Kiddieshack Nursery
Day Care of Children

44 Young Street
Wishaw
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Telephone: 01698 361 622

Type of inspection:
Unannounced

Completed on:
23 April 2024

Service provided by:
Collin Care Limited

Service provider number:
SP2008009795

Service no:
CS2009194045

About the service

Kiddieshack Nursery is registered to provide a daycare of children service to a maximum of 42 children aged from birth to those not yet attending primary school. Nine children from birth to under two years, 10 children aged from two years to under three years and 23 children aged from three years to those not yet attending primary school.

The service operates from a single-storey property in Wishaw, North Lanarkshire, which is located close to main roads, public transport routes and local amenities.

Care is provided from dedicated rooms for children aged 0-2 years and 2-5 years, with a sensory room used to care for children aged 2-5 years. Children also have access to outdoor play in the enclosed garden area.

About the inspection

This was an unannounced inspection which took place on Monday 22 and Tuesday 23 April 2024. We provided feedback to the service on Tuesday 23 April 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
- reviewed feedback from 15 parents
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Staff were kind, caring and nurturing in their approach with children.
- Staff knew children well and supported their individual needs.
- Children's health and wellbeing was enhanced through daily access to outdoor play.
- A clear vision for improvement had been established and had involved all stakeholders including staff, children and families.
- Management and staff should continue to develop ways to involve parents and carers in the service.
- Staff deployment at lunchtime would benefit from review to ensure effective supervision and meeting all children's needs.
- Some areas of the nursery environment would benefit from more robust cleaning and maintenance.

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.

Quality indicator 1.1: Nurturing care and support

Children were happy, settled and confident in the environment. Interactions between staff and children were warm, kind and nurturing. Staff were responsive to children's cues and requests, helping to ensure children felt heard. For example, one child needed help with putting on their outdoor clothes and another child was provided comfort when they were upset, staff were quick to support them. Children told us "when we fall the [staff] give us a cuddle and make us better." Parents commented positively on the care their children experienced and told us "The [staff] at kiddieshack are so welcoming and helpful, they are friendly and have created such a strong bond with my child" and "the staff are all very friendly and welcoming. They make every child feel special and nothing is ever a problem for them."

Each child had a key worker who was responsible for their care and wellbeing. This caring relationship helped children to settle and feel safe in the setting. Parents told us "staff always provide regular updates and take the time to speak to you without feeling rushed. Nothing is a bother for them and they are very accommodating. They are always professional and I feel my child is safe and nurtured in their environment."

Staff knew children well and could talk about different individual needs of children and were aware of how to support children. They shared how they gathered information about children's needs and how they planned for them as individuals.

Since the previous inspection personal plans have been reviewed and developed to ensure they recorded important information to support the individual needs of children. These were developed in partnership with families and contained detailed strategies to support children's health and wellbeing needs. Consideration should be given to ensure wellbeing indicators are reflected within these plans.

Appropriate arrangements were in place to support children who slept while at nursery. Staff closely supervised children and ensured each child had individual, fresh bedding, which contributed to providing a safe, comfortable sleep time for children. This also reflected routines from home.

Recent changes had been made to mealtimes with an emphasis on providing more opportunities for children to be independent and develop their skills. This included self-serving food and pouring their own drinks. However, we found staff were task focused at lunchtime, which meant not all children were supported to be independent. We discussed with the service the importance of staff's positioning at lunchtime to ensure effective supervision and role modelling. For example, staff sitting at tables alongside children. The setting should continue to review the lunchtime experience to ensure a consistent, unhurried, relaxing and sociable experience for children. We signposted the service to the Care Inspectorate practice keeping children safe: supporting positive mealtime experiences in early learning and childcare. (See Area for Improvement 1).

Effective systems were in place that supported safe storage and administration of medication, this helped to ensure children health needs were met. Medication was administered sensitively and safely in line with children's needs. Staff had participated in training to administer life saving medicine, and understood how to keep children safe and healthy.

Personal care was carried out sensitively in response to children's needs. Toileting accidents were handled quickly and respectfully to protect children's dignity and ensure their comfort.

Children were safe and protected from harm with clear policies and procedures in place in relation to child protection. Staff understood the role they played in this and had undertaken training to support them in their role. This helped to ensure a robust system was in place and we were confident the service would respond correctly to any concerns about a child.

Quality indicator 1.3: Play and learning

Children were playing throughout the service with friends and staff. Children were engaged in their play and having fun. Children told us "I like playing bikes and playing trains" and "I like building houses with the bricks and playing with my friends."

Children were leading their own play and learning through a balance of planned and spontaneous experiences. The service had recently reviewed their pace of the day, to ensure it supported children's free play, providing opportunities for children to direct their play and provide longer periods of time for children to engage in uninterrupted play both indoors and outdoors. Parents told us "my child has had loads of tailored learning experiences within the nursery, whether that being through playing blocks, songs or play in general" and "My [child] loves going to nursery, [they] get to play with a range of activities and other children."

We observed opportunities where play experience developed children's skills in language, literacy, and numeracy. For example, children were exploring units of measurement in the construction area, using mathematical language such as shorter, taller, smallest and biggest. We asked the service to continue to build on these opportunities to ensure progression in all children's development.

Children were engaged in play and were progressing well in their overall development. We observed children engage in play experience for prolonged periods of time showing good levels of engagement, excitement, wonder and awe. For example, children were exploring caterpillars in the science area, discussing how they looked and moved.

Staff support children's learning through good use of questioning and role modelling of language. Staff should continue to develop their skills and confidence in extending children's learning through meaningful conversations. To further support staff's understanding of how children learn and develop, the management team should continue with planned training and development opportunities.

Planning approaches to support children's learning and development had recently undergone changes. Staff were developing their confidence in consultations with children, using observations of practice to develop play spaces and opportunities. The service should continue to develop approaches that record children's thoughts and ideas, that help direct their play and learning.

Areas for improvement

1. The provider should review and make changes to their lunch routines so that children have opportunities to develop their independent living skills in a relaxed atmosphere.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I can enjoy unhurried snack and meal times in as relaxed an atmosphere as possible' (HSCS 1.35).

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.

Quality indicator 2.2: Children experience high quality facilities

Playrooms were bright and well ventilated. However, on the day of inspection we found the playrooms to be cold at times. We asked the service to develop systems to monitor and record the temperature within playrooms, to ensure a warm, welcoming environment.

Since the previous inspection careful consideration has been given to the layout of the rooms to offer a range of spaces for children to make choices. Play areas had been generally well considered and took account of children's interests and development. Children had access to a range of play resources to support their play, with resources carefully laid out at children's height. The freely chosen play opportunities allowed children to lead and direct their own learning. This included opportunities to access the garden in all weather conditions. Parents told us "there is always an opportunity for outdoor play and a lot of work has gone into making the area better for the children" and "they are always outside in all weathers which is great."

Both indoor and outdoor spaces had a range of experiences, toys and materials available to children to stimulate their natural curiosity. For example, blocks, loose parts, play dough, sensory items and a creative station. Children told us "I like playing in the water" and "we get to make the playdough all by ourselves, look its squishy."

We discussed how some areas could be further enhanced to support and stimulate children's natural curiosity. For example, adding further materials to the house corner and playdough areas to promote creativity and imagination. This would continue to support and stimulate children's natural curiosity. We also discussed how the service should further develop approaches to ensure literacy and numeracy is embedded in all areas of the environment. For example, mark making resources within house corner and block play areas.

The service had also developed areas to provide cosy space for children to rest and relax. The use of enclosed spaces supported children to self regulate, this helped to support children's wellbeing. However, consideration could be given to soften all areas to make them more inviting and warmer. For example, the use of rugs on floor to ensure children's comfort.

Children's work was attractively displayed around the premises, appreciating their achievements. Children proudly pointed out their drawings and paintings, demonstrating that they felt valued.

Children's health and wellbeing was supported through daily access to outdoor play. The outdoor area offered a range of natural, loose parts and open-ended material that supported curiosity and imagination. These resources were easily accessible for children to independently access and direct their learning outdoors. For example, creating obstacle courses using tyres. The service should continue to review and develop their outdoor spaces, ensuring all areas are well resourced to facilitate children's learning.

Accident and incident forms were recorded in an effective way and systems were in place to carry out audits of these to identify patterns or risks to children's safety. However, further detail within evaluation would support the service to identify and highlight any action taken as a result of audits.

There was a system in place to monitor maintenance and repair of equipment. We discussed with the service how this could be enhanced to ensure a clear trail of action was recorded. The service had recently completed some repairs to the sensory room roof, after damage from previous storms. We asked the manager to formally notify us of any future refurbishments in line with our notification guidance.

General housekeeping should be considered. During our inspection we found furniture and some resources were drawn on and dirty. For example, soft bodied dolls, ball pit, table and chairs and dirt within bathroom extractors. The service should ensure robust procedures are in place to maintain a safe and hygienic environment. (See Area for Improvement 1).

Suitable measures were in place to reduce the risk of infection being transmitted with handwashing facilities for staff and children which were used effectively for most of the day.

Areas for improvement

1. The provider should ensure that children receive care in a clean, well looked after and well-maintained premises. This should include, but is not limited to, ensuring the environment is clean and measures are in place to maintain this.

This is to ensure that care and support is consistent with the Health and Social Care Standard's (HSCS) which states that: "I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment.' (HSCS 5.24).

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.

Quality Indicator 3.1: Quality assurance and improvement are led well

Since the previous inspection, the service had reviewed their vision, values and aims with children and families. These were clearly displayed for families. This ensured all staff have agreed aspirations for the service.

Quality assurance processes were in place including a clear improvement plan with realistic targets. Some of the key focus areas within the improvement plan were in line with our inspection findings.

This included enhancing and upskilling staff. We agreed these areas would be important focuses to develop high-quality play and learning opportunities for children, ensuring a well-informed, reflective and knowledgeable workforce.

Staff felt supported by management team and that their views and suggestions mattered. Staff meetings were in place, which offered opportunities for staff to share guidance and training, as well as reflecting on day-to-day practice. This also provided opportunities for staff to contribute towards the development of the service. Staff told us training had "helped me develop my understanding of children's needs and to provide them with more meaningful experiences." We discussed with the service how the development of appraisal systems could further enhance this. For example, staff identifying training that would support their skills and contribute to positive outcomes for children.

Staff were safely recruited, with relevant checks in place before they commenced employment. We discussed some small changes that would strengthen this process. New staff received an induction, which supported them within their new role. However, we discussed how this could be further developed to provide opportunities for staff to reflect on their learning and identify item gaps in their knowledge. We signposted the manager to the 'National Induction Resource' to support this.

Staff valued opportunities to include families in the service and welcomed their feedback through questionnaires and informal chats and emails. Information was shared with families through a range of communication methods, such as newsletters and notice boards helping families feel included. Parents told us "there has been lots of questionnaires and opportunities for feedback" and "they are always looking for meaningful parent feedback about the service." The service should continue to develop partnership working with parents in all aspects of nursery life. For example, introducing play and stay sessions to support children's play and learning.

To ensure continued improved outcomes for children and families the service should continue to make use of the best practice document guidance such as 'A quality framework for day-care of children, childminding and school aged children', whilst also continuing to develop quality assurance processes, to ensure robust monitoring and evaluation of practice. This will help to ensure high quality learning experiences for children and families.

The management team and staff were reflective and understood that they were on an improvement journey. As a result, we were confident that the service were well placed to continue to develop practice with a focus on improving outcomes for children. One parent told us "[they] should be very proud of the impact and change they have made."

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.

Quality indicator 4.3: Staff deployment

Staff were kind, caring and nurturing in their interactions with the children. They were respectful and affectionate towards the children helping to support positive connections. Parent told us they liked "the friendly staff, safe and welcoming environment.

The children always come out happy speaking about their day" and "I like how my daughter has a really positive relationship with the staff. She doesn't just feel like a number but that they actually care about her and do what they can to meet her needs."

Management and staff engaged very well with us and were confident, open and professional in their discussions, receptive to feedback and willing to make improvements to ensure good outcomes for children.

Staff were deployed well ensuring a mixture of differing experienced staff worked together. This provided opportunities for good role models and mentoring of less experienced staff to ensure positive experience for children. The management team were also visible and played a key role in promoting good practice.

Staff communicated well with each other when task took them away from their responsibilities. Staff worked well to ensure effective supervision and quality engagement with children across the day. For example, staff shared their movement to ensure they were maintaining good supervision during play. As a result there were minimal interruptions to staff engagement with children. However, we discussed how this could be improved to ensure consistency for children's lunchtime experiences. For example, staff planning ahead to reduce the interruptions to children's mealtimes, when staff are leaving to go on their lunchbreaks.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 31 August 2023, to ensure children's health, safety and wellbeing needs can be met, the provider must ensure that each child has a personal plan that clearly outlines their needs and any strategies required to support them. To do this, the provider must, at a minimum:

a) Undertake an audit of personal plans to ensure there is up-to-date information for every child attending the service, including the strategies staff will use to support children.
b) Update any personal plans that do not have the required information in consultation with parents and carers.
c) Update and review personal plans in consultation with children and their carers, at least every six months or when information changes.
d) Where specific additional supports, strategies or risk assessments are required, ensure these are included within plans and all agreed strategies implemented.
e) Ensure that staff are familiar with the contents of personal plans.

This is in order to comply with Regulation 4 (1)(a) Welfare of users and Regulation 5 (1) and (2)(a)(b)(c) Personal plans of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that 'My personal 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) and 'I am fully involved in developing and reviewing my personal plan, which is always available to me.' (HSCS 2.17)

This requirement was made on 14 November 2022.

Action taken on previous requirement

Since the previous inspection the service had developed their personal plan format to ensure relevant information was recorded to support the wellbeing of children. Systems had been implemented to ensure personal plans were being reviewed every three months with parents, this ensured all information was current and reflected the individual needs of children. This included clear strategies for staff to support children.

Children with additional support needs had detailed personal plans in place, this included clear care plans and individual risk assessments for children with medical conditions.

All staff were knowledgeable about children's individual needs and could discuss the contents of children's personal plans.

This requirement has been Met.

Met - outwith timescales

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

The provider should ensure that children have access to more opportunities for risky play, outdoor play, independent living skills and responsibilities and also provide an environment that promotes nurture and schematic play.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which states: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.' (HSCS 2.27).

This area for improvement was made on 14 November 2022.

Action taken since then

The setting had developed their environment to ensure children could direct their own play.

This includes the development of play spaces, which promoted children choice and ensuring children could access the outdoor space freely. Resources supported a variety of play experiences, including risky play and schematic play.

Cosy spaces had been developed which supported children emotional wellbeing, this included the development of sensory spaces to support children's curiosity. We discussed how the service should continue to develop opportunities to ensure depth, breadth and challenge in children's learning.

This area for improvement has been Met.

Previous area for improvement 2

To support staff to develop their skills, knowledge and understanding of children's play, learning and development, the provider should arrange for staff to undertake related professional development activities. Staff should then reflect on their learning and embed it in their practice.

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

This area for improvement was made on 14 November 2022.

Action taken since then

Staff have accessed a range of learning opportunities to support their professional development. This included training on first aid, schematic play and child protection. Staff shared their knowledge and understanding from training with us and spoke about how this had impacted on their practice. We discussed with management further developing approaches to record the impact of training and how this had contributed to the delivery of positive outcomes for children.

This area for improvement has been Met.

Previous area for improvement 3

To support positive outcomes and improve all the children's play experiences management and staff should:
- Provide children with more opportunities through free play, open ended materials and loose parts play, to promote their curiosity and imagination, their sense of wellbeing, wonder and adventure.
- Continue to review and evaluate the layout of children's play spaces both indoors and outside with full consideration being given to the experiences for the younger children.

This is to ensure care, play and learning is consistent with the Health and Social Care Standards (HSCS) which states that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable to my age and stage, which stimulate my natural curiosity, learning and creativity.' (HSCS 2.27); and 'As a child, I play outdoors every day and regularly explore a natural environment.' (HSCS 1.32).

This area for improvement was made on 17 May 2023.

Action taken since then

The service had participated in the Care Inspectorate improvement programme since their last inspection, with a focus on developing the environment. Play spaces had been reviewed in consultation with children, ensuring children's thoughts, feelings, ideas and interest were reflected within spaces.

The service had developed spaces, improving the quality and quantity of resources to support children's play and learning. Play spaces were well resourced, promoting choice and developing an enabling environment for all learners.

We discussed with the service how there was still still scope to further develop areas, ensuring they were rich in resources that promote natural curiosity. This includes maintaining the cleanliness of all resources.

This area for improvement has been Met.

Previous area for improvement 4

To ensure the quality of children's experiences are improved, the provider should implement robust quality assurance processes covering key areas of practice. This should include, but not be limited to, practice that supports children's care, play and learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state, 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19).

This area for improvement was made on 14 November 2022.

Action taken since then

The service has developed a range of quality assurance approaches, including a detailed improvement plan. Systems such as medication, accident and incident audits were in place.

Monitoring approach which supported the development of staff skills had been introduced. The service should continue to develop their approaches to ensure continuous improvement and positive outcomes for children.

This area for improvement has been Met.

Previous area for improvement 5

The provider should ensure that there are enough staff to provide consistent and appropriate support to children and each other.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which state that: 'My needs are met by the right number of people.' (HSCS 3.15).

This area for improvement was made on 14 November 2022.

Action taken since then

The service was appropriately staffed during the inspection. Staff deployed themselves to ensure they supported children's choices, this included ensuing children could freely access outdoor space according to their wishes.

Staff worked well together as a team. However, we discussed how the service should review staff deployment at lunchtime to ensure consistency for children during lunchtime experiences.

This area for improvement has been 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?	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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