Children's Hour Nursery
Day Care of Children

31-33 Glasgow Road
Hardgate
Clydebank
G81 5PJ

Telephone: 01389 800 329

Type of inspection:
Unannounced

Completed on:
28 October 2022

Service provided by:
Children's Hour Limited

Service provider number:
SP2009010598

Service no:
CS2008188098

About the service

Children's Hour Nursery is located in Clydebank, West Dunbartonshire. The nursery is a partnership nursery.

The service operates from premises located within a row of shops and consists of two playrooms with access to an office, kitchen and toilets. There is a secure play area at the rear of the property. The service is located in the centre of the local community and has access to local amenities and public transport.

The service is registered to provide a day care of children service to a maximum of 30 children not yet of an age to attend primary school at any one time.

- Of those 30 no more than 12 are aged under 2 years
- No more than 10 are aged 2 - under 3 years
- No more than 8 are aged 3 years to those not yet of an age to primary school.

About the inspection

This was an unannounced inspection which took place on 21 October 2022 between 10:15 and 14:45. The inspection was carried out by one inspector 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 several children using the service
- sent out a family questionnaire and received 7 responses
- spoke with staff and management
- observed practice and daily life
- reviewed documents

Key messages

- Children were meaningfully involved and made informed choices about their play and learning.
- Staff were kind, caring and nurturing in their interactions with children. They knew the care and support needs of all children in their care very well and ensured their individual needs were met throughout the day.
- Staff were deployed well throughout the service to ensure there was the right number of staff with the right skills and experience to meet children's needs throughout the day.
- The service worked in close partnership with families to ensure all children's needs were met, with their views and suggestions respected and followed.
- We discussed with the manager further improvements to the indoor setting.
- Staff were encouraged and proactively reflected and developed their practice.

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

Children were cared for by staff who knew them very well. Before starting the service, staff worked closely with children and families to gather their personal preferences in 'all about me' booklets. They included a range of information, such as children's food likes and dislikes, friends and people who make them happy. This information is used by staff to support children's wellbeing and care. The sharing of children's information reassured families that staff respected their views and that their children's needs were being met.

Lunch was provided by an outside caterer who knew children's cultural and dietary needs.
Children's preferences were clearly displayed for staff within the setting. This contributed to children's health, wellbeing and safety.

Children were involved in preparing for lunch, they told us they set the table with knives, forks and cups. Lunch was self-service with children queuing to serve themselves. We did observe some children becoming restless when waiting. We discussed with the manager other strategies to improve this experience.

Staff sat with children and engaged in chats about their day. Lunch was unhurried, relaxed and sociable. Staff encouraged children to develop their independence skills by offering praise and support. This included 'well done for using your fork' and 'would you like some help?'

The youngest children ate in a separate room which met their needs. Children sat in high chairs or at small tables. Where children required support with feeding, we saw warm, caring and nurturing interactions by staff. We highlighted to the manager that the children's lunch experience could be further improved by reviewing the layout of the lunch tables.

We saw sensitive arrangements around children's sleep routines. Staff worked closely with families to establish routines which responded to children's individual needs and family wishes. Children slept in a calm and relaxing environment which followed safe sleep guidance. Staff were available to quickly respond to children's smiles, tears or gestures. This supports children's safety, emotional security and wellbeing.

Staff and families effectively shared information using different communication methods. These included emails, telephone calls, a secure online app, regular conversations and family meetings.

Learning profiles captured and celebrated children's achievements and contained learning updates, artwork, photographs, thoughts and feelings. One parent told us, "The communication from the nursery on my child's progress is excellent. They have a good mix of informal and formal reporting with parents."

We reviewed the setting's medication policy and procedures. We found medication was stored securely and out of reach of children. Documentation was accurate and reflected children's individual health needs and requirements. Details included the type, strength and dosage of medication. We found families had regularly reviewed, updated and signed off this information.

Quality Indicator 1.3: Play and Learning

We found a good balance between spontaneous and adult-led play. Staff used effective observations and questioning to promote children's creativity and curiosity. This included developing children's understanding of minibeasts when they found a small frog at the front door. Staff successfully engaged children's imagination by encouraging them to create pictures, build a frog house and take photographs.

The setting has built up strong connections with the local community. Children frequently visited and explored the community garden and enjoyed weekly visits to the local hall for physical activity. This approach stimulates children's interest in the wider community and enhances their play and learning opportunities.

Children were meaningfully and actively involved in leading their play. Staff were very responsive to children's verbal and non-verbal cues for making choices in their play. We observed very good use of praise, encouragement, questioning. As a result, children were developing and progressing well and were observed to be happy, settled and confident.

How good is our setting? 4 - Good

We made an evaluation of good for this theme, as several important strengths taken together clearly outweighed areas for improvement. The strengths will have a positive impact on children's experiences and outcomes. However, some improvements are needed to maximise wellbeing and ensure that children consistently have experiences and outcomes which are as positive as possible

Quality Indicator 2.2: children experience high-quality facilities

Children had spaces to play and have fun and areas where they could relax. The playrooms offered a range of traditional and natural resources to engage children's curiosity, these included construction, arts and crafts, pine cones, tree bark and tree trunk pieces.

Staff told us they were in the process of developing their indoor environments. This included introducing interesting things; tubs and blocks, open-ended resources; materials and ribbons and investigation areas; nature tables. This approach encourages children to make their own choices, and figure things out for themselves which leads to enhanced confidence, critical thinking and problem-solving skills.

The youngest children's playroom offered a comfortable calm environment. Children appeared happy and settled. We saw loving, caring and nurturing interactions between staff and children.

We discussed with the senior leadership team ways to further improve the layout of the older children's playroom. This included removing a partial partition at the entrance to their room. This would enable staff to have a clear view of all children and develop a cosy area where children could rest, read and sleep.

To keep children safe and secure, staff conducted daily checks of both the indoor and outdoor environments and risk-assessed all areas. There were clear policies and procedures in place to ensure consistent approaches across the setting.

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

Quality assurance, including self-evaluation and improvement plans, were in place and effectively led to improvement in service provision. They included family feedback and staff peer-to-peer evaluation.

The manager and depute had a clear vision for the service which was developed in consultation with families and staff. This helps staff know what is important for the setting and reflects the aspirations of children and families.

The service had established strong relationships with families. This meant information on children's progress was effectively shared. Various methods were used, including secure online updates, parent's evenings, curriculum evenings and play and stay sessions. These provided opportunities to discuss how best to meet children's needs. One parent said, "We feel part of the nursery community. We receive daily updates and a regular newsletter. We were recently invited to a parents' information evening."

Children and families' views were regularly sought. Families were consulted and given opportunities to provide feedback on the service. For example, their thoughts on care and support and social media updates. This information informs planning and development to support positive outcomes for children.

Staff told us they felt confident in sharing their ideas and leading change. One staff member spoke enthusiastically about the positive impact recent training had on the environment. The 'curiosity approach' stimulates active learning and critical thinking and enhances children learning environment.

To support children's transition to primary one, staff worked closely with children, families and other professionals to develop a process which put the child at the centre. This included preschool questionnaires, support plans, school visits and home link bags.

Regular development opportunities encouraged staff to improve and reflect on their practice. They spoke enthusiastically about their leadership roles and how they positively influenced children's experiences. This included introducing 'heuristic play' which explores a range of objects in different ways.

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

To ensure the well-being of children staff were appropriately deployed across the setting.

They communicated well as a team, this helped to ensure relevant information was shared to meet the day-to-day needs of children. This included passing on changes to children's daily routines, family updates and requests.

When attending to other tasks, staff supported each other and communicated clearly with colleagues and children. While setting up for lunch, we saw staff making each other aware that a child had fallen asleep and that he would have lunch later. This meant the child was safe, secure and that staff were responding to the child's personal needs.

Staff had established strong relationships with families. Good communication systems supported this. Families' comments included,
"All of the staff know our children very well. Our children rapidly formed strong bonds with all of the staff and I feel that the staff genuinely care about them and their development."
"We could not ask for a better nursery for our son, they really are like a second family to him and we are so happy with the care they provide him."

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?	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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