Carousel Child Care
Day Care of Children

8 Merchiston Road
Bainsford
Falkirk
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Telephone: 01324 630 101

Type of inspection:
Unannounced

Completed on:
5 September 2023

Service provided by:
Tracie Nelson trading as Carousel Child Care

Service provider number:
SP2003003255

Service no:
CS2003041325

About the service

Carousel Childcare operates a service from two adjacent buildings in Bainsford, Falkirk. It provides care to children from birth to 12 years old. The service has four playrooms that are designated for children from birth to two years, two to three years, three years to an age not yet attending school and an out of school care provision.

Children have access to playrooms designated for their stage of development, large, enclosed gardens, and covered outdoor spaces. The service is close to local amenities and can be reached by transport links.

About the inspection

This was an unannounced inspection which took place on Monday 4 September 2023 and continued on Tuesday 5 September 2023. Feedback was given following the inspection. . 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 observed their play
- spoke with three families and received 26 feedback questionnaires
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals

Key messages

- Children experienced care from a staff team that met their individual needs and routines.
- Children experienced warm, nurturing approaches that supported positive attachments.
- The service had reviewed systems in place for maintenance and this had a positive impact on some facilities that support children's health and wellbeing.
- Service had good systems in place for self-evaluation and had developed these further by working with the Care Inspectorate's improvement team.
- Staff had begun to promote children's rights through respectful interactions.
- Children's health and wellbeing was supported through daily opportunities to explore the garden.
- The service worked closely with the local authority to further develop rich experiences for children.

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?	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? 4 - Good

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

Quality indicator 1.1-Nurturing care and support

Staff were kind, warm and caring in their interactions. They had a good understanding of most children's needs. They were able to read children's cues and offered reassurance and cuddles to support their overall wellbeing. Families felt staff were friendly, helpful and had built positive relationships with children. As a result, nurturing attachments had been made.

Personal care was carried out respectfully. Staff were mindful of promoting children's rights and asked children's permission to help with personal care needs. This meant children understood what was happening, promoting their sense of security.

The service had continued to develop their mealtime experience. This offered more opportunities for children to develop important life skills. For example, they were able to select their food choices from a family style set up, pour drinks, and take responsibility for clearing away their dishes. Staff sat with the children eating, using the opportunity to engage in conversation. This meant the mealtime routine was more relaxed and unhurried. We encouraged the service to continue to work with the local authority to further improve mealtimes. This would promote children to have more ownership of the experience.

Children's emotional security was promoted through arrangements for sleep as staff recognised when children needed rest. Staff had a good understanding of children's individual routines in line with families' preferences. We found that some sleep equipment required adjustment to ensure it followed safer sleep guidance. We suggested the service review this to promote good sleep habits.

Personal plans were in place for children and were reviewed with families in line with guidance. This supported staff to ensure children received consistency in their care and support. When required, additional plans were in place and detailed clear targets, other services involved and their role. This meant that children were supported to achieve their full potential.

The service had a system in place for the storage, administration, and review of medication. We suggested they use the Care Inspectorate guidance 'Management of medication in daycare of children and childminding services' to ensure a consistent approach in the details recorded on medication forms.

Quality indicator 1.3-Play and learning

Staff offered a balance of planned and responsive activities linked to observations of play and learning across the indoor and outdoor provisions. They engaged with children at their level and used the opportunity to promote language through discussion. Staff provided activities and resources to extend interests meaning children had some ownership of their play and learning. For example, children were developing their sense of touch through messy play experiences. Staff recognised children's enjoyment in this and offered additional materials to sustain engagement. Families felt there was a good choice of activities. As a result, children had fun as they played.

We recognised playrooms had benefitted from some enhancement to provision that offered children more choice across the breadth of the curriculum. We encouraged the service to continue to develop this with a focus on offering more open-ended resources to spark children's imagination, curiosity, and creativity.

The service was working with the local authority extending children's experiences through their planning approaches. We recognised that in most rooms they were at the early stages of implementing this as part of their service improvement plan.

Children recently had opportunities to borrow story bags and share these experiences with families at home. The service recognised this as important to support literacy development and promote family engagement. Staff offered further opportunities to promote literacy throughout the provision. Children were able to mark make, listen to stories with staff, sing and enjoy looking at books in the newly developed story shed. We suggested staff look at other creative ways to extend literacy through play to ensure experiences were rich , meaningful, and high quality.

Children had some opportunities to learn in their wider community to extend learning. This included visits to the local care home, shopping, walks to the park and other green spaces and visiting the train station. This meant that children were developing connections with their local community.

How good is our setting? 4 - Good

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

Quality indicator 2.2 -Children experience high quality facilities

Play spaces were developing further with the purchase of new furniture. The service recognised other items of furniture required modification and this was planned for as part of their ongoing maintenance plan.

Children benefitted from natural light and ventilation across all playrooms as most doors and windows were open. This offered some free flow access to other areas of the service. For one room this was not possible, however, staff ensured children had regular access to the garden throughout the day.

The provider had ensured work required to replace toilets, sinks and flooring was carried out within the time scale stated at the last inspection. This had a positive impact on the facilities children accessed to support with personal care.

Hand hygiene practice was embedded across most rooms as children and nearly all staff washed their hands at key times. We suggested the service review infection prevention and control guidance with staff to ensure there is a clearer understanding of the potential risks of infection when providing personal care, storing of items, and cleaning of facilities. This is to ensure children are safe and any potential risk of infection is minimised.

Daily risk assessments of playrooms and the garden ensured children were able to play in safe environments. Any potential risks or maintenance concerns were now recorded accordingly and reported to the manager. Staff were clearer of the process and expectation to report concerns. This ensured the manager and provider were able to respond and repair facilities in a timely manner.

The service had detailed policies and procedures in place that supported the delivery of care. Some policies were displayed in areas, so staff were aware of relevant procedures. For example, in the sleep area and personal care facilities. Staff received regular updates when policies had been reviewed. We suggested the service include staff in developing policies. This would ensure staff are included and fully aware of how policy supports practice.

Children benefitted from a service that was secure. An enclosed garden offered them space to explore and investigate safely. Indoor facilities were entered by an intercom system and staff came to the door to welcome families. This meant that the building was safe and secure. Some families told us they would like to enter the service. We shared this with the manager who agreed to review arrangements and make families aware of current systems in place that encourage them to spend time in the playrooms.

How good is our leadership? 4 - Good

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

Quality indicator 3.1 -Quality assurance and improvements are led well

Children, families, and staff experienced a welcoming ethos. Staff took time to talk with families to support a smooth transition into the service every day. The service had vision, values and aims displayed that they promoted through teamwork, respect, play and partnership working. We encouraged the service to discuss these with all staff to ensure they were familiar with them and were confident about their role in promoting these.

The service had an improvement plan with a focus on outdoor learning, the role of the adult and planning and tracking children's learning. This supported every child to reach their full potential. The team benefitted from regular support and training from the local authority. This was beginning to have a positive impact on play experiences, staff practice and the environments where children play and learn. We encouraged the service to continue their partnership with the local authority and recognised staff's commitment to the improvement priorities.

The manager had begun to work with the Care Inspectorate's improvement with a focus on self-evaluation. Families and staff were consulted, and their views gathered. The service had a plan to consult children and gather their views through questionnaires. We asked some children their views on the service. They told us they had fun, liked playing outside and growing vegetables. A group from the out of school club told us they "wouldn't change a thing about their club". We encouraged the service to continue to use the views of families to develop their improvement plan. This would ensure everyone feels involved in ongoing developments in bringing about positive change.

The service had a system in place for the monitoring of children's plans, online learning journals and room observations. This had ensured a more consistent approach and clearer expectations for staff in supporting outcomes for children. We recognised the commitment from the manager in sustaining this system to promote high standards in the service.

The staff team were led by a committed manager and senior leadership team who supported them. Staff told us they enjoyed working in the service and felt included and supported in their role. This created a culture of respect and care amongst the team. Some staff had taken on additional roles to develop the service, for example, a garden committee had been created where staff worked together from different teams. We encouraged the service to look at how other staff could have opportunities to develop their leadership skills, such us, leading on aspects of the mealtime opportunities.

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 outweighed areas for improvement.

Quality indicator 4.3 -Staff deployment

The service aimed to exceed staffing ratio's daily with the deployment of additional staff in all playrooms. On the day of our visit staffing levels were within ratio. Staff worked well together as their skill mix and experience complemented each other. Staff valued their colleagues and offered support which had created a culture of respect. Arrangements were in place to support continuity of care across the day. For example, staff breaks were well planned to ensure children's safety and wellbeing.

Staff were clear about the routines of the day and deployed themselves to ensure children experienced a breadth of learning to meet their individual needs and preferences. This meant that staff were engaged with children at their level to support play and learning.

The service used a variety of methods to communicate and share learning with families. These included daily updates online, chats at drop off and pick up and regular progress meetings. Families' comments included, "I really like the consistent communication", "I love the daily pictures and updates". This meant that families felt included and knew what children had been learning.

The service had a system in place to ensure communication between staff was consistent. This included team meetings with clear and detailed minutes being recorded. Planning meetings ensured children's learning was extended through a responsive and intentional planning model. This meant that children were learning through experiences that were meaningful to them.

The wellbeing of staff was important to the service. Each room benefitted from an additional member of staff some of the time. Staff felt valued and told us "Carousel nursery is a great place to work" and they "loved working here". The team were good at supporting each other and recognising their strengths and areas for improvement. This meant that children experienced care and support from a team that continued to develop their skills and knowledge to meet children's needs.

Staff engaged in professional learning sessions to support improvement priorities. This included attending training on meeting children's needs, promoting communication and language and positive interactions. Some staff were able to reflect on training and talk about the impact on their practice. This showed a commitment to working closely with families to improve outcomes for children.

An induction programme supported new staff to develop an understanding of the service, their role and responsibilities, and systems in place to meet children's needs. Staff shared with us this involved spending time with the manager, being supported by a mentor, reading the service policies and procedures. The service had begun to use the Scottish Government's early learning and childcare (ELC) national induction resource to support their programme for new staff. We encouraged them to further develop this by using the links to best practice guidance and materials within the resource to further support staff in their role in providing high quality care and learning.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 31 August 2023, the provider must make proper provision for the health, welfare, and safety of children.

To achieve this, the provider, must, at a minimum:

a) ensure the repair and safety of personal care facilities. This should include, but not limited to, toilet facilities, changing mats and soft matting that children access.
b) ensure staff follow policy and procedures for reporting maintenance issues.
c) ensure the quality assurance of cleaning procedures are implemented and regularly monitored, and that cleaning of areas, children's play spaces and resources are effective.

This is to comply with Regulation 4(1)(a) and (d) (Welfare of Users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment' (HSCS 5.24).

This requirement was made on 8 February 2023.

Action taken on previous requirement

The provider and manager had taken measures to replace identified toilet facilities, changing mats, soft matting and a sink unit that were in need of repair. This meant that children were cared for in an environment that was safe and maintained.

Staff followed service policy and procedures for reporting maintenance issues that allowed the manager and provider to respond in a timely manner. The service had quality assurance systems in place for the monitoring of cleaning in the rooms and wider service. This was having an impact on children play spaces and identified areas as part of the service longer term improvements of the facility.

Progress had been identified and this requirement has been met.

Met - within timescales

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?	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?	4 - Good
4.3 Staff deployment	4 - Good

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