Thrive Childcare and Education Happitots South Lanarkshire College
Day Care of Children

College Way
East Kilbride
Glasgow
G75 0NE

Telephone: 01355 807 312

Type of inspection:
Unannounced

Completed on:
12 June 2024

Service provided by:
Bertram Nursery Group Ltd

Service provider number:
SP2009010216

Service no:
CS2009193677

About the service

Thrive Childcare and Education Happitots South Lanarkshire College is registered to provide a care service to a maximum of 75 children from birth to those not yet attending primary school.

The service is located within South Lanarkshire College in East Kilbride and is close to local amenities such as parks, shops and schools. Children are accommodated within three large playrooms. All playrooms have direct access to outdoor areas and to a separate outdoor area located near the setting.

About the inspection

This was an unannounced inspection which took place on Tuesday 11 June 2024. 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
- observed practice and daily life
- reviewed documents
- received electronic feedback from parents/carers.

Key messages

• Children were happy, confident and settled in the service.

• The setting was comfortable, spacious and stimulating for children.

• Planning approaches should continue to be developed to allow children more ownership to further lead their learning and play.

• Children benefitted from a skilled staff team who worked well together.

• Staff had positive relationships with children and families.

• Management and staff should continue to plan for outdoor play beyond the nursery to support children to be part of the wider community.

• The management team were friendly, visible and approachable, which strengthened relationships with families.

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?	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? 4 - Good

We evaluated this key question 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

Staff were warm, kind and nurturing in their approach with children. Throughout the various play sessions we observed, it was clear that children experienced sensitive and respectful caregiving. Children were confident and happy within the setting. Staff knew children well and were attentive to their needs. One parent commented, "The staff really have a connection with the children and really know them and look after them, helping them grow."

Mealtimes were a relaxed, unhurried and sociable experience for children. Staff sat with children throughout and engaged children in conversation, making it a positive experience. Children's independence and life skills were promoted through self-serving opportunities. Older children were observed to be fully independent in setting up for lunch, self-serving themselves food and water and clearing away after themselves. In the 2-3 room, children were observed at the early stages of self service, due to their stage of development. They were self serving their own drinks during lunch. We discussed with management how this could be developed for children to serve their own lunch. Staff were aware of children's dietary requirements, and these were catered for. This ensured all children's needs were met.

In the 2-3 room, children were observed at the early stages of self service, due to their stage of development. They were self serving their own drinks during lunch.
We discussed with management how these could be developed to serve their own lunch.

Detailed and regularly reviewed personal planning systems were in place for all children. Personal plans contained the relevant information needed for staff to meet children's individual needs. Staff made effective use of national guidance on personal planning documentation, including Realising the Ambition and Getting It Right for Every Child (GIRFEC). Staff used personal planning information to involve families in decisions about their child's care and development. This helped to promote parental awareness of actions that were being used in practice to help individual children achieve their learning goals. One parent commented, "I have the opportunity to complete a personal plan each term and revisit this regularly as needed." We discussed with management that they should monitor plans to ensure meaningful next steps for development are a more consistent feature of all learning journal observations.

Children who required additional support were well supported by staff to feel respected and included in daily experiences. We noted that effective systems were in place to support children with additional support needs. This included positive examples of multi-agency involvement, serving to maximise potential outcomes for children's learning and development. The planning systems in place enabled the relevant staff to respond quickly, sensitively and compassionately to changes in a child's life. We observed staff being responsive as children's interests changed during the day. Children were spoken and listened to in ways that encouraged them to feel valued and included.

Staff demonstrated a good understanding of the policies and procedures in place to ensure care and welfare of children, including child protection. All staff received regular professional learning in safeguarding, and understood the indicators that may suggest a child is at risk of suffering harm.

Quality indicator 1.3: Play and learning

We found that staff promoted a culture that focused on promoting the children's right to play, have fun and experience a breadth of learning opportunities. One parent commented, "They provide excellent opportunities for play and learning as well as supporting them well through transitions." Staff worked hard to provide a variety of quality learning experiences by continuously promoting choice and children's interests.

We found that children's voices were highly valued. Staff took time to extend conversations with children about their play. We observed some well-timed use of open ended questioning that extended and challenged children's current thinking. Staff used observations of children's significant play interests to adapt their support for and resourcing of play experiences. We discussed with staff observation approaches that could help identify and evaluate play experiences that children would find particularly engaging and challenging. We highlighted how this could help foster meaningful discussion between children and staff about play and development.

Children's play experiences were recorded within floor books and wall displays. This supported children to revisit their learning as well as discuss their shared knowledge with staff, families, and their peers. We discussed with staff and management to develop a more flexible approach to the use of floor books to develop children's sense of ownership, and allow them to lead change and shape their own learning and play environments.

We observed that staff had a shared understanding of child development, and used this to plan for progression in children's learning and extend the breadth and depth of available learning opportunities. Learning journals were in place for all children. Staff were confident in tracking and reflecting on individual achievements. Staff had high aspirations to enable children to be successful. As a result, children were confident, happy and motivated to learn. We discussed with staff and management the importance of ensuring that next steps formed a central part of individual learning journal observations. This would help staff to identify and track children's individual progress and achievements.

Children's opportunities for play and learning were enhanced through wider play opportunities beyond the immediate nursery setting. This included a local woodland area and a grassy hill space within the wider college grounds. This provided opportunities for children to explore nature and participate in risky and challenging play experiences. Outdoor play opportunities were continuing to develop for children in line with staff development and training opportunities.

How good is our setting? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in a welcoming, comfortable and clean environment which was bright and well ventilated. The provider had invested in the resourcing of the service to ensure indoor and outdoor spaces were well furnished. There was ample space for children to participate in a variety of activities such as sand play, sorting games and there were cosy areas to rest and relax. This helped to give children the message that they mattered.

The environments were structured to take account of children's stages of development and learning. The indoor play spaces included the provision of open-ended and natural resources, wooden puzzles and train sets. The resources were easily accessible for children, which promoted their independence and gave them the opportunity to lead their learning. Spaces were set up in ways that were adaptable and had potential to encourage children's creativity.

All children benefited from direct access to outdoor areas. The outdoor areas had a variety of resources including construction, sheltered areas with cushions for rest and relaxation, and physical play equipment. One parent commented, "My child is often outdoors, even in unfavourable weather which is great for their development".

Children also benefited from access to a separate outdoor area and woodland space. Staff used these spaces to encourage children to explore the natural world, move their body in different ways, and widen opportunities to learn through their sensory and physical experiences. We highlighted to staff that maintaining a focus on outdoor play and learning opportunities should be a key part of ongoing improvement planning, including future staff resourcing as well as professional development. The management team discussed with us, the service's vision and plan for further developing and extending the outdoor provision, beyond what is currently accessed. They have a plan of how this will evolve in the future to ensure the service users are integrated further into the wider community.

Robust risk assessments and infection control procedures were observed to be in place. Staff followed these daily, including washing hands before and after meals and when coming in from outside. This helped to keep children safe. Staff encouraged children to assess risk when outdoors, for example checking if it was safe to cross the road. This helped to build children's confidence and developed their life skills.

How good is our leadership? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 3.1: Quality assurance and improvement are led well

The management team were friendly, approachable, and engaged well with the inspection process. Staff told us they found the management team to be supportive and approachable. One staff member commented, "I feel that I can go to my leaders with anything on my mind or any questions I have and they are always very supportive and helpful." This meant staff were supported in delivering positive outcomes for children.

An improvement plan was available, which highlighted strengths and areas for improvement within the service. The plan had been created in consultation with staff and was shared with parents. This helped staff and families feel involved in the development of the service. The senior management team had developed a wealth of improvement planning documentation. This helped them to have a clear understanding of the strengths and areas for improvement within the service. We could see evidence of some developments which had taken place, including new resources for outdoors and reviewing of planning systems.

Staff told us how the management team provided a clear focus for their shared team work, including setting out clear responsibilities and expectations. Parental feedback had been used to support the development of the improvement plan, which clearly set out the service priorities and targets for change. One parent commented, "We can leave comments or thoughts to how things could improve etc and the staff are more than happy to take things on board." We highlighted to management practical consultation strategies for strengthening parental engagement in the improvement planning process. For example, considering a more distributive leadership approach in the gathering of quality assurance information, by encouraging staff to gather parent opinions.

Team meetings took placed regularly. These provided an opportunity to review any improvement ideas and identify any related training needs. Meetings between individual staff and management gave staff the opportunity to discuss any issues they needed support with. Staff told us management listened to them when they had any suggestions or ideas. This meant staff were supported to deliver positive outcomes for children.

How good is our staff team? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 4.3: Staff deployment

Staff deployment was well considered across the nursery. This meant that children's individual needs were being met by the right number of staff throughout each element of the day. The staff to child ratio allowed staff to be responsive to individual needs, which enhanced children's experiences and ensured children had the right support at the right time. One parent commented, "There are always enough staff for the child to staff ratio and more so my child is always being looked after and can get one to one if needed."

Arrangements were in place to promote a continuity of care across the day, and ensure positive transitions and communication with families. Staff worked well together to ensure effective supervision and quality engagement with the children across the day. Staff communicated very well with their colleagues when leaving areas or rooms. Effective use was made of the differing experience, knowledge and skills of staff to ensure children's experiences across the whole day were positive, and that they were safe.

A robust induction process supported newly appointed staff to meet children's needs. The induction programme had helped new staff to settle into their role and become part of the staff team. As a result, they were clear about their roles and responsibilities which supported children's experiences.

The staff routinely engaged in a range of professional learning activities that built on and sustained their practice. This covered a wide range of topics, including play pedagogy, first aid, personal planning and outdoor play training. We discussed with staff that they should continue to take forward forest kindergarten training to maximise challenging outdoor play experiences for children within outdoor spaces and woodland areas. We found staff were confident in discussing how they had improved their practice as a result of their own professional learning activities. One staff commented, "My training has upskilled me to current requirements I need to be aware of to meet children's needs."

Staff understood the importance of having positive relationships with families and children. One staff member commented, "The Nursery for me is a home from home for our families, I know all my parents and their children. I believe they feel they can approach me for support, advice, share any worries and we can provide the support they need to meet their needs and their children's needs." Knowing the families and children well helped staff to offer care which met their individual needs.

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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.