Hyde 'N' Seek Nursery - Prospecthill Road
Day Care of Children

124 Prospecthill Road
Mount Florida
Glasgow
G42 9LH

Telephone: 01416 326 682

Type of inspection:
Unannounced

Completed on:
27 November 2024

Service provided by:
Hyde 'N' Seek Ltd.

Service provider number:
SP2003003510

Service no:
CS2003019964

About the service

Hyde 'N' Seek Nursery - Prospecthill Road is provided by Hyde 'N' Seek Ltd and is located in Mount Florida in Glasgow.

The service is currently registered to provide places for 66 children aged between six weeks to children under primary school age. Children to be admitted in each age category are as follows:

16 children - under 2 years
20 children - 2 to under 3 years
30 children - 3 years to those not yet attending primary school.

The children have access to seven playrooms, a large outdoor play area and appropriate toilet facilities.

About the inspection

This was an unannounced inspection which took place on 26 and 27 November 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 children and their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were well cared for in a nurturing and caring environment. They were having lots of fun both indoors and outdoors.
- Staff knew children very well; they responded to children's needs sensitively in line with information recorded in their personal plans.
- Family engagement opportunities supported strong relationships within the service.
- The provider made improvements to the environment, and they should continue to maintain a safe environment for children.
- Quality assurance, self-evaluation and improvement planning were meaningful and had a positive impact on the outcomes for children and families.
- The approach to staff deployment ensured that the needs of children were met through good relationships and strong communication.

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, therefore we evaluated this key question as very good.

Quality indicator 1.1: Nurturing care and support

The staff team were kind, warm and nurturing in their approach with children. Staff knew children well and were attentive to their needs. We could see children giving staff cuddles and staff getting down to children's level to speak with them. Parents shared comments about the positive relationships they had with staff and how well they knew their children.

The lunch experience for younger children was a relaxed and sociable experience. Staff were encouraging children to be independent. There was a self-service station for the children 2-3. The staff within the baby room sat closely with small groups of children encouraging them with feeding themselves. The lunch experience for older children was unhurried and sociable. Staff mostly sat with children talking and listening with them. The high number of children in the room meant noise levels were high. A more reduced rolling lunch would support children to experience a relaxed and unhurried lunch and would allow staff to be deployed within rooms to support children who weren't ready for lunch. Rest times met the individual needs of children. After lunch children could choose to go for a sleep, staff asked children if they were ready for a nap. Children had individual beds and staff were on hand to comfort children. Staff knew children's individual needs well and offered support where children needed it.

We observed nappy changing, staff were respectful of children's rights and preferences. Staff asked children if they would like their nappy changed. Staff sang songs to the children and spoke with them and told them the steps they were taking while changing the nappy. Where a child needed medication, staff supported children well. There were clear procedures in place to ensure that staff were aware of allergies, intolerances and medical needs of each child. Medication for children was safely stored out of reach of children and was easily accessible for staff, and clearly identifiable in an emergency. This ensured that children were safe and protected.

Each child had a personal plan, these contained relevant information to support staff to meet children's individual needs. The online app format of these made this information easily updated and shared with families. Strategies to support children with additional support needs had been identified and support implemented. The management team should introduce more robust monitoring for personal plans to ensure all aspects of personal plans were being completed and checked for progression and changes to children's lives.

Quality indicator 1.3: Play and learning

Children were playing and having fun, they were fully engaged in their play and learning across the playrooms and outdoors. Children were able to lead their own play. They had access to a range of resources which promoted their curiosity, imagination and problem-solving skills. The block playroom was well-resourced to give the children the opportunity for open ended play experiences that extended children's skills and learning opportunities. Younger children enjoyed a range of sensory experiences that sparked their curiosity and imagination.

The service had developed community links to enhance the children's play and learning. The service was based close to local amenities including a large park. There were also opportunities for intergenerational links within the community.

There was regular access to outdoor play for all the children, with designated outdoor spaces within the grounds of the building. The older group of children were based on the first floor and staff had worked with the children to establish a free flow indoor and outdoor experience that children could choose when they played outside. There was a range of play experiences where children could climb and explore and use their bodies in different ways to promote movement and large physical play.

To ensure that children were fully involved in planning for their play and learning, children had choices boards to note daily which resources they wanted to play with, giving opportunities for self-selection and free play opportunities. Planning for children was based on their needs and interests. Staff used observations and higher order thinking (HOT) boards to establish children's interests which then allowed them to plan for play experiences going forward, this gave children a voice within the service. Learning and development for each child was tracked to establish children's progress. Observations of children's learning were shared with parents online using the Famly app. This allowed parents to be involved in their children's play and learning, with established home links to support this. Next steps for learning were identified to support children's development and progress and enabled progression in learning and development.

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

Children were cared for in a bright, spacious and welcoming play environment. Children benefited from small playrooms within the building and the different spaces they could play and explore throughout the playrooms. Children were based in rooms dependent on their age and stage of development with the older children being based on the first floor. Rooms were planned out to offer comfortable spaces to rest and relax, spaces for eating and space for children to play and learn using a range of high-quality resources.

Learning environments supported the development of children's literacy and numeracy skills through effective use of environmental print and resources. This included numbers on the stairs for children to count, step by step instructions with pictures at the playdough station and books throughout play areas including the garden. Children enjoyed looking at books and listening to stories.

We asked the service to be mindful of risk assessments including removing any damaged equipment from children's play spaces before children used them. Maintenance records should be updated regularly with prompt action taken on safety issues. The internal gate to the garden was secure. Gates should be checked regularly to ensure they are fit for purpose and well-maintained. Staff should be vigilant of people closing gates after use and ensure that children are safe and protected.

The toilet for staff and visitors to the service was not suitably situated or fit for purpose to accommodate this. The service took immediate action and created a new toilet on the first floor which was more suitable and ensured health and safety requirements. No further action was required. To ensure children's privacy

and dignity, the children's toilet doors required to be raised higher. This was actioned immediately; therefore, no further action was required.

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

We found the management team engaged well during the inspection process, taking on advice and support and demonstrating a commitment for improvement. The manager and staff were confident and shared where they had been developing and improving the service. This was evident through the positive experiences for children. The management team, which included the manager and two deputes, rotated their time on the playroom floor. They were friendly, approachable and worked closely with staff to ensure positive outcomes for children. Staff shared that there was a positive ethos within the service, and they felt valued by the management team. As a staff team, they celebrated their success at the end of the inspection process.

There was an ethos of distributed leadership with staff having responsibility and lead roles across the service. This included outdoor leaders, family engagement, digital learning and health and wellbeing. Staff were confident about the progress they were making and the impact on children's experiences. There was an improvement plan in place which highlighted strengths and areas for development within the service. The plan had been created in consultation with staff and was shared with parents. We could see clearly that progress had been made in the areas of family engagement and digital technology.

The management team understood the value of parents and staff contributions in quality assurance processes. When parent opinions were asked for, feedback was given so they understood the impact of their thoughts and took action. A parent committee had been created and any suggestions and ideas were shared with all parents. This included stay and play sessions which parents asked for and the service implemented.

A quality assurance and monitoring calendar was in place. The management team's quality assurance systems included auditing and monitoring of accidents and incidents, medication, personal plans and environments. More robust monitoring of children's learning journals will ensure that these were updated regularly and relevant to each child.

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, therefore we evaluated this key question as very good.

Quality indicator 4.3: Staff deployment

Staff deployment met the needs of children across the service. There was a keyworker system in place which meant that children experienced continuity of care from staff they had developed strong bonds with.

Staff were responsive to the children and where staff were supporting children who needed extra support, they communicated well and worked well as a team to support the individual needs of children.

Staff communicated well when moving areas or when children were going between indoors and outdoors. There was effective communication within the staff team with effective leadership roles, and this supported the flow of the day well and gave children access to a range of experiences. We asked staff to consider staff deployment during lunch to ensure all areas of the 3-5 rooms had enough staff to support children and keep them safe.

Staff understood the importance of having positive relationships with families and children. We saw parents being welcomed into the service and staff taking time to update them about their child's day. They also had regular communication throughout the day by using the Famly app as a tool for communication. This kept families informed and ensured good open channels of communication.

There was a good mix of skills and experience in the staff team which helped to deliver positive outcomes for children. Shifts and lunch breaks were planned to support the needs of the children. This meant there was enough staff at busy periods to ensure the individual needs of children were met. For example, we saw that all staff were present during lunchtime for children to experience support with eating lunch and getting settled for a rest period, this contributed to positive outcomes for children. Good staff retention within the team and a well-supported programme for trainee staff meant that there were positive arrangements in place for mentoring new staff. There was a strong ethos of team work within the team contributing to positive outcomes for children and families using the service.

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

We made this area for improvement following a complaint investigation.

Management to ensure the administration of medication policy is updated in line with best practice and ensure staff adhere to the policy.

This is in order to comply with: Health and Social Care Standard 4.23: I use a service and organisation that are well led and managed.

This area for improvement was made on 2 March 2020.

Action taken since then

The policy and procedures in relation to the administration of medication followed best practice.

This area for improvement has been met.

Complaints

Please see What the service has done to meet any areas for improvement we made at or since the last inspection.

You can also see our website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

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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