Peek-a-Boo Nursery Leven
Day Care of Children

Alex Whyte Building
Aithernie Road
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Telephone: 01333 429 565

Type of inspection:
Unannounced

Completed on:
6 February 2024

Service provided by:
Lynne Kivistik Limited

Service provider number:
SP2005007650

Service no:
CS2013315194

About the service

Peek-a-Boo Nursery is registered to provide a care service to a maximum of 49 children not yet attending primary school at any one time. Of those 49 no more than 20 are age under 3 years. Of those 20 no more than 10 are age under 18 months. The nursery is situated in Leven, Fife. The premises comprises of 3 playrooms, toilet/nappy changing areas and a large, enclosed garden.

About the inspection

This was an unannounced inspection which took place on 6 February 2024 between 09:20 and 16:45. We provided feedback on the same day. 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 registration and any complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with children using the service
- reviewed feedback from 17 families using MS forms
- reviewed feedback from seven staff members employed in the service using MS forms
- spoke with provider, senior management and staff
- observed practice and daily life
- reviewed documents.

Key messages

Children had free flow access to outdoor spaces this encouraged healthy lifestyles, fresh air and active play.

Staff were nurturing, caring and compassionate and this approach encouraged positive connections with children.

Play opportunities encouraged older children to be curious, creative and imaginative.

We asked the service to further develop natural and open-ended materials and play opportunities for the youngest children.

Families told us they were very happy with the quality of care provided by staff.

Strong effective leadership supported the staff team to feel valued. Enhanced quality assurance systems were having a positive impact on improvement.

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 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 1.1: Nurturing care and support.
Children and their families consistently experienced very good care and support from kind, caring and nurturing staff who knew them well. This approach supported children to create strong, trusting relationships with staff. Families' comments were very positive about the care and learning approaches. Comments we received included: 'The staff are friendly, nurturing and caring towards him and are intentional about helping him through the routine each day.'

Nappy changing experiences for younger children were very positive. Staff maintained eye contact with children and chatted and sang with them during this time. They demonstrated a caring and sensitive approach to personal care. This resulted in children feeling safe, valued and loved. Sleep routines were carefully considered and respected both parental preferences and children's individual needs.

Children's personal plans were effective and reflected their individual needs, wishes and choices. This supported children to be healthy, nurtured, included, and to achieve. Working alongside families, meant that information was up to date and consistent for children. Staff were knowledgeable about children's needs and how they were being supported to learn and achieve. This approach encouraged children to reach their full potential. One parent told us: 'They share his development and progress with us and celebrate with us when he has made positive steps in the right direction in his development.'

Children benefitted from mealtimes that were calm, relaxed, and unhurried. Careful consideration had been given to this and children were encouraged to be independent and make choices. Children chose when they wanted to have snack, and this ensured that their play was not disrupted. Staff sat with children and this approach ensured that children were having a positive social experience at both snack and lunchtimes.

Children were kept safe and protected from potential harm as staff understood their roles and responsibilities in safeguarding them. Staff spoke confidently about how they would report any protection concerns. Staff ensured that children with medical needs were responded to with dignity and privacy. Effective storage systems were in place for all medication. Appropriate information was recorded which ensured it was administered in line with best practice guidance.

Quality indicator 1.3: Play and learning.
We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

Children's play and learning was well supported. Staff were responsive to children's interests and interactions were consistently caring and nurturing across all rooms. This contributed to children feeling valued and included. Staff used skilled questioning and interacted with children in a responsive and stimulating way. They had an enabling attitude and as a result children were confident learners. One child told us they were learning about dinosaurs and had been digging up the garden looking for fossils and bones. This contributed to children feeling valued and respected. Floor books effectively captured children's thoughts, ideas, and discussions. This further highlighted staff's responsive approach to children's interests and their learning.

Staff understood the benefits of regular outdoor play and we saw them supporting children with risky play. For example, climbing on equipment and using tyres to roll through. This approach encouraged children to understand their own capabilities and develop confidence in how to be safe.

A selection of natural and open-ended materials challenged children's thinking and encouraged them to solve problems. Children used these resources to extend and develop play. We suggested that the service develop these open-ended materials further within their baby room. This would offer continuity of experience across the service and support the curiosity, creativity and exploration of their youngest children.

Literacy and numeracy development was embedded in the play experiences on offer. For example, books were available in all areas to enhance learning experiences and children were following step by step recipes to make playdough.

Children benefitted from regular opportunities to explore their local area and were developing strong links with their community through these experiences.

How good is our setting? 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 2.2: Children experience high quality facilities.
Children benefitted from an environment that was clean, well-ventilated and plenty of natural light created a welcoming and homely atmosphere. Staff had carefully considered the spaces around children's needs and interests, as well as responding in the moment to children's learning. Children were purposeful and explored the wide variety of resources on offer. For example, we saw children engaged in role play activities which included dinosaurs and another group were dancing to acoustic music.

Children had spaces to sleep, rest and relax if needed resulting in children's needs being consistently met across the day and supported their emotional wellbeing.

Detailed risk assessments were in place these were specific to the service and were used effectively by all staff to ensure children were safe and protected. These were regularly reviewed and updated to ensure any risks were minimised for children, families, and staff. Regular head counts took place and robust measures were in place to keep children safe.

Handwashing routines were embedded into children's routines across the service. We observed babies washing their hands after nappy changes. This approach helped keep children safe and protected from the possible spread of infection.

Children took pride in their play spaces and helped clear away resources when they were no longer in use. Staff also reset areas to ensure that they were inviting to children. This meant children and staff respected the environment and sent a strong message to children that they matter.

How good is our leadership? 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 3.1: Quality assurance and improvement are led well.
The vision values and aims of the service were embedded, staff and children had a shared understanding of this, and it contributed to the positive ethos of the service.

Quality assurance systems were well organised, detailed and supported ongoing improvement. Staff regularly evaluated learning opportunities and resources available. This resulted in children experiencing a rich learning environment which encouraged them to be creative and curious. Peer monitoring was also part of the evaluation process and supported staff to be reflective practitioners and showed commitment to providing a high-quality service to maximise children's outcomes and wellbeing.

Communication with families was a particular strength. We received feedback that families strongly agreed that their views were respected, and they were kept informed of their child's individual progress and the life of the service. One parent commented: 'I like that I am continuously updated via the Seesaw app on my child's activities during the day. Further updates are also always given upon pick up, so I know exactly how my child was that day.'

Regular team meetings gave staff the opportunity to come together to reflect and discuss individual children's needs, also to identify the strengths and areas for development within the service. Staff received regular support and supervision from the management team, this enabled them to identify priorities for training, discuss wellbeing and receive feedback. Staff told us they felt valued and supported by the management team. This further enhanced positive relationships.

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.
Children benefitted from a caring and nurturing staff team who knew them well and were committed to providing high-quality care and support. Staff were deployed effectively, and this took into consideration the range of experience, knowledge, and skills of the team. This ensured that children's experiences across their whole day were positive.

Staff worked very well together, and it was clear they had developed positive respectful relationships with each other. This resulted in staff flexibly supporting each other to meaningfully engage with children and meet their individual needs. Children were encouraged to feel included, respected and valued as they understood the routines of the day. Staff told us that teamwork was a strength. Comments included: 'The main strengths I see are our leadership and teamwork throughout the setting and our welcoming, caring and warm environment we create for all children and families in the setting' and 'Staff ensure there is consistency and a warm, nurturing, comfortable environment.'

The induction process for new staff included using the National Induction Resource and this approach enabled new staff to feel welcomed and valued by the team. There were regular opportunities for training and staff were able to talk about the impact this had on their practice. Staff were passionate and enthusiastic about providing high quality care for all their families.

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	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

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