Orchard Grove Nursery
Day Care of Children

12 Orchard Street
Paisley
PA1 1UZ

Telephone: 01418 892 407

Type of inspection:
Unannounced

Completed on:
22 May 2023

Service provided by:
Orchard Grove Nurseries Ltd

Service provider number:
SP2005007817

Service no:
CS2005107800

About the service

The provider of Orchard Grove Nursery is a private provider. Orchard Grove Nursery is currently registered to provide early learning and childcare to a maximum of 77 children not yet attending primary school. This includes:

- 12 children aged 0 to 2 years
- 25 children aged 0 to 3 years of whom no more than 10 shall be aged 0 to 2 years
- 40 children aged 3 to 5 years

The service operates from a two-storey property within the Paisley area. Children were cared for in different rooms dependent on their age groups over the two levels. An outdoor play space on the ground floor is available for use. It is near to local amenities, including motorway, train and bus routes. The service offers full and part day, early learning and childcare throughout the year. Children present had various patterns of attendance over a week. The service is in partnership with Renfrewshire Council to provide funded places for 2 year old children and children aged 3 and over.

About the inspection

This was an unannounced inspection which took place on 16 and 17 May 2023 between 09:30 and 17:00. Feedback to the management team was provided on 22 May 2023. 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 using the service
- spoke with staff and management
- received feedback from 11 families
- received feedback from 11 staff
- observed practice and daily life
- reviewed documents

Key messages

•Positive attachments contributed to children feeling supported, valued and loved.

•Warm, caring, and nurturing approaches of staff helped build positive relationships and supported children's wellbeing.

•Staff communicated well with parents and carers.

•The service should review and update children's personal plans to ensure these are providing the best possible outcomes for children.

•Children benefited from participating in a range of child-led and adult initiated play experiences.

•Staff were committed to continuous professional development.

• Children benefitted from a management and staff team that was passionate and committed to taking forward improvements.

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 made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

1.1: Nurturing care and support

Children were nurtured and supported throughout their day. Staff were responsive and warm towards the children and interacted with them calmly, kindly, and caringly. The staff team knew the children well and supported and comforted them when needed. As a result, children were settled and secure in their play and learning environments and familiar with the daily routine. Staff and children had developed positive relationships, which was evident in the quality of their interactions.

Where children required support with personal care, interactions throughout were warm, caring, nurturing and respectful and promoted children's privacy and dignity. Feedback from parents and carers showed that 10 strongly agreed, and one agreed that they were confident that staff were nurturing and responsive to their child's needs. Parent and carers comments included, "The staff treat the kids with love and care. They go over and above to look after the whole family", "My child is very happy and feels very comfortable with them", and "The staff are amazing; they can accommodate whenever required, and they have the children's best interest at heart".

Children were happy, confident, and independent during the day, and snacks and mealtimes provided opportunities for children and staff to come together and enjoy a meaningful social experience. Staff supported the children, encouraged them to share their thoughts and ideas, consistently stayed at the children's level, and listened carefully. The menus met the children's dietary requirements and food preferences, and the staff provided different choices for children that refused to eat the lunch provided. Ten parents and carers strongly agreed, and one agreed that their child could choose from a healthy range of snacks and meals daily.

Staff supported the children's safety, emotional security, and wellbeing through sensitive sleep routine arrangements; this cooperated with the parent's wishes. Children had individual sleep mats with blankets to stay cosy. One child slept in a reclined buggy. Staff sat with children stroking their backs or rocking the buggy whilst they fell asleep. Monitoring children while they slept was in place by staff to ensure children's safety. We asked that the service familiarise themselves with safe sleep guidance for children in the early years, making any changes to their policy and procedures to ensure comfortable, safe sleep. Information can be found at: https://www.lullabytrust.org.uk/wp-content/uploads/Safer-Sleep-Awareness-A-Guide-For-ChildmindersFoster-Carers-Nannies-and-Nursery-Settings.pdf.

The service had updated personal plans for children since the previous inspection. These provided some information to support the transition from home on children's health, care, and wellbeing. Nine parents and carers strongly agreed, and two agreed they were fully involved in their child's care, including developing and reviewing their child's personal plan. Staff should include the 'Getting it Right for Every Child' (GIRFEC) SHANARRI wellbeing indicators, including strategies and next steps to reflect what was happening in practice to support children's identified needs, sharing the information with parents and carers when reviewed routinely to improve partnership working between the setting and home to provide a consistent approach to children's care and support. Reviewing and updating effective personal plans was a previous area for improvement that is now repeated (see area for improvement 1).

Medication and administration records were stored safely, reviewed, and updated in consultation with the child's parents. However, we asked the service to ensure that the information gathered accurately corresponded to the prescription guidance so that staff could continue to support children's health, wellbeing, and safety and that stored medication has the child's name and date of birth on the bag/ container to ensure it was easily identifiable in an emergency. The manager immediately resolved this situation and agreed to provide further assurance of an updated system for auditing medications to sustain best practices.

1.3: Play and learning

Staff provided meaningful play and learning experiences for children in all areas of the playrooms. The play zones were appropriately resourced by staff, enabling the children to engage in their learning. Staff provided opportunities for children to participate in creative, imaginative, and role play to promote language and literacy and numeracy skills, promoting positive outcomes for children's learning and development. Ten parents and carers strongly agreed, and one agreed that their child had access to a good range of quality toys and play materials.

The children used the outdoor environments well to promote positive health and wellbeing. Children were actively involved in leading their play, and the staff supported the younger children in exploring their outdoor space. Staff extended children's learning through imaginative play and storytelling, extending the children's learning through open-ended questions and quality interactions. Parents and carers commented, "Lots of resources in the garden for the children to play with and develop their skills. Lots of stations are set-up for role-play inside the nursery" and "My child loves outdoor play and being outside. Even on occasion, staff and weather permitting, they have one to one time outside with her".

Curricular documentation was in place for children aged 3-5 years, including learning journeys and trackers to monitor children's health, literacy, and numeracy progress. Staff used floorbooks and social stories to reflect all children's interests and understanding by carefully recording children's voices and achievements. The staff planned for children's learning each term and targeted children's play and learning in small groups to assess individual needs weekly. Seven staff strongly agreed, and four agreed that children have fun as they experience high-quality play, learning and development opportunities. Six staff strongly agreed, and four agreed they were confident they followed clear processes when tracking children's development, progress and achievements. One staff member commented, "Within the staff team, we work closely with each other providing learning experiences for all children. Taking into consideration the age and stage of each child, encouraging, and supporting them at all times".

Staff were knowledgeable about children's development and provided a range of quality experiences for children to play and learn. Staff could use relevant guidance documents, such as Realising the Ambition, Space to Grow and My World Outdoors, to support children's learning and progress and to further develop the play and learning environments.

Areas for improvement

1. The service should develop children's personal plans using the wellbeing indicators within Getting it Right for Every Child (GIRFEC) to support consistent records on how the service will meet children's health, welfare and safety needs and positive achievements and successes. Regularly review the plan with parents to ensure they have the correct information and it is current to the child's needs.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states 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 1.15).

How good is our setting? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

2.2: children experience high quality facilities

Children benefitted from a comfortable and appropriately furnished setting with plenty of natural light and ventilation. The indoor playrooms were well-resourced. Play materials were visible and easily accessible to meet the children's needs. Children enjoyed various activities that reflected their interests, for example, imaginative play, literacy, and numeracy materials. The children were happy and engaged in their play, enabling them to explore and actively engage in different areas for learning. Staff highlighted in a planning meeting that they would like more sensory materials, rugs and bean bags, extra-large cushions, and couches in the 0-3 playroom. The management team agreed that this was an area they had planned to develop.

The outdoor environment had improved since the previous inspection, and this was evident. The evidence reviewed during the visit showed that this was an area most staff had identified to improve further, with one staff member commenting, "We are currently working on revamping the outdoor area using the children's interests and environmental audits".

The children were happy and engaged in their play and learning, using the available resources. The children played imaginatively, engaging in stories, risky play, and role play. However, the outdoor space was overly resourced, impacting children's ability to access the whole area freely. The staff could include detailed risk assessments to help them organise the play areas more effectively to enhance the quality of learning experiences and opportunities, minimise safety risks, and further develop risk evaluation. Staff could include the risky play benefits children experienced in the risk assessments that teach children to learn about their limits to build life skills.

The service had safety measures to support a safe environment for children. It included a secure entry system, playroom registers, risk assessment checklists and fire safety drills. However, we highlighted concerns with hygiene and clutter in some areas of the setting, particularly waste disposal, storage within the nappy changing area and fire evacuation exits. For example, not all porous materials were stored in lidded boxes in line with current guidance, 'Infection prevention and control in childcare settings', and some fire evacuation exits needed to comply better with fire safety regulations. As a result, the management team immediately acted to remedy these areas to ensure that staff kept the environment clean and safe. The management team should continue to audit the fire safety practice regularly to ensure the premises comply with fire safety regulations to maintain a consistent approach to children's safety.

Staff recorded accidents or incidents to reassure parents of any first aid administered to their child, which they shared with the parents. The manager carried out audits which helped identify common or reoccurring concerns and the appropriate action required to maintain children's safety.

Staff demonstrated good infection control procedures, which included supervising children during hand washing routines before mealtimes, after providing personal care and playing outdoors. This supported staff and children to minimise the risk of infection and created a safe environment.

Children's information was securely stored and managed, protecting their rights. For example, the manager kept children's documents within the office to store children's personal files safely.

How good is our leadership? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

3.1: Quality assurance and improvement are led well

The manager shared the service vision, values, and aims with the families and staff. It helped all stakeholders to know what was necessary for the service to meet the needs of children and families. The manager had a positive attitude towards change and development. It was evident during the inspection they valued the staff team.

The manager developed a quality assurance calendar to monitor different aspects of the service. This included playroom observations of staff practice, the play and learning environments and accidents/ incidents. However, due to the existing leadership team structure, the manager had only reviewed some aspects of the service as planned. Therefore, we asked them to revise their monitoring processes to ensure sustainable positive experiences for children across the service.

Relevant policies were in place to support the quality of the service. The review of policies had taken account of some national guidance documents, which helped staff to implement legislation and best practice guidance on supporting the wellbeing and welfare of children. The manager should consider how these procedures could be updated as a team to increase effectiveness and provide the best outcomes for children.

An improvement plan and self-evaluation document highlighted focused areas and identified priority action points. These were shared with the staff and families to support sustained improvements across the service. The evaluation cycle helped the manager and staff to set achievable improvements and reflect on what worked well within the setting and what they could do to provide positive outcomes for children. Nine parents and carers strongly agreed, three agreed that they and their child were involved meaningfully to help develop the setting, and the service used their ideas and suggestions to influence change. The partnership approach enabled all stakeholders to build a sense of ownership of the setting's improvement journey.

The manager completed support and supervision systems which provided opportunities for staff to meet with them to discuss their personal targets and how these assist them in their role. Four staff strongly agreed, and seven agreed they have regular individual support and supervision with the manager, with one commenting, "Within my role, I work closely with my manager. I feel confident that I can approach my manager with any situation that may occur and ask for advice and support if required".

The manager and staff engaged well with the inspection process, taking on advice offered. The manager was optimistic about the service capacity to support children and families to reach their full potential. Through our observations, discussions and immediate actions taken over the inspection, we found the service focused on making progress and demonstrated the capacity to improve.

We reviewed staff recruitment files and found they reflected best practice guidance and included confirmation of staff registered with the Scottish Social Services Council (SSSC).

How good is our staff team? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

4.3: Staff deployment

There was a positive ethos, with staff working and communicating respectfully with each other as a team. Staff were keen to work together to improve and develop practices to support children and families. Regular staff meetings provided an opportunity to support effective communication across the service.

Families were welcomed into the setting daily, chatting with the staff. They were building relationships with staff and developing confidence as they spent time in the nursery environment. As a result, families felt included and respected as they heard about their children's experiences and achievements.

Staff were enthusiastic about their role and spoke positively about their work. They valued the positive relationships developed within their team and felt supported by each other and the leadership team. Staff worked well together to create a positive and welcoming environment for children. Staff comments included, "All the staff work well as a team and to ensure the wellbeing of all the children are safe at all times" and "We have a great staff team and have built good relationships with both children and their families".

Staff were proactive in deploying themselves throughout the nursery. The team communicated well with each other to ensure that they met the children's needs. As a result, children benefitted from a committed team focused on supporting positive outcomes for children.

Staff were enthusiastic about providing high-quality care for all the children and developing their childcare practice. The staff team had undertaken core learning to support children's health, wellbeing, and safety. Learning evaluations helped determine the effectiveness of training and whether the staff met the learning intentions. We encourage the setting to continue its plans to support staff development by accessing wider training opportunities to ensure children benefit from a skilled and knowledgeable staff team.

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

Children's written personal plans should have consistent records recording how the service will meet their health, welfare and safety needs that are reviewed with parents and, if appropriate, children within a six month timescale or before if needed.

National Care Standards for children and young people up to the age of 16 - Standard 3: Health and wellbeing.

This area for improvement was made on 19 December 2017.

Action taken since then

The children we tracked had personal plans. However, we found that these could be improved to support children's health, safety, wellbeing, successes, and achievements. The manager was in the process of reviewing the format of the children's personal plans. The management team recognised that staff require support to ensure consistency in implementing personal planning for children. They should continue with their plans to review and implement the agreed personal plan format with staff and parents.

We have repeated this area for improvement.

Previous area for improvement 2

Management of medication procedures should be updated to contain all relevant information referring to current best practice guidance.

National Care Standards for children and young people up to the age of 16 - Standard 3: Health and wellbeing.

This area for improvement was made on 19 December 2017.

Action taken since then

We sampled the management of medication procedures and found the storage and the recording formats contained essential information in line with best practice guidance to support staff in safely administering medication as medical professionals prescribe to maintain children's health, welfare, and safety.

This area for improvement has been met.

Previous area for improvement 3

Outdoor play area should be developed to create a safe, stimulating learning environment that enables children to access the outdoor environment.

National Care Standards for children and young people up to the age of 16 - Standard 3: Health and wellbeing.

This area for improvement was made on 19 December 2017.

Action taken since then

Children had access to the outdoors daily, and staff had improved the play spaces since the previous inspection. The staff should continue to make the necessary changes as planned in consultation with the children, building on the children's ideas and interests.

This area for improvement has been met.

Previous area for improvement 4

Existing risk assessment documentation should be revised and developed for the accommodation indoors, outdoors and any outings or specific activities to support staff to plan and take any action as needed for children's safety.

National Care Standards for children and young people up to the age of 16 - Standard 2: A safe environment.

This area for improvement was made on 19 December 2017.

Action taken since then

The service had developed risk assessment checklists for indoors, outdoors and outings. The management team recognised the benefits of developing risk assessments to help staff organise the play areas more effectively to minimise safety risks and develop risk evaluation further. They should continue their plans to review and implement the agreed risk assessment formats with staff.

This area for improvement has been met.

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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