Rugrats Private Day Nursery Ltd
Day Care of Children

50 Haddington Crescent
Broughty Ferry
Dundee
DD4 0NA

Telephone: 01382 502 223

Type of inspection:
Unannounced

Completed on:
10 December 2024

Service provided by:
Rugrats Private Day Nursery Ltd

Service provider number:
SP2012011824

Service no:
CS2012308062

About the service

Rugrats Private Day Nursery Ltd is registered to provide a care service to a maximum of 60 children at any one time as follows: Within the premises at 50 Haddington Crescent, Dundee DD4 0NA, to provide a care service to a maximum of 32 children under the age of eight years, of whom no more than 12 are less than two years of age. Within the premises at Whitfield Community Church, Haddington Crescent, Dundee DD4 0NA, to provide a care service to a maximum of 28 children who are attending Primary School. The small hall, quiet room and outdoor spaces may be used within these premises.

At the time of the inspection no children were being cared for at Whitfield Community Church.

The nursery is in a residential area of Dundee and close to local shops and amenities. The premises has four playrooms, a kitchen area, toilets and nappy changing facilities and an office.

The nursery also has access to two large outdoor play areas and direct access from playrooms to sheltered decking areas.

The nursery is in partnership with Dundee City Council to provide funded early learning and childcare.

About the inspection

This was an unannounced inspection which took place on Monday 9 December between 09:15 and 17:00 and Tuesday 10 December between 09:30 and 12:00. 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:
- spent time with the children using the service;
- spoke with or received feedback from 12 family members;
- spoke with staff members and management;
- observed practice and daily life;
- reviewed documents.

Key messages

• Children were settled, happy and engaged in play.

• Children had opportunities to lead their play, which enabled them to follow their interests and explore their ideas.

• The service provided children with a welcoming, well-maintained and interesting environment.

• Quality assurance processes, including self-evaluation, were beginning to result in improvements. This was having a positive impact on children's experiences. The service should continue to embed approaches to sustain positive outcomes.

• Staff interactions were kind, warm and nurturing, helping children feel loved, safe and secure.

• The views of children and families were valued and actively sought to inform the ongoing development of the service.

• Positive relationships had been formed with families, who were warmly welcomed into the service daily.

• Staff worked well together, which contributed positively to the care children received.

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

Quality indicator 1.1: Nurturing care and support
Children were happy, settled and confident in the setting. Staff supported children with kind, caring and nurturing approaches, which helped them feel safe and secure. Reassurance, cuddles and praise from staff supported to develop secure attachments and positive relationships. This contributed to children being happy and relaxed.

Personal care plans had improved since the previous inspection. Plans were in place for each child and contained a variety of information to support meeting children's individual needs, for example, health, allergies and information about children's preferences and routines. Plans identified some strategies of support which helped staff to adapt and plan care for children. Strategies could be further developed to ensure these were individualised. Information was updated regularly in partnership with families to account for children's evolving needs. This meant that plans were current and contributed to a continuity of care between the service and home.

Mealtimes were a relaxed and positive experience for children. Children had opportunities to develop their independence skills through serving their own food and some were able to pour their own drinks. Staff sat together with children, valuing the opportunity to build relationships through sociable mealtimes. Staff ate with children to role model good eating habits and encourage them to try new foods.

Rolling snack times reduced interruptions to children's play and enabled children to choose when to eat. Staff supported children to develop their numeracy skills with opportunities to 'pay' for their snack food by incorporating coins into the snack experience.

Positive relationships had been established with families. Parents were observed being welcomed warmly into the service by the staff team during inspection. Stay and play, learning and development conversations and daily discussions provided opportunities to include families in their child's experiences.

Parents told us:-
"The staff are great, they always keep me informed and I don't need to ask how my child's day has been as they provide me with an update each evening when I collect my child".

"I feel I can approach all staff and the respect on both sides is amazing".

It would be beneficial for the team to use the Care Inspectorate practice note, 'Me, my family and my childcare setting', to support with continuing to develop and extend family engagement.

Staff demonstrated that they had a good understanding of their responsibilities if they had any concerns about children's wellbeing. Staff were confident in recognising potential safeguarding concerns and knew how to report these.

Quality indicator 1.3: Play and learning
Children had fun and were engaged in their play throughout the inspection. Staff were responsive to

children's suggestions and supported their choices in where they wanted to play. This included having the choice to play indoors or outdoors. This enabled children to explore their ideas further and investigate their interests.

Staff provided a mixture of spontaneous and planned experiences to support children's learning through play. There was a good range of varied play experiences. Resources were age and stage appropriate and were displayed in a way that promoted choice and independence. Children were busy in play experiences for sustained periods of time, showing high levels of engagement and enjoyment.

There was a relaxed pace to the day. This ensured that children were given time to make choices in their play, explore their ideas and revisit experiences.

Play experiences supported children to develop their skills in language, literacy, and numeracy. For example, when exploring playdough, there were opportunities to discuss different textures and scents. Children were comparing the heights of friends and were supported to explore this further using measuring tapes. Mark making, measuring and counting resources were being introduced throughout the environment. The team were keen to embed opportunities and through audits of play spaces were identifying where there were gaps in provision. We discussed how extending the use of real life resources in some of the role play areas of the setting would enhance experiences.

Some skilled interactions from staff supported children's engagement in their play and promoted children's thinking. Some staff had a good awareness of when to allow children's play to develop naturally and when to step in to support children's engagement and extend experiences. This highlighted staff understanding of children's right to play. Some interactions outpaced children and did not provide them with enough time to process and respond. We asked that the team are mindful of the age and stage of children during their interactions.

Planning approaches to support children's learning and development had undergone recent changes. As a result, children were beginning to benefit from a responsive approach, which followed their interests. This ensured play was meaningful and fun. Observations captured children's learning and identified next steps. Children's progress was supported through tracking their achievements and helped staff to provide appropriate challenge. As a result, children were making good progress in their learning. The team should continue to embed planning approaches and build on staff confidence and skills.

How good is our setting? 4 - Good

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

Quality indicator 2.2: Children experience high quality facilities

Children experienced a clean, well-maintained and welcoming environment. Spaces benefitted from natural light and good ventilation, which supported children's health and wellbeing. Children appeared confident and at ease within the setting.

Spaces were spacious and inviting. Homely touches, including neutral décor and soft lighting featured throughout the environment, which contributed to a welcoming and calm feel. Children's artwork and photographs, including photographs from home were displayed. This provided children with ownership of their setting as well as creating a sense of belonging. Welcoming entrance spaces for families were

considered, with displays that included staff and service information.

The lay-out of spaces ensured that children could move around areas with ease and could access resources independently. This allowed them to explore their interests and have the freedom to transport resources to extend their ideas further. Children's age and stage of development had been well-considered. For example, furniture size varied between rooms to ensure children could access activities safely and comfortably.

Direct access from some of the rooms provided children choice in where they played. Children benefitted from regular outdoor experiences, which contributed positively to their health and wellbeing.

Quiet spaces allowed children to rest and relax. These provided a calm and nurturing space away from busy play experiences and enabled children to access quieter activities and enjoy time in smaller groups or time alone if they wanted. In the rooms for younger children, adult sized comfortable chairs supported staff to cuddle up with children to enjoy quiet time together and supported nurturing feeding experiences.

A good mix of loose parts and open ended resources enhanced the opportunities for children to develop their imaginations and creativity. This promoted children's enquiry, curiosity and problem solving. These could be developed further in some of the outdoor areas and some role play areas of the service. Our discussions with staff highlighted that this was part of ongoing improvements identified by the team.

Infection prevention and control measures were effective. For example, staff carried out handwashing at key times of the day and children were sensitively supported to follow good hand hygiene routines. This helped to minimise the spread of germs and protected children's health.

A number of safety measures were in place to minimise risk and help protect children from harm, for example, secure and monitored entrances and boundary fencing. While risk assessments were relevant, they had not been reviewed in some time. The manager shared their plans to review these and update if needed. Staff supported children to carry out risk assessments of their experiences, encouraging them to think about the potential risks and what they could do to stay safe. As a result children were developing an awareness of how to keep themselves and others safe.

We observed hanging cables from some of the lights within one of the playrooms, which could be a potential hazard. We highlighted this to staff who took immediate action to secure the cables. We asked the manager to ensure effective assessments of the environment are carried out consistently prior to children's arrival. This would assist staff with identifying potential hazards and take action if needed.

How good is our leadership? 4 - Good

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

Quality indicator 3.1: Quality assurance and leadership are led well

The service had undergone recent changes within the staff team. Some new team members had joined and a new manager had started within the service. This appeared to be having a positive impact on staff morale and driving improvements. The team told us they felt well supported by the leadership team and shared that the team felt more settled.

Staff were safely recruited in line with current best practice guidance, including pre-employment safety checks being carried out. All staff were registered appropriately with the Scottish Social Services Council (SSSC). Newer team members felt supported well coming in to their new role through an effective induction procedure. This helped them to settle into the service and provided opportunities for reflection, and allowed management to identify where support was needed. As a result, staff had a clear understanding of their roles and responsibilities.

Children benefitted from a vision, values and aims that recognised their needs. The manager highlighted that these had not been reviewed for some time and had plans to update these with staff and families. This would support including their wishes and capture shared aspirations for the service.

Improvement planning and self-evaluation was beginning to result in positive change. The team were motivated and committed to ensuring high quality experiences for children and their families. As a result, outcomes for children had improved. We recognise that the team are still in the early stages of their improvement journey. However, through using quality assurance tools, including improvement plans, audits and monitoring, the team were making good progress.

A shared leadership approach to driving improvements was encouraged. Staff were undertaking leadership roles, which included completing training and research to support developments within the service. For example, one member of staff told us about their role in promoting the 'Voice of the Infant' guidance. This was beginning to impact on the quality of the environment and planning for the experiences of younger children. By including staff, a collaborative approach to change was promoted and provided ownership across the team.

Staff were becoming more familiar with current best practice guidance and using it to reflect on practice and carry out self-evaluation. As a result, outcomes for children were informed and guided by current guidance. A visible leadership team supported drive improvements by working alongside staff to support and monitor practice.

Further areas for improvement were identified through parent feedback and consultation with children. This meant that families were contributing to the continuous development of the service. Communication with families included the use of online platforms, surveys and questionnaires. A 'You said, we did' wall was shared with families which highlighted how their feedback had informed improvements. This contributed to families feeling valued and listened to.

How good is our staff team? 5 - Very Good

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

Quality indicator 4.3: Staff deployment

The nurturing and caring approaches staff had with children, families and their colleagues, helped create a positive atmosphere in the service. The feedback we received from parents highlighted the positive relationships that had been established with the team. Parents spoke warmly about staff. One parent shared, 'The staff are absolutely lovely and make us all feel so welcome, they carry out effective communication and the continuity of care is outstanding'.

Staff worked well together, they were respectful of each other and caring towards colleagues. Staff were

confident to reach out for support from colleagues and to offer support and guidance. This demonstrated that staff had developed trusting relationships which contributed to the positive ethos within the service.

Communication was effective and supported to ensure children were kept safe and had quality experiences. For example, staff communicated well at key transitions of the day, when children moved around the setting, or when needing support. Walkie talkies helped staff to communicate from different areas of the service and helped them to share information with colleagues.

The service was well staffed, with ratios maintained consistently. During times of staff absence, the leadership team supported staff to care for children and where needed, core cover staff were available. This helped provide consistency and familiarity for children and families. The consistent approach to deployment ensured children were effectively supported and supervised throughout the day.

The team were deployed well throughout the day, which contributed positively to the quality of play experiences and level of engagement with children. Staff were flexible in their approach, moving with children to support meeting their needs and enable children to explore their interests further. Staff breaks were managed well and provided staff with time to refresh. Breaks did not impact on the level of staff available to support children. Any tasks carried out were planned and managed effectively, ensuring children's care and play were prioritised.

Staff were continuing with their own professional development. Some staff had achieved further qualifications in childcare and other team members had recently commenced with their studies. A variety of training opportunities ensured that the skills and practice of staff continued to develop, which influenced improvements and was resulting in positive outcomes for children and their families.

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

Requirements

Requirement 1

By 16 August 2023, the provider must ensure children's care, welfare and development needs are met by developing children's personal plans and ensuring staff use this information effectively.

To do this the provider must at a minimum ensure:
a) personal plans set out children's current needs and how they will be met;
b) all staff are aware of and understand the information within the personal plans, including support strategies and use this to effectively meet each child's needs;
c) personal plans are regularly reviewed and updated in partnership with families and other agencies where appropriate.

This is to comply with Regulation 5(2)(a) and (b) (Personal plans) of the Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

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)
'My care and support meets my needs and is right for me'. (HSCS 1.19)

This requirement was made on 18 July 2023.

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Action taken on previous requirement

Plans were in place for each child and contained a variety of information to support meeting children's individual needs. Support strategies were identified within plans which helped staff to adapt and plan care for children. Information was reviewed and updated regularly in partnership with families. This ensured plans were reflective of children's current needs and supported a continuity of care between the service and home.

Plans were kept within playrooms which meant that staff could access these with ease. Staff were aware of children's plans and were confident in discussing them.

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

To support children's progression in their learning and development, observations should be regularly recorded and shared with families and identify children's progress in their learning. Next steps in children's development should be meaningful, achievable and monitored to ensure children are supported well to reach their full potential.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I am supported to achieve my potential in education and employment if this is right for me' (HSCS 1.27).

This area for improvement was made on 18 July 2023.

Action taken since then

Children's learning and achievements were captured within both online and paper journals. Observations were updated frequently, identifying children's achievements. Next steps in children's learning were identified and through the use of tracking systems, their progress was monitored. This was supporting children to achieve their full potential.

Families had opportunities to share in their child's learning through access to online journals and progress meetings with staff.

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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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