Kirktonholme Childcare
Day Care of Children

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Type of inspection:
Unannounced

Completed on:
26 June 2023

Service provided by:
Kirktonholme Childcare Ltd

Service provider number:
SP2017012876

Service no:
CS2017354542

About the service

Kirktonholme Childcare is provided by Kirktonholme Childcare Ltd. The service registered with the Care Inspectorate on 12 April 2017.

The early learning and childcare centre is registered to provide a care service to a maximum of 96 children at any one time:

- 30 children - 0 to under 2 years
- 22 children 2 to under 3 years
- 44 children 3 years to those not yet attending primary school.

The centre is situated in Govan, Glasgow, and is close to the River Clyde, Queen Elizabeth University Hospital and local parks and amenities.

About the inspection

This was an unannounced inspection which took place on 22 June 2023 and 26 June 2023. 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 10 people using the service and collected 25 survey questionnaires from families
- spoke with 14 staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children received nurturing care and support from staff who knew them very well.

- Children of all ages and abilities were developing their curiosity, imagination and problem solving skills through very good quality play experiences.

- Staff worked effectively as a team to meet children's individual needs.

- A culture of reflection and self-evaluation supported staff to plan improvements.

- Children were empowered to be fully involved in their play and learning through the skilled interactions and actions of staff.

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?	5 - Very Good
How good is our setting?	4 - 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? 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.

1.1 Nurturing care and support

Children experienced warm and nurturing care to support their wellbeing. They were cared for by kind and caring staff who knew them very well. Staff demonstrated a genuine interest when interacting with children. We saw staff engaging effectively with children using language to support and extend discussion and facilitate learning. Learning and development was shared on the Famly App where parents had the opportunity to exchange information with staff.

Staff had gathered lots of information about children which was contained in personal care plans. Staff worked closely with families to gather key information, and care plans were reviewed regularly to ensure they reflected children's individual preferences, likes and dislikes. Staff used information contained in care plans to promote consistency and continuity of care for children.

Children's Learning Journals were informative and demonstrated next steps for learning. Staff used learning journey sheets to regularly record observations of children in playrooms. This helped them to meet the learning and development needs of children. The leadership team was efficient in tracking children's learning and development to ensure positive outcomes for children.

Staff managed children's transitions well. Children and families were involved in decision making and settling in was tailored to the individual needs of children. We saw younger children moving between the playrooms for under threes which further supported their confidence, emotional wellbeing and future transitions. It also helped children who had moved rooms to revisit attachments and bonds with key staff, helping nurture positive relationships.

Children in the 3-5 rooms enjoyed free-flow play to the outdoor area. We saw children leading their play, making choices and enjoying friendships. Children were enjoying the obstacle course, balancing on foam blocks, climbing over tyres, climbing through tyres. They spent long periods of time playing at the mud kitchen and tuff tray with the waterslide and sea animals.

Children enjoyed a rolling lunch experience which was relaxed and unhurried, supporting their wellbeing and enjoyment of food. Staff provided opportunities for developing social skills and language. All children were encouraged to be independent and self- serve with support from adults which met their stage of development. Children's needs and preferences were considered and staff knew their likes and dislikes well.

Staff had a good understanding of children's health needs. Several staff were trained in first aid should children require medical assistance. Medication was well organised and documented and was safely stored.

We discussed safe sleep arrangements with staff as a number of children had sleep preferences detailed on their care plans. The manager intended to review safe sleeping guidance and involve parents in this process.

Children told us that they enjoyed coming to nursery and playing with their friends.

Parents' comments included;
"The staff are very friendly, they give me a daily update, they pay attention to detail".
"My son had a speech delay, however I received lots of support and saw great improvement in his speech and overall learning".
"I just wanted to see more pictures on the Famly App. Sometimes would go weeks without seeing my child".

1.3 Play and learning

Planning approaches to play and learning were child centred. 'Provocations' (resources or activities that promote thoughts, creativity, and learning) were used to capture children's interests and support quality play and learning experiences. Outdoor play and learning was fully embedded in the service. Children enjoyed the well resourced outdoor areas with a wide range of natural, open ended and loose parts play materials.

Babies had a wide choice of play materials to support curiosity, discovery and problem solving, for example, peg board puzzles, musical instruments, soft toys and sensory materials. Natural materials including clothes pegs, mirrors, wooden bowls, metal dishes and wooden rings supported children to explore. Cosy calm spaces had been developed using rugs and a range of materials.

Resources were refreshed when needed to support children's needs. However, staff ensured that the frequency of this allowed children to return and consolidate discoveries and maintain familiarity and consistency.

Children could free flow outside to the balcony area. This was well resourced and allowed children to mix with 2-3 children, supporting their social skills. We saw children having lots of fun and discovery exploring sand and water trays, using tubes and large metal dishes.

The 3-5 outdoor area had a wide range of open-ended and natural resources to support high quality play. This supported children to be curious and creative in their play. Children were actively leading their play and learning in a stimulating, challenging and creative environment. This was encouraged through a balance of spontaneous and planned, quality experiences that promoted children's choice and independence. Indoors had a well resourced home area with real dishes and food to support imaginative play.

Parents' comments included;

"They take the time to inform you of the reason for activities that have been set up to encourage child development, also the care and attention they give".

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 planned, comfortable and welcoming. Children had lots of space to freely move around indoors and outdoors. Staff had created a homely environment with space for children to relax. There was lots of natural light and ventilation with playroom doors always open to the outdoor area. Play spaces reflected children's interests and provided a range of opportunities for active play and learning. Resources were of good quality and were accessible to children. This helped children to feel respected and valued.

Metal cladding had recently been added to the building to promote warmth. It was unusually warm outdoors during the inspection which resulted in the service being very warm indoors. Large fans were being used to help move the flow of air to cool the building. The manager told us that an air conditioning system was being considered.

We saw staff helping children to use resources in their own way to develop their play and match their own interests and intentions. Children were shaping and designing their own play outdoors, supporting imaginative play and problem-solving. Children were settled and confident within their environments, accessing and taking part in the experiences on offer. Salt was used for mark making in an exploration tray in the baby room. We discussed the dangers of this with the senior staff member and it was removed straightaway.

Children could access toilet facilities within the playroom. Where children needed support, this was carried out in a designated changing area meaning children's dignity and personal preferences were respected. Updated nappy guidance was due to be published by the Care Inspectorate and we asked the manager to share this with staff.

There were playroom quality assurance checklists and risk assessments in place to monitor areas and ensure safety and security for children. Staff worked well together to identify and minimise risk to children within the setting, both indoors and outdoors. This meant that children's activities were not compromised and they were supported to enjoy challenging, fun experiences.

There were minor infection control issues that we discussed with the manager and area manager, for example, the pedal bin in the staff toilet did not have a self closing lid, the mattresses in the children's cots were not of wipeable material, on one occasion a staff member did not wash her hands after wiping a child's nose. When we returned to the service to complete the inspection these issues had been addressed.

Accidents and incidents records were completed and shared with parents. Monthly audits were carefully completed to identify any areas of potential risk or concern.

Children's information was stored securely within the office and children were monitored by staff when using IT equipment. Children's personal information was safe and protected. The premises and resources and equipment were well maintained.

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 people, therefore we evaluated this key question as very good.

3.1 Quality Assurance and improvement are led well

There was a range of quality assurance processes in place to ensure that children experienced good outcomes. These involved children and families and included moderation of planning, children's voice and parents' questionnaires to obtain feedback.

The manager and staff were consulting with parents to create a clear vision for the service. Questionnaires had been given to parents and staff planned to gather children's comments. In the moment planning was a priority to support staff to embed children's voice.

Self evaluation and improvement plans facilitated continuous improvement and supported outcomes for children and families. Staff regularly engaged with children and parents to encourage them to contribute to learning journeys, share in their child's learning and inform planning and development of the service.

The service was well led by a strong, approachable manager. Within the leadership team she provided good direction to staff who were committed to providing children and families with positive experiences. We could see, and staff told us, that there was a strong sense of teamwork and an open and honest ethos in the service. There was good staff morale which impacted positively on children's experiences.

The team was making very good progress with service priorities developed in September 2022.
Team leaders were completing the Step into Leadership programme with SSSC (Scottish Social Services Council) and the manager had discussed leadership roles with staff. They had evaluated individual support for children who required this and had developed an action plan including additional observations and parent and staff reflection and comments.

Staff were carefully updating children's care plans and were using monitoring processes to ensure that new staff were knowledgeable about all care plans. Trackers were being used in playrooms and staff were recording children's learning and development with assistance from the support teacher.

Accidents and incidents were recorded online using the Famly app. Audits were completed and action plans and risk assessments developed where needed.

Staff Training was recorded and monitored. A training calendar was completed and included planning, high quality environments, child protection, transitions, attachment led practice. The manager regularly created training packs and delivered training to staff.

Maintenance recording systems identified high, medium and low risk areas of work. The provider employed their own staff to immediately complete any work required.

Staff comments included;

"Using aspects of in the moment planning brings confidence across staff and children that their needs are being met through their interests"
"We follow a child led approach so children are always at the heart of their play and learning"
"I feel supported as a team leader, and supported through our mentor process. I feel confident being able to reflect on my Continuing Professional Development"
"The management team have such strong relationships with the staff within the building and are always open to support where needed".

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 people, therefore we evaluated this key question as very good.

4.3 Staff Deployment

Staffing levels supported delivery of very good care to children. A full complement of staff each day meant that children received one-to-one care when needed. Children benefitted from having a consistent staff team. This helped to promote continuity of care for children with staff sharing information and observations of children with other staff.

Staff were well deployed based on expertise and experience to ensure that their differing experience, knowledge and skills were well used to support children. Senior staff mentored new staff and trainee staff. Effective staff deployment also ensured very good supervision of children, for example, staff communicated when a task took them away from their responsibilities, ensuring children were safe.

Staff told us that they were well supported by the leadership team. This helped to build positive working relationships. Staff were happy, engaging and sharing tasks through working as a team. They were included and listened to at staff meetings. Staff breaks and lunches were organised to minimise disruption, ensuring the day ran smoothly to support the play, care and learning of the children.

Arrangements were in place to promote continuity of care across the day and ensure positive transitions and communication with families. Keyworkers were available to chat and exchange information with parents. Parents could contribute to children's learning journals and easily follow play and learning activities.

There was a very respectful ethos in the service with staff treating children as individuals. Staff communicated well with each other and worked together to ensure effective supervision and quality engagement with children across the day.

All staff had a clear understanding of their responsibility to keep children safe and protected. Child protection training had been completed, supporting staff to keep their knowledge up to date. Staff were clear on reporting and recording procedures.

Staff comments included;

"Kirktonholme has provided me with fantastic opportunities to develop and excel in my career"
"The management team have worked hard on recruitment and I feel we have a very happy and settled team who are thriving and willing to learn".

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 manager and staff should share and discuss current safe sleeping practice with parents, particularly with regard to babies and younger children sleeping in buggies.(Scottish Cot Death Trust, Safe Sleep).

This ensures care and support is consistent with Health and Social 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 24 June 2019.

Action taken since then
Discussion at staff meeting and safe sleeping guidance reviewed. Staff training organised.

Previous area for improvement 2

The manager should continue with plans to introduce leadership roles for staff.

This ensures care and support is consistent with Health and Social 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 24 June 2019.

Action taken since then
Two staff members promoted to team leaders. These staff are supporting the staff group to lead initiatives.

Previous area for improvement 3

The manager should implement formal staff appraisals. This should include arrangements for the manager's appraisal.

This ensures care and support is consistent with Health and Social 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 24 June 2019.

Action taken since then
Staff appraisals have been completed and are ongoing.

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very 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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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