

Kirktonholme @ Coatbridge Day Care of Children

2 Gartliston Road
Coatbridge
ML5 2FG

Telephone: 01236 433 917

Type of inspection:
Unannounced

Completed on:
30 September 2022

Service provided by:
Kelly Care Limited trading as
Kirktonholme Nursery

Service provider number:
SP2003001303

Service no:
CS2009193675

About the service

Kirktonholme @ Coatbridge nursery is registered to provide care to a maximum of 72 children from birth, to those not yet attending primary school. Of those 72 children, no more than 17 should be aged under two years; and no more than 20 should be aged two years to under three year olds. Sixteen children aged two years to those not yet attending primary school should attend the outdoor satellite setting within the nursery grounds at any one time.

Care is provided over one level from three spacious playrooms in a rural setting close to Coatbridge town. Children have direct access to well-maintained outdoor play areas. Care is also provided in the outdoor satellite setting.

About the inspection

This was an unannounced inspection which took place between 27 September 2022 and 30 September 2022. Feedback was given to the managers on 30 September 2022. 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 and 11 of their family members
- spoke with staff and management
- observed practice
- reviewed documents.

Key messages

- Staff had warm and caring interactions, helping children feel safe and secure.
- Children had positive relationships with staff and were comfortable in their presence.
- Transitions from home to nursery and between rooms, were well planned to support children's wellbeing.
- Access to outdoors strengthened children's health and wellbeing.
- Play spaces should be developed to ensure all children can be supported to learn and develop through high quality play experiences.
- Communication with families about children's progress and achievements could be improved.

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.

1.1 Nurturing care and support

Children attending the service were happy, settled and confident moving around the environment. Staff supported children with warm and kind interactions, which helped children feel loved, safe and secure. One parent told us "There is always a friendly and welcoming atmosphere and a family feel about the place".

Staff took time to get to know children well, which helped ensure positive relationships were formed between staff and children. One parent told us "The staff are wonderful and always give a rundown of my child's day and how they are getting on. They really develop strong relationships with the children".

Children's overall wellbeing was supported through information gathered in personal plans. Staff worked closely with families to ensure they had the right information to meet the children's needs, which was reviewed on a regular basis. Leaders plan to develop this process further to ensure personal plans were linked to wellbeing indicators within Getting it Right for Every Child (GIRFEC). We agreed this would help support staff to identify and record children's learning and next steps in consultation with families. One parent told us "The nursery are very good at updating the children's care plan and speaking to parents about any needs to be supported as well as interests to be explored".

Children were sensitively supported by staff at carefully planned transition times. For example, when settling at the nursery or moving between rooms. Children requiring additional support were offered reassurance, cuddles and comforters. To help ensure children's individual needs were met, staff worked closely with them and families. One parent told us "I was pleased with the settling in period offered by the nursery when we joined. This was gradual so that both the child and the parents are comfortable and the staff are noticeably very good at building relationships with the kids".

Children enjoyed mealtimes in an unhurried and relaxed atmosphere, contributing to a sociable and positive experience for children. Meals offered were nutritious and a choice was available if children did not like the food on offer that day. Parents told us they were happy with the food provided and liked that children were offered a sandwich if they did not like the hot meal. Water was accessible to all children throughout the day which helped ensure they were kept well hydrated.

The manager and staff had developed plans to improve the lunch experience further. For example, considering how children can be more involved in participating with setting up for lunch and self-selection at mealtimes. Whilst this process was established for some children, not all children had the same opportunities. We agreed that all children would now benefit from this approach. This would support children's independence, wellbeing and skills for life.

1.3 Play and Learning

Children were relaxed and having fun in their play. Staff had a good understanding of the importance of play, and recent training to support their practice had helped develop a consistent approach for child led responsive play. Children told us "I like playing with the babies" and "I like going outside to the park". Staff were aware of interests and supported them to explore their ideas.

Younger children were well supported with a wide variety of play spaces and experiences that met their stage of development and supported them to repeat activities and build their skills. For example, sensory toys, messy play, cars, dinosaurs and the home area. Toys and materials available had created inviting play spaces which children were eager to explore and supported the development of their curiosity and problem-solving skills.

Children's wellbeing and physical skills were supported through access to well resourced outdoor play areas. A variety of open-ended materials encouraged children to participate in risky play, helping build confidence and resilience. For example, cable reels, tyres and wooden planks. We discussed with the manager that all children should have daily opportunities for outdoor play, as on the day of inspection the older children did not have access to the outdoors.

The recent addition of a separate outdoor facility named "Growing Wild" enhanced children's wellbeing and learning further as they explored the natural surroundings supported by knowledgeable and nurturing staff. Great fun was had as the children decided to make "potions" with the mud kitchen then problem solved how to transfer the water down the drainpipes into the cable reels. Children attending this provision also had regular access to other woodland areas for exploration and discovery. This supported children to develop respect and appreciation for nature. One parent told us "Growing wild is a particular strength of the nursery and the experiences offered here are brilliant".

At the time of inspection, some older children had limited opportunities to engage in high-quality open-ended play experiences. The opportunities for older children's play experiences should now be developed to create a stimulating and curious environment to support children's learning, development and progression. Consideration should be given to how toys and open-ended resources would help support children's play and stimulate their curiosity, imagination and creativity.

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.

2.2 Children experience high quality facilities

Play spaces were bright, clean and well ventilated. Children had adequate space to move about freely supporting their physical development and coordination.

Procedures were in place for creating a safe environment for children. For example, risk assessments, maintenance plans and a secure front entrance.

Most play spaces were well planned and organised to ensure toys and equipment were easily accessible to children. This supported them to make choices and develop their independence. Cosy areas supported children to feel calm and have a relaxing space to rest or sleep. Staff reflected together to ensure the toys and equipment met the needs and interests of the children.

Improvements were needed to ensure that all children had access to welcoming and nurturing play spaces. The layout of the playroom for older children did not fully support opportunities for relaxation, creativity and curiosity. We discussed this with the management team on the first day of the inspection and we were satisfied that they took action to address this quickly. Leaders and staff should continue to reflect and evaluate the play spaces and ensure staff share the same approach and that knowledge of best practice guidance is reflected in the opportunities available to support children's learning and development.

All playrooms have direct access to the outdoors allowing children to move between the indoors and outdoors as they wished, which helped them learn about the wider world and supports their wellbeing. The addition of outdoor sheltered areas for storage of clothing, supports children with the transition to outdoors and allows them space to develop independence and self-help skills as they get dressed for outdoor play.

We were satisfied that effective infection control processes were in place to minimise the risk of infection. For example, effective handwashing at key points such as before eating and whilst supporting children with personal care needs.

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.

3.1 Quality assurance and improvement are led well

Clear vision, values and aims were in place that were shared with parents and reflected the ethos of the nursery.

The nursery staff and leaders have developed strong links with families and value their contributions in nursery life. One parent told us "The communication through the app, in person and over phone and emails have all been incredible".

Parents felt happy that if they raised any queries or concerns they were acted on quickly. This helped them feel valued and supported positive relationships, improving outcomes for children. A few parents suggested that they would like more information about their child's progress and development. We shared this with the leaders and they have agreed to consider how they can develop this further.

Improvement plans were in place to support the recovery from Covid-19 with a strong focus on child and staff wellbeing. Staff told us they enjoyed coming to work and felt supported by managers. This helped create a positive working environment which contributed to a happy place for children to play and learn.

We discussed with the manager that improvement plans could be extended further, to include any other area for improvement identified through monitoring or self-evaluation throughout the year.

A meaningful training program was in place to support staff to build their professional development and knowledge of best practice. For example, child development, child protection, play and observations. Staff told us that training had supported them in their role to help ensure children have the best possible play experiences and they felt more skilled at recording children's learning and progress.

Leaders were familiar with the quality framework and were beginning to embed this as a tool to support with self-evaluation. They had made a positive start and shared some examples of where this worked well. For example, a recent evaluation of lunch time experiences had supported the team make positive changes to support children. This helped staff feel valued and understand their roles and responsibilities.

Leaders should continue to monitor and review self-evaluation processes, against good practice guidance to support improvement and ensure positive changes are sustained. Observations of practice should contribute to prompt action when it is identified that children's experiences are compromised.

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.

4.3 Staff deployment

The service had experienced recent changes within the staff team and were therefore revisiting their vision and values to help ensure a consistent approach. Parents commented on the number of staff changes, however they felt that children were well supported by friendly and kind staff. One parent told us "Every staff member will make such an effort to get to know my child and form a strong relationship with not only our child but both of us too".

We acknowledged that there were a mix of staff skills and knowledge and staff would benefit from the planned training opportunities. Newly appointed staff were supported through a meaningful induction process, helping them build relationships and getting to know the children. This helped ensure they received the support, to develop the skills and knowledge needed to provide care.

Staff were enthusiastic about their role and committed to improving their skills and knowledge. This contributed to promoting positive outcomes for children. Recent training had supported staff to develop an understanding of what was important for the setting and meeting children's needs. One staff member told us that training provided had "allowed me to further my skills and deepen my knowledge allowing me to provide the best care for the children."

Staff communicated well as a team to help ensure information on children's individual needs was shared. For example, regular staff meetings. This contributed to consistent approaches to meeting children's needs.

Staff planned their breaks to ensure minimal disruption to children. We found that although there was enough staff to effectively supervise and support children, some key points in the day required additional staff to meet children's needs. For example, some children required additional support at lunch times. The leaders were aware of this and review rotas daily to ensure any absences have minimum impact on children.

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	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?	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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