3 Bears @ The Hawthorns
Day Care of Children

2 Hawthorn Walk
Cambuslang
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Type of inspection:
Unannounced

Completed on:
19 June 2024

Service provided by:
3 Bears Nursery Cambuslang Limited

Service provider number:
SP2013012230

Service no:
CS2013323083

HAPPY TO TRANSLATE

About the service

3 Bears @ The Hawthorns is located in Cambuslang, South Lanarkshire. The service is registered to provide a care service to 18 children aged between 10 months and 36 months. There were currently 43 children registered with the service.

Children are cared for in one playroom which has direct access to an enclosed rear outdoor play space. The service is close to parks, shops and public transport links. There are some links with places in the local community.

About the inspection

This was an unannounced inspection which took place on 18 and 19 June 2024 between the hours of 08:30 and 11:30. Feedback was shared with the service on 19 June 2024.

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 consulted with 20 of their parents/carers
- spoke with staff and management
- observed practice and daily life
- reviewed documents

Key messages

- Staff demonstrated a kind, caring and nurturing approach with children.
- Children could make choices to play indoors or outdoors throughout the day. They were having fun and engaged in a variety of activities.
- More child-led play and learning opportunities would benefit children's experiences.
- Medication procedures should be improved to ensure all children's health and medical needs are clearly recorded, demonstrating how their needs will be met in the service.
- To support staff development and learning, staff appraisals for the manager and all staff should be undertaken and the documents used reviewed and updated.
- The deployment of staff should be reviewed, particularly over children's lunchtimes and staff responsibility for particular areas indoors and outdoors.

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

Staff knew children and their families well. Parents were welcomed into the playroom to drop off and collect their children. This offered an opportunity to speak with staff and observe their child at play. Staff knew children's individual care and support needs, personalities and interests well. They were kind, caring and nurturing to all children. Children's rights and wishes were respected by staff. They sensitively asked children if they wanted their nappy changed or if they could assist them to wipe their nose. Children's achievements were acknowledged and praised. One child told us, 'I used the toilet by myself. I got a sticker.' This linked in with family routines and preferences.

Personal plans were in place for all children as required. The service were trialling new methods of recording children's next steps. Continued monitoring of this would ensure parents and children's views were included and 'all about me' information for children was current. Care sheets which highlighted each child's main care and support needs, routines and stage of development, ensured all staff were aware of each child's needs at a glance. We advised staff to be mindful and more responsive to changes in children's daily routines, for example, if a child was observed to be tired, offering them a sleep earlier in the day. We advised further monitoring of individual care sheets to ensure they were a reflection of each child's current care and support needs.

All parents who responded to our questionnaires agreed they were fully involved in their child's care, including developing and reviewing their personal plan. Comments included, 'It is good to be able to follow the learning objective for my child and the different activities they set each day for them to achieve these. Parents evening was very thorough with this too. I felt my child's keyworker was knowledgeable and knew my child and their abilities very well.'

Medication was stored safely. We advised where this could be improved, for example, by adding the child's photograph to the information on individual storage boxes. Not all parental consent forms and administration of medication forms had sufficient, detailed information about children's medical needs and how these needs would be met in the service. Forms should be reviewed and expanded to include the dosage administered and completed consent forms discussed fully with parents. This would ensure all required information about a child's health or medical condition was clear. This would contribute to children's health, safety and wellbeing while at nursery. (see area for improvement 1)

Children had the option to have breakfast and drinking water was available throughout the day. An early rolling lunch meant children could decide when they wanted to eat within a smaller group setting. Staff sat alongside children, chatting and monitoring what children ate and drank, while ensuring their safety in case of choking. However, we observed some children becoming unsettled while waiting for their turn to be served. As positive mealtime experiences support child development, develop key social skills and support healthy eating habits, we suggested some improvements. This included having food in the centre of the table for children to serve themselves with staff support, rather than taking turns at a separate serving area. This would include children more, develop their independence and shorten waiting times. The manager was keen to trial this.

There was a detailed policy for child protection. Management and staff were clear on their roles and responsibilities in keeping children safe. We advised the manager to source child protection co-ordinator training to support them in their role as child protection officer for the service.

Quality indicator 1.3: Play and learning

Children were having fun playing indoors and outdoors. Some activities were adult-led and we discussed how this could limit children's choice, imagination and creativity at times. We shared the importance and benefits of children leading their own play and shared some good examples we observed during the inspection. This included children investigating and exploring the properties of sand and water, children choosing books independently with the adult extending their interest through discussions, songs and puppets, investigating sensory materials and finding out about minibeasts in the outdoors. These positive interactions with open questioning supported children to be confident learners. The manager explained planning was part of the next improvement plan with a focus on the importance and benefits of child-led play.

All parents told us their child's development was supported through interesting and fun play experiences. Comments included, 'My child loves outdoor play and learning, art, stories and dance. I see this through the learning journal', and 'Spends a lot of time outside which is important to my child. They have lots of sensory play and messy play.'

Play experiences developed children's skills in language, literacy and numeracy. A cosy, comfortable book corner was used well and children chose books to look at independently throughout the day. Staff were responsive in reading stories and singing rhymes and songs with children and children confidently chose wooden spoons, props and puppets to indicate which rhyme or song they wanted to sing. Staff supported children to count as they scooped sand into buckets. This created a happy, fun learning environment indoors and outdoors. To support home and nursery links, a lending library and 'Travelling Ted' were shared. This offered additional language and literacy experiences at home.

Many resources were at children's level and easily accessible, for example books, puzzles, sand and a range of musical instruments. Treasure baskets, loose parts and sensory materials, which are a collection of natural or manmade objects children can explore and use in many ways were freely available. This supported children to extend their ideas, thinking and imagination. Children had fun and laughed as they rolled and threw balls, comparing sizes, textures and colours with staff.

We advised a home corner should be re-established and remain as a core provision within the playroom. This area with child-sized furniture, play foods, crockery and cooking utensils, dressing up clothes, dolls and accessories would support imaginative play, while settling others in a home-like environment. More consideration should be given to ensuring there are clear examples representing diversity within play materials, books and resources throughout the setting.

To further support children's choice and communication, more visuals such as pictures and photographs could be displayed at children's height. Examples may include pictures of resources stored in baskets or cupboards, adding photographs of children on their own boxes and laminated family photos displayed lower down. This would support children to indicate their preferences and needs.

Areas for improvement

1. To ensure children's safety, health and wellbeing, the provider should ensure there is clear, detailed information recorded within the medication parental consent and administration of medication forms. Agreed procedures with parents which demonstrate how a child's health and medical needs will be met within the service should be recorded to ensure this is clear for all staff.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected' (HSCS 1.23)

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

Secure entry systems and safety gates between internal doorways supported children's safety. Management and staff were aware of the Care Inspectorate's safety campaign, 'Keeping Children Safe'. Posters and reminders were displayed for staff and visitors to the service. These prompts raised awareness of potential safety issues and highlighted the importance of adult responsibility in protecting and keeping children safe. Two parents who contacted us told us the main gate was very heavy and difficult to open, especially when carrying babies and belongings. The management team acknowledged this and planned to add this repair to their maintenance logbook.

Natural light and fresh air from windows and an open door leading to the enclosed garden area ensured there was plenty ventilation. Temperatures were monitored throughout the day to ensure a comfortable, play environment for children was maintained.

Individually labelled boxes within the playroom stored children's belongings and artwork to take home. Children could access their own drawer which encouraged their independence. Having their own space showed children that they were valued.

Children could access a variety of play areas indoors and outside. This included spaces to read, rest and relax on soft furnishings, such as rugs and cushions as well as areas for more imaginative, physical or active play. Shade from a large tree and a canopy outdoors enabled children to play safely in sunny weather. Children were engaged in a variety of play experiences outside. In the 'mud kitchen', children used cornflour to feed toy animals. One child added, 'I'm feeding my dinosaur.' Adding bird feeders and bug homes had encouraged birds and insects to come to the garden. Children were excited as they recognised and discussed birds and minibeasts they saw outdoors. They told us, 'for the bugs' and 'going so fast' while adding bird seed to the feeders and watching a slug.

Infection prevention and control procedures were generally followed, which supported a safe, hygienic environment. Almost all staff washed their hands as and when required, supporting children to wash their hands effectively at key points throughout the day. We discussed the importance of having separate handwashing sinks from sinks used to clean toys and resources. We advised that all staff should be more vigilant in wiping children's noses, without direction from senior staff. Staff added, 'All staff follow safety procedures and know routines. Staff make sure the environment is calm and cheerful as well as fun.'

Risk assessments were in place. We advised that the outdoor risk assessment should be reviewed and discussed with staff to ensure it was more meaningful and not just a tick list. Revisiting the risk assessment over the course of the day would contribute to children's overall health and safety. Examples would be recording the ultraviolet radiation (UV levels) at different points in the day to advise on the strength of the sun's rays and when sun cream would be required. Additional checks on the area and resources should take place periodically throughout the day. This would contribute to children's overall health and safety.

Children's personal plans were stored securely, with online learning journals used to share children's activities, achievements and development with families. We advised the service to contact the Information Commissioner's Office (ICO) to ensure they were registered in line with general data protection requirements.

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

The manager and staff team worked well together. Good support was sought and given from the area manager, as the current manager had been in post for a year. There had also been some staff changes, but the management team felt overall the team were now more stable. Staff photos were displayed along with information about their qualifications and a personal profile. This informed families about the current staff team and supported an inclusive environment. All parents agreed they had a strong connection with the staff caring for their child. Parents told us, 'Always good and clear information from the manager' and 'Kind and well informed, passing on information when I collect my child.'

To include children and families, consultations regarding the vision, values and aims for the service had been undertaken. Once discussed, the updated information was displayed for parents and visitors in the windows of the service. As a result everyone was aware of the service's aims and aspirations.

Parents were welcomed daily into the service. Additional events such as 'stay and play' sessions and parents feedback nights were organised regularly. These were well attended and meant families could be more involved and included in their child's day at nursery. Evaluations of parental questionnaires and consultations were highlighted within newsletters and emails. This respected and valued families views. Parents commented, 'We have frequent emails and updates and asked often about what we would like to see. We have had various fayres and fun days' and 'I really like that the manager involves the parents so much in the nursery.'

An improvement plan with two key priorities was used as a working document to show progress and development. This was in the format of a floor book with written and pictorial information, meaning staff, parents and children could freely access this. We advised adding timescales to the plan. This would assist with measuring and assessing progress made and areas to continue. Identified areas for improvement were being considered for the next year's improvement plan. This included planning, personal plans and learning journals. Further consultations with staff and families was planned. This would include and respect parents views and suggestions.

Parents and staff agreed they were confident the service was well managed and most agreed they and their child were involved in meaningful ways to help develop the service with their ideas and suggestions used to influence change. They added 'We are asked for input on various matters.'

Monitoring systems were in place. These should now be expanded to ensure they are more meaningful and informative.

Good leadership supported staff to be confident in their role. Team building days and fun events had boosted staff morale and self-esteem. Some staff appraisals had been carried out and others were planned. We advised developing these further to include the staff member's input, recognise individual strengths, areas of interest as well as training and development needs. This would give staff opportunities to reflect on their own practice and learning and identify areas for development to support further discussion at their appraisal.

We signposted the manager to our quality framework document to assist with playroom observations and staff discussions, along with the practice notes and bitesize sessions which may assist with the review of mealtimes, personal plans and medication, for example.

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

There were sufficient staff in place to meet the needs of children in attendance. There was a mix of skills and experience within the team and staff worked well together. They communicated with each other if leaving the room or an area to attend to a task or when children moved indoors or outdoors. This contributed to children's safety. We advised having a wipe clean board with the total number of children in attendance, as well as the main register. This would ensure numbers of children present could be seen at a glance as children were dropped off and collected by parents throughout the session. This would contribute to children's safety and accurate numbers in attendance should an emergency occur.

Staff have keyworker roles, which means they are the named person with responsibility for the care and support of a group of children, ensuring they know their individual needs and keep their information within children's personal plans up to date. Although children play and interact with all staff, this approach benefits the child by creating trusting, secure relationships with them and their family. Staff told us, 'I am rarely stressed as the workload is always shared between a good amount of staff. Plenty to keep ratios and complete other tasks as well.'

Although staff members always sat alongside children over their lunch, some left to have their own lunch and another staff member took their place. Although all staff were vigilant, pleasant and interacted well with the children, we advised reviewing this to ensure there was consistency of staff over each lunch sitting. This would create a more relaxed, sociable experience for the child, ensure staff could monitor and be confident in what each child had eaten and drank over lunch, while ensuring all staff had time to rest and be refreshed on their break. The manager agreed to review current procedures.

We discussed the deployment of staff within the nursery environment, indoors and outdoors. This was done on a daily basis with staff not having responsibility for overseeing or developing particular areas in the nursery over a week or for longer periods. As a result there were some missed opportunities to naturally take forward children's interests and extend children's learning in these areas. (see area for improvement 1)

Areas for improvement

1. To ensure minimal disruption to children's lunchtimes, to support and extend children's play and learning opportunities and high quality outcomes for children, the provider should review staff deployment and staff areas of responsibility within the service.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:
'My care and support is consistent and stable because people work well together' (HSCS 3.19).

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

Requirements

Requirement 1

In order that children experience a high-quality environment which ensures that children are safe and secure the provider must outline details of the actions taken to improve security in the nursery by 8 July 2019. The effective deployment of staff must be considered as part of these actions.

To be completed by: 08 July 2019

This is in order to comply with Health and Social Care Standard 5.17 'My environment is secure and safe.' Regulation 10(1) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210)

This requirement was made on 24 June 2019.

Action taken on previous requirement

This requirement was made following a complaint. A satisfactory action plan was submitted by the service at the time. This noted that additional bolts had been added to external gates, with one at a higher position. Signage had been added to remind staff and parents to keep all gates closed and locked.

A more robust risk assessment was in place detailing the daily checks to be undertaken to ensure children's safety. This included ensuring more than one member of staff was deployed in the garden at all times.

We discussed this in detail with the current manager and area manager for the service, as the people providing this service and the management team have changed since this requirement was made.

Met - within timescales

Requirement 2

In order that children have confidence in people who provide responsive care and support for them the provider must submit a plan by 8 July 2019 which details how staff will improve their knowledge and understanding of risk assessment systems provided to keep the children safe and incident reporting to ensure that parents and carers receive accurate information.

To be completed by: 08 July 2019

This is in order to comply with Health and Social Care Standard 3.14 '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.' Regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210)

This requirement was made on 24 June 2019.

Action taken on previous requirement
Training was undertaken for the staff team at the time of this complaint. We were satisfied there were more detailed risk assessments in place and there were plans to add this to the agenda of staff meetings.

We discussed this in detail with the current manager and area manager for the service, as the people providing this service and the management team have changed since this requirement was made.

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 service should ensure all staff, including the manager, receive support and guidance through having an effective staff appraisal system. Staff training needs should be identified, supported and monitored. This is to ensure staff are well informed and up to date with good practice guidance and child development.

This is to ensure care and support is consistent with the Health and Social Care Standards which states: 'As a child, I am confident that people are encouraged to be innovative in the way they support and care for me' (HSCS 4.25) and 'I experience high quality care and support because people have the necessary information and resources' (HSCS 4.27).

This area for improvement was made on 30 January 2019.

Action taken since then

Although informal supervisions had taken place with the manager by the area manager, no formal appraisal system was in place. Some staff had recent appraisals and some were planned. We advised on how the format of appraisals could be improved.

This area for improvement has not been met and remains in place.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

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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