Daisychain Nursery
Day Care of Children

Seaview House
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Kirkcaldy
KY1 3DD

Telephone: 01592 653 274

Type of inspection:
Unannounced

Completed on:
18 May 2023

Service provided by:
Daisychain Nursery Kirkcaldy Ltd

Service provider number:
SP2003001667

Service no:
CS2005103200

About the service

Daisychain Nursery is registered to provide a care service to a maximum of 78 children not yet attending primary school at any one time. Of those 78, no more than 17 are aged under two years, and no more than 61 are aged three years to those not yet attending primary school full time.

The service is located in Kirkcaldy, Fife and was delivered from two separate buildings. The main building accommodated babies, tweenies and toddlers on the ground floor, and children aged from three years until they attended primary school were on the first floor. The second building accommodated children aged from three years until they attended primary school during term time. Each play area had access to toilets, changing facilities, cloakrooms and kitchen facilities. An additional area accommodated staff breaks. Some areas had direct access to fully enclosed outdoor areas. The service ensured that all children benefited from outdoor play experiences.

About the inspection

This was an unannounced inspection which took place on Thursday 18 May 2023 between 08:30 and 17:00. We provided feedback to the service at the end of the inspection visit. 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, 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
- received feedback from families using a Microsoft Forms survey
- received feedback from two link professionals via email
- spoke with staff
- observed practice and daily life including staff interactions with children
- reviewed documents.

Key messages

- Children felt safe and secure as they benefited from warm, kind and compassionate interactions.

- Staff gathered information in consultation with families so they could plan care and support that met the individual needs of children.

- Engaging with families was important to the service to support relationships and help families to feel included.

- The service should develop mealtimes to ensure all children benefit from a calm, unhurried safe experience that supports their independence.

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 clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support

Children and families were nurtured and supported by the staff team. Interactions were warm, kind, and compassionate. Staff recognised that secure attachments and quality interactions supported children to feel safe and secure.

Children's wellbeing was supported by the effective use of personal plans. Recording formats including chronologies and care plans, were developed and reviewed so that information was gathered about children's needs in consultation with families. Care and support was planned so that children's routines were consistent both at home and in nursery. We suggested that the service used a record of individual risk assessment for children. This would show how their additional support needs were met and how potential risk is minimised keeping them healthy and safe. Two link professionals commented positively about the individualised care children received that met their needs.

Most staff were mindful of children's rights when supporting children's needs. They asked for permission when children needed help to clean their nose or when delivering personal care. Staff were role modelling good practice so that it was becoming embedded across the service. Children's privacy and dignity was being considered, and they were treated with respect.

Most children enjoyed a safe, unhurried, sociable experience during mealtimes. Most staff sat with children during mealtimes and used the opportunity to chat with them. A hydration station in each play room meant children had access to drinks throughout the day. This supported their health and wellbeing. The service recognised the mealtime experience was an area that they could reflect on and improve. This included promoting children's independence, supporting them to develop life skills, and working with families to encourage healthier food and drink options.

The service promoted family engagement. Family events in the local community included group meetings on the beach, stay and play sessions in the service, and regular individual family meetings. This meant staff were building relationships with families who felt included in the service.

Children's health and wellbeing was supported through well managed systems and processes. Staff were clear about their roles and responsibilities in safeguarding children, and sleep routines and medication were managed well. Care routines were supported in line with parent's preferences. This meant children's care and support was consistent at home and in nursery.

Quality indicator 1.3: Play and learning

Most staff had a good understanding of how children learn through their play. Children were making choices about their play and learning through a balance of planned and spontaneous experiences. Some staff extended children's interests through the use of effective questioning. This engaged children's imagination and curiosity. It was recognised there was a need to review planning for children's experiences to ensure it was child led, meaningful, and consistent across the service.

Play spaces were resourced to a good level promoting children's learning. Most children had opportunities to explore a range of open ended experiences, loose parts, and natural resources. This inspired their creativity and imagination. Increasing the levels of open ended play and learning experiences for children will support them to become interested in science, technology, engineering, and maths (STEM).

Staff recognised and celebrated children's achievements. They displayed children's experiences on the learning wall and in personal learning journals. Children added their photographs and pictures and staff documented children's thoughts and learning. We saw fruit tasting that enabled children to make choices about fruit they liked. This supported healthy eating. Children were able to re-visit their learning and share their experiences with friends and family. Staff had training opportunities to improve their skills and understanding of quality observations, supporting them to identify and plan for children's next steps.

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 benefited from an environment that was well furnished, comfortable, and homely. Restful quiet areas provided space for children to relax and spend time alone or in small groups. We suggested the service promotes natural light with sensory lighting in all playrooms. This will increase the level of calmness across the environment supporting children's wellbeing.

Children enjoyed interesting and exciting play environments that reflected their interests. Some children bathed baby dolls. A child told us they were getting a new baby soon. Staff reflected on how children used the areas and changed them so that the resources and experiences supported their learning. The service should audit the levels of resources that promote quality play experiences in each play room. Developing the levels of loose parts, natural and authentic resources will create a rich environment that supports children to achieve their potential.

Some children benefited from being able to access the outdoors freely during their session and lead their play. This free flow access was not possible for all children due to the location of the playrooms. Staff promoted children's choices and access to the nursery garden through regularly asking children if they wanted to go outdoors. Effective communication within the staff team meant this was managed in a way that ensured children benefited from regular fresh air and outdoor learning opportunities.

Children were safe because there were effective security systems and processes in place. Secure entry door systems ensured children were safe. Systems were in place to monitor and record the numbers of children so that they were accounted for. Staff carried out daily risk assessments and reported any concerns to the management team. Including children in safety checks and discussions about staying safe meant children were becoming responsible as they developed an awareness of how to keep themselves safe. We suggested that a means of communication, for example, walkie talkies, be provided to support the safety of staff and children in the baby room. The layout of the building meant that it would be difficult to get the attention of other staff if they needed help.

Children were supported to be healthy and safe through effective infection prevention and control routines.

The environment was well ventilated, hand washing was embedded in practice, and regular cleaning took place. Staff were being respectful and protecting children by maintaining a clean and hygienic environment.

How good is our leadership? 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 3.1: Quality assurance and improvements are led well

There was a welcoming ethos within the service. A statement of aims and objectives reflected the goals and, alongside policies and procedures, was shared with families. This meant they knew what to expect. The manager aimed to involve children, families, and staff in developing a shared vision and values statement for the nursery community. This will positively inform practice and show the focus of the service on improvement and positive outcomes for all.

Changes within the management and staff team meant there was a focus on building relationships and supporting staff to develop confidence and knowledge in their roles. Staff formal and informal meetings and effective communication had supported the development of a positive culture across the team.

Continuous improvement was supported by effective quality assurance systems. The service used best practice guidance 'How good is our early learning and childcare' to support them in their improvement journey. Monitoring staff practice and records including medication, accident and incident patterns, and children's personal learning journals, meant areas were identified for improvement and action taken to support improvement. Staff were attending quality observation training to support improvement in recording children's progress and learning. Regular audits of the core provision ensured that children had access to resources that were rich and of good quality. Regular opportunities to have professional discussion and continuously reflect on practice brought about positive changes to outcomes for children and families.

Children and families views were actively sought to inform the development of the service. Family group sessions and meetings meant staff were able to chat with children and families about the quality of their experience in the service. This meant they were meaningfully involved and influenced change in the service.

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 clearly outweighed areas for improvement.

Quality Indicator 4.3: Staff deployment

Children and families benefited from the consistency of a caring and nurturing staff team. Staff knew children well and delivered a consistent approach in responding to their individual needs. A shared approach ensured that children and families were supported to achieve their potential.

Staffing levels were within ratio across all playrooms most of the time. The provider was responsive to the need to have two staff available at the breakfast club to ensure the safety of staff and children. A parent said, "Even when staff are absent, I do notice that there is always enough staff members to meet the ratio."

There was a balanced skill mix of staff which meant that children's needs were supported. Staff spoke

confidently about their role and how they worked as a team. New staff benefited from the support and guidance from their colleagues and the manager. The National Induction resource supported their induction so they were guided at a pace that was right for them. This meant they felt confident to share ideas and contribute towards planning for children's experiences.

The deployment of staff was managed to a good level. Staff were flexible to ensure children's needs were met, including support to access the garden. This meant children were benefiting from outdoor learning opportunities. Staff breaks were planned to minimise impact on the children whilst enabling staff to rest and be refreshed.

Complaints

Please see Care Inspectorate 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?	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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