Heathpark Private Nursery
Day Care of Children

37 Victoria Place
Airdrie
ML6 9BU

Telephone: 01236 628 812

Type of inspection:
Unannounced

Completed on:
10 January 2025

Service provided by:
Heathpark Nursery Ltd.

Service provider number:
SP2003000930

Service no:
CS2003004520

About the service

Heathpark Private Nursery is a privately owned nursery in a residential area of Airdrie in North Lanarkshire. The service is provided by Heathpark Nursery Ltd. The service is in partnership with North Lanarkshire council to provide funded places for children aged between two and five years.

The nursery is registered to provide a care service to a maximum of 69 children not yet attending primary school at any one time. Of those 69, no more than 36 can be aged under three years of whom, no more than 18 can be aged under two years.

The nursery operates from a large, detached villa and an additional single storey property within the grounds. The service is near to local amenities, including primary schools, motorway, train and bus routes. The service offers full and part day, early learning and childcare throughout the year.

About the inspection

This was an unannounced inspection which took place between the 08 and 10 of January 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 the feedback from 12 family members of children using the service
- spoke with staff and management present on the days we visited the service
- observed staff practice and children's experiences
- reviewed documents
- spoke with visiting professionals.

Key messages

- Children had formed positive bonds with the staff. They were happy and confident throughout the service.
- Staff interactions with the children were respectful and caring, they listened and responded to children with love and affection.
- The improvements in the younger children's playrooms provided children with better access to appropriate age and stage materials.
- The playrooms in the main building needed further improvements to be enriched learning spaces.
- Staff confidence and knowledge to provide a high quality service had continued to grow. They were more aware of how to support children's learning and development needs.
- Children's access to high quality outdoor play and learning needed to be further improved.

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 throughout the service and had fun playing. The children told us they liked playing at the service and liked the staff, as they made them feel safe. Children were confident and familiar with the daily routine, giving them a sense of security.

Staff and children had formed positive relationships. Staff interactions were respectful and caring. Children were routinely comforted and given praise and reassurance. Staff had worked hard to create a welcoming space for the children, acknowledging their personal preferences. As a result, children had a sense of ownership and belonging, knowing their views mattered.

The service had continued to improve their engagement with families. Parents were routinely welcomed into the service. This allowed parents to see children's experiences and that they were being cared for by kind and caring staff. The timings for family events had been considered, with some events being held on weekends, to accommodate working families. Parents felt welcomed and knew that staff regularly kept them informed about their child's day. One parents told us 'Staff are welcoming & patient. They keep parents well informed.' Parents liked the daily discussions, however a few felt they would like better consistency of information recorded on the information app.

Staff used calm tones and were at children's height when talking to them. We saw positive responses from children when interacting with staff. Throughout the service we heard lots of laughter and saw lots of smiling faces. However, when the noise levels were high, some children could find this overwhelming. At times, it was difficult to hear what children were saying. Creating a calmer environment would create a more nurturing space for children.

Mealtimes were a meaningful part of the nursery day. Staff recognised the importance of these times within the daily routine. Children were very independent and familiar with the mealtime routines. Children had good access to drinks and were confident knowing where to access a drink either from dispenser or own bottles. The new food provider had made a positive change, children were enjoying the food choices and there was less waste. Mealtimes were a relaxing and social event.

Children's wellbeing needs were being met and personal preferences considered during transition times. For example, when they started to use the service and when moving between playrooms. One parent told us that 'All staff members have been lovely, respectful and seem to show genuine care for my child. They have been kind towards me during the settle in period (which was a struggle) and good with communication.' Staff worked closely with families, and each other to ensure smooth transitions for children.

Planning systems supported staff to identify and plan how best to meet children's needs. Each child had a personal plan, which included parents comments. As in previous inspection, personal plans could be further enhanced by including more of the children's voice. Personal plans were reviewed at least every six months as required, to further support children's progress timeframes could be more individual to children's needs.

The service can find more information in the Guide for Providers on Personal Planning, which can be found on the Care Inspectorate Hub.

Quality Indicator 1.3 Play and learning

The youngest children were cared for in an environment that was appropriately resourced to meet their needs. Babies were given time to explore on their tummy's, space to crawl without barriers and they had good access to different sensory materials to inspire their natural curiosity.

The children in the little learner's were experiencing more age and stage appropriate play and learning experiences, meeting their needs. Staff had a better understanding of child development. The new layout and use of space was working well, with staff feeling more confident and skilled practitioners. They were still on a journey but heading in the right direction.

The little learner's staff had reflected on how the space and children's access to materials met their needs. They had started to make significant changes to the play spaces to improve children's experiences. The new loose part construction area was working well and staff had a better understanding of the importance of creating that rich learning environment. Staff were keen to further development the sensory room, as they found the children were drawn to this area. Staff recognised providing a space for children to relax and self-regulate was important.

Children in the three-five playrooms were mostly engaged in meaningful play and learning experiences. The home corner and block play areas promoted opportunities for children to play together and be sociable. However, further improvements were needed to improve the quality of the depth and breadth of learning.

The art area provided a good space for children to participate in messy and creative experiences. Children freely chose from the materials available to them. The large table created a sociable space for them. However, several children had to ask for items they could not find. The art supplies need to be better maintained and children should be able to access, for example pens, scissors when they choose. Having to ask where to find materials interrupted their play and creativity.

The nurture room and resources should continue to be further development, to ensure it meets the needs of the children. For example, giving children a nurturing space for them to relax and self regulate their emotions.

Plans to further enhance children's opportunities in learn, including early literacy and early numeracy were in the service improvement plan. We observed children, on occasion, mark making and problem solving. We agreed with the service plans that improvements in early literacy and early numeracy were needed.

Children's access to outdoor play and learning is needing to be improved. Children did, on occasions, access outdoors but not freely, mostly at planned times. We have made an area for improvement to improve children's access to outdoor play and learning.

Areas for improvement

1.
To support children's wellbeing, learning and development the provider should ensure the children have access to a high-quality environment that is well designed. This should include, but not be limited to, children having daily access to high quality outdoor play and learning.

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 choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors (HSCS 1.25).

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 safe and secure, in addition to the main entrance the premises had a secured perimeter and only those permitted could enter the secured grounds.

The facilities were regularly risk assessed and appropriate safety measures put in place. Visitors were only permitted into the build after appropriate checks had been completed, such as identification checks.

The facilities were clean and maintained. A maintenance team was on hand to address any issues that may arise. As a result, for example if their was an issue with heating or water temperatures, it could be address in a timely manner.

The new nappy changing facilities worked well and were found to be following good practice guidance. There was some minor maintenance work needed, due to some water damage. This had been identified by the service and was due to be fixed. All surfaces in changing facilities must be waterproof, easy to clean and in a good state of repair so it can be cleaned and decontaminated thoroughly, as required.

The playrooms had soft furnishings to provide children cosy areas to rest and relax. To further enhance the sensory experience for children, they should consider the textures and presentation within these areas to ensure they meet the intended aims. Soft furnishing should be well kept and any damaged items should be removed.

At times some of the playroom looked messy. Materials and equipment should be well looked after, to ensure play spaces invite and encourage children's natural curiosity to play and learn.

Outdoor areas were well maintained but could be enhanced to create more outdoor learning and better access. Having access to fresh air and high quality outdoor play and learning provides positive impact, not only on children's physical development but also their wellbeing.

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 are led well.

Leaders had formed a shared vision on the type of service they wanted to provide and implemented a plan to achieve this. Together they had supported staff to enhance their skills and knowledge in child development which had improved the outcomes for children. They had achieved this through supporting the staff, working within the play rooms and providing good role modelling.

Leaders had an understanding of how well the service was doing. They had recognised the challenges that they had faced, mostly around changes within the staffing. However, they had worked hard to minimise the impact, where possible. New staff had been employed and more additional staff were in the process of being employed. All new staff had been supported through an effective induction programme. As a result, the staff team had a good balance of skills and experience and effective support and guidance had been provided to support staff.

The service were well informed of good practice guidance and legislation. They were well informed about recent changes which included changes to the protecting vulnerable groups (PVG) and setting the table , nutritional standards and practical guidance for early learning and childcare providers in Scotland. The use of QR codes had been very effective in providing staff with easy access to refer to good guidance, when needed.

Improvement plans were in place, which included increased parental and staff involvement, there were making good progress to achieve these. The service had listened and used feedback from families to make positive changes, this included improvements to keep parents informed about their child's daily experiences. Some progress had been made to include more of the children's voice to influence the care the receive. Staff were keen to further develop this. More information can be found more information on consulting with children on the Care Inspectorate Hub.

Staff were more confident and involved in the service improvement journey to ensure they provide high quality care and support. They shared how using new knowledge they had worked hard to improve children's care, play and learning. Staff could see the benefits for the children, they were more engaged in play and more settled. As a result, staff were happy in their roles and enjoyed working in a calm and welcoming environment.

Going forward the leaders need to continue supporting and the staff to make the positive changes needed. This includes designated time to monitor and observe children experiences to aid the continuous development of the play spaces and staffs' interaction.

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 worked well together and were happy with the improvements they have made. They were enthused to continue to enhance children's care, play and learning through continuous improvements.

Staff recognised how training and further development had improved their skills, knowledge and experience, they had used new learning to improve outcomes for children, for example, loose parts block play and using different tools to assess and plan children's learning.

Staff were familiar with good practice guidance and kept up with their training and development in house, online and through links with other services. Staff had become more reflective practitioners, driving forward the improvements needed to improve outcomes for children.

The service improvements included a review of the staff deployment throughout the setting. There had been some challenges due to changes within the staff. Adult to child ratios were being followed and plans had been put in place to minimise the impact on children. To further support staff deployment, additional staff were being employed. This is to further reduce movement in staff, to aid the staff team when others were absent and to increase staff levels during mealtimes.

Staff had worked hard to continue to reduce staff movement between rooms and improve their playroom management. Staff considered the children's needs, especially in relation to nurture and attachment. Children were being comforted and supported by consistent staff who knew their personal preferences and needs. Parents were positive about their children's relationships with staff. One parent told us 'My child enjoys playing with other children and likes the care provided by the practitioners. I feel safe leaving the child at the facility.' Whilst another commented 'Warm welcome and supportive staff. Child has gained so many good friendships and has a good relationship with staff.'

Interactions were caring, relaxed and loving. When speaking to children, staff did so at the children's height, face to face with good eye contact. The staff team were settled, had a shared vision and willingness to continue to develop the quality of service provided. Continuing to share knowledge and skills will support the team to continue to grow and provide quality outcomes for the children and families.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

Staff to be trained, competent and skilled in delivering a well-balanced curriculum that meets the needs of the children. These should include, but not limited to, staff being able to:

- understand how to identify children's needs
- carefully plan care and support to meet children's needs
- being skilled at providing a well-balanced curriculum
- using good practice guidance to improve their practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14); and 'I experience high quality care and support based on the relevant evidence, guidance and best practice' (HSCS 4.11).

This area for improvement was made on 2 May 2023.

Action taken since then

Staff were familiar with good practice documents and reviewed these to ensure they were being followed. Staff working with the children under three years, were more knowledgeable and confident discussing improvements made, the impact of training they had completed and how they had used this to improve outcome for the children.

Staff working within the 3 -5 years playrooms were still working with North Lanarkshire council early years team on planning children's play and learning. Progress had been made, some further work is still needed. Improvements included staff were more aware of and using tools to monitor and audit children's development.

As a result, although some work is still needed we assessed that this area for improvement had been met. However, management agreed staff will continue to enhance their skills and knowledge to ensure they provide a well-balanced curriculum.

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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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