Parkview Nursery
Day Care of Children

161 Cumbernauld Road
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Type of inspection:
Unannounced

Completed on:
15 February 2024

Service provided by:
Lochview Nursery Ltd

Service provider number:
SP2007009067

Service no:
CS2017356871

About the service

The service is provided by Lochview Nursery Ltd and is in partnership with North Lanarkshire Council to provide funded places for children over the age of two years.

The service is registered to provide a maximum of 103 children aged from birth to those not yet attending primary school as follows:
12 children aged under two years
15 children aged two to under three years
76 children aged three years to those not yet attending primary school.

The outdoor space has been taken into account when agreeing the maximum number of children aged three years to not yet attending primary school. Children must have access to the outdoor space at all times.

The care service operates Monday to Friday. At the time of the inspection, the service was operating a birth to two years playroom and two to five years playroom. All children had the opportunity to access the outdoor play areas.

About the inspection

This was an unannounced inspection which took place on 14 and 15 February 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 a small number of children using the service
- gathered the feedback from 26 family members of children using the service
- spoke with staff and management present on the days we visited the service
- gathered feedback from four staff using a questionnaire
- observed staff practice and children's experiences
- reviewed documents.

Key messages

- Children were comfortable, confident and settled within the service. They were having fun learning new things.
- Staff had formed positive relationships with the children and families. The staff worked hard to ensure children had a voice and to further enhance parental engagement.
- Improvements in the use of the space, had a positive impact for all children. This included them having all year round access to outdoor play areas, including having meals outside.
- Staff had continued to develop their skills and understanding of child development. They were working hard to further enhance children's opportunities to lead their own play and learning.
- The provider respected staff views and opinions. They regularly consulted with staff to ensure they were happy in their roles. As a result, staff felt valued and empowered to provide high quality care and support.

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?	5 - Very 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.

Quality Indicator 1.1 Nurturing care and support

Children were confident within the service and were having fun exploring and learning with their friends and staff. They had formed close bonds. Children smiled when being praised and comforted by staff. Staff interactions were respectful, caring and compassionate. Children routinely asked staff to play with them. When asked the children gave the service a thumbs up and parents confirmed this. One parent shared 'My child loves attending nursery and has been made to feel very welcome into the Nursery' and another shared 'My child loves nursery and is able to come home and speak about the wide range of activities and learning they are involved in daily'.

Children were given time and space to support their personal preferences, such as making choices about where they wanted to play and, if they wanted to play with peers, or on their own. Throughout the day, children were consulted about their care, for example if they wanted or needed staff to help. Staff interactions were calm and they used soothing tones. They routinely waited for children to respond to requests, giving them a voice. Staff respected children's views and made them feel valued.

Parents were very happy with the service. Parents comments included 'It feels like a home from home for my child, as the staff are very caring' and 'They genuinely care about your child. It's actively encouraged for parents to drop in and do sessions with their child, they value feedback'.

Staff worked hard to identify and plan children's personal care. When children started, staff worked closely with families to get to know their needs and personal preferences. Staff regularly communicated with families and other professional agencies to share and keep informed of children's needs. Staff spoke with confidence about children's needs and how the service supported these, by providing the right care and support. They recognised what mattered to the child. To further support staff plan to meet children needs, the written plans could be further improved to include children's progress and learning. The service was already working on this as part of the improvement plan.

The service had made significant changes to improve children's experiences at mealtimes. As a result, mealtimes were unhurried and provided a variety of opportunities for children to learn life skills, make their own choices and choose to eat inside or outside. Children when asked gave meals a thumbs up and expressed their pleasure at being empowered to choose when and where to eat meals. Mealtimes were planned to meet the needs of the children, showing children's views and opinions were being valued.

Quality Indicator 1.3 Play and learning

Children moved freely within the play areas and were confident self selecting materials to explore and investigate. All children had direct access to the outdoor play area, all year round.

The youngest children's experiences promoted lots of opportunities to develop their communication and language. They had space to explore, crawl and stand promoting lots of positive physical development. Staff were skilled at offering experiences to meet children's needs.

For example, we saw staff and children having fun playing games like peek a boo and singing nursery rhymes. Staff listened to the youngest children, they knew the children well and were skilled at understanding children's communications either verbally or by use of body language and gestures.

Children over two years had very good access to a wide variety of play and learning. They moved freely between the inside and outside spaces. Each designated play area provided fun, exciting and interesting materials. Play spaces were well planned, as a result
children had access to play and learn meeting their needs. For example, each area had books, mark making and early numeracy and literacy materials. Children were having fun extending their learning about space and the universe. For example, children had designed and built a rocket using loose parts in the garden to transport them to the moon. Others were experimenting and being creative in the art area using various materials such as painting on cling film rather than paper and some children enjoyed the still art, painting common objects.

Staff planned children's play and learning using 'In the moment' planning. They listened to children, identified what they were curious about and turned it into an opportunity to spark new learning. Staff worked hard to promote children's voices, providing opportunities for them to lead their own play and learning. They had made good progress in this area. Staff were working on how to further improve the record keeping and tracking of children's experiences. Parents provided positive feedback about their children's play and learning, although a few parents did share they would like more information on children's daily learning and progress. The manager agreed to consult with parents to ensure they meet their needs and expectations.

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.

Quality indicator 2.2 Children experience high quality facilities

We found the premises entry system to be secure and staff were vigilant at drop off and collection times. The separate entrances provided an area for staff to welcome children and parents. All parents told us that their children were cared for in a safe environment. At the time of the inspection, most parents were still doing door step drop off and collections. However, a few parents shared that they would like to be able to enter the playrooms at drop off and collection times and talk to staff. We asked the service to review these times of the day through the eye of the child and parents, creating a more child centred transition. They agreed to do this.

Children aged two years and over had access to an spacious open plan playroom and they had direct access to the outdoor areas. The play areas were well planned and provided children with very good access to a range of toys and materials. Children had access to materials to support their learning inside and outside. Recently, they had made further adaptations to the premises, this included an outdoor shelter for meals and a quiet rest area inside. This pleased parents, as children who had a nap, could do so in a more calm and nurturing space.

Children were having lots of fun learning and were keen to tell the inspector about their nursery. Two children spoke so excitedly about having two different sand pits outside, with one child sharing they were recreating a volcano science experiment. Another was keen to show the inspector their castle, where they could play music and read books.

One child shared how they loved being able to eat outside in the garden and another was excited that there was an outdoor toilet. The service continuously reviewed the use of the premises and facilities to ensure they met the needs of the children.

The younger children had access to a well resourced playroom, designed to meet their needs and interests. They had direct access to a sheltered patio to play and have snacks outside, if they chose. However, they could also access the other outside areas providing access to a wider range of materials. The service promoted children sleeping in cots or individual bed mats. Staff confirmed they followed safe sleeping guidance. Good infection control guidance for nappy changing and hand hygiene was being followed. We saw children were becoming confident washing their own hands, enjoying the independence.

Overall, we found the premises to be safe, clean and well maintained. The service routinely risk assessed the facilities and resources to ensure appropriate safety measures were being followed.

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

Quality Indicator 3.1 Quality assurance and improvement are led well

Management team had a very good oversight of the service. They knew all the children and families and staff by name. Parents and staff could contact them at anytime, either by phone, online or in person, they promoted an open door policy. Both staff and parents told us management were approachable and supportive. All parents told us they were confident with the managers skills. One parent shared 'The leadership in the nursery is good - they are very hands on' another shared 'Management and staff have excellent knowledge and listen to any feedback that I have' and another that 'They are always on hand for questions & provide confidence for us in their ability to look after our child.'

Parents were happy with their level of involvement in the service. They found they were kept informed of their child's care through discussions and the use of an information app. Parents were encouraged into the premises for stay and play days, meetings with staff and for celebrations. A few parents did comment that they would like more information on children's learning and increased opportunities for children to learn in the community. The service had recognised these areas and had them identified as areas within the service improvement plan.

The service recognised the voice of the child and were working hard to ensure they listened to children and used their feedback to influence the service they received. The 'In the moment' planning system supported staff to recognise what was important to the children and plan appropriately. The older children were being encouraged to reflect on their learning experiences and staff used this to tailor experiences to meet their needs. Staff were skilled at listening to children, either verbally or reading their body language, sounds and gestures.

Effective systems were in place to monitor the quality of the service, which included how well they were doing in areas, such as delivering the curriculum, good practice guidance, staff deployment and meeting children's needs. The management team had a very good understanding of self evaluation and routinely reflected on how well they were doing. They clearly understood the service strengths and identified where further enhancement could be made. For example, this year they were working on parental engagement, with a focus on increasing male parent/carers involvement.

Staff felt valued and listened to. They told us management were very supportive. The mentoring and training and development opportunities had been instrumental to their professional development. Staff were encouraged to share their views and ideas. Staff were involved in leading projects such as the 'Little Listener's' group to promote better communication during play. Staff were committed to ensuring they provided high quality care, play and learning.

Overall, the senior management team worked well together, and had a shared vision and understanding of the high quality of service they provided. They knew the service strengths and areas for further improvement, and were fully aware of the direction they wanted to go and were committed to achieving this.

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

Quality Indicator 4.3 staff deployment

The staff team had a wide range of skills and different levels of experience working in a child care setting. They worked extremely well as a team and demonstrated they were highly committed to provide a high quality service. Staff told us they were very happy in their roles and they worked together to ensure they met the needs of the children and families. There had been minimal changes within the staff teams, allowing staff to build strong working relationships, identify strengths and where further training could further enhance their skills and knowledge.

Parents all agreed staff were a key strength in the service. Parents comments included 'All of the staff are excellent and have good relationships with the children', 'My child loves going to nursery and this is because of the staff' and 'Wonderful, kind , genuine staff who go above and beyond'.

Staff met to reflect on what worked well and discussed where positive changes could be made. They felt that the mentor programme and meetings were very effective and supported staff development and learning. They shared that they felt that staff wellbeing was important and appreciated this was recognised by the provider and management.

There was ample staff to meet the recommended adult to child ratio. The ratio had been adapted to meet the needs of the children. For example, to support children's choice and free flow between the play areas. Staff positioned themselves well throughout the service and were able to appropriately respond to children's needs. The staff communicated well to ensure daily tasks were undertaken without interrupting children's play. The use of walkie talkies had been a success.

Staff were extremely caring, kind and respected the children's rights. They listened to the children's voice which showed them that their views were valued and important. Positive relationships and nurture were at the heart of their practice.

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 have an effective system in place to ensure all staff are registered with the appropriate professional body such as Scottish Social Services Council within the required six months from the start date of taking up the position.

This is to ensure care and support is consistent with the Health and Social Care Standards which states as a child, I use a service and organisation that are well led and managed and 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. (HSCS 4.23 & 3.14)

This area for improvement was made on 3 June 2019.

Action taken since then

Management had completed regular checks to ensure all staff registrations are maintained and provided support to staff if needed to maintain registration.

The manager was confident with SSSC legislation and had an effective system in place to monitor SSSC registrations.

As a result, this area for improvement had been met.

Previous area for improvement 2

The provider should ensure they follow the services safer recruitment procedures. This includes gathering meaningful and effective references before new staff start in the new positions.

This is to ensure care and support is consistent with the Health and Social Care Standards which states as a child, I use a service and organisation that are well led and managed, and I am confident that people who support and care for me have been appropriately and safely recruited. (HSCS 4.23 & 4.24)

This area for improvement was made on 3 June 2019.

Action taken since then

We received newly recruited safer recruitment information. Meaningful references had been sought before staff were employed.

As a result, this area for improvement had been 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?	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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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