Treasure Tots Nursery
Day Care of Children

49 Wellhouse Crescent
Easterhouse
Glasgow
G33 4LA

Telephone: 01417 812 131

Type of inspection:
Unannounced

Completed on:
10 April 2024

Service provided by:
Treasure Tots Ltd

Service provider number:
SP2015012541

Service no:
CS2015339239

About the service

Treasure Tots Nursery is registered to provide a care service to a maximum of nine children aged under two years and 24 children aged two to those not yet attending primary school.

The service is provided from the ground floor within a housing association building. There is a separate secure entrance to the nursery. The large playroom is partitioned to provide two play areas, one for younger children under the age of two and the other, for children aged two to those not yet attending primary school. A large, enclosed garden offered opportunities for a variety of outdoor play experiences

About the inspection

This was an unannounced inspection which took place between 4 and 10 April 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
- spoke with staff and management
- reviewed feedback from 16 families, and six staff
- observed practice and daily life
- reviewed documents.

Key messages

• All parents who returned our online questionnaire agree that 'Overall, I am very happy with the care and support my child receives in this setting.'

• Staff were caring and offered lots of cuddles for children, helping them to feel loved, safe and secure.

• Mealtimes for children provided healthy options. Staff provided children with safe and positive experiences.

• Children had fun as they experienced play and learning through a variety of planned and spontaneous opportunities, indoors and out.

• Transition experiences for all children were caring and centred around their own individual needs.

• The staff team worked well together, which created a positive atmosphere where children could feel secure.

• Levels of staffing were effective in supporting positive outcomes for children.

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

1.1 Nurture, care and support.

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

Children attending were happy, settled and secure in the service, whilst confident in their interactions with staff. They were made to feel included by staff who were calm, respectful and skilled in building relationships. Staff and children chatted and laughed together and this contributed to children feeling valued and having a sense of belonging. The daily routine and pace of the day was monitored to ensure it was responsive to children's needs. Staff worked together to ensure they provided consistency and continuity for children. For example, one child told us "I love to play with my friends and see my teachers they make me smile."

Mealtimes were relaxed and unhurried experiences for all children. Staff knew the care and support needs of individual children very well. This was supported with warm, caring and nurturing approaches to both their personal care needs and their learning needs. Staff sat with children and provided effective support to enable children to participate and enjoy this experience, whilst discussing healthy lifestyles. We saw very good evidence of children going along to the local supermarket to buy their snack and they scanned and packed their own shopping. This supported children to extend and challenge their thinking.

Staff worked closely with other professionals to ensure children with complex needs were well supported. Medicine was given in a safe and sensitive manner, supporting children's health and wellbeing, however we discussed with management the importance of carefully auditing medication in line with guidance. They agreed that this needed improved and is mentioned under 3.1 of this inspection report.

Children were safe and protected from harm with clear policies and procedures in place relating to child protection. Staff clearly understood the role they played in this and had all undertaken annual child protection training. The managers acted as the child protection officer, ensuing a robust system was in place. Therefore, we were confident that any child protection matters would be responded to appropriately.

Personal planning reflected the holistic needs of each child to improve their wellbeing and support positive outcomes. One parent told us, "Everyone takes time to learn about my child's individual needs." Plans were created in partnership with parents and carers and included a range of information about children's needs. They contained the information staff needed to support children and meet their needs. This enabled staff to respond quickly, sensitively and compassionately to changes in children's life. Staff knew the children very well and described children's individual needs and how they were supported. Management are in the process of ensuring that all targets for children were updated in line with best practice guidance.

1.3 Play and learning

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

Children were having fun and engaged in a variety of experiences. They had good opportunities to lead their own play and learning which impacted positively on their development and wellbeing. One parent told us "My son loves outdoors no matter the weather and the staff dress them in their waterproofs and out they go. " All children were happy and confident. Children were playing and interacting well with each other and used a range of
resources that supported their curiosity, creativity and problem solving skills. The range of interesting materials, open ended resources enabled big scale and small world play. We observed the younger children outdoors, creatively exploring a story that they were interested in and staff were skilfully ensuring that all areas of the outdoor space was used to support their fun and learning.

All children embraced their right to play, have fun, experience success, while learning and developing their skills. We saw opportunities to count in each area of the two to five playroom and mark making was available to meet children's interests. This engaged children's thinking, curiosity and challenged their knowledge. We observed opportunities to extend language and literacy also. Staff used effective questioning to take children's learning forward and were responsive to children's interests. We watched a staff member encourage children to tell their friends about a trip that they were taking this weekend. The staff member had celebrated this child's achievement on the nursery wall, along with special things that other children had experienced. These special moments impacted positively on their development and wellbeing.

Children were engrossed and motivated in their play and were progressing well in all aspects of their development. We witnessed children choosing materials to enhance their creativity and curiosity. Their needs and wishes were quickly identified by staff, who extended their play and learning, and this installed a feeling of happiness and confidence to children. Staff recognised the importance of engaging families in understanding how to support learning in the child's home environment. Through the online journals, they had created opportunities for parents to share and celebrate children's learning and interests at home, as well as celebrating what their child enjoyed about nursery. The managers should now continue with their plans, to encourage staff to take on areas of responsibility in the playroom, as champions to add more challenge to children's learning.

The service was exploring new planning processes for all children, in line with current best practice. The managers need time to embed the recent planning processes in order that all staff are familiar with these. Children's learning should be moderated by staff and the curriculum tracked in order that children continue to gain and consolidate new skills. (See area for improvement 1).

Areas for improvement

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.

2.2 Children experience high quality facilities

The setting was well furnished, comfortable, and homely. Children benefitted from a welcoming, homely, comfortable and appropriately furnished setting with plenty of natural light and ventilation. Staff thoughtfully set up the playroom to spark children's curiosity and interests. The indoor environment was sensitively structured and considered children's stages of development and learning. This enabled children to move around the ample space and explore areas of interest, taking ownership of their play. Children also had access to local parks, library, mini kickers and a local allotment, which helped develop children's physical strength, and turn taking.

Children were taken outdoors by staff in line with their wishes, where children could explore changes in the weather, wildlife and problem solve. There was also a general physical play area where staff encouraged children to engage in play to push their own boundaries and build self confidence. The children were very involved in their local community, recently they had taken part in a community walk, dressed up in Halloween costumes and frequently visited Burlington Care Home, to share stories with the residents and sing with them. Staff ensured that children were always accounted for during these outings, by carefully producing effective risk assessments

We observed good hand hygiene and cleaning schedules to support a clean and safe environment. Staff had taken part recently in prevention of spread of infection, specific to the needs of young children and this ensured a safe environment for children and staff. The service had safety measures to support a secure environment for children.

Maintenance records ensured that any equipment and damaged items were repaired or replaced. A secure entry system, playroom registers, policies, risk assessments and fire safety drills kept children protected.

Staff kept information about children and their families safely and securely in the office. They only shared sensitive information with those who needed the information. This upheld children's rights to confidentiality and contributed to a sense of trust between the setting and families. Staff shared accident and incident records with parents and carers to reassure them of first aid administered to their child. Auditing these helped identify common or reoccurring concerns and the appropriate action required to maintain children's health and safety. We discussed how these audits could be improved.

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 led well

The service was well led by a strong, approachable management team who delegated responsibility appropriately to staff and involved them in the development of the service. Good direction was provided to the team who were committed to providing children and families with positive experiences, high staff morale impacted strongly on this.

Regular team meetings allowed all staff to know what was important for the setting and promoted consistent approaches. Set agendas allowed meetings to be planned for, and be purposeful. This was further supported by daily discussions before and after sessions, to support staff to reflect together and discuss any individual needs or requirements.

Quality assurance processes were in place and at an early stage, including improvement plans with realistic targets. There were three key improvements identified by the manager for their improvement plan and they discussed with us, how these could be developed to include staff, parents and children's views more effectively. The improvements identified for this year included leadership of change, curriculum and developing creativity skills for lifelong learning.

Families' views had been sought using questionnaires, but a limited response meant this was not yet having an impact on their improvement journey. We recognised this was at the early stages and encouraged them to use best practice guidance to develop the team's understanding of self-evaluation and embed it into practice. This would ensure children and families benefitted from a service that continued to strive to deliver high quality care and support (see area for improvement 1).

As part of the management roles, we discussed the importance of auditing the current medication policies and procedures. They agreed that this needed reviewed and audited as a priority (see area of improvement 2).

Areas for improvement

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.

4.3 Staff Deployment

Children were cared for by a mix of experienced and less experienced staff across the setting. Staff used their skills and knowledge to support each other's practice. A clear management structure, with tasks being delegated to individuals contributed to the smooth running of the service.

New staff were well supported in their roles by a robust induction process. All new staff had an identified mentor who supported them through the induction process. Management also met with new staff regularly to assess their understanding of their responsibilities and skills in meeting the needs of children.

Children's care was well supported throughout the day by the effective planning of staff duties and breaks. Staff communicated with each other when they needed to leave an area and negotiated break times to minimise disruption to the children's day.

Children were cared for by staff who had been recruited safely. They were registered with the Scottish Social Services Council. They are the regulatory body responsible for registering the social services workforce. They provide public protection by promoting high standards of conduct and practice and support the professional development of those registered with them.

Children experienced positive role models in the staff team. Staff interactions with each other, children and parents were respectful and friendly. One parent told us "He has a great learning relationship with his teachers and always happy to go in to nursery, he is learning at a level which I think is high for his age." Staff were flexible in their approach and were happy to help each other, working as a team. These approaches helped promote the benefits of positive relationships to the 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	5 - Very 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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