Raploch Nursery
Day Care of Children

Raploch Community Campus
Drip Road
Stirling
FK8 1SD

Telephone: 01786 272 337

Type of inspection:
Unannounced

Completed on:
5 October 2023

Service provided by:
Stirling Council

Service provider number:
SP2003002689

Service no:
CS2003015615

About the service

Raploch Nursery is a day care of children service provided by Stirling Council. It is registered to provide a day care of children service to a maximum of 96 children aged 0 to those not yet attending primary school with a maximum of nine children aged 0 to under two years.

It is situated in a residential area of Stirling, close to local amenities including schools, shops, parks and public transport. All facilities are on one level. Children have access to entrance areas, designated playrooms and outside areas, toilets and nappy changing areas.

This inspection took place as a response to a serious incident which we were notified about. As part of our inspection, we assessed the issues that led to the incident and the actions taken by the service since.

About the inspection

This was an unannounced inspection which took place on Tuesday 03 October 2023 between 08:15 and 15:30. We gave feedback to the service on Thursday 05 October between 10:45 and 12:00.

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 and one of their parents/carer.
- spoke with seven staff and management
- observed practice and how children's play and routines were supported.
- reviewed documents

Key messages

- Families benefitted from the strong leadership in the service.

- Staff and the leadership team were committed to providing high quality care and support.

- Quality assurance was well used to assess the work of the service and make plans for improvement.

- Staff were skilled at supporting children with additional support needs.

- Following a serious incident, the provider had taken action to prevent risk to other, promoting children's safety.

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 evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality indicator 1.1 Nurturing care and support.

The positive ethos within the service meant that a culture of respect and inclusiveness was embedded in practice. Children experienced positive interactions which had enabled them to form close attachments to all staff and develop nice friendships with each other. Children had a sense of belonging as they felt welcomed, valued and safe in the setting.

Staff helped children to have positive experiences as they recognised the importance of transition. They used home visits to build relationships with parents/carers and children. Information shared at this point prepared children for starting nursery and helped staff plan for their care.

Partnership working with families and other agencies was well established. Children's development, learning and well-being was supported as regular contact enabled information to be shared. They contributed to the team around the child (TAC) meetings which promoted continuity of care for children. As a result, staff talked knowledgably about the needs of children and how they were supported and met. Parents told us that the service shared resources that helped them support children at home. By working together, positive outcomes for children were promoted.

Information contained in children's personal plans supported their well-being. We saw that staff used effective techniques to meet their needs. They understood the importance of going at children's pace with patient, nurturing and responsive interactions. While almost all children's emotional well-being was supported, staff should ensure, if needed, comforters are provided when needed.

Almost all children had positive meal and snack time experiences. Some children had opportunities to learn life skills as they served themselves and tidied up when they were finished. Children who ate in the dining hall had limited opportunities as meals were plated for them. Children benefitted from the social aspect of meal times as they chatted with friends and staff. For children who required a quiet space for mealtimes, staff should consider how this can be better achieved. The manager advised they were planning to change how mealtimes were managed. As part of the review they should consider these elements.

If children required medication, we confirmed that best practice was followed as appropriate information was recorded, it was safely stored and audits carried out. This helped ensure it was safely administered to children at the right time.

Quality indicator 1.3 Play and learning.

Children benefited from a well organised environment where a range of activities supported their development and interests. This meant that they could lead their play both indoors and outdoors. Open ended resources helped children use their imagination, curiosity and investigation.

Direct access to the outdoor area and wider community meant children had opportunities to play in the natural environment. Children learned life skills as they problem solved, followed instructions and worked together as they shared ideas. Staff were responsive to children's play and used books and toys to support their interests. Their enthusiasm meant children felt listened to and valued as staff helped them develop their activities. For example, adding hard hats and tape measures encouraged children's interest in construction. As a result, they were progressing well in their learning and development.

Staff were skilled at promoting children's literacy, language and numeracy through play. They recognised the benefits that singing and telling stories had when supporting speech development. Where children needed more help to communicate, Makaton, pictures and objects were effectively used. These techniques supported children to have a voice and make choices in their play.

Meaningful observations and reviews ensured children's progress, development and learning was well monitored. Along with parents, staff identified 'next steps' which ensured continued progression was supported. This enabled planning approaches to be child centred which supported them to achieve.

How good is our setting? 5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality indicator 2.2 Children experience high quality facilities.

Staff had created a safe, welcoming and well organised environment which was inviting and supported children's learning and development. Cosy areas were available which ensured they could relax and rest if they wanted to. In addition, a sensory room offered children a separate area if they needed quiet time away from the playroom. Staff listened to them, responded to their cues and supported their choices. As a result, we saw that children had positive experiences as they influenced the pace of their day.

Displays, photographs and artwork contributed to the children's feeling of belonging and inclusion in the setting. Resources and toys were arranged so that children could choose what they wanted to do. The layout meant children had space to develop their games and play as they could move resources around.

Direct access to the outdoors areas offered children stimulating places to play. These were well used by children as they liked being in the natural environment. They could develop their physical skills, use their imagination and learn about nature. One child proudly shared 'See our combine harvester' which they had built with resources from the STEAM (Science, technology, engineering, art and mathematics) shed.

We saw how the wider community was used to enhance children's experiences. As they explored the natural environment, children learned about seasons and nature. For example they learned about planting and growing flowers and vegetables.

The spread of infection was minimised as the environment was well ventilated, hand washing promoted and regular cleaning took place. To ensure children's safety, staff completed risk assessments and carried out daily checks of the indoor and outdoor areas which helped reduce any risk identified.

Staff were security conscious and had reviewed risk assessments and procedures following a serious incident. They ensured children were accounted for throughout the day and when they went to use facilities within the campus. A secure door entry system was in place, so staff knew who was in the building. We were satisfied that children's information was safely stored.

How good is our leadership? 5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality indicator 3.1 Quality assurance and improvement are led well.

Children and families benefitted from the strong leadership in place. This resulted in a staff team who were committed to providing a quality service. They implemented values that promoted a positive ethos and respected children's rights.

Using national and local guidance, meant there was a clear focus on self-evaluation and quality assurance. This had resulted in a shared vision for the development of the service. Staff were enabled to reflect on their practice and identify gaps in provision. For example, children benefitted from the addition of large equipment in the playroom which had supported their physical development. Staff were able to assess how children benefitted from the changes made.

Regular reviews and audits meant that the work of the service was effectively monitored. This meant staff were supported in their role as they were mentored and given guidance about their practice. For example, ensuring all information was recorded in personal plans. We asked the manager to update records when staff completed the actions they had been asked to take. This work influenced consistent staff approaches as they delivered high quality outcomes for children.

Opportunities were in place that supported parents' and children's views to be gathered. Children's voice was captured in floor books, mind maps and planning which were used to support their interests and extend learning. Parents and carers were routinely involved in the work of the service and their children's care. This meant they felt valued and knew their opinions mattered.

To support the improvement agenda, staff had leadership roles. Working with colleagues across the setting, promoted positive outcomes for all children. They used evaluation to show how children benefitted from initiatives such as the woodland experiences. Their findings were used to plan sessions that helped children develop their skills and knowledge. For example, they were building resilience and becoming more independent in the outdoor environment. These opportunities were helping children reach their potential.

How good is our staff team? 4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Quality Indicator 4.3: Staff Deployment

Children were supported by a staff team who had a range of knowledge, experience and skills. Their sound knowledge of child development, GIRFEC (getting it right for every child) and the well-being indicators resulted in children's individual needs being met. They were committed and enthusiastic in their role which meant children were supported to reach their potential. They talked knowledgeably about children's individual needs, next steps and how they were being met.

Children were supported with dignity and respect because all staff across the setting used a rights based approach to support them. Interactions were warm, kind and compassionate and children were listened to. Staff knew all children well and consistently responded to children's individual care and support needs. Praise and encouragement promoted children's self-esteem and continued achievement.

Children and families felt valued as a result of the shared ethos. The management team recognised the importance of the service being appropriately staffed. Staff in the main were flexible and worked together to ensure the safety and wellbeing of children. They were empowered to deploy themselves and respond to the needs of children across all areas. This meant that the necessary levels of supervision for children were in place most of the time. Staff should reflect on their deployment at busier times to ensure a balance of the right people are in the right place with the right skills at the right time. For example, how they respond when unexpected events happen and someone leaves an area. This will ensure children experience the best care outcomes

Changes to the staff team had been well managed. To promote continuity of care, an induction programme had been developed for temporary staff. This helped them know about children's individual needs and how to support them.

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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