Little Daisies
Day Care of Children

Calder House
8 South Caldeen Road
Coatbridge
ML5 4EG

Telephone: 01236 432 339

Type of inspection:
Unannounced

Completed on:
3 November 2022

Service provided by:
Little Daisies (Coatbridge) Limited

Service provider number:
SP2013012089

Service no:
CS2013317942

About the service

Little Daisies is registered to provide a day care of children service to a maximum of 53 children not yet attending primary school. A maximum of 15 children can be aged from six weeks to under two years, and 38 children can be aged from two years to those not yet attending primary school, of whom no more than 30 are under three years.

The service operates from a self contained unit on the ground floor of commercial premises in the Coatbridge area of North Lanarkshire. It is close to shops, parks, schools, transport links and other amenities. Children receive care in open plan play spaces (separated by children's age and stage of development), and have access to secure gardens to the side and rear of the property.

About the inspection

This was an unannounced inspection which took place between the 1 November 2022 and 3 November 2022. 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 and 18 of their family members
- Spoke with seven staff and management
- Observed practice and daily life
- Reviewed documents.

Key messages

Children were happy, settled and secure in the nursery environment.

Staff knew children well, and were responsive to their needs.

Children enjoyed nutritious meals and snacks that met their likes, dietary and cultural requirements.

Everyone working at the service was committed to improving outcomes for children.

The youngest children would benefit from more time playing outdoors.

Relaxing and cosy spaces should continue to be developed to support children's wellbeing.

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?	5 - Very 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.

1.1 Nurturing care and support

Children were settled, happy and comfortable in the setting. They had strong connections with staff who knew them well and were responsive to their needs. Parents and carers told us "staff make a fantastic effort to get to know all of the children", "I can see how much of a bond my child has with staff" and "my child loves going into nursery".

Children's needs were reflected within individual personal plans. Information recorded evidenced children's progress and was supporting them to achieve. Families were invited to view children's scrap books and most felt that they had a good understanding of how the service were working to support their child. Staff should continue developing ways to share information with parents and carers about their child's development.

Overall, interactions with children were warm, kind and nurturing. Cuddles, chatter, and laughter were frequent, supporting children's wellbeing. To ensure the youngest children experience consistent warmth, some staff could interact more sensitively when helping children understand boundaries.

Personal care was delivered in a way that supported children's dignity. Nappies and clothes were changed in response to their needs, and staff respectfully supported children to clean their faces to ensure their comfort.

Children's emotional security, and wellbeing was supported through sensitive sleep routines. Staff were respectful of families wishes to support good sleep habits at home. Safe sleep training had been delivered to staff, ensuring they were aware of how to minimise any risks to children.

Children's views, dietary and cultural needs were considered within menu planning. As a result, they enjoyed the food available, supporting good health. Fresh water was always accessible to children to keep them hydrated. Families were impressed with the quality of meals and snacks. They said, "my child loves the food on offer at nursery", "lunches and snacks are varied, and my child never comes home hungry" and "I am very pleased with the variety of food offered which gives a good balance as well as giving vegetarian options".

Mealtimes were overall relaxed and unhurried, creating a positive social experience for children. Snack time for the older children was particularly positive. It had recently been developed, creating opportunities for children to self-select and serve their own food. Further consideration to embedding this routine at lunch time would strengthen children's skills, confidence, and abilities.

When children required medication, this was delivered safely to support their needs. One parent told us "staff handled my child's medication perfectly".

1.3 Play and learning

Children were developing their learning during play. They participated in fun experiences that were relevant to their stage of development. For example, singing, exploring jelly, modelling with playdough, and pretending to cook with water. Parents agreed commenting, "the team offer a good variety of play indoors and out" and "our child comes home with great tales of all the amazing things they have done".

Planning approaches were child centred and responsive to children's interests and life experiences. This meant that children were stimulated during play and were keen to progress their ideas.

Staff supported children to progress their learning. They offered praise and encouragement alongside sensitive questioning that helped to widen children's skills. For example, when playing with water, staff asked children mathematical questions and challenged them to transport water using ladles and spoons.

A well devised staff training programme was supporting an understanding of high-quality play and learning. This had prompted staff to reflect on how to develop children's indoor experiences to make them more curious and creative. Staff were in the early stages of implementing this in practice. We agreed that continued training would be beneficial, to support children to develop a sense of wonder about their world.

Children aged two to five years benefited from high quality outdoor play and learning. Staff were passionate about creating joyful outdoor play experiences, that supported development of children's literacy, maths, curiosity, and wellbeing. For example, splashing in puddles, playing physical games, pretending to cook with mud and water, and imaginatively fishing with sticks and bricks.

Younger children often went for walks in the local community, accessing fresh air to support their wellbeing. More opportunities to explore a natural environment would allow children to discover using their senses, building connections in their brain. To enable this, meaningful reflection on the toys and materials available to young children outside should be evaluated.

How good is our setting? 4 - Good

2.2 Children experience high quality facilities

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children were welcomed warmly into the service. Staff worked well together, creating a positive environment where children felt secure and happy. Parents confirmed this saying, "I have found it to be a very welcoming and nurturing environment" and "staff always create an inclusive environment".

The nursery environment took account of children's stages of development. Spaces indoors reflected children's interests and contained toys and materials that supported play and learning.

Some cosy spaces were available for children to refresh, relax and rest. For example, nursing chairs, a wicker den, and outdoor shelters. However, these needed to be further developed to ensure that all children could access comfortable spaces to support their wellbeing.

Each child had their own space to store belongings. Older children showed us their individual pegs and

knew how to access their things when needed. This helped children feel included.

Infection control practices supported a safe environment for children. The potential spread of infection was minimised through regular cleaning and handwashing. Children showed us their handwashing facilities and confidently explained to us "you wash your hands here, even your thumbs".

Accidents and incidents were managed well to support children's health and wellbeing. Families agreed and said, "staff always follow first aid guidance and know the best way to comfort my child" and "an accident form is always provided". Regular audits of accidents led to action which prevented repetition, contributing to keeping children safe.

Children were protected from harm through a variety of safety measures. For example, secure entry to the premises and safe storage of hazardous materials. The service should continue working with staff to identify and remove everyday items that could pose a risk to children. For example, drawstring bags within children's reach.

How good is our leadership? 5 - Very Good

3.1 Quality assurance and improvement are well led

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 assurance across the service had identified key strengths and areas for improvement. Action was being taken to address any gaps in staff skills and knowledge, and strong leaders supported staff to have confidence in their capacity to support children and families to reach their full potential. This was reflected in staff training records, staff inductions, staff appraisals, and observations of practice.

Staff were supported to reflect on their practice in a meaningful way, and were adaptable to change to support positive outcomes for children and their families. For example, supporting changes to routines, and adjusting children's snack experience.

The vision and values of the setting had recently been developed in consultation with children and their families. This helped staff to understand what was important to families and to reflect this in their practice.

Views of children and families were actively sought to inform developments at the service. For example, to agree priorities for the improvement plan, to identify new toys needed, and to develop children's care. Leaders responded promptly to feedback making sure it informed positive change. Families said, "the management team respond quickly" and "the manager always takes on any feedback and follows up where appropriate, to keep us updated on any actions taken".

The nursery improvement plan was shared widely and informed staff, children, and families about why changes were needed. Improvement priorities were well considered and placed importance on developing high quality play experiences for children.

Key information was shared with families through notice boards, newsletters, emails, and social media. Parents commented that these systems helped them to be "involved and up to date". The management team had listened to feedback about developing an online platform for sharing nursery information, and were in the early stages of developing this.

How good is our staff team? 4 - Good

4.3 Staff deployment

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The service was appropriately staffed to meet the needs of children across the day. Staff were deployed in a way that considered the differing experience, knowledge, and skills of the staff group to ensure that children received consistently responsive care.

The addition of housekeeping and business support staff meant that practitioners and managers had time to focus on meeting children's needs. Staff interacted and played with children throughout the day, building secure attachments.

The open plan layout of the premises meant that children were familiar with nearly all staff working at the setting. This meant that when a flexible approach was applied to cover staff breaks and absences, children remained settled and comfortable.

Staff understood their responsibility to ensure that children were accounted for at all times. They told colleagues when a task was going to take them away from their responsibilities and worked together to ensure children were supervised. A communication diary and regular team meetings supported understanding of children's day to day needs.

Parents knew who was caring for their child, and many commented on the trusting relationships they had built with staff. However, several families told us that they would like more detailed feedback about their child's day at collection time. The management team agreed to address this and valued the importance of consistently sharing information with parents and carers that support meeting children's needs.

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

Requirements

Requirement 1

To ensure that people get the medication they need and information is recorded accuratley, the provider must put in place an effective medicines management system by 29 March 2019.

This ensures care and support is consistent with the Health and Social Care Standards which state that: 'any treatment or intervention that I experience is safe and effective' (HSCS 1.24). It also complies with Regulation 4(1)(a) - Welfare of users of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.

This requirement was made on 5 March 2019.

Action taken on previous requirement

At this inspection, we found that medication records reflected children's needs and supported safe administration.

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

The provider should review paperwork relating to personal plans and planning for learning in line with best practice guidelines and legislation.

This ensures care and support is consistent with the Health and Social Care Standards, 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 5 March 2019.

Action taken since then

Each child had a personal plan that reflected their individual needs. These were shared with parents and carers, and supported children to achieve.

This area for improvement is met.

Previous area for improvement 2

The provider should review all children's access to outdoor play to promote more opportunities for independence and choice on a daily basis.

This ensures care and support is consistent with the Health and Social Care Standards, which state that: 'As a child, I play outdoors every day and regularly explore a natural environment'. (HSCS 4.11)

This area for improvement was made on 5 March 2019.

Action taken since then

All children accessed outdoors each day for fresh air, exercise and play. Older children could independently access the garden, making choices about where they wanted to play. The service should continue maximising opportunities for babies to play in their garden.

This area for improvement is 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?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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