Bright Starts Nursery
Day Care of Children

MacDonald House
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Perth
PH2 0PA

Telephone: 01738 248 230

Type of inspection:
Unannounced

Completed on:
23 May 2023

Service provided by:
Bright Starts Nursery (Perth) Ltd

Service provider number:
SP2018013201

Service no:
CS2018370264

About the service

Bright Starts Nursery Perth is accommodated within a large purpose-built building. It comprises an office and reception area, a multi-use room, a gym hall and six playrooms with toilet and cloakroom areas. Food is prepared and cooked within the kitchen on the premises. There are two enclosed outdoor play areas which are directly accessed from most of the playrooms. The nursery is located near local shops, parks and transport routes and there is on site and nearby parking.

Bright Starts Nursery is registered to provide a day care of children's service to a maximum of 100 children not yet attending primary school at any one time. Of those 100, no more than 27 are aged under two years, no more than 25 are aged two years to under three years and no more than 48 are aged three years to those not yet attending primary school full time.

The service provides funded early learning and childcare for Perth and Kinross Council.

About the inspection

This was an unannounced inspection which took place on 23 May 2023 between 08:30 and 18:15. 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 several children using the service and two of their family
- reviewed online feedback from 13 families
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

• Children were settled, happy and had fun in their play.

• Children were nurtured by staff who knew them well, and interactions were warm, sensitive, and respectful.

• Children benefitted from an attractive environment which met their needs.

• Working in partnership supported children and families.

• Management and staff were committed and played an active part in the self-evaluation and improvement of the nursery.

• Medication procedures should be reviewed.

• Opportunities for children to develop independence should be extended.

• Managers should continue to develop quality assurance following best practice guidance to improve outcomes.

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 evaluated this key question as good where strengths supported positive outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 1.1 - Nurturing care and support

Children experienced caring and nurturing approaches from responsive staff who supported their overall wellbeing. Interactions with children were warm, sensitive, and respectful. Staff knew children well and used this knowledge to provide the right support for them. They gave reassurance and showed affection when children needed comfort or encouragement. They had awareness of children's rights and were respectful of children's dignity and privacy, for example, when changing children. This allowed children to feel safe and settled and supported their sense of security in the service. One parent told us, "Staff are friendly and caring, and I know that the best choices are being made for my child".

Personal plans supported children's individual care and support needs and reflected families' personal preferences such as sleep times for children. These were agreed with parents and information was shared daily with them on a digital platform. As requested at the last inspection improvements had been made to personal plans which included next steps and strategies to support individual children. For example, staff had developed a good understanding of how to support children to manage their emotions. They had introduced visual prompts and breathing exercises, which helped children to feel calm. Support information was included in plans which were regularly reviewed with parents to update information and ensure children's individual needs were met. Staff had a good knowledge of information in personal plans and as a result children received the support they needed. Parents commented that staff were friendly, engaging and knew children well.

Working in partnership supported families. A visiting early years family practitioner provided a variety of opportunities for parents to learn alongside their child. 'Bookbug' sessions, which promoted songs and stories, encouraged bonding and developed literacy. Opportunities to cook, bake and play together supported families to learn about healthy eating. Parents' comments included, "It's really good to be able to set aside time to spend time doing something together. Life gets busy at home, and you don't always make time". Staff commented on their own opportunities for learning from the early years family practitioner and this also had a positive impact on children's experiences.

Mealtimes provided a calm, relaxed and sociable experience. Staff recognised this time as an opportunity to promote close attachment and support communication. They engaged well with children in nurturing and encouraging ways. Staff should ensure that they understand the needs of younger children during mealtimes and plan their support accordingly. Children developed confidence and independence by serving some of their own foods and clearing their plates. Children could be further encouraged to develop important independence skills such as helping to prepare food and pouring their own drinks. Parents and children were consulted regularly when planning menus and best practice guidance was used to provide healthy and nutritious food.

Staff had developed a good understanding of safeguarding and protecting children. This was a requirement from the previous inspection. Staff were confident about the steps they should take if they had concerns. Procedures for recording and reporting had been revised and the leadership team frequently reviewed child protection at team meetings. This supported children to be safe and protected because staff knew their responsibilities.

Medication procedures and recording should be revised. There were some inconsistencies in approaches throughout the nursery to storage and recording of medication, and more detail was required. To ensure children's safety and wellbeing we asked the service to review medication following best practice guidance **(see area for improvement 1)**.

Quality Indicator 1.3 - Play and learning

Children meaningfully and actively led their own play and learning and had opportunities to play alone or to join in with friends. Staff were responsive to their interests and provided experiences that promoted choice and independence. They should continue to extend challenging, open-ended experiences and more natural and authentic resources to develop children's curiosity, creativity, and imagination.

Literacy and numeracy were supported through a range of experiences. Staff understood the importance of developing fine motor skills to support early writing and children had opportunities to make marks with a range of materials. Children enjoyed sharing books with staff throughout the day. They frequently sang together as they played and younger children enjoyed using a bag of objects to help them to choose favourite songs. Children confidently sang familiar songs and staff celebrated their achievements. Older children were developing confidence in learning early numeracy skills, counting aloud as they played and recognising some numbers in their games.

Staff engaged actively with children, picking up sensitively on their cues. They sat with children at their level and joined in with their play. Fun and laughter were evident in their interactions which successfully engaged children's imagination and supported their development. Some staff made good use of effective questioning to extend and challenge children's thinking. To support children to reach their potential we would encourage all staff to keep working on these skills.

Children benefitted from a balance of spontaneous and planned learning experiences. Support from a teacher with Perth and Kinross Early Years Team, as well as good practice visits, had helped staff to devise and implement supportive planning systems. Overviews provided focus and consistency of support within each playroom. Floor books were beginning to show how children's interests were explored to deepen learning. Staff should continue to embed these approaches in practice to extend children's experiences.

Children's play and learning opportunities were enhanced by outings in the local community. Children regularly had visits to local parks, shops, and places of interest. This provided opportunities for children to learn about being safe, develop curiosity and help them to feel connected to their community.

An increased staff knowledge of child development was positively impacting children's experiences. Learning about the importance of schematic play for young children's development had helped staff to provide beneficial play opportunities. Sharing the benefits of this kind of play with parents had also helped their understanding of how to support children's learning.

Observations contributed to effective assessment of children. Achievements were shared with parents digitally and parents commented on how much they liked to see photographs and comments on the app. Staff tracked children's progress and development and used information to plan. To ensure that children receive the right support and challenge the service should continue to develop this responsive approach.

Areas for improvement

1. To support children's wellbeing the provider should ensure that procedures for medication are reviewed, supported by best practice guidance, 'Management of medication in daycare of children and childminding services'.

This is to ensure that care and support is consistent with the Health and Social care Standards (HSCS) which state that: 'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24) 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 3.14).

How good is our setting? 4 - Good

We evaluated this key question as good where strengths supported positive outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 2.2 - Children experience high quality facilities

Nursery play spaces were well-furnished, comfortable, and stimulating. Details in playrooms such as use of lighting and materials supported a relaxed cosy atmosphere. Investment in the environment had provided safe and comfortable play spaces to meet children's needs. Quiet, spaces had been created within the nursery to support children's emotional development. Sensory areas supported children to communicate and play together. These areas provided a safe, peaceful space for children, supporting them to build relationships, regulate their emotions and give them a sense of wellbeing.

Developmentally appropriate spaces provided children with opportunities to be engaged and interested in their play. Improvements within rooms meant children were supported to sleep or rest when they needed to without affecting the play opportunities of other children. The calm and purposeful atmosphere supported children to feel safe and secure.

A risk benefit approach encouraged children to learn about safety. Opportunities such as climbing, going on outings, or cooking over an open fire encouraged children to think about actions and consequences. A requirement from the previous inspection was that risk assessments were developed further, and progress had been made. To support children's safety the leadership team should ensure that all staff fully understand the need to regularly respond and update risks assessments, making any necessary changes. This should also include more thorough audits of any accidents and incidents with appropriate steps taken. To support children's understanding we suggested that they were meaningfully involved in risk assessing.

Children benefitted from playing outdoors where they enjoyed fresh air and being active. Most playrooms had direct access to nursery gardens, allowing children to choose where they wanted to play. Routines of younger children had been adjusted to safely provide increased time outdoors. To support wellbeing children had opportunities to meet siblings outdoors which provided reassurance. Children of different ages could play together which provided opportunities to develop responsibility and provide important role modelling to support learning.

Improvements to outdoor areas provided enhanced experiences for children. At the time of inspection one large garden had recently undergone a renovation and another area was under construction to include an outdoor shelter and a viewing area. Outdoor areas provided a range of play opportunities for children to have fun, develop skills, and work together. We encouraged the service to continue extending the range of open-ended resources to stimulate children's curiosity and imagination outdoors.

Infection prevention and control measures supported children's wellbeing. Staff completed infection prevention and control training and followed good practice guidance when changing nappies. They positively reinforced the need for good hand hygiene with children. Regular checks and cleaning took place and staff were aware of their roles and responsibilities in maintaining a clean and safe environment. We highlighted that staff should be stringent with hand washing practices and that tongs or spoons should be used to serve food. Staff should continue to review circumstances to ensure that best practice is maintained.

Information about children was kept securely. Sensitive information was only shared with those who needed it to meet children's needs. As a result, children's information was protected, and storage complied with relevant best practice.

How good is our leadership? 4 - Good

We evaluated this key question as good where strengths supported positive outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 3.1 - Quality assurance and improvements are led well

The service was led well by a leadership team which had aspirations for staff, children, and their families. The manager told us of their intention to review the vision, values and aims of the service, and we encouraged them to include staff, children, and families in the process. This would support a shared understanding and would contribute to everyone feeling involved in shaping the service.

An ethos of continuous improvement was evident throughout the setting. The staff team were dedicated and enthusiastic about providing high quality care for children. The previous inspection highlighted this as an area for improvement. There was now a clear focus on self-evaluation, which fully involved all staff, and we could see the good progress made in promoting change and improvement to support outcomes.

The leadership team had created conditions where staff felt supported professionally and personally. Regular team meetings supported staff to share their ideas and work together to achieve desired outcomes. They felt confident to make suggestions for improvements and took responsibility for the process. They felt this had made a significant impact on the progress the team had made, and staff told us how happy they felt working in the nursery. As a result, everyone felt respected, valued, and part of the development of the service. This impacted positively on staff morale and resulted in a supportive and secure environment for children and families.

Working collaboratively was driving forward improvement. The staff team had established strong working relationships with each other, enabling a positive ethos of mutual respect and trust. The service had made links with professionals, and with other childcare establishments, to share good practice. These opportunities had been used well to evaluate the service and improve opportunities available for children and their families.

Children benefitted from a wide variety of staff training and staff showed commitment to enhancing their learning. They spoke enthusiastically about important changes which had significantly improved children's experiences and we could see the positive impact. Managers used monitoring and staff appraisals to identify training needs. A greater staff awareness and use of restorative approaches and wellbeing indicators would support outcomes for children.

Quality assurance and monitoring procedures were having a positive impact. The appointment of an additional deputy manager, and shared leadership within the staff team, had helped to progress improvements. To ensure the best possible outcomes for children and families the service should continue to develop quality assurance approaches making use of guidance.

Children and families had opportunities to share their views. Parents and children told us they were asked for their feedback and ideas to improve the garden. Families were invited to make suggestions to name the shop in one of the playrooms. This supported them to feel involved in the service. Developing a greater variety of ways to gather children's thoughts and views would help them to feel included and valued.

Parents were kept informed about their child and the nursery. They told us they found information that the service shared was helpful and that the service used feedback well. Newsletters provided information about upcoming events and key dates, and parents liked the digital platform which provided updates of children's learning and play. Comments included, "I feel very well informed throughout the day with the app and at pick up time in person". Some parents told us that they would like more information and discussion about children's experiences and progress. The service had identified that they needed to extend parents involvement and should continue to explore different ways to engage families.

How good is our staff team? 4 - Good

We evaluated this key question as good where strengths supported positive outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 4.3 - Staff deployment

The staff team were motivated, enthusiastic and committed to providing quality care, play and learning for children. Staff were developing their understanding of current guidance and described how they used it to enhance children's experiences. The team were developing a good mix of skills and knowledge to complement each other they used this well to support each other's learning. This was contributing to the development of a skilled staff team which provided positive outcomes for children and families.

Staff communicated respectfully with each other and were flexible and responsive as they worked together to ensure effective engagement with children. Roles and responsibilities of staff within each area of the nursery were understood. This supported continuity and safe supervision of children and ensured children's experiences across their whole day were positive. Staff breaks and absences were well planned and managed to have minimal disruption to children's routines and provide the right support for all children. Busier times of the day, such as mealtimes and collection times, were planned for to ensure enough staff were available to provide quality interaction with children and families. Appropriate staffing met children's needs and mangers should continue to monitor this as circumstances change.

There was a clear process for mentoring and supporting new staff using the skills and knowledge of the existing staff team. The service used the Scottish Government's Early Learning and Childcare (ELC) National Induction Resource to support consistency. Staff were given time to observe practice and support strategies being used for individual children. They had opportunities for professional reflective discussions and ongoing mentoring. This ensured consistent approaches for children and enabled them to receive quality care and support.

Children benefitted from staff who were warm, affectionate, and responsive. Staff had established good communication and relationships with children and families which supported them to feel safe and secure in the service. Parents comments included, "Management go above and beyond to create a welcoming space for families and get to know you. Staff always seem happy, caring, and motivated".

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

Requirements

Requirement 1

By 30 September 2022, the provider must further develop recording which details information to ensure they meet children's individual needs.

To do this, the provider must, at a minimum:

a) keep accurate records of child protection concerns
b) have in place accurate records where they have concerns about children, detailing actions
c) develop and regularly review risk assessments to support individual children as required
d) develop and regularly review risk assessments to keep children and adults safe and protected on trips and outings

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I am protected from harm because people are alert and respond to signs of significant deterioration in my health and wellbeing, that I may be unhappy or may be at risk of harm'. (HSCS 3.21)

'My care and support meets my needs and is right for me'. (HSCS 1.19)

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 2011/210.

This requirement was made on 18 July 2022.

Action taken on previous requirement

Procedures and recording mechanisms had been revised and accurate records were kept for any child concerns. Chronologies were maintained and actions were identified. Communication with other services ensured they were involved appropriately. All staff had received additional child protection training and procedures were regularly revised at staff meetings. Individual risks assessments were in place for those children who needed them, and these were regularly reviewed.

Risk assessments had been developed for areas within the nursery, for play experiences, and for outings in the local community and for some individual children. Staff understood the purpose of risk assessments and used them appropriately. This supported consistent practice and meant children were being cared for in a safe environment.

Progress had been identified and this requirement was met.

Met - within 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 support children's learning and development the provider should ensure individualised personal plans are sufficiently detailed to include but not be limited to identified next steps in learning and children and parents' views.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

This area for improvement was made on 18 July 2022.

Action taken since then

Individual personal plans had been significantly developed for all children. They were regularly reviewed with families, which meant the information remained current and supported children's care. Information gathered in the personal plans was used effectively to support children. Plans now included information to enhance children's learning and development and recognise children's achievements.

Progress had been identified and this area for improvement was met.

Previous area for improvement 2

To support children to achieve their potential the provider should ensure appropriate levels of challenge and depth in learning through child led planning. Consideration should be given to how individualisation is captured within planning. In addition, planning should be closely linked to observations in children's journals with meaningful next steps recorded. These should be monitored to ensure consistent quality of written observations.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me'. (HSCS 1.19)

This area for improvement was made on 18 July 2022.

Action taken since then

Training had helped staff to understand how to make quality observations to identify what children needed next. This supported their approaches to individual planning and identifying children's next steps. Child led planning had been developed and clearly linked with children's identified needs to support learning. Meaningful next steps helped children to make progress.

Progress had been identified and this area for improvement was met.

Previous area for improvement 3

To enable all children to be treated with dignity and respect the provider should seek opportunities to highlight and support diversity.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am accepted and valued whatever my needs, ability, gender, age, faith, mental health status, race, background or sexual orientation'. (HSCS 1.1)

This area for improvement was made on 18 July 2022.

Action taken since then

Staff told us how training had supported them in improving the quality of their interactions. They showed how they respected children by taking account of their individuality and their rights. Children and families were respected in an inclusive way and diversity was embraced through families sharing cultural experiences. Staff should continue to review their resources to ensure diversity is represented.

Progress had been identified and this area for improvement was met.

Previous area for improvement 4

To support children's wellbeing and learning the provider should ensure that children experience a homely environment and have access to resources which encourage curiosity and creativity.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials'. (HSCS 1.31).

This area for improvement was made on 18 July 2022.

Action taken since then

Areas within each room were much more homely and thought had been given to how areas look and feel for children. Attention had been given to areas to support emotional regulation including softer lighting and soft furnishings.

Staff had worked well to enhance play areas in the nursery. There were interesting and enticing areas, with more open-ended resources to encourage children to be more engaged in their play and learning. Staff spoke confidently about their plans to extend resources in all areas of the provision. Children and families had been encouraged to collect authentic and natural materials that could be used for play. This helped them to be informed of how children's play and learning could be supported and will help the service to sustain their progress.

The service should continue to extend open ended, real life and natural resources to stimulate children's curiosity.

Progress had been identified and this area for improvement was met.

Previous area for improvement 5

To support children's wellbeing, learning and development, the provider should ensure staff have the skills, knowledge, and confidence to effectively and sensitively support all children. This should include but not be limited to staff making use of best practice guidance to improve children's experiences and outcomes.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me' (HSCS 1.19), 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 3.14)

This area for improvement was made on 18 July 2022.

Action taken since then

Staff skills, knowledge and confidence had greatly increased. They had undertaken a considerable amount of training as well as self-directed learning which had also increased their commitment and motivation. The management team regularly planned whole team training sessions to review guidance documents or study individual elements of what was involved in providing quality care for children. Staff now reflected on their learning to ensure they had opportunities to consider how any new learning could be shared across the team to positively impact their practice and enhance children's outcomes.

Peer reviews and staff appraisals allowed practice to be monitored and discussed to ensure training and development was considered and implemented to impact positively on children's outcomes.

Relevant frameworks, standards, and best practice documents were used to recognise good practice and support areas for development.

Progress had been identified and this area for improvement was met.

Previous area for improvement 6

To ensure children receive high quality care and support, the provider should review quality assurance systems so these identify areas for improvement along with appropriate action. This could include, but is not limited to, self-evaluation which includes all staff, children and families, as well as monitoring progress of improvements with evidence of impact on outcomes for children and families.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 18 July 2022.

Action taken since then

Staff had taken on lead roles to evaluate and implement changes to improve resources and opportunities available for children's play and learning. Regular meetings and training opportunities supported the team to work together to understand and use best practice documents that underpin their practice. Staff could confidently discuss how their work was guided by the service improvement plan and felt included in the development of the service. The service had developed a good foundation and understanding of how quality assurance supported progress and development and should continue to develop approaches.

The management team and staff should continue this journey of development using relevant frameworks, standards, and best practice documents to recognise good practice and support areas for development. This will enable children to benefit from a service who are committed to continuous improvement and development, with staff who can reflect on their practice.

Progress had been identified and this area for improvement was 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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