# My Second Home
# Day Care of Children

50 Tweedsmuir Road
Cardonald
Glasgow
G52 2RX

Telephone: 01418 820 286

**Type of inspection:**
Unannounced

**Completed on:**
30 January 2024

**Service provided by:**
My Second Home Ltd

**Service provider number:**
SP2017012942

**Service no:**
CS2017357823

## About the service

My Second Home Nursery is registered as a day care of children service. The service is provided by My Second Home Ltd to provide a care service to a maximum of 37 children not yet attending primary school.

The nursery is based within a detached villa on a residential street in the Cardonald area of Glasgow. The nursery is based over two floors with four playrooms and a range of outdoor natural play spaces. It is also close to local amenities.

## About the inspection

This was an unannounced inspection which took place on 29 and 30 January 2023 between 09:00 and 17:00. Two inspectors carried out the inspection.

To prepare for the inspection, we reviewed information about the service. This included registration information, information submitted by the service and intelligence gathered since the last inspection.

To inform our evaluation of the service, we:

- observed practice and daily life
- spoke with children using the service
- gathered views of parents
- reviewed documents
- spoke with the provider/manager and staff.

## Key messages

- Children were playing and having fun in a relaxed homely environment where staff were kind, caring and nurturing.
- Children benefited from opportunities to play outside every day.
- The use of technology was improving the experience for children and families.
- The environment had recently been upgraded following repairs. Playrooms were bright, welcoming and inviting for children.
- Management and staff were taking part in coaching and regular team development. This was impacting positively on staff skills and confidence.

## 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? | 5 - Very 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 as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

**Quality indictor 1.1: Nurturing care and support**

Children experienced a warm and welcoming environment that was homely and relaxed. Parents shared that they felt that the nursery was like a second home for their children. The staff team were kind, caring and nurturing in their approach with the children and key staff had been identified to work with certain groups of children. For example, the member of staff caring for the youngest children was well suited to this role due to the relaxed approach they had with the children. There was lots of time spent on weaning and giving cuddles along with age-appropriate play experiences to suit children's needs. Older children also benefited from staff who planned fun challenging activities in the outdoor natural environment. We saw children playing and having fun both indoors and outdoors.

Personal plans were in place for each child and these showed progress and development particularly where a child had an additional need or had recently started at the service. While the information gathered when children started attending the service was relevant to their individual needs, there were some instances where children's plans needed to be reviewed and updated with parents. This will ensure that parents are actively involved in their child's progress and development and staff have the right information to meet the needs of the children.

Staff attended regular child protection updates and training and the management team had established links with other agencies to ensure that children were safe and protected. Staff told us what they would do if they had concerns about a child in their care and the procedures they would follow and how they would record concerns and pass on information. There were good open channels of communication within the service and this contributed to transparency. We signposted the manager to best practice guidance in relation to recording chronologies of significant events. This will strengthen their recording procedures around keeping children safe. Where children required medication, this was stored safely within the service. Parents had signed consent and there were clear procedures in place for staff for the safe administration of medication. Medication was stored within the kitchen and transported to where children were playing including outdoors. Best practice guidance would be to have the medication safely stored as close to the children's play space as possible.

Mealtimes were relaxed and children had access to healthy nutritious food throughout the day. We saw most children enjoying their meals and snack and where children were struggling with the group, they could enjoy their meal in a safe place supported by staff. There were opportunities for engagement and conversation. This could be further enhanced for the older children with the staff sitting closer with children at tables and serving happening at the table.

Children were well supported by staff with their personal care. Staff were mindful of children's rights, including their right to choose and their right to privacy and dignity. Staff followed best practice guidance in relation to infection prevention and control. The manager regularly reminded staff about hand washing and ensuring areas for personal care were checked and stocked and any tasks were completed. This ensured that children were protected.

**Quality indicator 1.3: Play and learning**

Children experienced a range of fun and engaging activities throughout the sessions. For children over two, they spent lots of time in the outdoor environment. There were three outdoor spaces they could access. Children were happy outside and benefited from a natural environment with staff who were leading on sensory and imaginative play. Staff made the option for outdoor play as free flow for children as possible, offering choice and ensuring they were involved in making decisions. Children were leading their own play and the daily routine was flexible to meet the individual needs of children and to ensure spontaneous in the moment plans could be taken forward. The needs of children in the 2-3 room meant that staff could often be involved in supporting children 1 to 1. More staff supporting this room will support children's extension of learning and play.

Staff had attended training on Eco Drama. The children were enjoying making cosy areas for stories and they were also enjoying role play and games and using their imagination. Children told us they had made a pirate ship and they were off to find treasure. Younger children were laughing and excited to play with bubbles outside. The engagement from children in this fun, simple activity was exciting and fun and they played alongside each other, cooperated and shared. We also saw play experiences that developed children's language, literacy and numeracy skills. The play environment was stimulating with a range of high-quality toys and play equipment that sparked curiosity and investigation. There was lots of environmental print throughout the setting to promote language and numeracy skills. Ensuring staff were on hand to extend learning will further develop children's skills.

The management team had reviewed ways of supporting staff further in planning for children's play and learning. The introduction of a planning app which had cues for staff on engagement and planning was particularly helping trainee staff and newly qualified staff with providing engaging activities. Staff used an online app to share children's learning and development.

## How good is our setting? 5 - Very Good

We evaluated this key question as very good, where there were major strengths that were impacting positively on outcomes for children.

**Quality indicator 2.2 Children experience high quality facilities**

There had been recent upgrades and renovations to the setting. The playrooms were fresh, warm, welcoming and homely. New toilets had been installed and the children were happily settling back into the nursery environment after a period of time away while repairs and renovations had been happening. Staff told us the children benefited from the small cosy rooms and areas where they could play, explore and rest within the building. This was evident through the children's play and engagement in the learning environment. The playrooms had plenty of natural light and good ventilation. There was plenty space to meet the needs of the children. Children managed the stairs well to access upstairs playrooms and flow to the garden; there were low bannisters for children to use. Staff were constantly risk assessing and adapting the environment to meet the individual needs of children. The interior gate was stiff to lock and we saw staff opening and closing the gate for families. The provider could ensure this is easier to lock.

The baby room was a small, homely space with a range of sensory experiences for children to choose. There was equipment to help children pull themselves up and help with cruising round the room, where the children were just starting to become more mobile. Staff regularly changed the play equipment to suit the needs of the children. A safe sleep area was available for children to rest and relax. Equipment was low and at children's level to ensure they could choose and explore freely.

Children had access to a variety of high-quality play equipment which was easily accessible. Some resources to provoke discussion about Chinese New Year had been introduced and children were using these for role play. Staff regularly reviewed resources to ensure that children had access to a varied programme of activities. The introduction of the planning app allowed staff to audit and reflect on what they would need to offer fun experiences that offered challenge.

Children benefited from a free flow access to a natural outdoor environment. Although, the 3-5 children were based on the upper floor of the building, staff worked well together to ensure that children had access to the garden. For children within the 2-3 room, they could access the garden straight from the playroom and children benefited from this to access fresh air and energetic play. It also helped children to regulate when they felt overwhelmed and needed some time to relax. It was beneficial to ensure that more experienced staff were on hand to guide staff to support children who needed extra support. Parents commented that they felt their children benefited from regular opportunities to play outdoors in the garden.

Staff were vigilant of children moving around the building and accessing the garden. They used a register to note when children entered and left. Children were also starting to self sign in using their photograph to allocate the area they were playing in. This contributed to children being safe.

## How good is our leadership? 5 - Very Good

We evaluated this key question as very good where there were major strengths in aspects of quality assurance and how these supported positive outcomes for children.

**Quality indicator 3.1 Quality assurance and improvement are led well**

The service had a clear vision, values and aims for the service. Staff highlighted that the core value for the team was kindness, and they were working as a team to thread this through the ethos of the service. The team was actively involved in taking forward the improvement priorities for the service and identified their key roles in service improvement. The provider had high aspirations for the team and staff were involved in development coaching conversations to build confidence and raise morale along with motivation and enthusiasm. The provider had travelled to other countries to engage in personal development and learning. As a provider being involved in a global early years summit, they shared that they felt inspired to develop and improve children's experiences. The introduction of a digital platform for planning for children's learning and models of best practice were some of the new strategies they were introducing to the staff team.

The staff felt valued as part of the team and were working towards an incentive where a member of staff who shows the most development and progress will be taken on an international trip to an early years summit. This was an exciting time for staff who were being encouraged to develop and improve their practice through regular training and coaching opportunities, it had sparked excitement within the staff team and boosted morale.

There were regular opportunities for staff to meet as a team. Staff took forward planned leadership roles that were impacting positively on outcomes for children, this included leading on outdoor play and developing and improving technology and literacy and numeracy. There was a range of ways that the manager involved families in the service. This included the use of online platforms and they regularly met with families to discuss children's individual needs. The children's voice was heard throughout the service, and we saw staff being mindful of asking children their views and opinions. Children were involved in planning and their ideas and threads of interest were taken forward and extended. Staff used mind maps to engage with children and these were a good way of getting children involved in sharing their ideas. We signposted the manager to the United Nations Convention on the Rights of the Child (UNCRC) to support further ways of children being given a say in their care play and learning.

## How good is our staff team? 4 - Good

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

**Quality indicator 4.3: Staff deployment**

There was enough staff deployed across the building and the garden to meet the needs of children. Staff were led well by senior staff to ensure that the children were given a range of play experiences and senior staff monitored and risk assessed the deployment of staff throughout the day. For example, two floating staff were supporting playrooms, this meant that key staff did not have to leave children to carry out tasks. This supported continuity for children. We recognised that the 2-3 room children would benefit from a more consistent team with the right skills and knowledge to support children further. Staff recognised that they would benefit from further training and development on supporting children who needed extra support with communication and their emotional wellbeing. Parents commented that there had been some turnover of staff, they also said it had not impacted detrimentally on outcomes for children.

There was a strong emphasis on teamwork and developing staff skills and knowledge. Some staff changes had taken place and there was an induction and mentoring programme for staff. The manager recognised the level of support required to ensure that modern apprentices had good learning opportunities. Staff shared that they felt teamwork and communication as a staff team was a main strength of the service. Staff shared examples of where good communication ensured continuity for children. Staff shared that they felt valued as part of the team. The management team recognised that they had to ensure that they kept a secure staff team. They had implemented employee incentives to boost staff morale and raise retention of staff and minimise staff absences. This approach was proving successful for the service as they moved forward.

Staff communicated well with each other and made good use of communication aids throughout the nursery. Communication aids allowed staff to speak with each other and check when children wanted to move areas and to ensure safe staffing levels across the building. This supported children across the day to access a range of experiences both indoors and outdoors. Staff were responsive to the needs of children and worked well as a team to offer a varied programme of activities.

Staff had been safely recruited into the service. We sampled staff files and these included relevant safer recruitment checks that had been completed prior to staff starting. There was an induction in place for newly recruited staff that included core training and mentoring by senior staff. This was supporting new staff and developing their skills and knowledge. It also ensured there were clear expectations of staff and a strong emphasis on team work.

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

### Requirements

#### Requirement 1

We made this requirement following a complaint investigation.

The provider must ensure all changes to the dietary needs of children are clearly recorded in children's care plans. Care plans must be shared, agreed and regularly reviewed with parents.

To be completed by: 31 August 2023

This is to ensure care and support is consistent with Health and Social Care Standard 1.23: My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected.

This is in order to comply with: Regulation 5(2)(b)(ii) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

**This requirement was made on 29 June 2023.**

Action taken on previous requirement

We looked at the dietary needs of children within the setting and looked at personal plans. We found that these documented children's individual needs including dietary requirements. In the kitchen, the cook had a sheet that documented children's dietary requirements. We asked staff and we observed lunch where dietary requirements were checked and followed.

**This requirement has been met.**

Met - outwith timescales

#### Requirement 2

We made this requirement following a complaint investigation.

The provider must ensure that medical information provided with regards to a child's health and wellbeing needs are followed at all times.

To be completed by: 31 July 2023

This is to ensure care and support is consistent with Health and Social Care Standard 4.23: I use a service and organisation that are well led and managed.

This is in order to comply with: Regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011 No. 210 Social Care).

**This requirement was made on 29 June 2023.**

### Action taken on previous requirement

We looked at children's personal plans and the information parents shared in relation to children's medical needs. Where children had a medical need, whether that was medication or any other health need. This was addressed with parents within the personal plan and a plan was formulated to keep children safe and support their health and wellbeing.

**This requirement has been met.**

### Met - outwith 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

To keep children safe and promote their wellbeing, the provider should ensure there is always enough suitably skilled staff present to meet children's needs, support their learning and who can act to keep them safe.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My needs are met by the right number of people' (HSCS 3.15) and 'My care and support is provided in a planned and safe way, including if there is an emergency or unexpected event' (HSCS 4.14).

**This area for improvement was made on 27 April 2022.**

### Action taken since then

There were enough suitably skilled staff available to meet the needs of children.

**This area for improvement has been met.**

### Previous area for improvement 2

To keep children safe and promote their wellbeing, the provider should ensure that the service policies and procedures are regularly reviewed and further developed, in line with national best practice guidance and legislation. The provider should ensure that all staff are familiar with policies and procedures.

Priority attention should be given, but not be limited to, the following policies and procedures:

- Nappy changing and personal care
- Safer recruitment
- Child protection
- Safer sleep
- Meals and snacks
- Personal plans.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I use a service and organisation that are well led and managed' (HSCS 4.23) 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 27 April 2022.**

Action taken since then
There were clear policies and procedures in place to support the health and wellbeing of children.

**This area for improvement has been met.**

## Complaints

Please see What the service has done to meet any requirements made at or since the last inspection.

You can also see our website for details of complaints about the service which have been upheld. 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? | 5 - Very Good |
|---|---|
| 3.1 Quality assurance and improvement are led well | 5 - Very Good |

| How good is our staff team? | 4 - Good |
|---|---|
| 4.3 Staff deployment | 4 - Good |

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