Bright Starts Blantyre
Day Care of Children

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Type of inspection:
Unannounced

Completed on:
3 August 2023

Service provided by:
Yousaf Investments Limited

Service provider number:
SP2010011256

Service no:
CS2010275303

About the service

Bright Starts Blantyre provides a day care of children service from a converted church building in the centre of Blantyre. The accommodation includes one smaller playroom with a sensory/sleep room for children aged three months to two and one large playroom for children aged two to five. There are toilet facilities, changing rooms, a kitchen, dining room, office and an out of school care room which is currently used as a staff room and store room. Children have access to enclosed outdoor garden areas. The nursery is close to transport links, shops, parks and other community amenities.

The service is registered to provide a care service to a maximum of 12 children under two years, 50 children between the age of two years to those not yet attending school with a maximum of 20 children between the age of two to under three years. A maximum of 24 primary school aged can be cared for but at the time of inspection the out of school care was not operating.

About the inspection

This was an unannounced inspection which took place on 1 August 2023 between 08:40 and 17:10 and 3 August 2023 between 08:40 and 14:30. 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 children using the service and three of their family members
- reviewed questionnaire feedback from 20 families
- reviewed questionnaire feedback from 10 staff
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

• Children and families experienced a warm and nurturing approach from a caring staff team.

• Staff knew children well and had established secure relationships with them.

• Planning approaches were child centred and responsive to children's interests.

• The staff team were committed to playing an active part in the self-evaluation and improvement of the nursery.

• Improvements to quality assurance processes and use of best practice guidance had improved outcomes for children.

• Communication should be improved to provide parents with more information about their child's development.

• Parents and families could be more meaningfully involved in evaluating the service.

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 strengths supported positive outcomes for children and outweighed areas for improvement.

Quality Indicator 1.1: Nurturing care and support

Children experienced warm and caring support from staff who knew them well. Care routines were individual to children's needs and staff delivered these with kindness and compassion. Positive relationships between staff, children and their families had been established. The emphasis on emotional wellbeing meant children felt loved and secure as their overall wellbeing was supported, and their needs were being met. Comments from parents included, "Staff are very friendly and knowledgeable. They are very keen to foster relationships with all caregivers".

Personal plans supported children's individual care and support needs and reflected families' personal preferences. As requested at the last inspection improvements had been made to show how each child was being supported. Personal plans were regularly reviewed with parents to update information and identify next steps. Staff could now involve children in personal planning to make the plan more meaningful to them. To ensure children receive the best possible support for their individual needs staff should continue to review and extend their approaches.

Younger children experienced positive snack and mealtimes which were calm and unhurried. Children had opportunities to be independent and learn new skills as they served their own food, poured their own drinks and learned to use cutlery. Children learned together as they helped to prepare food and they told us how much they enjoyed the snacks and meals. Staff understood the importance of using these times to support children's learning and communication. Staff working with older children told us of plans to improve mealtime experiences and we supported this development. To further enhance the mealtime experience, staff could reflect on good practice guidance to develop their knowledge.

Medication was safely managed. This was a previous area for improvement and significant progress had been made. The manager had taken positive action to review systems for storage and recording of medication following best practice guidance. The medication policy had been updated and appropriate audits were carried out which supported children's safety and wellbeing.

Quality Indicator 1.3: Play and learning

Children meaningfully and actively led their own play and learning. Staff were responsive to their interests and provided experiences that promoted choice and independence. Children developed skills in literacy and numeracy as they joined in with singing, shared books, and counted objects as they played. A previous area for improvement highlighted that challenging, open-ended and natural resources should be extended, and improvements had been made. We would encourage the service to continue with this to develop children's curiosity, creativity, and imagination.

Children benefitted from playing in the nursery gardens throughout their day where they enjoyed fresh air and being active. Older children had direct access to a garden from the playroom. They told us how much they enjoyed playing outdoors. We asked the manager to review routines to ensure that children had increased opportunities to be outside. Younger children spent time in a dedicated garden where they developed physical skills and explored natural resources.

Planning for play and learning was child centred and staff responded to children's needs and interests. This included providing a range of musical instruments when they noticed children's interest in making sound. Observations of children's learning were recorded and shared with families through digital journals. Staff should continue to develop skills in making observations so that children receive the right support and challenge. This would support their progress and encourage them to reach their potential.

Staff recognised the importance of working with families and other professionals and the positive impact this can have on children's lives. Liaising with speech and language therapists supported children to feel included and to make progress in their development. Consistent approaches to developing literacy and communication such as using pictorial symbols and Makaton signing helped to develop a shared understanding. Parents' comments included, "Staff have been great at giving ideas so that there are consistencies. We agree together the things we are working on".

How good is our setting? 4 - Good

We evaluated this key question as good where strengths supported positive outcomes for children and outweighed areas for improvement.

Quality Indicator 2.2: Children experience high quality facilities

Children experienced a comfortable, and welcoming environment where they could play and learn. Playrooms were well furnished, and the provider remained committed to ongoing improvements. Staff told us how they had used their knowledge and good practice guidance to review the layout and resources in each room to improve children's experiences. Consideration was given to creating spaces which felt warm and homely. To support children's wellbeing staff had developed cosy, calm and inviting places for children to play quietly or to rest and relax. This meant children were provided with areas which supported their emotional needs and their stage of development.

Improvements to outdoor areas was beginning to enhance experiences for children. Gates and fencing had been replaced to improve children's safety. At the time of inspection garden areas were being reviewed and developed to improve their appearance and offer a wider range of opportunities for children. We encouraged the service to make further progress. A previous area for improvement was to extend the range of open-ended and natural resources to stimulate children's curiosity and imagination. Progress had been made and we encouraged the service to continue with this as they developed their play areas.

The service made good use of the natural environment within the local community which provided children with opportunities to learn and explore. Children told us that they enjoyed going to the park. These experiences meant children were learning about the benefits of an active lifestyle that promoted their health and wellbeing. They also helped children to learn about safety and feel a sense of belonging in the community.

Risk assessments supported children's safety to ensure potential risks were minimised, without compromising activities. As a result, children were able to enjoy fun play experiences as they developed an awareness of risk in play. To develop their understanding of safety children could now be more meaningfully involved in risk assessments.

Infection control practices had been improved since the last inspection. This supported a safe environment to minimise potential spread of infection. Children were encouraged to wash hands frequently and understood daily routines. Cleaning routines were established, and we encouraged the manager to continue to monitor and review these. Reviewing best practice guidance regularly would refresh staff knowledge to keep children healthy.

Appropriate systems were in place to ensure that only those who required access could view information about children. The service followed best practice guidance to ensure that it was stored securely.

How good is our leadership? 4 - Good

We evaluated this key question as good where strengths supported positive outcomes for children and outweighed areas for improvement.

Quality Indicator 3.1: Quality assurance and improvements are led well

An ethos of continuous improvement was evident throughout the setting. The staff team were dedicated and enthusiastic about providing high quality care for children. The manager and depute manager were caring and sensitive and supported staff to gain confidence. Some staff had begun to lead on areas of new learning and this was helping to progress improvements. Staff told us that they felt valued and listened to. There was a clear focus on self-evaluation and the manager and staff had worked together to identify priorities. This was beginning to promote positive change and improvement to support outcomes for children and families.

Recently introduced quality assurance procedures were having a positive impact. This was an area for improvement from the last inspection. The manager had introduced formal approaches to audit staff practice and procedures. Extending monitoring which focussed on children's experiences would improve outcomes. We encouraged the manager to continue to develop and embed quality assurance approaches making use of best practice guidance. This would help to ensure the best possible outcomes for children and families.

Children were supported to be safe and protected because staff knew their responsibilities. Staff had a good understanding of safeguarding children and were confident about the steps they should take if they had concerns. This was a requirement from the previous inspection and progress was clear. Chronologies recorded significant information and staff worked in partnership with other professionals to support the wellbeing of children and families.

Children and families had some opportunities to share their views. Parents and children told us they provided feedback and ideas to improve the snacks and meals. This supported them to feel involved in the service. Developing a greater variety of ways to gather children's and families' thoughts and views would help them to feel included and valued **(see area for improvement 1)**.

Communication and opportunities for families to be involved in the service should be developed. Parents were provided with information in a range of ways, and they liked the digital platform which provided updates of children's learning and play. Some parents told us that they would like more information and discussion about children's experiences and progress. They also told us that they would like more opportunities to be involved within the nursery. The manager had begun to make improvements to include parents. They recognised the need to extend parents involvement and they should now explore different ways to communicate with and engage families **(see area for improvement 1)**.

Areas for improvement

1. To support families to feel more involved in the service the provider should review opportunities provided.

This should include but not be limited to:

a) extending opportunities for families to be part of daily nursery experiences
b) more frequent communication about their child's care, development and progress
c) extending opportunities for feedback about the service.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership' (HSCS 4.7) and 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

How good is our staff team? 4 - Good

We evaluated this key question as good where strengths supported positive outcomes for children and outweighed areas for improvement.

Quality Indicator 4.3: Staff deployment

Staff provided a positive and welcoming environment for children. Respectful relationships meant staff communicated well with each other. Staff understood their roles and responsibilities within each area of the nursery and were flexible and responsive. This supported continuity and supervision of children and ensured their experiences across their whole day were positive.

The provider and manager recognised and valued the importance of ensuring that the service was appropriately staffed to provide the right support for children attending. This was an area for improvement from the last inspection. Additional staff had been recruited and were deployed to ensure a mix of experience and skills. This had a positive impact on children's experiences because they received the support they needed.

Children experienced continuity of care throughout their day because of positive changes made to staff shifts. Staff breaks were planned to minimise the impact on children whilst also making sure staff had time to rest. Staff deployment at busier times of the day, such as mealtimes, was planned to support quality interaction with children. We encouraged the manager to continue to review this to ensure the needs of each child were always met.

There was a clear process for mentoring and supporting new staff using the skill and knowledge of the existing staff team. The manager used the Scottish Government's Early Learning and Childcare (ELC) National Induction Resource to support consistency. Staff observed practice and were supported to understand strategies being used for individual children. They had opportunities for professional reflective discussions and ongoing mentoring. This ensured consistent approaches for children and enabled them to receive quality care and support.

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

Requirements

Requirement 1

By 30 September 2022, the provider must ensure that all staff have a clear understanding of child protection in order that children are protected from harm. To do this the provider must, at a minimum:

a) ensure all staff have access to effective child protection training
b) ensure all staff are able to demonstrate a clear understanding of when child protection procedures need to be implemented
c) ensure all staff are able to demonstrate a clear understanding of their safeguarding responsibilities in keeping children safe.

This is to comply with Regulation 4(1)(a) (Welfare of users) of the Social Care and Social Work Improvement Scotland (Requirements for care Services) Regulations 2011 (SSI2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

This requirement was made on 27 September 2022.

Action taken on previous requirement
Staff completed child protection training and had a good knowledge and understanding of responsibilities and actions to take when they had concerns. These are reviewed at each team meeting to refresh staff understanding and give opportunities for questions and further development of knowledge.

The manager completed additional lead child protection officer training. Training in child protection is included in the induction process for each new staff member. Staff were confident about their role in the safeguarding of children.

Training dates are recorded and monitored as part of quality assurances processes.

Progress had been identified and this requirement was met.

Met - within 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

To ensure children's overall wellbeing benefits from effective personal planning the provider should, at a minimum ensure:

a) Personal plans set out children's current needs and how they will be met, including strategies of support
b) All staff are aware of and understand the information within personal plans and use this to meet children's needs and help them to reach their potential
c) Personal plans are regularly reviewed and updated with parents and with other professionals as appropriate.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state 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 27 September 2022.

Action taken since then
Individual personal plans were in place for all children and had been meaningfully developed. These now included ways in which support was provided to individual children including details of any strategies being used. Personal plans were regularly reviewed with families, which meant the information remained current and supported children's care.

Information gathered in the personal plans was used effectively to support children's needs and enhance their learning and development within the service.

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

Previous area for improvement 2

To support children's health and wellbeing the provider should review medication procedures in line with best practice guidance.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

This area for improvement was made on 27 September 2022.

Action taken since then
Effective systems for recording medication had been developed, including parental permissions, storage information medical plans, and records of administration. These were reviewed in line with guidance which ensured any changes required were being updated. The medication policy had been reviewed and appropriate audits were carried out.

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

Previous area for improvement 3

To support children's learning experiences, curiosity and creativity the provider should ensure that experiences are sufficiently varied and challenging and include open ended and natural resources.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS 1.31).

'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 27 September 2022.

Action taken since then

Additional resources have been sourced and staff undertake regular reviews of what is needed. A wider range of interesting and open-ended resources supported children's learning. Staff were able to identify resources still required and areas which they feel need to be developed.

Sensory rooms have been created in each room and children benefitted from the experiences they provided. Staff have made good use of best practice guidance. Play is now much more child led with a greater emphasis on curiosity and creativity.

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

Previous area for improvement 4

To ensure continuous improvement the provider should develop approaches to self-evaluation, taking into account the views of children and families, and monitor progress and impact.

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

'I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership' (HSCS 4.7).

This area for improvement was made on 27 September 2022.

Action taken since then

The service had developed a good foundation and understanding of how quality assurance supported progress and development in the service. A number of monitoring tools had been developed which supported managers in self-evaluation. All staff were involved in evaluation of the service and children and families were beginning to be given opportunities to contribute their views.

The management team and staff should continue this journey of development using relevant frameworks, standards, and best practice documents to recognise good practice and support areas for development. This will enable children to benefit from a service which is committed to continuous improvement and development, with staff who can reflect on their practice.

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

Previous area for improvement 5

To support children's wellbeing the provider should ensure that staffing levels meet the needs of all children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me' (HSCS 1.19).

'My needs are met by the right number of people' (HSCS 3.15).

This area for improvement was made on 27 September 2022.

Action taken since then

The number of staff employed had increased and a higher number of qualified staff had been recruited. Staff skill had been matched to supporting different age groups. This had a positive impact in supporting children's needs and experiences.

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?	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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