Baby Rainbow Nursery
Day Care of Children

68 Gilmore Place
Edinburgh
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Telephone: 01312 298 742

Type of inspection:
Unannounced

Completed on:
11 August 2023

Service provided by:
Baby Rainbow Nursery

Service provider number:
SP2003002945

Service no:
CS2003012049

About the service

Baby Rainbow Nursery is a day care of children service. The service was registered on 1 April 2011.

Registration conditions are to provide a care service to a maximum of 18 children aged 0 to 3 years of age. The service is located in the Tollcross area of Edinburgh. It is close to shops, open green spaces and has good public transport links. The accommodation consists of two floors. The babies are based on the top floor where there is one large playroom and an additional sleep room. There is a nappy changing room off the main playroom. Toddlers are accommodated on the ground floor. They access one playroom to the front of the building and have free flow access to a small multipurpose room, which is used for creative play and mealtimes. There is a nappy changing room and toilet on the ground floor. A small kitchen is located to the rear of the building, which is primarily used to wash dishes. Meals are provided by the sister nursery which is located on the same street as Baby Rainbow. There is a small enclosed garden to the back of the property. Children access this through a small staff room area directly located off the entrance hall.

About the inspection

This was an unannounced inspection which took place on 10 August 2023 between the hours of 10:30 to 12:45 and 14:15 to 16:15 and continued on 11 August 2023 between the hours of 09:00 and 16:45. 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 registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:
- took into account feedback we received from nine families
- spoke with five staff whilst visiting the setting and received electronic feedback from three staff
- observed practice and daily life
- reviewed documents.

We provided in-person feedback to the manager on 11 August 2023.

Key messages

- Children were generally happy, calm and engaged with learning.
- The manager and staff team were passionate and committed to getting it right for children.
- Children's wellbeing and social skills benefited from a relaxed pace at mealtimes.
- The service actively sought parents' views and valued their contributions.
- Strong connections were made in the community.

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

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

Quality Indicator 1.1: Nurturing care and support

Children experienced caring approaches from staff. Staff positioned themselves at children's level and provided close affection in the form of cuddles. This contributed to children feeling loved and valued. Staff confidently shared their knowledge of children. Staff had invested in building meaningful partnerships with parents to find out about children's needs and preferences. By effectively using this information, children benefited from experiencing continuity of care from familiar adults, which provided a sense of security. All parents who responded to our request for feedback strongly agreed with the statement: 'Staff know my children well including what they like and what is important for their care'.

Mealtimes were relaxed and unhurried. Children's social skills were developed as staff ate alongside children and engaged in conversation. In the baby room, staff sensitively responded to children who woke from sleeping whilst their peers were eating. Staff provided a cuddle and shared a story until they were ready to eat. In the toddler room, children who had finished before their peers were supported to engage in purposeful play in a different room. As a result, children's individual needs were met during mealtimes at a pace that was right for them.

Children's personal plans were completed in partnership with parents before children's start dates. This meant that staff valued parents' insight into their children and used this to plan experiences that children enjoyed and found comforting. By reviewing the plans frequently with parents, staff could effectively respond to children's changing needs. Staff took pride in sharing the significant developmental progress children had made, which highlighted the successes of the supports in place.

The staff team regularly reflected on their practice using their insight into child development and awareness of best practice guidance to help ensure they were getting it right for children. They embraced input from other agencies to guide their practice to provide more individualised support for children. Staff demonstrated sensitivity and compassion towards children's needs and empowered parents to access support, for example, from health visitors. This helped to consider children's wellbeing as a whole and increased children and families' resilience.

Children experienced well-planned transitions when moving onto the pre-school setting, Rainbow Kindergarten. Staff from the pre-school nursery visited children in the setting to get to know their individual needs and preferences. Familiar staff accompanied children until they felt safe and secure in the new setting. The story, 'We're Going on a Bear Hunt' was used to help engage the children along with teddy bear picnics involving children from both settings. We heard how these approaches supported children to have a healthy mindset towards change. It was clear that building positive relationships was at the heart of this.

Quality Indicator 1.3: Play and learning

Children were actively involved in leading their play and learning. Children independently accessed their preferred resources. Staff skilfully assessed when to give children time and space to follow their own play agenda and when to interact. Staff used their knowledge of child development to support children to develop their numeracy and literacy skills in a way that was stage appropriate and meaningful for the children. For example, a child who wanted to make a spider with the construction set, was supported to consider body parts and count eight legs.

The service identified that children engaged well with singing and extended this interest by creating 'song sacks' that were shared between nursery and home. The staff assessed how well children responded to ensure the experiences were fun and achieved positive outcomes.

Planning approaches were child centred. Staff assessed children's developmental needs and used this knowledge to create learning opportunities. The staff evaluated what difference this has made and we saw how children were supported to make developmental progress. Staff considered how they promoted children's rights and met learning outcomes within the national practice guidance resource for early years practitioners in Scotland named Realising the Ambition. This document helps promote high quality experiences for children.

Strong connections were made within the community. For younger children in particular, staff used these as an opportunity to develop children's physical development by encouraging movement. Staff supported children to make meaningful connections in their learning, for example, children's interest in ducks benefited from a trip to the duck pond which provided further opportunity to develop speech and language skills.

Staff used their sound knowledge of relevant theory to consider the focus for children's development. For example, for children who had recently joined the setting, they benefited from close affection to help develop secure attachments. Staff invited children to take part in play experiences, building their confidence. Staff noticed how children's engagement with activities was extending. This indicated that their sense of safety and security was increasing.

How good is our setting? 5 - Very Good

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

Quality Indicator 2.2: Children experience high quality facilities

The setting was well furnished and resourced. Play areas were attractively set out with different learning opportunities that reflected children's needs and interests. In this way, consideration had been given to supporting children's development in a child centred and holistic way. Resources were generally accessible for children and reflected their stages of development. Staff demonstrated their knowledge of schematic play and how they had created opportunities to develop this. The general presentation of the environment gave a strong sense of pride and communicated to children that they mattered.

Children's health and wellbeing benefited from a clean and well-maintained environment. Enhanced practices that were put in place during the pandemic had continued, including regular cleaning of touch points and handwashing upon entry to the service. High walls in the garden contributed to children's safety and sense of privacy. Staff effectively communicated with each other to monitor children's whereabouts. All parents who responded to our questionnaire strongly agreed with the statement, 'My child is safe whilst in the setting'.

Effective systems were in place to highlight staff roles and responsibilities in contributing to a well-maintained, pleasant environment for children. For example, staff undertook training in infection, prevention and control, the manager carried out walk arounds as part of her quality assurance monitoring and team meetings were used as opportunities to highlight expectations. As a result, children's health and general wellbeing was given priority.

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; therefore, we evaluated this key question as very good.

Quality Indicator 3.1: Quality assurance and improvement are led well

The manager promoted a strong vision for the setting. Various quality assurance methods including practice observations, staff support and supervision sessions and staff appraisals provided opportunity for the manager to assess how well the service was achieving positive outcomes for children. Staff were also empowered to consider what would improve children's experiences. Staff identified improving communication between the team to help enable staff to spend more time with particular children. This meant that next steps to support children's developmental progress were achieved. One parent commented, "All of the staff are great in our experience and we think the manager really does manage the whole place with the children's interest as top priority". The manager should build upon opportunities for staff to lead on areas of practice, so staff continue to feel empowered to shape the setting to meet children and families' needs.

Staff observations and knowledge of child development informed areas for improvement. For example, staff noticed children's behaviour and considered how they could get it right for children by ensuring to meet the underlying needs. This included undertaking training and resulted in staff developing their understanding of children's brain development. Staff reflected on their practice, developed their self-awareness and improved their engagements with children to adopt a more curious, inquisitive approach to understand what motivated children. This led to staff empowering children more to assess and manage risk and ultimately take more responsibility for leading their own play and learning.

Another area of focus was enhancing mealtimes to promote children's independence. Menu planning was developed to ensure the home cooked meals reflected best practice guidance, such as 'Setting the Table'. This resulted in children experiencing well balanced diets and strengthened the nursery's nurturing ethos. Parents' views on menu planning were sought. The service acted upon parents' feedback, for example, parents had requested that to further celebrate their children's cultural identity, a meal was created using certain ingredients. This resulted in a unique pasta dish which the children enjoyed. Children's sensory development and healthy relationship with food was promoted as they participated in making food to eat, such as hummus.

The staff observed children continue these cooking experiences into their imaginary, role play. For example, the children pretended to make garlic bread. Staff responded to this by inviting the children to make real garlic bread. This meant that children had opportunities to consolidate and add greater depth to their learning.

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

Children were supported by a passionate staff team who were committed to getting it right for them. Several staff had worked in the service for many years. This was attributed to the support and inspiration from the manager, along with the nursery's family ethos. One staff member commented, "The nursery is small so you get to know everyone on an individual basis and it feels like home from home". Consideration was given to the mix of staff skill set and experience. Staff were supported by an experienced mentor who demonstrated effective role modelling and skilfully supported staff in practice.

Staffing ratios on day two of the inspection were high. This benefitted a particular child who felt tired but was content being held close and carried around the garden by their key worker whilst watching the other children play. Following our observations on day one of the inspection, the manager took on board our feedback to consider increasing staffing in the baby room. This would be especially helpful when children are settling and require more emotional containment and during key transition times, such as prior to lunch when children presented as tired. Also, as the garden area is not easily accessible from the baby room, having additional staff would enable staff to be more responsive to children's needs, particularly where it is identified that children like being outdoors and this supports their emotional wellbeing. The service had recently recruited a new member of staff who was due to start their role soon. The manager also provided a strong presence in the setting and could be called upon to offer support. In this way, the service demonstrated their solution focused approach to ensure positive outcomes were consistently secured for all children.

Children generally benefited from a cohesive staff team. The small, family orientated setting and shared garden enabled children and staff to engage with each other on a regular basis. This further supported children's transitions to the toddler room through established relationships. The manager actively made arrangements to ensure the staffing team were consistent and familiar to children to help provide a strong sense of belonging for children which built upon trusting relationships. During staff absence and where agency staff were required, the manager was receptive to our advice to streamline personal planning information to help temporary staff to respond to children's needs and preferences. This would contribute to children experiencing continuity of care.

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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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?	4 - Good
4.3 Staff deployment	4 - Good

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