Carousel Nurseries (Alexandria)
Day Care of Children

Broomley House
26 Luss Road
Alexandria
G83 0RH

Telephone: 01389 750 628

Type of inspection:
Unannounced

Completed on:
29 June 2022

Service provided by:
Carousel Nurseries Ltd

Service provider number:
SP2003001161

Service no:
CS2003005583

About the service

Carousel Nurseries (Alexandria) is located in Alexandria, West Dunbartonshire. The nursery is a partnership nursery.

The service operates from a detached villa and annex set in its own grounds. The nursery consists of four bright playrooms located over two floors. Children have access to a large secure outdoor play area at the rear of the property. The service is located in the centre of the local community and has access to local amenities and public transport.

The service is registered to provide a day care of children service to a maximum of 73 children at any one time.

- of those 73 no more than 24 are aged under 2;
- no more than 49 are aged 2 years to those not yet of primary school age;
- of those no more than 15 are aged 2 to under 3 and no more than 3 are of primary school age;
- there shall be no more than 24 children aged 3 years to primary school age accommodated in the Annexe.

About the inspection

This was an unannounced inspection which took place on 23 June 2022 between 10:00 hours and 14:45 hours. The inspection was carried out by two inspectors 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 several children using the service
- sent out a family questionnaire and received 13 responses
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- The senior leadership team had a clear vision which was developed in consultation with children, families and staff.
- Staff had worked closely with families to gather and share effective information on children's personal preferences.
- Children were meaningfully involved and made informed choices about their play and learning.
- Children had access to a large secure outdoor garden which had been thoughtfully planned out.
- We discussed with the manager further improvements to the indoor setting.
- Staff were encouraged and proactively reflected and developed their practice.

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?	5 - Very Good
How good is our setting?	4 - Good
How good is our leadership?	5 - Very 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? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. We evaluated this key question as very good.

Quality Indicator 1.1: Nurturing Care and Support
Children were happy, settled and confident in the setting. They were familiar with the environment and routine.

Children received warmth, kindness and respect from staff. They took time to listen, talk and communicate with children. This meant staff could respond meaningfully to children's needs and wishes. This supports children's overall wellbeing and sense of belonging.

Staff had worked closely with families to gather and share effective information on children's personal preferences. This included information about children's routines, their favourite toys, likes and dislikes. This was used by staff to support children's individual needs and promote consistency and continuity of care.

Children enjoyed a positive lunch experience which was sociable, relaxed and unhurried. Staff and children sat together laughing and chatting. This ensures children's health and wellbeing.
Through encouragement and positive reinforcement, staff supported children to develop their independence skills. We observed children pouring their own drinks, serving themselves and clearing their dishes away. This approach enables children to build social skills and behaviours associated with eating and drinking.

Staff observed and recorded what children ate, this information was then shared daily with families in 'a day in the life of' sheets. We found food choices were nutritious and reflected current guidance.

Alternative choices were available for children who did not eat lunch. These included a wrap or sandwich. Food choices reflected children's cultural and dietary needs. To ensure children's health and wellbeing this information was regularly reviewed with families and available to staff in each room.

Staff told us they were in the process of developing the lunchtime environment to offer children a more homely lunch experience. These changes include introducing porcelain crockery, glasses, napkins and staff eating with children.

We saw sensitive arrangements around children's sleep routines. Staff worked in partnership with families to establish routines which responded to children's individual needs and family wishes. Children slept in a calm and relaxing environment. Sleep mats and cellular blankets were used in line with safe sleep guidance. Staff were available to quickly respond to children's smiles, tears or gestures. This supports children's safety, emotional security and wellbeing.

We reviewed the setting's medication policy and procedures. We found medication was stored securely and out of reach of children. Documentation was accurate and reflected children's individual health needs and requirements. Details included the type, strength and dosage of medication. We found families had regularly reviewed and signed off this information.

Quality Indicator 1.3 - Play and Learning
Children were meaningfully involved and made informed choices about their play and learning.

They had a variety of curious and interesting resources available to have fun with. Resources included a climbing frame made of tyres, mud kitchens and water structures. This meant children had the freedom to choose where they played and what they wanted to play with.

There was a good balance between spontaneous and adult-led play. Staff used effective observations and questioning to promote children's creativity and curiosity. Staff were skilled in stepping back, observing and allowing children to use their imagination. Children excitedly told us they had set up a stall to sell lemonade, they were deeply involved in their imaginative play. This type of play can extend children's thinking, widens their skills and consolidates learning.

Planning approaches were child-centred and supported children to progress and develop. The manager encouraged staff to undertake additional training. This enabled staff to develop a deeper understanding of child development and play learning theory. Staff told us this had positively impacted their practice and outcomes for children. Training included play pedagogy and sing for joy.

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 setting was comfortable and welcoming with plenty of natural light. The design of the building allowed most children to move freely between indoor and outdoor environments. Where there was no direct access, staff took children outside daily.

Children had spaces to play and have fun and areas where they could relax and have quiet time. The playrooms offered a range of resources, these included blocks, trains and tracks which engaged children's curiosity and attention.

We observed that the baby and under three rooms offered a comfortable calm environment for the youngest children. Children presented as happy and settled and we saw positive and supportive interactions by staff.

Children had access to a large secure outdoor garden which had been thoughtfully planned out. Resources reflected children's stage of development and interests. There was evidence of planting and growing in several areas including a bathtub. There was a bug hotel for children to learn about nature and wildlife. Children also experienced cause and effect with water and mixing potions.

We discussed with the manager further improvements to the indoor setting. These included lunch tables and chairs being at a suitable height for children and developing a more homely environment. The manager acknowledged these are areas which are currently being develop.

We were satisfied that the service had appropriate infection control procedures in place to minimise the potential spread of infection. We observed children being supported to understand the need for good hygiene and handwashing.

To make sure children were safe and secure, staff conducted daily checks of both the indoor and outdoor environment and risk assessed all areas. There were clear policies and procedures in place to ensure consistent approaches across the nursery setting.

How good is our leadership? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. We evaluated this key question as very good.

Quality Indicator 3.1: Quality assurance and improvement are led well
The service was well led by the manager and lead practitioners. Staff told us they felt very valued and supported by the leadership team. Their ideas and views were acknowledged and contributed to the development of the service and positive outcomes for children.

The service has made considerable progress since the last inspection. Quality assurance, including self-evaluation and improvement plans were in place and effectively led to improvement to service provision. This included extensive redesigning of the garden area.

The manager had a clear vision which was developed in consultation with children, families and staff. This helps staff know what is important for the setting and reflects the aspirations of children and families.

The service had established strong relationships with families, most felt information on children's progress was effectively shared. Online journals, social media updates, face-to-face meetings. These provided opportunities for families and staff to review how best to meet children's needs. One parent told us, "love the photos and daily info sheets."

To support children's transition to primary one, staff worked in partnership with other teaching professionals. This ensured that children were prepared for going to school. Children told us they had visited primary one. They said, "we enjoyed the snacks and party games they had."

Parental involvement was strongly encouraged. This included care plan updates, home learning bags and one-to-one parent's meetings. Families told us they had recently enjoyed sports day. One parent said, "it was lots of fun."

Staff were encouraged and proactively reflected and developed their practice. They spoke enthusiastically about their personal development and how this positively influenced their practice and outcomes for children. This included working in partnership with other nurseries to develop activities for children and families outside the nursery environment.

Staff spoke confidently about their child protection responsibilities and confirmed they had attended recent training.

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. We evaluated this key question as very good.

Quality Indicator 4.3: Staff deployment
Staff were confident in their roles and recognised they had to work as a team. This included when preparing for lunch. We found staff were flexible, with some setting up lunch and others supporting and engaging with children. This ensures children's needs are consistently met at busier times of the day.

To ensure the well-being of children. Staff were appropriately deployed across the setting, this included from their sister nursery.

They communicated well as a team, helping to ensure relevant information was shared to meet the day-to-day needs of children.

Staff supported each other when leaving the playroom or attending to a child's needs. They communicated well with their colleagues and sensitively with children. This contributed to effective supervision and consistency of care.

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

The manager and staff should review the lunchtime experience for children. Thought should be given to creating a more relaxed and homely atmosphere where staff can comfortably sit with children. The manager should ensure appropriate cutlery is always available to allow staff to cut up food for children and for older children to cut their own food. Staff should continue with plans to introduce table covers. For further information staff should refer to our good practice guidance Food Matters.

This ensures the care and support is consistent with Health and Social Care Standards which state: 'I can enjoy unhurried snack and meal times in as relaxed an atmosphere as possible' (HSCS 1.35).

This area for improvement was made on 7 November 2019.

Action taken since then

Children enjoyed a positive lunch experience which was sociable, relaxed and unhurried. Children and staff sat together laughing and chatting. This ensures children's health and wellbeing.

This area for improvement has been met.

Previous area for improvement 2

To promote a high quality of care for children, staff must ensure they have the necessary knowledge and understanding to support positive outcomes for children. The provider should continue with plans to prioritise training for staff in child protection, working with children under three years and working with children in need of additional support.

This is to ensure staffing is consistent with the Health and Social Care Standards which state: '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 code' (HSCS 3.14).

This area for improvement was made on 7 November 2019.

Action taken since then

Staff were encouraged and proactively reflected and developed their practice. They spoke enthusiastically about their personal development and how this positively influenced their practice and outcomes for children.

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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