Bellsbank Project Creche
Day Care of Children

Dalmellington

Type of inspection:
Unannounced

Completed on:
8 February 2023

Service provided by:
Bellsbank Project Committee

Service provider number:
SP2003000688

Service no:
CS2003003355

About the service

Bellsbank Community Creche operates from a single storey premises within Bellsbank School Campus, in the town of Dalmellington, in East Ayrshire, to provide a day care of children service to a maximum of 10 children not yet of an age to attend primary school at any one time. Of those 10 no more than 4 are aged under 2. Other conditions unique to the service;
To provide a mobile crèche to a maximum number of children as defined by the available space. Records of the space and adult: child ratios must be retained by the provider.
The creche may also operate in the evenings when required up to a maximum of 2 hours per session.

Children are cared for in a designated creche room with toilets and changing area and direct access to a secure outdoor play area. It is close to local schools, play parks and other local amenities.

About the inspection

This was an unannounced inspection which took place on 31 January 2023 between 09:30 and 15:00. One inspector carried out the inspection. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- Spoke with children using the service
- Received one parents' views by email
- Spoke with staff and management
- Observed practice and the facilities
- Reviewed documents.

Key messages

Children were happy, settled and confident in the creche environment.

Children experienced warm, caring and nurturing interactions from staff.

Staff worked well together acting as positive role models.

Staff would benefit from opportunities to further develop their skills and knowledge when planning for play.

Quality assurance processes should be further developed to support continuous 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?	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

Children were happy and settled in the service. They experienced responsive, kind and compassionate care. Children were treated with respect and valued as individuals. Staff engaged with children at their level when supporting and interacting with them. This helped to create a caring and nurturing environment.

Each child had a key worker who was responsible for their care and wellbeing. This included meeting children's personal care needs allowing for one-to-one time. This consistent, caring relationship helps children to settle and feel safe.

Personal plans were in place using home to creche information to enable staff to plan for children's individual needs. However, we noted some gaps and some plans had not been regularly reviewed. To enable staff to provide children with individual consistent care written personal plans should be completed and reviewed with children and their families. (Area for improvement 1)

Lunch time was a happy and sociable experience for children. They were supported by staff, who sat and chatted with them offering encouragement if needed. Children enjoyed their meal unhurried in a relaxed atmosphere. This helped children to develop a positive relationship with food, necessary for their overall health and well being.

Quality indicator 1.3 Play and learning

Children were engaged in meaningful play activities of their choice. We observed children happy and having fun as they built with the bricks and played imaginatively. Play and learning experiences were planned using information from children's interests and personal plan targets. They could independently choose where they wanted to play and engage in activities that were of interest to them. Staff joined in with children's play - for most children a balance of child initiated, and adult directed.

Through play children were developing relationships and making friends. Staff supported children as positive role models as they listened to children, encouraging conversations to extend play. Staff demonstrated a genuine interest in children's play knowing when to intervene to guide children to positive play.

Children also had opportunity to play and learn in the local community. This provided them with the opportunity to engage in physical and energetic play using the adventure playground helping them to develop their motor skills.

Staff carried out observations to help plan for play and learning led by children's individual interests. Further staff development on responsive planning will support children's achievement. Almost all children were observed leading their own learning. However, some children would have benefitted from more challenge to extend their play and learning to help them meet their potential. We discussed with the manager a review of the planning format would support more focused planning approaches.

Areas for improvement

1. To ensure staff, have the necessary current information to provide personalised care, personal plans for all children who attend the service must be kept detailing how children's health, welfare and safety needs will be met. The plan must be reviewed with parents or if appropriate, children, within a six-month period or before if needed. This is to ensure care and support is consistent with the Health and Social Care Standards which states 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)

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.

Children were cared for in a welcoming environment that supported children's rights giving children the message they matter. The layout of the playroom was set out to enable children to engage in a wide variety of play activities on their own or as part of a group. Space had been organised to allow children to move around freely.

Accessible resources reflected children's interests and were resourced to support play and learning. We asked the manager to continue to monitor children's access to resources as part of the service quality assurance system.

Children had direct access to an outdoor play space with a mix of grass and stone surface supporting younger children in walking on different ground. This supported children to take any play and learning outdoors during their creche session.

We were satisfied that the service had appropriate infection control procedures in place to minimise the potential spread of infection. We observed children and staff carrying out handwashing at appropriate times.

Risk assessments and checks taken by staff helped to ensure a safe environment for children both indoors and outdoors. These should be reviewed and updated as needed to ensure any hazards are identified to allow staff to take any action to minimise risks. This should include, monitoring of ventilation and any impact the opening of doors, to resolve any ventilation concerns may have on room temperatures. The manager agreed this would continue to be monitored with any necessary action taken as needed.

Children's personal information was protected as it was safely stored in a locked cupboard within the office. The service was aware of their responsibilities to ensure any data is stored lawfully.

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 is well led

The manager had successfully led the staff team to have a shared vision values and aims. Staff placed children at the centre committed to ensure the service provided quality care, play and learning.

Parents views were used to influence any improvements. Regular updates on children's sessions were given at pick up times and by the use of social media keeping parents informed on their child's session.

Regular self-evaluation both formally and informally took place. Setting aside time for discussions provided opportunity for staff to use reflections to make any changes to their planned play and learning activities. We asked staff to record any staff discussions considering any action needed to support improvement.

Staff should become more familiar with the Quality framework for daycare of children, child-minding and school aged childcare (Care Inspectorate, 2022) as a tool to support reflection and evaluation. This will help them to further develop skills in evaluating their work. The manager should continue to develop self-evaluation systems, to ensure improvement is focused on children's experiences and outcomes recorded within an improvement plan.

How good is our staff team? 4 - Good

Quality indicator 4.3 Staff deployment

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

Staffing ratios were maintained throughout the day. This ensured staff were deployed at all times to meet and deliver quality care and learning experiences for all children. Lunch breaks were organised to limit any impact on children and supported staff to refresh.

We observed staff to be kind and caring. They were motivated and wanted to do their best for the children in their care. Children benefitted from a staff team who worked well together and knew them well. They communicated effectively with each other to ensure children were effectively supervised and supported.

Tasks were carried out without any impact on the children. This contributed positively, to children's overall quality of care play and learning.

The staff team had developed positive working relationships flexible in their approaches and supported each other. Staff modelled positive social interaction both verbal and non-verbal contributing to children's positive behaviour.

Identified bank staff can be called on to ensure any unplanned absence is managed. providing children with consistent care. The manager should now develop operational guidance for bank staff to ensure they are provided with all information to meet children individual health welfare and safety needs.

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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