Kidzcare@Norwood House
Day Care of Children

Norwood House
9 Kilgraston Road
Edinburgh
EH9 2DX

Telephone: 01316 682 792

Type of inspection:
Unannounced

Completed on:
21 July 2023

Service provided by:
Kidzcare Ltd

Service provider number:
SP2003002918

Service no:
CS2005111707

HAPPY TO TRANSLATE

About the service

Kidzcare @ Norwood House is registered to provide a care service to a maximum of 66 children aged from birth to not yet attending primary school of whom no more than 36 will be under two years.

The service is located near local amenities. The service is based in a large, detached property. The ground floor includes, the kitchen, laundry, nappy changing/toilet facilities, sleep room, and playrooms for children under three years of age. Older children are cared for on the upper level.

The outdoor space consistent of three fully enclosed garden areas.

About the inspection

This was an unannounced inspection which took place on Wednesday 19 July 2023 between 09:30 and 18:00. We returned to the service on Thursday 20 July 2023 between 08:30 and 18:00. Full feedback was given to the management team on Friday 21 July 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 many children and gathered feedback from 33 of their parents/carers
- spoke with the staff and management team
- observed practice and children's experiences
- reviewed documents.

Key messages

Children benefited from secure, nurturing relationships with staff. Staff and families worked together to plan for children's care.

An ethos of improvement was evident within the service. The provider, manager and staff worked effectively with children, families, and other stakeholders to develop the quality of the service.

Children's play and learning was supported through a range of stimulating experiences and interesting resources.

Effective staff deployment supported children's safety and wellbeing.

Routines of the day should be further developed to ensure children's play and learning experiences are consistently supportive of their needs.

Children would benefit from improvements being made to the facilities in relation to changing areas and handwashing.

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?	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? 4 - Good

We evaluated this quality indicator 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 experienced nurturing care, which was responsive to their individual needs. Staff supported children with warm and respectful interactions. They knew children well and sensitively engaged with them. This promoted positive outcomes and supported children's wellbeing.

Overall, children experienced unhurried and relaxed mealtimes. Staff recognised that mealtimes were an opportunity to promote positive relationships and social skills. Throughout mealtimes most staff were focused on children and able to respond to their needs. This allowed staff to maintain children's safety and provide support.

Children were able to rest in response to their needs. For example, children were able to nap based on their individual needs and preferences. Calm sleep times with restful music and dimmed lighting created a peaceful atmosphere, supporting children's physical and emotional wellbeing.

Children's overall wellbeing was supported through effective personal planning. This was carried out in collaboration with families to promote consistency and continuity in care. One parent commented, "I get a lot of detailed feedback on my child's day and feel really involved in the support they give them". Personal plans contained relevant information and strategies, linked to the wellbeing indicators. This supported staff to meet the wellbeing and development needs of children. For some children the recording of information could be enhanced, and action points further developed. However, overall staff spoke confidently and knowledgeably about children's needs and implemented effective and sensitive strategies to support them. As a result, children received appropriate care and support that was right for them.

Children were enabled to reach their full potential as staff worked in partnership with other professionals to improve outcomes for children when needed. Appropriate strategies had been identified and put in place to support children. For example, in relation to supporting communication and language. As a result, children were developing confidence and making progress.

Quality indicator 1.3: Play and learning

Children participated in play that was stimulating, fun and relevant to their stage of development. A balance of planned and responsive experiences supported children to enjoy play and develop their own ideas. As a result, children were confident and engaged in their play experiences.

Overall, meaningful resources and interesting environments supported children's literacy, numeracy, curiosity, and inquiry skills. Real life resources provided children with challenge and helped them to make sense of the world around them. Materials such as treasure baskets, sand, water, and natural items challenged children's thinking and encouraged experimentation. However, within some of the smaller play spaces children would benefit from the service reviewing experiences further, to ensure they provide enough depth and challenge. For example, in one playroom children would have benefited from more opportunities to explore early mark making and sensory play. To support children's play and learning the service should

further reflect on environments and experiences to ensure they consistently provide children with a wide range of experiences and opportunities.

Staff responded enthusiastically to children's play, helping children to understand that their ideas and experiences mattered. Staff often engaged in songs, stories and singing, which promoted children's language and communication. Younger children experienced joy as they danced and sang with a staff member. Some staff used open ended questions to provide challenge and support learning. For example, when making a spaceship staff used questions that helped children to understand the concept of space, speed, and gravity. These interactions helped children to reflect on their learning and develop their ideas. As a result, children were confidently sharing their creativity and learning with staff and their peers.

Observations of learning and the recording of children's next steps were developing. Regular online updates provided parents with insight into their children's experiences. However, for some children next steps were not always meaningful and purposeful. This meant there was potentially missed opportunities to enhance children's learning. Some parents shared they would like more opportunities to discuss their children's learning. The service had identified that developing staff understanding of child development and enhancing parental input in learning would be valuable next steps. These areas had been identified as part of the service's new improvement plan.

While generally children's right to play was respected, at points throughout the day routines impacted on children's opportunities to make choices about the experiences they had. For example, after lunch older children were directed into rooms and did not have free access to outdoor play. To ensure children have consistent opportunities to make choices about their play, the service should review the routines of the day. This is to ensure they consistently align with children's play and learning needs.

How good is our setting? 4 - Good

We evaluated this quality indicator 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 and families experienced a well-maintained and homely environment. A welcoming entrance hall and well-furnished rooms respected children's right to feel nurtured and included. Measures such as stairgates and a secure entry system helped keep children safe.

The setting's indoor and outdoor environments were developmentally appropriate spaces that supported children's development. Children had comfortable and stimulating places to play. The use of soft furnishings and natural light created a calm, warm atmosphere. Resources were set up attractively to invite children to explore and discover. This supported children's play and helped them to have fun.

The layout of the building did present some challenges. For example, older children had to cross a corridor and stairs to reach their toilets, which impacted on their opportunities to be independent. While recognising the challenges of the building, the provider should work with staff to consider how practice could evolve to minimise the impact the layout has on children's experiences. Also, the toilet and changing facilities required some upgrading to ensure they met with current good practice guidance. We signposted the service to relevant guidance to support the recommended improvements.

Children enjoyed playing in the large, secure garden, which had a range of interesting experiences and

resources. Children had opportunities to practice physical skills, be active and enjoy playing in the natural environment. This promoted their wellbeing.

Children's health was supported as infection prevention and control measures were in place. For example, areas were cleaned before children ate. Regular handwashing did take place but at times staff did not always follow best practice when supporting children. For example, prior to lunch older children washed their hands then returned to the play space rather than going straight to eating. This presented a risk as they touched toys and other materials again before eating. The provider should review current good practice relating to handwashing to ensure these measures are adhered to. This is to reduce the spread of infection and promote good hand hygiene.

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 well led

A key strength in the service was the significant importance placed on developing positive relationships with children and families. The management team and staff showed a genuine interest in the children and families they cared for. As a result, children and families experienced a supportive and welcoming service.

Leaders promoted a shared vision that helped staff to understand the needs of children and families. They had developed a culture where staff were motivated and committed to working together to support positive outcomes for children. One parent said, "The leadership is fantastic, and I feel that my child is in a happy environment and that staff are happy too". Another parent said, "We are very happy with Kidzcare @ Norwood House. It has surpassed all our expectations with regards to what we wanted for our child at nursery".

Children and families were meaningfully involved in influencing the service. Their views were actively sought in several ways, including surveys and through a parent's group. Children were consulted on their views using floorbooks and discussions. All parents agreed or strongly agreed with the statement, "My child and I are involved in a meaningful way to help develop this setting and our ideas and suggestions are used to influence change". This meant improvements were being planned based on feedback from children and families.

Effective improvement planning took account of good practice guidance and the needs of the service. This meant planned improvements were meaningful and relevant. For example, a key priority for improvement in the previous year's improvement plan had focused on the development of the garden. One parent commented, "I've noticed continued developments - especially in communal areas and the outdoor space". As a result of this improvement, children were experiencing positive outcomes.

Self-evaluation and effective quality assurance facilitated continuous improvement and supported positive outcomes for children and families. Staff had regular and meaningful opportunities to reflect together, both as a team and individually with leaders. This provided opportunities to celebrate strengths, while exploring what improvements could be made.

The management team showed a clear understanding of where improvements were needed and were able to prioritise and plan for these. During the inspection, the management team were receptive to discussions

in relation to further improvements. They showed a capacity to learn and improve. We were confident the service was well placed to further develop the quality of the provision.

How good is our staff team? 4 - Good

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

Quality indicator 4.3: Staff deployment

Staff were warm, responsive, and caring in their approach. They worked well to create a positive atmosphere that supported children's wellbeing. One parent said, "Amazing staff team. I appreciate all the staff who work here, and feel they all really care about all the children". Parents also told us that they felt staff knew them and their children well. This helped to promote a continuity of care and gave parents reassurance. One parent said, "We have found the staff to be consistent during our child's time in the service... this has been reassuring as our child can take time to open up to unfamiliar faces".

The service was appropriately staffed to provide sensitive and consistent care to children. Staff were available across the day and were deployed flexibly to ensure that children were supervised. Busy times of the day such as lunch times were well staffed meaning children were safe and supported. However, some decisions around deployment could have been more effective to support children's experiences. For example, staffing after lunch was impacting on children's opportunities to be outdoors. To ensure children are enabled to get the most out of their time at the service, staff practice around supporting routines should be reviewed.

Staff worked well together as a team to communicate about children's needs. Regular team meetings and use of communication diaries made sure that staff understood how to provide individualised care and support.

Planned and unplanned absences were well managed, supporting children to experience nurturing care from consistent adults. Induction processes enabled staff to understand their role and helped them to settle in well. This resulted in them feeling equipped to support children in their care.

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	5 - Very 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?	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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