Troqueer Nursery
Day Care of Children

Troqueer Primary School
Hill Avenue
Troqueer
Dumfries
DG2 7LR

Telephone: 01387 273 020

Type of inspection:
Unannounced

Completed on:
23 April 2024

Service provided by:
Dumfries & Galloway Council

Service provider number:
SP2003003501

Service no:
CS2003015543

About the service

Troqueer nursery is registered to provide a care service to a maximum of 70 children aged 2 years to not yet attending primary school at any one time. Of whom no more than 10 are aged 2 years to under 3 years.

The nursery is located in a residential area in Dumfries, within Dumfries and Galloway. The service is close to local shops, parks and other amenities. Children are accommodated in one large open plan playroom, a separate snack and meal room and an enclosed outdoor play space. The nursery also access other spaces within the local primary school building and playgrounds.

About the inspection

This was an unannounced inspection which took place on the 22nd and 23rd of April 2024. 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 people using the service
- Gathered feedback from 12 families through MS forms
- Spoke with staff and management
- Observed practice and daily life
- Reviewed documents

Key messages

- Children were confident, happy and having fun at nursery with their friends and staff on the days of the inspection.
- Children benefited from an environment that was carefully structured to suit their individual needs and interests.
- Staff were committed to their champion roles and keen to support children to reach their full potential.
- Staff promoted a positive team ethos and were respectful in their interactions with each other and the children.
- The manager was visible and engaged with children, their families and staff.
- The service should continue with plans to develop care plans and one page profiles.
- The service should continue with plans to develop the responsive planning cycle in the nursery.

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?	5 - Very 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? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

On both days of inspection children were happy, settled and having fun with their friends. Children were supported to develop meaningful relationships in the nursery, by the team, who encouraged sharing and supported children to develop social skills. Children experienced warm, patient, and nurturing care from staff which supported their health and wellbeing. Staff were kind and respectful towards children, taking time to listen and respond to them. This helped children to feel valued and secure in the nursery. One parent told us "The staff are friendly and approachable and genuinely care."

Children experienced snack and lunch times that were unhurried, relaxed, and sociable. Children could make choices about what they wanted to eat, when they would like to eat and who they would like to sit with. This ensured children's right to choose was respected in the nursery. Children were able to develop their independence and confidence by being snack helpers. We observed children taking pride in their role by helping to set up the table and chop up fruit. Children could self-serve food, with supervision from staff, and were encouraged to clean their dirty plates and cups away. This supported children to develop life skills.

However, during our observations, we noted staff did not always sit with the children as they ate. We asked the team to review this area of the routine to further enrich the mealtime experience for children. We discussed this with the manager and staff and are confident this will be actioned. Food choices on the days of inspection were nutritious and reflected current guidance. Water was available throughout the day to ensure children remained hydrated.

Children were cared for by a team who knew them well, including their individual personalities, and support needs. Personal care plans were in place for each child which were linked to the SHANARRI wellbeing indicators. We saw evidence that they were updated termly which enabled families to be actively involved and informed of their child's care while at nursery. One parent told us "We meet regularly to go over my child's personal plan and always considered. We have a good discussion about how my child is progressing."

However, personal plans should continue to be developed and streamlined to ensure next steps and strategies for each child are clear and meaningful. The team were currently reviewing the templates they used for personal plans and one-page profiles. They had linked with other nurseries to progress this action. Management should monitor children's profiles to ensure a consistent approach to recording achievements, evaluative observations and identifying next steps in learning (we have repeated the area for improvement made at the previous inspection).

The manager and staff had high aspirations for all children. They had an inclusive ethos, which was well led by the manager, who had a proactive approach to seeking the right support for individual children. The team collaborated with other professionals, families, and other childcare providers to ensure children requiring additional support had their individual needs met. Information was used consistently and effectively to support positive outcomes for children. As a result, children were receiving the right care and support from the adults around them.

We reviewed the nursery's medication policy and procedures and found they were in line with current good practice guidance. We highlighted the team were currently using an older version of the consent form template and asked that they transfer to the latest version which is in line with current good practice guidance 'Management of Medication in Day care and Childminding Services'. We have requested the team further develop health plans for children with emergency medications to fully to give the appropriate details to administer medication and any after care children may require.

Children led their play and learning throughout the days of inspection. They confidently free flowed between all the play spaces which provided them a variety of experiences from construction play, crafts, storytelling, playdough, role play in the home corner and explorative play in the sand pit. Staff were responsive to children's initiations and ideas of play and helped scaffold learning by adding new resources or through effective questioning. One parent told us "Our child loves sensory play and the nursery provide new and exciting play resources to support this."

Children engaged in some planned play and learning experiences such as play on pedal and TLQ sessions. One parent told us "My child has taken part in TLQ which really brought on their speech." As a result, children had the opportunity to develop key skills in literacy, numeracy, health, and wellbeing.

Children were supported by staff who had a good understanding and knowledge of development, theory, and practice. Staff were skilled at knowing when to engage in play and when to follow children's lead or when to observe children's play. This was supported by the strong relationships with staff as children felt safe and secure in their care.

Staff recorded children's ideas and suggestions for new activities on a learning wall within the playroom. This ensured children's voices were listened to and respected. However, planning approaches required to be further developed to ensure children's next steps were incorporated into the planning cycle. We suggested the manager, in partnership with staff, continue to develop the recording process for responsive planning which will support high quality experiences for children in their care.

The team worked collaboratively to record achievements of children in their care through weekly meetings. We made suggestions on how this process could be further enhanced. The manager was open to our suggestions, and we are confident the actions discussed will be progressed.

Areas for improvement

1. The service should continue to develop and improve the way personal plans are used to support children and their learning.

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

'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.1)

How good is our setting? 5 - Very Good

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

Children experienced an environment that was carefully considered and planned to meet the needs of children attending. The playrooms were welcoming, clean and comfortably furnished. This gave a strong message to children that they mattered.

The room had natural light and was ventilated with open windows and doors. There was lots of space for children to play together or alone if they chose to do so. The nursery had cosy spaces in each area for children should they wish to relax. This supported children to self-regulate and learn to manage their emotions. The team were currently developing a "cosy den" in the outdoor area. This would enable children to access a space to rest and relax in the outdoors.

Children could lead their play and learning as they were able to access toys and resources at their level. Natural, opened ended materials were available to extended children's play. Loose parts play was also available throughout the environment. The service regularly evaluates the space and resources available with the children, to ensure it reflected children's current interests and individual support needs. One parent told us "The nursery is a great space with exciting activities and resources for my child to explore."

Free flow access between the indoors and the enclosed outdoor garden was available for most of the day, this further supported children's abilities to lead their play and learning. Children were confident moving around the rooms and outdoor spaces which showed us children felt safe and secure in the nursery. On the first day of inspection, we discussed visual aids to help children understand when the outdoor spaces were opened or closed. The team actioned this immediately and a traffic light system the children understood was put in place.

Children were supported to engage in risk beneficial play experiences in the outdoors garden and orchard space. We observed children having lots of fun climbing, rolling, and exploring a natural environment with friends. Staff where mindful children's activities were not compromised and they were empowered to engage in in fun, challenging and stimulating play experiences appropriate to their stage of development. One parent told us "My child loves the outdoor spaces."

Risk assessments were in place and regularly reviewed by the whole staff team. Effective arrangements were in place to monitor and maintain the setting and the equipment used. Children had opportunities to assess and manage their own risks. This was supported by staff that encouraged and supported children at a level that was appropriate for them. Many parents told us they felt their child was "safe" in the nursery.

We were satisfied with the infection prevention and control measures established within the nursery. Staff and children were encouraged to wash their hands regularly throughout the day. We reminded the team to encourage children to wash their hands after meals. Cleaning rotas were in place and staff frequently cleaned areas in the playroom across the day. The setting had an appropriate supply of personal protective equipment available (PPE).

Staff were aware of their role in keeping children safe while at the nursery. There were effective systems in place to ensure children were always accounted for. Registers, head counts and a white board with up-to-date number of children in the premises, were utilised. Staff were aware of the Care Inspectorate's 'SIMOA' campaign which encourages services to act responsibly to safeguard, protect and support children's wellbeing. The service effectively used this tool to review current procedures and risk assessments in place.

How good is our leadership? 5 - Very Good

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

A clear vision, values and aims had recently been reviewed and updated for the service in collaboration with the children and their families. We found the values of the nursery had been embedded effectively in the nursery. The manager and staff were aware of their roles in promoting the vision, values and aims and spoke passionately about working in partnership with families to support children to reach their full potential.

High aspirations for the service were shared by all team members and promoted by the manager which showed us the service had a very good capacity for change. They had created conditions where the team felt comfortable to share ideas and lead changes to support positive outcomes for children. Staff had champion roles which they spoke passionately to us about. All members of the team inputted into the improvement plan for the service and were committed to their role and shared responsibility for the process.

The manager had a comprehensive understanding of the importance of collaborative working and the value of working in collaboration with children, families, and other professionals to inform the planning and drive the development of the service. Families could influence the service delivery and developments through the parent forum, questions of the month, questionnaires, and face to face discussions. One parent told us "My child's voice is heard." Another parent told us "There are opportunities to be involved in ideas and planning."

The team were committed to providing children and their families with high quality early learning and childcare at the nursery. The manager and team regular reflected and evaluated together on activities they offered, the environment and range of resources available taking account good practice guidance and children's preferences. This ensured high quality play and learning was at the heart of improvement planning.

The manager of the service was visible, personable, and approachable to children, their families, and staff. This created a positive environment which focused on relationship and communication, creating conditions where people felt confident to discuss ideas, improvements, and issues. The manager was organised, accessible and positively influenced the delivery of the service. One parent told us the manager and depute are "Fantastic, couldn't ask for better managers."

How good is our staff team? 5 - Very Good

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

Children were supported in a nursery that was appropriately staffed to meet their individual health, wellbeing, and safety needs. Continuity of care and effective communication was promoted by the manager and staff which minimised the impact of staff breaks or unplanned absences on children during their time at the nursery. We received many comments about the staffing team from parents. The described staff as "friendly," "approachable," "caring" and "welcoming."

We found staff were proactive and flexible in their deployment throughout the day, they followed the children between the indoor and outdoor spaces fluidly. This ensured children remained safe and their play was not interrupted unnecessarily.

The manager recognised the need for high levels of interaction and support to promote the wellbeing and progressions for children's play and learning. The team offered children target time on a 1:1 basis to support quality engagement and intensive interactions.

Staff were skilled and discussed utilising each other's strengths as a team, to support high quality play and learning for children in their care. Staff also took responsibility for their own professional development and embraced any new opportunities to learn. The manager encouraged staff to reflect on any new learning and consider the impact this had on their own practice and outcomes for children. One to one supervision sessions allowed time for reflection on practice, skills, and training needs. Staff received feedback from the manager at regular periods with training opportunities being made available if needed.

Children and their families experienced a caring and nurturing setting as the team had established positive working relationships with each other, creating an inclusive, motivated and solution focussed team. Respectful and effective communication had been established between the team and manager.

All staff were appropriately registered with the Scottish Social Services Council.

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 ensure an accurate record is held of attendance for emergency drills, staff should manage the daily register on children's arrival.

Reference: National care Standards, early education and childcare up to the age of 16.
Standard 2 A safe environment

This area for improvement was made on 21 March 2018.

Action taken since then
The service had a daily register which was completed to accurately record the arrival and departure of children in the setting. Children also completed a self check in at the front door on arrival. A board within the playroom was also updated with the numbers of children in the nursery across the day.

On the day of inspection, a fire drill was completed for the nursery and school children. Children and staff were confident in the emergency evacuation procedures.

Previous area for improvement 2

The service should continue to develop and improve the way personal plans are used to support children and their learning.

Reference: National care Standards, early education and childcare up to the age of 16.
Standard 6 Support and development

This area for improvement was made on 21 March 2018.

Action taken since then
Personal care plans were in place for each child which were linked to the SHANARRI wellbeing indicators. We saw evidence that they were updated termly which enabled families to be actively involved and informed of their child's care while at nursery. The team were currently reviewing the templates they used for personal plans and one-page profiles. They had linked with other nurseries to progress this action.

While the team had made some progress, we have repeated this area for improvement.

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

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