Papillon Nursery @ Bellshill
Day Care of Children

Hamilton House
Phoenix Crescent
Strathclyde Business Park
Bellshill
ML4 3NJ

Telephone: 01698 840840

Type of inspection:
Unannounced

Completed on:
25 July 2023

Service provided by:
Papillon Private Nursery Ltd

Service provider number:
SP2006008312

Service no:
CS2014329191

About the service

Papillon Nursery @ Bellshill is registered to provide a care service to a maximum of 78 children at any one time aged from six weeks to primary school age.

Care is provided across three playrooms and children have access to outdoor play areas. The service is located in Strathclyde Business Park, Bellshill and is close to shops and other amenities.

About the inspection

This was an unannounced inspection which took place on 24 and 25 July 2023, between 09:30 and 16:30. 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 16 of their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Staff had warm and caring interactions with children helping them feel safe and secure.
- Children attending the service were settled, happy and confident to explore.
- The nursery environment was safe, clean and well maintained.
- Children's health and wellbeing was promoted by regular access to outdoors.
- Parents were involved in their child's care which helped support staff meet the needs of children.
- Daily routines should be reviewed to help create a relaxed pace of the day that supports children's needs and wellbeing.
- Staff should reflect on their approaches to planning to increase child-led and responsive play opportunities.

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?	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.

1.1 Nurturing care and support.

Children were happy, settled and confident in the setting. Staff valued the relationships they had formed with children and demonstrated knowledge of their individual needs. One parent told us, "staff know my child well and they have been able to form good relationships with staff and peers."

Children's needs were met by staff that were kind and caring. They were responsive to children's cues if they were tired, hungry or upset. They also checked in with them by asking if they were ok or wanted to go somewhere else to play. This helped support their wellbeing and respected their choices and preferences.

All children had personal plans in place, which were updated regularly with parents in response to changes in their care needs. This helped ensure consistency of care between home and nursery. One parent told us "staff are super attentive to all children and really make an effort to be involved and get to know the children and their families." The use of an online app provided additional information to parents. Parents told us they liked the app as it kept them informed about their child's day. However, one parent would like more information and we shared this with the managers to consider.

Children's personal care needs were carried out in a sensitive way which helped children feel safe and supported their wellbeing. For example, staff ensured children could clean their hands and face after eating, and nappies were changed in response to their needs to help ensure their comfort. We discussed nappy changing rotas could be reviewed to help ensure children experienced consistency and bonding with staff they feel closest to at this time.

Menus were displayed for parents and meals were varied and nutritious. For example, soups, pasta, curry and vegetables. Children enjoyed meals offered and snacks were available throughout the day to help ensure they were not hungry. Children dietary needs and preferences were taken into account helping to meet their needs. One parent told us "the lunch menu has had a bit of upheaval in recent months but always good, healthy lunches." Children's independence was promoted as they were encouraged to self-serve their meals when possible. Drinking water was available at all times which helped ensure children were kept hydrated.

Whilst lunchtimes were unhurried, we found that at times children had to wait too long between tidying up, to when their meal was served, which resulted in some children becoming restless and the noise level increased. We discussed that some routines around preparing children for lunch could be reviewed, to help maximise time for play and improve children's experience. Staff considered this and we could see improvements before the inspection was completed. Staff should continue to reflect and review changes to help create a more relaxing and sociable lunchtime for children.

Children had opportunities for rest, sleep and relaxation which supported their overall wellbeing. Staff worked closely with parents to help ensure children kept similar routines to home and they could sleep when they needed to.

Where children required medication, this was delivered in a safe and sensitive manner. Parents brought medication to nursery daily to meet children's needs. However, we discussed that long term medication could be stored within the building, which would reduce paperwork tasks for staff and minimise any possible risk of errors due to daily handovers of medication.

1.3 Play and learning

Children were engaged and enjoyed exploring the variety of experiences on offer. For example, painting, water play, playdough and science activities. There was lots of laughter and excitement as they explored the garden area and discovered bugs. Children were enthusiastic to show the inspectors the play areas and told us "come and see this" and "I love playing with dinosaurs and tigers in the garden."

Children's language and numeracy development was supported through play materials, interactions and activities. For example, mark making opportunities through paint and drawing, supporting development of hand muscles with playdough and fine motor activities such as threading cereal hoops on spaghetti. Some staff used skilful interactions to support learning further as they asked questions to extend their play for example 'how much will that cost', and 'what happens if we add more'. This helped extend children thinking as they shared discoveries together.

Children were supported to make their own choices and the layout of resources helped ensure they could access them independently which supported them to lead their own play. Staff valued the importance of outdoor play and had developed systems to help ensure children could access the garden on a daily basis, whenever they chose to do so. This supported children's overall wellbeing.

Staff were responsive to children's play and supported them to follow their interests. However, we noted that some approaches to planning were based on topics and themes which were adult-led. Staff should review the balance of child-led and responsive planning to help ensure high quality play opportunities to meet children's interests and support progression. Consideration should be given to extending the use of natural and open-ended resources and loose parts to support creativity, problem solving and imagination. One parent commented on something they could improve and told us they "could benefit from more wooden, natural and curiosity-based play resources."

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.

2.2 Children experience high quality facilities.

Play spaces were bright, clean and well maintained. Plenty of daylight flooded playrooms through large windows and provided good ventilation. Children enjoyed looking out of the windows and this helped some children with transitions as they waved goodbye to parents and carers.

Play areas were well furnished and some cosy areas had been created to help ensure children could relax and rest when needed. We discussed that more soft furnishings would help create additional cosy spaces to provide choice for children throughout the setting.

Children could choose from play materials which were easily accessible and met their current needs and stage of development. Spaces were organised well to allow children to reach resources and explore independently, which supported their learning.

Children benefitted from access to large outdoor play areas based under mature trees. This supported children's wellbeing as they learned about the world around them. The trees provided shaded areas which helped protect children from the sun and created some natural shelter from the elements. One parent told us "the rooms in the nursery have a great range of toys and things for children to explore. But the best area is the outside space they have. My son loves playing outside all day in all weathers.'

Many children chose to play outdoors which was facilitated well by staff. Access to outdoors was from the corridor and children were accompanied by adults. The use of walkie talkies for staff communication helped ensure children could change areas when they wished to do so. We saw this used well in practice to support children's wishes.

The use of an extensive outdoor classroom supported children to make choices about where to play. If children preferred to seek shelter, they could do this independently. It also provided space for children to play in small groups or by themselves. The layout helped provided a calm space for children to regulate their emotions. One parent told us "garden facilities are brilliant. Child friendly, layout fantastic, well thought of!"

Children were kept safe through a variety of measures. For example, a secure front entrance, safe storage of hazardous materials and good organisation of storage areas.

We were satisfied that effective measures were in place for infection control. For example, regular hand washing by staff and children, clean play areas and clean and tidy toilet facilities and nappy changing areas

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.

3.1 Quality assurance and improvement are well led.

Staff and managers demonstrated a commitment to developing the service to promote outcomes for children. For example, discussions about reviewing daily routines and approaches to planning were taken on board and managers agreed to review this as part of improvement plans.

Families views were valued and the manager had developed systems for communication and to gather feedback. For example, emails, surveys and informal discussion drop off times. Parents told us "the management team are very approachable and can see they have the skills to develop the children and ensure they love going to nursery." Another parent told us they would like more information about what action is taken as a result of feedback and we shared this with the manager to take forward.

Monitoring processes in place helped managers track quality and identify areas for improvement. For example, learning journals, personal plans and playroom audits. As a result, they identified that children would benefit from more natural resources and personal plans could include more of children's voices.

Managers should ensure that through meaningful monitoring of child's experiences, routines and interactions children receive high quality care, play and learning.

Improvement plans over the last year focused on increasing parental partnership, children's choices and developing opportunities for literacy and numeracy development. Positive progress had been made and parents welcomed the return of 'stay and play' sessions. One parent told us "I asked about stay and plays for the adults to see their kids in nursery and they took this into consideration and set some dates". Another parent told us they would like more opportunities to be in the playroom as they drop their child off at the door to the playroom. We shared this with the manager and they will review how parents can be more involved and welcomed back into playrooms now that Covid-19 restrictions have been lifted.

The manager was in the process of gathering views from staff and families to help inform plans for the year ahead. Some self-evaluation had been undertaken using Care Inspectorate's document 'A quality framework for daycare of children, childminding and school-aged childcare'. Staff were at the early stages of becoming familiar with the document to support reflection and identifying good practice. Managers should strengthen the cycle of self-evaluation and measuring impact to help bring about positive changes to outcomes for children and families.

Managers had an approachable manner and staff told us they felt supported which helped promote team morale. Staff were supported to develop their skills and knowledge. For example, some staff had completed, first aid training, child protection and safe sleep. Review meetings with staff helped them to reflected on their training needs and the impact on their practice which promoted their professional development. Managers should continue to review the training needs of the staff team to deliver high quality play for children.

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.

Children were cared for by a dedicated team who worked well together to help ensure they met children's needs. Staff told us a strength was "having a strong and supportive staff team allows for the setting to function well knowing there is always support when needed." Positive attitudes amongst the team helped create a happy place for children to play and learn. Another staff member told us "the nursery is truly a happy and great place to work". A parent told us "the staff team are fantastic overall with both children and communicating with parents."

Recent changes within the staff team meant that children had experienced changes to people who care for them. A few parents told us they would like staff turn over to be reduced. We shared this with the manager. We acknowledge this reflects the current staffing crisis within the social care sector of retaining and recruiting staff. However, staff worked well to build relationships with each other and the children. They recognised they now needed time to work together as a new team.

Children's needs were considered when staff breaks were planned. This meant children experienced minimal disruption to their day and routines. Staff regularly supported other rooms and each other to help ensure children's needs could be met. Staff told us "everyone works so well as a team we all come together when people are off sick and help each other out, we all know children in the other rooms also so we can have a bond with not only our room but others too." Whilst this supported the needs of children we discussed with managers to consider reflecting on the amount of movement of staff between rooms at different times in the day as this can be confusing for children.

Staff had a wide mix of skills and abilities within the team and this had been considered to best support outcomes for children when deploying staff to rooms. New staff were supported by mentors and an induction program was in place to help new staff gain the skills and knowledge they needed to carry out their role to provide high quality care for children.

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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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