Tots R Us Nursery
Day Care of Children

2 Second Avenue
Highmains
Dumbarton
G82 2PZ

Telephone: 01389 734 465

Type of inspection:
Unannounced

Completed on:
3 August 2022

Service provided by:
Isabel Burns

Service provider number:
SP2017989424

Service no:
CS2017360990

About the service

Tots 'R' Us nursery is located in Dumbarton, West Dunbartonshire. The nursery is a partnership nursery.

The service operates from a one-story building and consists of three playrooms. Children have access to gardens at the front and side of the property. The service is located in a residential area close to local amenities, including road, bus and cycle routes.

The service is registered to provide a day care of children service to a maximum of 28 children not yet attending primary school at any one time.

- no more than 3 are aged 2 years to under 3 years and
- no more than 25 are aged 3 years to those not yet attending primary school full time.

Conditions unique to the service:
The manager is also peripatetic manager at Tots R Us Clydebank.

About the inspection

This was an unannounced visit which took place on 28 July 2022. 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 several children using the service
- sent out a family questionnaire and received five responses
- spoke with staff and management
- observed practice and daily life
- reviewed documents

Key messages

Throughout our visit, we saw warm, caring, and nurturing interactions between staff and children.

Sensitive arrangements were in place to support children's sleep routines. They reflected children's individual needs and family wishes.

Families told us they had regular discussions and shared information about their children's care.

Children were provided with alternative play and learning opportunities in the wider community.

Staff are encouraged to undertake additional training and development to improve their practice.

Staff should consider further developing children's indoor play and learning resources.

Children's lunch experience could be further developed, for example children serving themselves.

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

We made an evaluation of good for this theme, as several important strengths taken together clearly outweighed areas for improvement. The strengths will have a positive impact on children's experiences and outcomes. However, some improvements are needed to maximise wellbeing and ensure that children consistently have experiences and outcomes which are as positive as possible.

Quality Indicator - 1:1 Nurturing care and support

Throughout our visit, we saw warm, caring, and nurturing interactions between staff and children.

Children enjoyed a positive lunch experience which was relaxed and unhurried. Most staff sat with children chatting. This approach enables children to build social skills and behaviours associated with eating and drinking.

Tables were set with table covers, flowers, plates, and cutlery. Children were encouraged by staff to be independent, they cleared away their own dishes. Children excitedly told us they helped with the washing up. One child said, "I have had lots of turns, I will let someone else do it." We saw staff were warm, attentive, and responsive to children who required additional support.

We discussed with the manager further improvements which could be made to the lunch experience, these included children serving themselves and staff being less task focused.

Children told us they enjoyed their lunch, one child said, "I like beans". We found food choices reflected children's cultural and dietary needs. This information was regularly reviewed with families and staff. This ensures the health, wellbeing, and safety of children.

Sensitive arrangements were in place to support children's sleep routines. They reflected children's individual needs and family wishes. This included children having their comforters. This approach helps promote good sleep habits.

The environment was calm, clean, and well ventilated. Children slept on mats with cellular blankets in line with safe sleep guidance. Staff observed and monitored children's sleep. This included ten-minute and room temperature checks. We saw that staff were available to quickly respond to children's needs.

We observed the baby and under threes room. We observed staff who were caring, nurturing and responsive to children's needs. Children presented as happy and curious. Staff encourage children to crawl and sit up, this supports the development of their movement and coordination skills.

Staff worked closely with families to establish personal plans which were effective and reflected children's individual needs. Families told us they had regular discussions and shared information about their children's care. Personal plans which are meaningful, and current are used by staff to promote children's independence, privacy, and dignity. One parent told us, "Care plans are regularly checked with parents to make sure there's no changes and to stay up to date."

Children's play, learning and interests were recorded in learning portfolios. These contained photographs, artwork, and staff observations. They captured significant achievements and tracked children's progress and interests. This meant staff could identify the next steps to support children's learning and development journeys. Staff told us they regularly reviewed and updated this information.

We reviewed the setting's medication policy and procedures. We found documentation reflected the administration and storage of medication guidance. Details included the type, dosage and expiry dates.

Quality Indicator - 1:3 Play and Learning

We saw staff set up several play experiences which reflected children's stage of development. These included sensory play with cereals and mark-making with notepads and books.

Most children were engaged, chatting, and having fun. Some children wanted to go outside, however, staff were setting up learning experiences and told children they would go outside later. To promote children's choice and independence staff should consider the balance of spontaneous and adult-led play.

Outside, we saw children jump and climb on a large wooden car and wooden tepee. These activities develop children's confidence, independence, and responsibility. Staff had a balanced and thoughtful approach to allowing children to participate in physical and risky play.

Children had opportunities to explore their local community, this included walks on the local cycle paths. This provides children with alternative play and learning opportunities in the wider community.

How good is our setting? 4 - Good

We made an evaluation of good for this theme, as several important strengths taken together clearly outweighed areas for improvement. The strengths will have a positive impact on children's experiences and outcomes.

Quality Indicator 2:2 Children experience high-quality facilities.

The setting was well furnished, comfortable, and homely. It was thoughtfully designed and reflected children's stages of development and learning.

Children had spaces to play and have fun and areas where they could relax and rest. The playrooms offered a range of resources, these included trains, dinosaurs, and dressing-up clothes. To further develop the children's experience, staff should consider introducing more loose part resources, for example, scarfs, hats, and shoes. These opportunities stimulate curiosity and help promote children's social, emotional and language development.

Most children move freely between indoor and outdoor environments. Children had access to a secure outdoor garden which had been thoughtfully planned out. There was a variety of interesting and curious resources, including giant teapots. These resources stimulate imaginative play and can expand learning experiences.

We were satisfied that the service had effective infection control procedures in place to minimise the potential spread of infection. Cleaning records were current and signed off. We saw staff encourage children to understand the need for good hygiene and handwashing.

To make sure children were safe and secure, staff conducted daily checks of both the indoor and outdoor environment, accounted for each child and risk assessed all areas. This ensured a consistent approach to health and safety across the setting.

How good is our leadership? 4 - Good

We made an evaluation of good for this theme, as several important strengths taken together clearly outweighed areas for improvement. The strengths will have a positive impact on children's experiences and outcomes.

Quality Indicator 3.1 Quality and assurances and improvement are led well.

The senior management team within the setting was made up of the manager and deputy manager. Staff told us they worked closely with senior management to provide positive outcomes for children and families.

We found that quality assurance measures were in place. This included a site improvement plan, self-evaluation, and quality assurance calendars. To further improve outcomes for children. The senior management team should review the mealtime experience for children in the three to five room.

Families told us they had built up strong relationships with staff. They felt information on children's progress was effectively shared. This included online journals and updates at drop-off and pick-up. These provided opportunities for families and staff to review, share and discuss how best to meet children's needs. One parent told us, "I also get sent updates and photos throughout the week through the class dojo."

Through staff observations and personal development reviews, the manager identified staff training, development requirements and succession planning. This enabled staff to undertake specific training, which met their needs and the needs of children and families in the setting.

Staff told us they had participated in training which had positively influenced their practice.
This included developing baskets of curious and interesting objects. We saw a variety of objects in the under-three room which were introduced to engage children's curiosity. These included silver balls, discs and sensory bags. Staff could further develop this approach throughout all playrooms.

The setting worked in partnership with West Dunbartonshire Council to support children's move to primary one. This approach helps prepare children and families and puts them at the centre of the process. Children excitedly told us they were going to primary one. One child said, "it was my last day, and I am going for a special lunch."

How good is our staff team? 4 - Good

We made an evaluation of good for this theme, as several important strengths taken together clearly outweighed areas for improvement. The strengths will have a positive impact on children's experiences and outcomes.

The setting had a well-established team. Staff had a good balance of experience. On the day of our inspection, we saw staff share their knowledge with a student who was observing the setting.

Staff supported each other during children's mealtime. We saw staff set up lunch while others engaged with children. This ensures continuity of care and support for children at busier times of the day.

To further enhance the lunch experience, staff deployment should be reviewed to identify the most effective way staff can be available to engage further with children during mealtimes.

We saw staff support each other when leaving the playroom or attending to a child's needs. They communicated well with their colleagues and sensitively with children. This contributed to effective supervision and consistency of care.

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

In order to continue to develop the service and support staff learning and practice development, the provider should support staff to access further training and use best practice documents. The provider should develop support strategies to ensure the learning from training and informal training has a positive impact on the outcomes for children.

This area for improvement was made on 4 July 2018.

Action taken since then

The manager encouraged staff to undertake additional training and development, for example, playful pedagogy and schema training. Staff told us this had positively influenced their practice. This included introducing treasure baskets, full of interesting objects which encourage children's curiosity and exploration.

This area for improvement has been met.

Previous area for improvement 2

The provider should continue to improve the quality assurance processes through:

(i) building staff confidence in using "How Good is Our Early Learning & Childcare?" guidance as a tool for self-evaluation;
(ii) carrying out more observations of staff practice;
(ii) ensuring all staff are more involved in the evaluation of the effectiveness of their work and the work of the service.

This area for improvement has been met.

This area for improvement was made on 4 July 2018.

Action taken since then

Quality assurance measures were in place. This included a site improvement plan, self-evaluation, quality assurance and collegiate calendars. These support the service in delivering quality care and support for children.

This area for improvement has 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?	4 - Good
1.1 Nurturing care and support	4 - 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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