# Moffat Nursery
# Day Care of Children

Moffat Academy
Jeff Brown Drive
Moffat
DG10 9QF

Telephone: 01683 222 000

**Type of inspection:**
Unannounced

**Completed on:**
18 April 2024

**Service provided by:**
Dumfries & Galloway Council

**Service provider number:**
SP2003003501

**Service no:**
CS2003015531

## About the service

Moffat Nursery is a local authority day care of children service provided by Dumfries and Galloway Council. The service is based within Moffat Academy in the small town of Moffat.

Beattock Nursery is currently operating within Moffat Nursery. This is due to essential building works being carried out at Beattock Primary School where Beattock Nursery normally operates from.

The service is registered to provide a daycare of children service to;

1. To provide a care service to a maximum of 50 children aged 2 years to those not yet attending primary school at any one time of whom no more than 10 are aged 2 years to under 3 years.

2. The nursery may also have access to other areas within Moffat Academy, subject to completed risk assessments prior to use.

3. From 22 August 2023 until 31 January 2025 Beattock Nursery may operate from Moffat Academy, Jeff Brown Drive, Moffat, DG10 9QF. When Beattock Nursery and Moffat Nursery are operating together from Moffat Academy they may provide a care service to a maximum of 50 children not yet attending primary school at any one time.

• no more than 50 are aged 2 years to those not yet attending primary school full time, with no more than 10 aged 2 to under 3.

## About the inspection

This was an unannounced inspection which took place on Tuesday 16 April 2024 and Wednesday 17 April 2024. This inspection was carried out in conjunction with an inspection at Moffat Nursery as both services are currently operating together. The inspection was carried out by three early learning and childcare 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 service registered.

In making our evaluations of the service we:

- spoke with and observed children using the service
- contacted families through Microsoft questionnaires to gather their views
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

## Key messages

- Children were secure, happy, settled, and confident within the nursery environment through having developed positive relationships with staff.
- Children engaged well with each other and played cooperatively using their imagination and curiosity to develop their play and learning.
- Children were confident and independent at putting on their outdoor clothing and footwear, it was evident children had regular and daily access to outdoors.
- Children were cared for by a staff team that was nurturing and compassionate.
- Staff were passionate about delivering the best outcomes to children and families.
- Robust monitoring systems, including self-evaluation, need to be more firmly embedded.

## 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? | 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? 4 - Good

**Quality Indicator 1.1: Nurturing care & support.**

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

Throughout inspection we observed children experiencing warm, caring, and nurturing approaches which was supporting their overall health, wellbeing, and safety needs. Children were secure, happy, settled, and confident within the nursery environment through having developed positive relationships with staff. We found as a team the staff were kind, caring and supportive of children's emotional security and wellbeing, for example, staff were observed giving children cuddles and reassurance when required or requested from the children. As a result, children were approaching staff for support and involving them in their play and learning. We received positive feedback from parents about their children's care. Comments included:

"Staff are approachable, sympathetic, and supportive to the needs of my child. The staff are very professional in dealing with any family matters that may arise and offer support."

"The staff are all very welcoming. All greet adults and children in the mornings with a big smile. They listen to both children and adults and are supportive at all times. My child is respected and included."

Lunch and snack had been developed to support the needs of the children. A free flow system supported children to choose when they had lunch or snack, so their play was uninterrupted. Children were actively involved throughout as they were encouraged to help and set up, self-serve, supported to pour drinks and clear away dishes. This supported children to develop roles and responsibility while developing life skills.

Staff had reflected on the lunch atmosphere resulting in children being unhurried and having a relaxed experience with their friends. Staff supported all children ensuring they received a caring, positive social experience, through developing conversations and relationships with their peers. Children were relaxed and observed to be enjoying the food provided and were free to access the playroom or outdoors when they finished lunch. Fresh water was available throughout the day and children were encouraged to stay hydrated and we observed children independently accessing the water station. As a result, children were developing their independence, confidence, and social interactions.

Children's overall wellbeing was supported through the development of personal plans and 'all about me' taking account of children's, health, wellbeing, and safety needs in collaboration with parents and outside agencies. One parent told us, 'My son has just started nursery and I have already had a meeting to discuss his care plan and hear how he is getting on at nursery and next steps.' Management and staff were knowledgeable in relation to each child's individual needs and had developed some strategies and areas of development identifying how they support children to have a positive experience while in the nursery. As a result, staff were observed to be supporting children's resilience and developing positive outcomes.

Risk assessments and individual support plans had been developed for children who require additional support. The service was working well with relevant agencies for example health visitors, speech and language therapist and educational visitors. This was supporting the service to deliver positive outcomes for children and families. However, we suggested to management the importance of streamlining information received. This will ensure that staff have the most relevant up-to-date key information to support and continue to develop positive outcomes for children.

Staff had been developing resources and a culture of wellbeing through supporting children to manage their feelings and feel safe while in nursery. For example, they had developed a bag of resources for a child to use when they were needing some reassurance and support to self-regulate. Management, with support from the educational visitor, had developed visual cards for staff to use to support children with their understanding. This had also been shared with parents to support with consistency of developing communication strategies. As a result, children's individual health, wellbeing and safety needs were being supported to enable them to have a positive experience.

Policies and procedures were in place to support staff to safely administer any required medication. Staff were confident in the processes for individual children, for example, how to manage allergic reactions. The manager should continue to monitor and audit medication including the recording of information, using 'Management of medication in daycare of children and childminding services,' as a guide. This will ensure children are kept safe and healthy. (See area for improvement 1 under 3.1 Quality assurance and improvements are led well).

**Quality Indicator: 1.3 Play & Learning.**

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

Children were visibly happy, confident, and actively accessing all areas on offer. We observed a balance of adult directed and freely chosen activities which were supporting children to develop some key skills in arts and crafts, literacy, numeracy, health, and wellbeing. Children had opportunities to take part in stories, mark making and riding bikes. As a result, children engaged well with each other and played cooperatively using their imagination and curiosity to develop their play and learning. One parent told us, "Through learning journals I can see my child is encouraged to build on his next steps and progress in his learning e.g. numbers, shapes, mark making."

A system for planning and tracking children's learning was in place, however, we found the approach was not consistent across the whole staff team. Some experiences that children had initiated were not always recorded or tracked. We discussed the benefits of staff being more responsive in their planning and developing strands of learning that are based on and respond to individual children's interests. Staff would benefit from having clearer expectations in their delivery and evaluations of play and learning and the opportunities on offer to children. This would further deepen and enhance children's learning through enriching their experiences, and support children to lead on their own play and learning through responsive play-based learning.

We would encourage staff and management to continue to develop play and learning through focused observations, effective assessments, while providing provocations, reflecting, and reviewing the environment. We suggested to management to consider consulting with staff in relation to time spent within each area. This will further enhance the breadth, progression, and depth of play and learning.

## How good is our setting? 4 - Good

**Quality Indicator 2.2: Childrens experience high quality facilities.**

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

We found the environment was attractive, bright, warm, and welcoming. Staff had developed and set up play spaces to support different types of play encouraging children to easily select resources for play. For example, block play, writing, arts and craft, home corner and outdoors. Children had access to a variety of experiences and some loose parts play materials to develop their imagination, for example staff had created a road using chalk outdoors and children were using bikes, bubble cars to go around the track pretending to fill up at the petrol pump. Children also created dinosaurs from recycled materials and parachutes which they enjoyed trying to fly. As a result, children were having fun and interacting in positive experiences along with their peers.

Children had free flow access to outdoors and there were opportunities for children to climb, run and take part in risky play. Children were confident and independent at putting on their outdoor clothing and footwear it was evident children had regular and daily access to outdoors. As a result, children's health, wellbeing, and independence was being encouraged and supported.

We would encourage management and staff to continue to reflect and review the environment with consideration to giving children more space to be creative. Developing spaces to reflect children's current interests and curiosities with appropriate resources and materials to support learning. For example, developing natural and opened-ended resources to inspire imagination, curiosity, creativity, and imagination. This will ensure children are challenged at the appropriate level for their stage of development and learning.

We were satisfied with the infection prevention and control practice we observed. Staff modelled good hand washing and children were encouraged to wash their hands on arrival to the service, before snack and lunch reducing the spread of infection. We would ask management and staff to monitor hand washing for children returning from outdoors.

Risk assessments had been developed to support a safe environment for children. We have asked management to review some risk assessments to ensure all mitigations are in place for outings. We highlighted the Care Inspectorate's 'SIMOA' campaign which encourages services to act responsibly to safeguard, protect and support children's wellbeing. This will further ensure children are kept safe and accounted for at all times.

Accident and incidents were recorded and shared with parents. Since the last inspection, audit systems had been put in place. We have asked the manager to streamline these systems to minimise the paperwork currently undertaken.

## How good is our leadership? 4 - Good

**Quality Indicator 3.1: Quality assurance and improvement are led well.**

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

We recognise that there have been changes within management and staff team since the last inspection. Throughout the inspection the team responded well taking on advice and encouragement when suggestions were made. We found relationships were developing well within the team and management and staff were committed to the development of the service. The team worked well together to establish a shared vision delivering the best outcomes for children and families. As a result, we are confident that the service will continue to grow and move forward.

Staff told us they felt supported by the management team. Regular team meetings were enabling the staff to be reflective, and to consider how they could contribute to improving children's experiences and outcomes. This meant that children were benefiting from a staff team who were committed to improving the service.

The manager was visible in the setting to children, families, and staff team. They created conditions where people felt confident to discuss their ideas, opinions or, if needed, concerns. Staff told us about opportunities they had to implement projects for example, sewing and music. Leadership roles had been identified, however, this was at a very early stage of implementation. Moving forward staff would benefit from having more regular one to ones with their manager. This would give staff the opportunity to be supported to develop their skills and leadership qualities in a more formal way.

The service uses online learning journals as a way of communicating with parents to keep them updated. A parent forum is well established, and parents value this opportunity to be included in the life of the nursery. Parents told us they feel listened to, and suggestions and ideas are followed through. A children's committee is also established with children discussing their rights at the most recent meeting. As a result, children's voice was being recognised and acknowledge in a meaningful way.

The service had a quality assurance calendar and improvement plan in place. However, these processes were not yet regular or robust enough to ensure procedures were consistently followed to secure sustained improvement. Robust monitoring systems, including self-evaluation, need to be more firmly embedded with a focus on monitoring children's personal plans, children's experiences, monitoring of staff practice and monitoring medication and health care plans. This will ensure that improvements are sustained, and children continually benefit from a service that improves. (See area for improvement 1).

### Areas for improvement

1. To ensure the quality of children's experiences are improved, the provider should implement robust quality assurance processes, including self-evaluation, covering key areas of practice. This should include, but not be limited to, children's personal plans, children's play and learning experiences, staff practice, and monitoring of medication.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19). 'I use a service and organisation that are well led and managed' (HSCS 4.23).

## How good is our staff team? 5 - Very Good

**Quality Indicator 4.3: Staff deployment.**

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.

The staff team were warm, welcoming, and caring and there was a positive ethos throughout the nursery. Children were cared for by a staff team that was nurturing and compassionate. Staff were passionate about delivering the best outcomes to children and families. Staff were enthusiastic and were respectful to each other through their interactions. This created a positive environment that allowed the children to feel safe and secure, with adults who cared for them. Parental feedback about the staff team was positive. Comments we received about the staff team included:

"All staff are very friendly, I feel comfortable knowing my child is well looked after."

"All staff are very pleasant and helpful."

The nursery was appropriately staffed to meet the needs of the children. Staff were appropriately deployed throughout the day which ensured they met children's needs at the right time. The ethos throughout the service focused on children as individuals ensuring that all staff treated children with respect. Staff worked well together as a team and their different skill sets and knowledge complimented one another resulting in positive interactions with the children.

Staff moved in response to children's requests, such as for outdoor play and when children required one-to-one support. They positioned themselves appropriately for maximum supervision both indoors and outside. Staff communicated well with each other, and transitions were planned. As a result, children were familiar with the daily routine and were happy and confident with staff and their environment.

Staff were effectively supported by the management team who spent regular time in the nursery playroom. This helped to build positive working relationships and allowed time for professional discussion. Staff were happy, engaging and sharing tasks through working as a team. For example, staff lunches were organised to minimise disruption. As a result, the day ran smoothly which supported children in their play, care, and learning.

Staff had time at the end of the day to discuss children individually and as a team plan for the following day. This gave the team an opportunity to reflect on their day and identify any areas of improvement. Staff meetings were held regularly to discuss, planning, supporting children, what was working well within the nursery and any areas they wanted to improve. This supported staff to be organised and make changes when required resulting in better outcomes and experiences for children.

To support staff health and wellbeing through the merging of Beattock and Moffat Nurseries, while Beattock Primary school is repaired, management were in the initial stages of implementing wellbeing meetings. This will give staff the opportunity to have time to discuss any concerns or to reflect on their role. We would encourage this to be continued especially in reflection of the changes the teams have been through and the changes to come.

# 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

Moffat Nursery should further develop the personal plans for each child in their care. These should then be reviewed at least once every six months.

National Care Standards for early education and childcare up to age 16 - Standard 4.4: Engaging with children.

**This area for improvement was made on 2 February 2018.**

**Action taken since then**
This area for improvement has been met.

Please see section 1.1 Nurturing care and support for further details.

### Previous area for improvement 2

Moffat Nursery should audit accident and incident records and where necessary, take action to reduce future risks.

National Care Standards for early education and childcare up to the age of 16 - Standard 14: Well-managed service.

**This area for improvement was made on 2 February 2018.**

**Action taken since then**
This area for improvement has been met.

Please see section 1.1 Nurturing care and support for further details.

# 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 | 5 - Very 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? | 5 - Very Good |
|---|---|
| 4.3 Staff deployment | 5 - Very Good |

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