed the need to review the arrangements and risk assessments for lone working to ensure staff were confident in this area.

Overall, playrooms were laid out attractively and effectively with good quality resources. Staff had taken time to ensure areas were interesting and appealing to children, although staff could review the layouts and presentation for younger children to promote wonder and curiosity more. Children could self-select from resources at child height. Wall displays were attractive and contained interesting information about children's learning.

The outdoor areas were well-developed and resourced to provide children with fun, stimulating and interesting experiences. There were areas to offer shade and shelter from the weather. Older children could experience physical play, run, hide and enjoy loose parts outside for open ended play and explore nature and science. Younger children could experience sensory play with sand and water.

Families recognised the benefits children derived from outdoor play, but several highlighted areas for improvement: "It's my understanding that if it's wet then the children don't go outside", "I have some worries, my child sometimes has been collected with soaking sleeves or cold legs after playing outside when it has been cold. I worry they are cold and wonder how long they've been like that for" and "We do feel there are days that our child could have been outside but hasn't been." All children spent time outdoors during our visits and staff told us that children went outdoors every day. Best practice guidance suggests children should be able to access outdoors in all weathers, with suitable clothing. We did see children's clothing become quite wet while outside but staff were vigilant at recognising when they needed to be changed and dried.

Although there were clear procedures in place to prevent and control the spread of infection within the service to protect staff and children, we found that staff needed to ensure practice was improved. Staff could do more to role model and supervise children's handwashing and help with runny noses to ensure children learn good hygiene practices. Nappy changing was carried out in line with best practice guidance.

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.

The manager was fully committed to continuous improvement within the setting. Families agreed that they were confident with the management arrangements within the setting, commenting: "Fully trust management and their team, they keep the learning current and interesting", "Really great leadership. You can tell this setting is well managed by the responses and any issues are dealt with promptly and in a very friendly and professional manner" and "Feedback is welcomed although possibly doesn't always affect change. Overall we're very happy with the management of the nursery."

The identified priorities for improvement for the setting were outlined in the improvement plan, which was underpinned by relevant local and national guidance and legislative frameworks. We could see that this plan was a useful tool for improvement, outlining clear points for action, responsibilities and timescales. The priorities were clear, realistic and achievable and had led to improvements in outcomes for children and their families. Good progress had been made to address the priorities set for the current academic year.

Staff had an important role to play in self-evaluation and told us how they used the relevant frameworks to explore their progress, development and practice to identify what had improved and what still needed to improve. This enabled them to identify strengths and areas to improve outcomes for children and their families. Staff were becoming increasingly confident with using relevant documents and best practice to measure outcomes for children.

Staff told us their views and opinions were valued and respected and discussed improvements they had taken forward to improve outcomes for children and their families. Families agreed, "The manager is wonderful and I get the impression the employees are well supported and valued. The manager knows all the children and always makes an effort to engage with parents when they are in/around the setting."

While the majority of families were happy with the information they received from staff, a number told us that they would like more information about their children's development and learning and more information on their daily routines. Families have continued to drop off and collect their children from outside the nursery and those we spoke with outside the nursery told us they were happy with this arrangement. However, some families did tell us that they would like to be able to come in to the nursery

each day and commented: "I'd like more regular written updates about what the nursery are focusing on in a given month with more comprehensive detail about what exciting things are planned. I'd also like much more regular updates on the whole nursery team, so I understand who the full team are that are looking after my children, as often in the newsletter we only hear about new members of staff and/or an update from one person and the newsletter is infrequent" and "Better feedback on a daily basis. Being able to come into the building to collect your child. And be able to see them play in their nursery environment."

We agreed that inviting families back into the service to drop off and collect their children would enhance existing arrangements for a mutual exchange of information about children and facilitate more meaningful consultation on improvement planning. The manager agreed to review the current arrangements and consult families on how this could be addressed.

Appropriate arrangements were in place to record details of any accidents and incidents occurring and to pass this information on to families. Staff were trained in first aid to ensure they had the skills and confidence to react to any accidents or health issues arising. Accident and incident reports were audited monthly to ensure patterns and hazards could be identified and addressed promptly.

How good is our staff team? 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.

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. Staff recognised the importance of compliance with prescribed adult to child ratios indoors and outdoors to keep children safe. Effective arrangements were in place to ensure staff absences caused as little disruption as possible. Staff used to cover absences were already known to children and families which ensured further continuity and consistency. Families told us: "My child loves the staff and I trust them", "The staff in every room are absolutely fantastic. Great balance of experience and new talent" and "Staff often seem to be doing CPD [continuing professional development] and there seems to be enough of them for the number of children there."

Staff felt valued, well-supported and appreciated the support of their colleagues and the accessibility of the manager. We observed a commitment to improving the approach to team working and ensuring effective channels of communication within the service. Staff told us they were enjoying opportunities to mentor new apprentices in their roles. Families commented: "They are all wonderful! It's lovely to see students/apprentices coming through the setting. The team as we know it have been in place for a number of years. It gives me confidence in the stability and care provided. Every key worker or employee our child has been looked after by has always been warm and engaging. Our child loves all of the employees and talks so fondly of them. The ladies are worth their weight in gold."

Overall, staff communicated well with their colleagues throughout the day in a way that was sensitive to the needs of children. However, there were some times when staff needed to be more vigilant in ensuring children were engaged and supported and less focused on carrying out housekeeping tasks. The manager agreed to review arrangements within the playrooms to ensure staff worked co-operatively to ensure effective supervision and positive engagement with children across the day.

Staff were confident in their roles and committed to providing quality outcomes to children, their families and the local community. They were very confident and well-trained in their roles and responsibilities in

safeguarding children.

Keyworking arrangements were in place to promote continuity of care across the day. This ensured positive transitions for children and assisted in communication with families.

Families told us they valued the time available to talk to staff about their children at drop off and collection but there was some scope for improvement. This was an important transition time for children and their families and the manager agreed to review the current arrangements. Comments included: "Friendly, caring and personable staff" and "All staff are extremely friendly and approachable. Communication between staff and parents is also very good."

Throughout our visit, staff treated children with respect and we could see that children had positive relationships with staff. Staff knew children very well and responded considerately and patiently to their needs, conversations and questions. Interactions were fun, enabling and empowering and helped children to feel secure within the setting.

A clear calendar of staff meetings was in place giving staff opportunities for professional dialogue around local and national best practice guidance, self-evaluation and discussion of practice issues. Staff told us that these meetings were a valuable forum to share information about children's needs and progress.

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

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

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

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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 cànain eile ma nithear iarrtas.

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.