Kidz World Nursery Ltd
Day Care of Children

Medway House
Kelliebank
Alloa
FK10 1NU

Telephone: 01259 212 444

Type of inspection:
Unannounced

Completed on:
7 April 2023

Service provided by:
Kidz World Nursery Ltd

Service provider number:
SP2008010174

Service no:
CS2008191481

About the service

Kidz World Nursery Ltd is a daycare of children service situated in Alloa close to transport links, shops and local amenities. The service can provide care for a maximum number of children as follows:

- 15 children 0 - 2 years
- 15 children 2 - 3 years
- 26 children 3 years to those not yet attending Primary School
- 70 children of Primary School age during term time reducing to 24 children of Primary School age during holiday time.

The service provides funded early learning and childcare for Clackmannanshire Council.

The building has three separate playrooms for the various age groups of children. The out of school service takes place in a part of the building designated for soft play. This area is only for use of the children attending the out of school club when the service is open during term time.

About the inspection

This was an unannounced inspection which took place on Friday 7 April 2023 between 08:30 and 16:30. Feedback was provided 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, registration information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spoke with several children in the service
- spoke with two families on the day of the inspection and reviewed comments received through an electronic form, from 34 families
- spoke with the provider, the management team, and staff
- observed practice and staff interactions with children
- reviewed documents.

Key messages

• Children experienced positive relationships with staff which supported their overall wellbeing.
• Children benefitted from relaxed, unhurried mealtimes which supported their independence.
• Recording children's individual learning could be further developed to identify progress and celebrate achievements.
• High quality resources and play opportunities supported children's curiosity, enquiry, and creativity.
• The service made good use of their local environment which supported children to feel part of the community.
• The management team and staff were dedicated to the ongoing development of the service to ensure positive outcomes for children.
• Self-evaluation processes should be developed to support the service to identify their strengths and areas for development.

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?	5 - Very 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, outweighed areas for improvement.

Quality Indicator 1.1 - Nurturing care and support

Children benefitted from caring approaches from staff in all areas which supported their overall wellbeing. Staff knew children well and their interactions were respectful of children's privacy and dignity, which promoted their sense of security and confidence in the service. One parent from the nursery told us, "The staff are nurturing, supportive and responsive to my child's needs". A parent from the out of school club told us, "We as a family are very happy with the service provided. The staff are friendly and our child feels safe and always enjoys their time there".

All children had personal plans in place which took account of the SHANARRI wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included). Staff could discuss strategies of support in place for some children to support their individual development. The service should now consider how to extend the way they are documenting these. This would allow supports' in place to be reviewed with children and their families, to identify progress and ensure children's needs are being met.

Children enjoyed an unhurried, relaxed and social mealtime experience. All staff involved in the lunch time routine knew children well and engaged with them in nurturing and encouraging ways. Children were supported to be independent serving their own food and clearing their plates. Staff sat with children which provided a role model to encourage positive eating habits, social interaction, and showed children they were valued. We discussed ways children's independence could be further enhanced by being more involved in the preparation of snacks and meals.

Staff knew children well and recognised the importance of attachment and responsive approaches to support their emotional wellbeing. In some areas children were supported to understand and express their emotions through a variety of resources and planned activities, including daily emotion check ins. In the rooms for younger children, we observed staff comforting and reading stories to children to support them to develop their ability to self-regulate their emotions. Staff in the baby room were responsive to children providing comfort and cuddles and we observed staff providing a nurturing and calm approach when children woke from sleep. As a result, children were supported well, and enabled to develop their ability to understand their feelings, which provided them with important emotional literacy skills. These strengths should now be further developed with staff adopting restorative approaches in their practice. This would enhance children's emotional understanding and wellbeing and support children to develop positive, supportive relationships with each other.

Systems for recording medication were in place, including parental permissions, storage information and records of administration. We advised the service it was good practice to review medication records with families at least every three months. This would ensure medication being kept and administered was still required, in date, and check if there had been any changes to dosage required.

Quality indicator 1.3 - Play and learning

Planning for children's play was responsive to their interests. Mind maps were used to gather children's ideas and extend their learning. Floorbooks were used well which recorded children's play and learning with photographs and comments from children about their experiences. The floorbook approach was being developed across the whole service. This helped staff extend children's ideas for play and allowed them to reflect on their learning. The service should now further consider how they are evaluating children's play and learning to support them to identify next steps to support children's individual progress.

Staff had started to strengthen their understanding of child development. Some staff used effective questions to extend and enhance children's learning. This helped children develop their problem solving and thinking skills. The service should continue developing staff's knowledge and confidence in this area.

Children's opportunities for play and learning were enhanced through connections to the wider community. Children in the nursery had been involved in a fund raising project, where they participated in litter picking on local walks. The out of school club made very good use of the local and wider area during the school holidays. They had visited playparks, beaches, farms, and country parks. Parents from the out of school club told us they appreciated all of the great learning experiences available for their children. One parent commented, "My child attends the holiday clubs, it is always entertaining and they love the staff".

Staff encouraged children to make choices and lead their play for the majority of their time in the service. They facilitated learning activities based on what children had asked to do. For example, children had collected sticks on their morning walk and asked for them to be used for play in the afternoon to make a dinosaur world in the tuff tray. This meant children were following their own interests and leading their own play.

How good is our setting? 5 - Very Good

We found significant strengths in aspects of the care provided and these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 2.2 - Children experience high quality facilities

Almost all areas of the nursery were well-designed, furnished to a high standard, comfortable and safe. Children were confident moving around the spaces available, both indoors and in the enclosed outdoor spaces. We discussed one of the playrooms in the nursery would benefit from further consideration, to ensure there are enough cosy spaces, with opportunities for children to follow their own interests. Staff should consider how they can use the space available creatively. The management team and staff were keen to work together to ensure the high standard evident in the other playrooms was reflected across the whole service. This would support all children to lead their own play and have fun with their friends.

The indoor spaces were nicely presented and inviting for children, supporting them to engage in meaningful play. The high-quality resources allowed enriched opportunities for play and learning. There was a good variety of loose parts both indoors and outdoors which promoted children's curiosity, creativity and imagination. Each playroom had resources appropriate to children's ages and stages of development.

The setting was safe and secure for children and staff. There was a clear procedure in place for the recording of maintenance requirements. Staff took a shared responsibility for the monitoring of resources. This ensured any damaged items were promptly replaced and any repair requirements were effectively addressed. We found some areas of the soft play centre required attention, such as a torn carpet and chairs that required to be cleaned. As the holiday club were operating at the time of the inspection, the soft play was not being used by the service and it was open to the public. Measures were taken during the inspection to address the cleaning and organise the carpet repair, before it became a trip hazard. The provider should ensure the high standards in the nursery were reflected in the soft play centre. This would ensure children in the out of school club experienced the same high quality environment when they returned to use the space during school term-time.

Appropriate infection, prevention and control routines helped minimise the spread of infection. The playrooms were well ventilated throughout the day and children were encouraged to wash their hands frequently and at appropriate times. Established routines helped protect children and staff's overall health and wellbeing.

How good is our leadership? 4 - Good

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

Quality indicator 3.1 - Quality assurance and improvement and led well

The provider and management team had worked hard to improve the service and deliver high quality outcomes for children and their families. They engaged positively with the inspection process and were keen to discuss their next steps. This meant children were accessing a service that were committed to continuous improvement.

Some quality assurance systems had been introduced, for example, dates for personal plan updates, and daily monitoring checks. Part of these checks reviewed staff's registration with the Scottish Social Services Council (SSSC). We found one member of staff did not have registration in place within the required timescale. The member of staff was supported during the inspection to complete their registration application. More thorough procedures and additional checks would enhance the quality assurance process to ensure these led to continuous improvement. Introducing a quality assurance calendar would help plan the monitoring required within the service. This would support children's overall care, health and wellbeing.

Almost all parents were happy with the level of communication from the service. One parent told us, "Communication is excellent via apps, social media, email and during handovers".
Parents told us they found staff to be supportive and knowledge and always keen to share their ideas to help their children achieve. One parent commented, "Daily sheets and handovers provide us with the information we need as parents, and the learning journals/social media gives us a great insight into our child's daily activities at nursery". Some parents told us they would like to be more involved and informed in their children's development in the service. The manager should find ways to determine if they are meeting the needs of all children and families. They should ensure there is a consistent approach to involving families in their children's experiences and encouraging ways for them to express their views.

Some staff had taken on leadership roles. For example, one member of staff led on the online learning journals, and another member of staff took the lead with developing floorbooks. The service should now consider how they introduce more opportunities to support staff to develop leadership skills. Many staff were ready to take on responsibilities linked to their own areas of interests and expertise. This would continue to strengthen staff's knowledge and understanding and further support the development of children's experiences.

Some self-evaluation processes had been introduced that staff were included in. For example, staff had been involved in assessing resources indoors, and identifying improvements that could be made in the garden. The service were keen to further develop their self-evaluation processes. They could consider introducing a floorbook to document the evaluation of the provision and the identification of areas for development. Children, staff, and families feedback, ideas, and reflections should be central to this process, to ensure the service is meeting their needs, wishes, and choices. This would help them to monitor progress made, measure the impact of changes to children's outcomes, and support sustained improvement.

How good is our staff team? 4 - Good

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

Quality indicator 4.3 - Staff deployment

The staff team had a good mix of skills, experience and knowledge, which contributed to the range of positive experiences for children. Staff were committed in their roles and keen to extend their professional learning. They had recently reviewed best practice documents, including 'My Active World', and the Care Inspectorate SIMOA campaign, to support them to keep children safe. Staff were given time to review and evaluate aspects of training and development opportunities. While staff appreciated the opportunities to develop their practice, some staff would prefer to have the option of a variety of learning methods. For example, more face to face training, or opportunities to discuss learning and ask questions. This would allow staff to understand how new learning could have a positive impact on their practice, and discuss any adaptions required with their colleagues. This would ensure staff continue to be motivated to develop their practice, and work together, to result in positive outcomes for children.

Staff worked well as a team and deployed themselves effectively. Staff were respectful of one another and had developed positive working relationships. This allowed for effective communication which resulted in children being effectively supervised and supported, and allowed for quality engagement with children.

There was a system in place for staff appraisals which invited staff to discuss areas of practice and identify any required support or development. The management team had not yet completed all appraisals, which meant some staff had not had an opportunity to benefit from individual support and supervision. We discussed ways staff reviews and appraisals could be further enhanced by introducing monitoring of practice and identifying clearer action points for development. This would allow the management team to monitor children's experiences through interactions with staff, to ensure they were supported in their role and their strengths recognised. The manager should work with staff individually to identify how they can be supported, and recognised for their accomplishments. Staff are ready to manage greater responsibility to ensure they have a sense of achievement within their role. This would ensure they are motivated to be part of the service's commitment to continuous development and allow children to benefit from a stable 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

To support children's wellbeing and ensure they are supported to achieve their potential, the provider should ensure children's personal plans include individual strategies of support where required. These should be regularly reviewed and updated.

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).

This area for improvement was made on 26 May 2022.

Action taken since then
Staff could talk about strategies of support for individual children. They had developed personal plans to include additional information that would benefit some individual children's care and support. We discussed ways these could be further developed to ensure individual strategies were more thoroughly recorded and reviewed. This would allow progress to be identified and support consistent practice.

Progress had been identified and this area for improvement was met.

Previous area for improvement 2

To ensure children's safety and wellbeing, the provider should review their procedures to enable children to be appropriately supported and supervised, including at mealtimes.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My care and support is consistent and stable because people work together well' (HSCS 3.19).

This area for improvement was made on 26 May 2022.

Action taken since then
Staff deployed themselves well during mealtimes and engaged in quality conversations with children. This allowed for staff to role model important language skills and enhanced social interactions. As a result, children felt valued and were supervised and supported well.

Progress had been identified and this area for improvement was met.

Previous area for improvement 3

To support children to reach their full potential and promote their overall wellbeing, the provider should ensure staff are supported to undertake training and development opportunities.

Opportunities should be created for staff to reflect on their learning to develop a shared approach and understanding.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I have confidence in people because they are trained, competent and skilled' (HSCS 3.14).

This area for improvement was made on 26 May 2022.

Action taken since then

The service had registered all staff with an online training platform to allow them to access training opportunities relevant to their own developmental needs. Staff had recently been involved in mandatory training including fire awareness, manual handling, and health and safety. Many staff had been involved in reviewing some best practice documents and guidance. Staff were evaluating aspects of their learning which provided them with opportunities to consider any support or additional development needs that would support them to adopt their new learning into practice. The service should continue to support staff to access training and development opportunities relevant to support their own knowledge, understanding and experience.

Progress had been identified and this area for improvement was 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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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