Happitots Nursery - Glasgow Airport
Day Care of Children

Building 52
St. Andrews Crescent
Glasgow Airport
Paisley
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Telephone: 01418 485 911

Type of inspection:
Unannounced

Completed on:
21 June 2024

Service provided by:
Thrive Childcare and Education Limited

Service provider number:
SP2003002955

Service no:
CS2003004824

About the service

Happitots Nursery - Glasgow Airport provides a care service to a maximum of 91 children, including:

- Baby room - maximum of 12 children up to two years of age.
- Tweenie room - maximum of 12 children up to two and a half years of age.
- Tiny toddlers room - maximum of 12 children up to two years of age.
- Toddler room - maximum of 25 children from two years to three and a half years of age.
- Pre-school room - maximum of 30 children from three years to those not yet attending primary school.

At the time of our inspection, 156 children were registered with the service.

The registered provider is Thrive Childcare and Education Limited and the service is in partnership with Renfrewshire Council to provide funded places for eligible children aged two to five years of age.

The service is located within the campus of Glasgow Airport, and the nursery operates from a single-storey building comprised of five playrooms, children's changing and toilet facilities, a kitchen, office and staff facilities.

During this inspection, the children attending the Tweenie playroom had sole access to the Tweenie and Tiny toddler playrooms. There is a large outdoor play area where all children can have fresh air, active play and learning opportunities.

About the inspection

This was an unannounced inspection which took place on 19, 20 and 21 June 2024 between 8:30 and 17:20. Two inspectors 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 29 completed questionnaires
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced care from kind, gentle and caring staff.
- Personal planning should include appropriate strategies that align with the children's interests and needs, ensuring a positive impact on their outcomes.
- Personal care routines were carried out with kindness and compassion.
- Transitions were carefully planned to provide age-appropriate experiences, supporting children and helping them prepare for school.
- The quality and quantity of play resources had significantly improved, enhancing the children's play experiences and contributing to their overall development.
- Staff should access training that is appropriate to their role and apply it in practice.
- The setting had safety measures, instilling a sense of security in the children and their families.
- The positive learning environment had purposeful play areas and ample opportunities for children to take the lead in their play and learning.
- Quality assurance processes have positively impacted outcomes for children in some aspects of the setting and should be used across the setting to sustain improvements.
- Staff knew the importance of building positive relationships and connections with families.
- The ratio of staff to children met the requirements set by the conditions of the service's registration.

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 experienced care from kind, gentle and caring staff. This approach helped children feel valued, loved and respected, and supported their emotional development. Staff sat at the children's level and offered them cuddles and comfort, responding well to their care needs. As a result, children were happy, settled and confident when approaching staff. Feedback received from parents and carers included:

"My child is always happy at nursery and is very settled within the environment."

"Staff are engaged and seem to have a genuine connection to the kids."

"Staff are caring, kind and attentive."

Personal planning for children was a collaborative effort, with families playing a crucial and valued role in the process. This inclusive approach, which respects families, should support the planning process. There was a system for monitoring and auditing these working documents. However, to improve the quality of these written documents, management and staff should use knowledge of child development to plan developmentally appropriate strategies that align with children's interests and needs, ensuring a positive impact on their outcomes.

Personal care routines were carried out with kindness and compassion, contributing to children's positive relationships with staff. Staff chatted with younger children when changing their nappies, using this as an opportunity for quality one-to-one time. The toilet and nappy-changing doors remained closed. This practice respected children's privacy and reassured families about the high standard of care and respect in the setting.

Staff's commitment to respecting children's rights was evident in their daily interactions. They worked to further develop these rights through various approaches, such as, asking children to change their nappies and offering to help them at mealtimes. Additionally, staff encouraged children to express their opinions and choices, and respected their decisions within the boundaries of safety and care. This commitment reinforces the ethical standards of the childcare setting and provides reassurance to families.

Children enjoyed a nutritious hot meal that met their dietary and allergen requirements. Children had opportunities to be independent through self-serve, and staff sat beside them, which kept them safe. We discussed where improvements could be made, such as staff eating lunch with the children to provide a positive role model and encourage positive eating habits, and having adult-sized chairs for staff to support their comfort and prevent cross-contamination risks.

Overall, medication administration was managed in line with good practice guidance, which included adherence to dosage instructions and regular staff training. Management's continued use of auditing will ensure a consistent approach to medication paperwork and proper record-keeping for accurate dates of births and times when medication was given.

Sleep routines reflected the individual needs of children aged two to three years. We suggested staff relook at babies' transition to sleep time and have staff present who know them best. This approach was applied during our second visit, contributing to children's safety, emotional security and wellbeing.

Transitions were carefully planned and managed through age-appropriate experiences to support children and help them prepare for school. These 'age-appropriate experiences' included school visits, role-play and visual activities that simulated school routines. Children we spoke to were prepared for the transition and excited. They eagerly showed the inspectors photographs of the schools they would attend, indicating their positive anticipation of the transition.

Quality indicator 1.3: Play and Learning
The quality and quantity of play resources had significantly improved since the last inspection, enhancing children's play experiences and contributing to their overall development. Parents and carers shared what they thought were the most positive aspects of their child's experiences in the service, commenting:

"Exposure to many activities and opportunities for learning."

"How much the kids are outside exploring as my oldest boy loves this."

Children had opportunities to explore and have fun outdoors. The outdoor space, with a mix of surfaces and shelters, allowed children to spend time with their peers or have space to play and relax on their own.

Older children climbed trees and on a large climbing frame. They used wheeled toys on the track and played with natural materials, such as mud, sand and water, as well as creative experiences through sensory-based play, such as gloop, salt dough and paint. These activities were fun and enhanced children's cognitive and motor skills. We discussed the potential benefits of staff training in schemas, which are repeated behaviour patterns, for those working with younger children. This training could significantly improve young children's quality of play and learning experiences. **(See area for improvement 1)**

Indoor experiences allowed children to develop their literacy skills through songs and books. Some staff use age-appropriate words, conversations and interactions to support children's vocabulary and language development. The potential for further strengthening these interactions through staff training in effective questioning techniques would support professional growth and improved learning outcomes for children. **(See area for Improvement 1)**

While progression pathways were in place to measure children's health and wellbeing, literacy and numeracy, there is a clear need for further work. Ensuring the breadth, balance and depth of learning, particularly in numeracy, requires attention to naturally extend children's understanding of mathematical concepts by weaving more opportunities into their play and learning experiences.

Floor books, planning formats and observations were used to record children's play and learning experiences. Management monitored these and found that evaluations were not always completed. Management and staff need to understand better child development and how to plan according to children's developmental needs and interests. Planning for children's experiences would benefit from being implemented more robustly, with evaluations being completed routinely to identify the next steps in learning and development for children, and how experiences will be extended to offer depth and progression.

Areas for improvement

1. To support children's play and learning development, the provider should ensure staff access training appropriate to their role and apply their training in practice. This should include, but is not limited to, training in schemas, child development and effective questioning.

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' (HSCS 3.14).

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 and families benefitted from a welcoming and comfortable setting. Children had access to their own space to store personal items, fostering a sense of ownership and belonging, key elements for their security and comfort.

The positive learning environment had purposeful play areas and ample opportunities for children to take the lead in their play and learning. They could choose from various toys, such as art supplies, books, loose parts and role-playing, which sparked their imagination and curiosity. This approach led to children's active engagement and happiness during play.

Children aged three to five years were encouraged to assess and manage their own risks outdoors. This approach allowed them to engage in experiences and take appropriate risks under adult supervision.

The setting had safety measures that provided a strong sense of security for children and their families. These measures, including a secure entry system, playroom registers, boundary fencing and gates, were designed to reassure and instil confidence. Staff could use the 'Keeping Children Safe' campaign resources, which provide guidelines and best practices to strengthen further communication between the staff team and the safety of children.

Staff's understanding of the importance of outdoor play to children's health and wellbeing was evident in the opportunities for children to play outdoors during their sessions. Staff's commitment to allowing children to choose when and where to play to enhance their experiences, and their planned outdoor learning training to reinstate the forest garden, should reassure families of the setting's dedication to their children's development.

Accident and incident forms were completed and shared with parents and carers, and appropriate first aid was administered when needed. Regular audits of accidents and incidents further helped staff identify common or reoccurring themes and the appropriate action required to maintain children's safety.

We acknowledge the work completed and the planned environmental improvements to the nappy-changing areas for children under two years. The service efforts and transparency about future improvements should support the settings ongoing development.

Parents and carers shared their findings on improvements in the setting, commenting:

"The nursery have made progress since the last care inspection visit. The staff have worked hard to achieve this."

"I think all the changes being made recently have really helped shape the nursery to be even better. We had no issues prior to these changes but I must say that the setting inside and out, does look much brighter and well kept."

"The nursery is at its best - we started sending a child there in 2019 and it is the best it has ever been."

Overall, infection prevention and control procedures minimised the potential spread of infection, such as, the appropriate use of protective equipment and hand hygiene. We highlighted the importance of maintaining a safe environment, and having child-sized sinks in the 'Tweenie' playroom would further strengthen this practice.

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
The service's vision, values and aims, which included encouraging secure attachments for children and families, were reflected in practice in the setting. Families agreed that overall, they were happy with the care and support their child receives. One parent/carer commented:

"Overall extremely happy with the service and can notice improvement since new management have took over."

The management team's welcoming and supportive nature fostered a positive work environment and promoted team morale. This was evident in the staff's feelings of personal and professional support. The management team's recognition and support of the lead practitioners' skills, giving them ownership of their playrooms, further enhanced this positive atmosphere. Quality assurance processes, such as monitoring the play, learning experiences and staff practice were in place, and the lead practitioners confidently discussed the recent improvements and their future goals.

The management's commitment to developing the setting and promoting positive outcomes for children was evident, and a driving force behind the actions taken in response to the areas for improvement identified during the last inspection. This included improved monitoring processes that provided opportunities for all children to play outdoors daily, improved play and learning experiences, improved mealtimes and enhanced children's personal care routines. These actions and the management's dedication to continuous improvement should serve as a source of inspiration and motivation for the entire staff team to maintain and further enhance positive outcomes for children.

While the quality assurance systems have positively impacted children's outcomes, there is a need for more transparency and support for staff to understand the improvement cycle. This will not only make them feel more informed, but also empowered. Management's guidance and support are crucial to ensure consistent and high-quality outcomes for children across the setting, particularly in the documents that record children's care, play and learning.

Self-evaluation demonstrated the management team's commitment to the setting's success and should inform the improvement plan and set clear priorities for development. Surveys were undertaken with staff and families, and this process should be embedded into routine practice with children. This will ensure everyone feels included, valued and integral to the setting's success.

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 demonstrated genuine kindness and interest for the children in their care, which resulted in confident and happy children. Parents and carers agreed they have a strong connection with the staff caring for their child, commenting:

"I have gotten to know the staff and comfortable with speaking to them about my child's needs."

"The staff are very friendly and give me an in-depth description of my son's day from everything he has eaten, to how long he napped and what he has done all day. I feel very well-informed."

"Staff are friendly and know my child and family well, they take time to discuss how my child is on drop off and how the day has been on pick up, I never feel rushed."

The management team recognised and valued the need to ensure the setting was appropriately staffed with the right skills mix across each playroom. The ratio of staff to children met the requirements set by the conditions of the service's registration.

Staff knew how many children attended at any time during the day. They used measures such as registers and whiteboards to update when children arrived or departed from the setting. They worked well together, communicated effectively and supported each other, which helped keep children safe.

Staff wellbeing was supported through regular discussions, appraisals, wellbeing check-ins and team meetings. These were opportunities for staff to reflect on their childcare practice and further support their personal and professional development.

Staff knew the importance of building positive relationships and connections with families. As part of family engagement, the open days led by the staff team helped strengthen the partnership working with families. The planned events allowed staff, children and families to build strong bonds through play and learning in a fun way that enhanced family experiences.

Staff communicated with families at drop-off and collection times to provide verbal feedback on their child's day. They should continue to develop approaches to support families with a high level of involvement in their childcare setting when developing relationships and strong connections.

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

To promote children's security and confidence in personal care routines, the provider should ensure staff consistently offer support that respects children's independence, privacy and dignity.

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

'If I require intimate personal care, this is carried out in a dignified way, with my privacy and personal preferences respected' (HSCS 1.4).

This area for improvement was made on 30 August 2023.

Action taken since then

Toilet and nappy-changing doors remained closed during personal care, respecting children's privacy and dignity. Children could access the toilet independently or with support from an adult if needed, supporting their independence and care needs. This practice helped promote children's security and confidence in personal care routines. It also serves as a constant reassurance to families about the high standard of care and respect in the setting.

This area for improvement has been met.

Previous area for improvement 2

To ensure children receive high quality, developmentally appropriate play and learning experiences and positive interactions with staff, the provider should support staff to develop their skills, knowledge and understanding of inviting stimulating play opportunities.

This should include, but is not limited to:

a) arranging a training programme to support staff in improving their knowledge and understanding of relevant early learning and childcare theory and practice. This should include, but is not limited to, Education Scotland's Realising the ambition: Being Me, Care Inspectorate's Growing my potential, child development theory and how to effectively observe children and plan for children's play and learning experiences. This will ensure children receive responsive care and support from staff; and

b) improving the quantity and quality of play resources available to ensure these provide children with sufficient opportunities to engage meaningfully within their play and learning environments.

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

'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS 1.31).

This area for improvement was made on 30 August 2023.

Action taken since then

Improvements were made in the quantity and quality of play resources available to ensure children had sufficient opportunities to engage meaningfully within their play and learning environments.

Some staff had undertaken training in provocations and invitations to play.

To further support children's play and learning development, staff should access training appropriate to their role and apply it in practice. This should include, but is not limited to, training in schemas, child development and effective questioning.

This area for improvement has not been met. Therefore, it is reworded within this inspection report (See key question 1: How good is our care, play and learning?)

Previous area for improvement 3

In order to provide younger children with greater opportunities for outdoor play, the manager should develop room monitoring arrangements to ensure all children enjoy daily opportunities to spend time outdoors and provide all age ranges with more exciting and challenging outdoor play experiences.

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 play outdoors every day and regularly explore a natural environment' (HSCS 1.32)

and

'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).

This area for improvement was made on 30 August 2023.

Action taken since then

Robust monitoring arrangements and improvements in gardens and external structures that were well designed to provide shade and shelter and more exciting and challenging experiences ensured that all children had daily access to spend time outdoors.

This area for improvement has been met.

Previous area for improvement 4

In order to ensure that improvement planning is effective in delivering improved outcomes and experiences for children, the provider should develop and implement an effective system of quality assurance to monitor improvements in all areas of practice highlighted in this report.

This should include, but is not limited to, the management team:

a) implementing regular and effective support and supervision programme for all staff;

b) working to meet the training and development needs of staff relevant to this report;

c) utilising the Care Inspectorate 'A quality framework for daycare of children, childminding and school-aged childcare' to engage parents/carers and staff in the systematic evaluation of their work and the work of the service;

d) having an effective system for monitoring staff practice that supports the improvement and development of staff practice and children's experiences; and

e) monitoring and evaluating the deployment of staff to ensure that there are enough staff working to meet the needs of all children throughout the nursery day.

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

'I use a service and organisation that are well led and managed' (HSCS 4.23).

This area for improvement was made on 30 August 2023.

Action taken since then

A regular and effective support and supervision programme for all staff was in place. This programme allowed staff to reflect on their childcare practice and further supported their personal and professional development. Self-evaluation supports the setting's commitment and success, should inform the improvement plan and set clear priorities for development. Families were included in the process through surveys and daily conversations. This should be embedded into routine practice with children to ensure everyone feels included, valued and integral to the setting's success.

Senior staff had taken the lead in monitoring playroom practice and received support from the deputy manager. Management improved the monitoring processes that provided opportunities for all children to play outdoors daily, improved play and learning experiences, improved mealtimes and enhanced children's personal care routines.

This area for improvement has been met.

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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