The Butterfly Rooms
Day Care of Children

Cauldeen Primary School
Mackay Road
Inverness
IV2 4HZ

Telephone: 01463 235 905

Type of inspection:
Unannounced

Completed on:
14 June 2022

Service provided by:
Highland Council

Service provider number:
SP2003001693

Service no:
CS2019372781

About the service

The Butterfly Rooms is registered to provide a day care of children service to a maximum of 20 children not yet of an age to attend primary school at any one time. Of those 20 no more than 10 are aged under 3 years. The service is provided by The Highland Council.

The service is an early level additional supports needs provision attached to Cauldeen Primary School in Inverness. Care is provided from four main playrooms with direct access to an outdoor play space. There is also a sensory room and soft playroom.

About the inspection

This was an unannounced inspection which took place on 13 June and 14 June 2022. 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 people using the service

reviewed feedback from parents and carers

- spoke with eight staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced nurturing care and support.
- Children had fun and were engaged in their play.
- Staff knew how to extend children's play and learning experiences
- There were clear personal plans in place which reflected children's individual care and wellbeing needs.
- Staff had established very good working relationships with other professionals involved with the children.
- Staff were flexible, supported each other and worked well as a team.
- Children benefited from a high quality learning environment both indoors and outdoors.
- Quality assurance processes need to be embedded to secure sustained improvements across the service.

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

How good is our care and learning?

1.1 Nurturing Care and Support

We evaluated this quality indicator as very good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children were happy and settled. They experienced warm, caring and nurturing approaches to their personal care and learning needs. This contributed to children feeling safe and secure. Children had developed strong bonds with staff members. To support children to be happy and confident, staff had effectively used personal plans to enhance individualised care, support and learning opportunities. Staff knew the children very well which supported the development of strong, trusting and respectful relationships. This contributed to children being confident, safe and feeling valued. Meaningful restorative conversations contributed to the overall ethos of respect and inclusion within the service.

The service had very good links with outside agencies and worked effectively with them to provide responsive care and support to children. Children's health and wellbeing was well supported by staff who used identified strategies based on children's individual needs. This supported children to be included and contribute to nursery life.

Approaches to transition promoted children's security and wellbeing. This was supported through effective transition arrangements. Additional support was put in place for children who required it. This contributed to the development of supportive relationships to ensure children felt safe and secure during their time of transition.

Children experienced a very positive mealtime experience which was calm, relaxed and sociable. Children were encouraged to be independent and make choices. Staff were focussed on the children during this time and provided very good levels of individualized support and supervision. Staff were very sensitive in their approach, chatting and offering encouragement which promoted close attachments and supported early language and communication skills.

1.3 Play and Learning

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children benefited from a high-quality play and learning environment, both indoors and outdoors. They were provided with play and learning opportunities that impacted positively on their development, health, wellbeing and happiness.

Children were supported to learn and develop through their play. They experienced both spontaneous and planned play experiences and were supported in leading their play and learning. Children were offered stimulating and interesting experiences which promoted curiosity and imagination. Staff were skilful in their interactions which supported children to develop their play and learning. We saw children having fun,

smiling, and laughing as they practiced for sports day. This experience was effectively and skilfully supported by staff to encourage the development of the children's gross motor skills while still having lots of fun.

Child centred planning approaches were in the early stages of implementation. Staff required further support to embed new processes. We recognised high quality play, learning and development was taking place throughout the inspection. The service should review how information regarding learning is shared with families. This was identified as an area for improvement by parents. They told us they would like more effective communication and information about their child's learning. This would allow families to support learning in the home.

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.

We noted the various positive changes which had been made to the indoor environment. The manager and the staff team had made good use of guidance when reviewing the layout of the rooms and what resources to include for children with additional support needs. Children experienced a clean, bright and welcoming nursery. The playrooms were comfortable and homely with plenty of natural light and good ventilation. Ensuring a healthy and safe environment for the children was a priority for the manager and the staff team. There was a system to report any repairs and damaged items were promptly replaced. Infection prevention and control practices minimised the potential spread of infection.

Children benefitted from access to a well-resourced and carefully set out indoor play space. There was good space available for those children who required specialist equipment to assist with their mobility. We saw children who explored happily and were engaged in their play. Consideration had been given to the variety of activities and experiences on offer to stimulate the children's curiosity and imagination. A new room specifically for messy play had been created which offered lots of opportunities to take part in sand and water play. The sensory room had been reopened since the previous inspection. There was now more of a choice available to the children and greater use was being made of open ended and natural resources. Children were able to independently select resources of their choice and lead their own play. Water play, sensory play, drawing and music were all popular with the children.

Children had opportunities to rest and relax in safe, cosy areas within each playroom. This allowed children to have access to a calm area where they could have some individual time if needed. This supported children's emotional wellbeing. Staff and children also used this area for reading stories. We observed nurturing attachments between staff during these experiences. This contributed to children's vocabulary and language development.

Children enjoyed free flow access between the indoor and outdoor play areas as well as into the atrium, the sensory room, soft play area and the newly created messy room. This enabled them to be independent, direct their own play and supported them to be active and healthy. The outdoor area offered children a stimulating space where they could comfortably engage with a variety of resources. We observed the children practicing for their sports day. They children enjoyed the opportunity to be outdoors taking part in various activities. There was lots of smiles and laughter both from the children and the staff.

How good is our leadership? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

There were identified vision, values and aims for the service which recognised the importance of the ongoing development of the service and the promotion of positive outcomes for children. There was some evidence of children and families being asked for their views in relation to service improvements. However, this needed to be developed further, to ensure they were fully involved in identifying service improvements. We discussed how more views could be gathered from the children and their families to assess progress with identified priorities and to inform future improvement plans. This would support children and families to influence positive change within the service.

Quality assurance and self-evaluation processes were in the early stages and needed to be consistently and effectively implemented to ensure high quality outcomes for children. There was an improvement plan in place which identified the key priorities and action points for the service. They were developing the use of floor books to support their self-evaluation and improvement planning. The service should continue to firmly embed these processes to support more reflective practice and improved outcomes for children an to secure sustained improvement.

Team meetings were now in place and provided time for staff to come together and reflect on practice, be involved in the identification of areas for improvement and review progress in meeting these. This contributed to staff feeling supported and confident to implement positive changes with a shared responsibility. The service should ensure that team meetings take place regularly.

Following a previous inspection, a requirement was made in relation to the service's quality assurance systems :

The provider and manager must develop and implement an effective system of quality assurance to monitor and improve all areas of practice and improve outcomes for children.

To achieve this the provider and manager must:

a) Implement regular and effective support and supervision for all staff.
b) Involve staff in the systematic evaluation of their work and the work of the service.
c) Put clear and effective plans in place for maintaining and improving the service.
d) Ensure the leadership team effectively monitors the work of each member of staff and the service as a whole.
e) Undertake effective audits of medication records and processes.

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

It is also in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011/210 - Regulation 3 Principles and Regulation 15 (a) and (b) Staffing.

This requirement had been met. As stated previously, the service had developed and implemented an appropriate system of quality assurance. There was now a clearer management structure. There was a system of induction which new staff completed and there were systems in place to ensure staff received effective support and supervision. Staff spoken with during the inspection described feeling supported by the managers and confirmed that they routinely met with members of the management team, either individually or as a team. There was evidence to support that staff were routinely included in the ongoing evaluation and development of the service. With regard to the effective audit of medication records and processes, this was completed on a very regular basis.

How good is our staff team? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

There was a positive ethos within the nursery. The staff were caring and nurturing. They were enthusiastic and committed to providing a positive experience for the children in their care. They were warm and friendly in their approach and demonstrated positive team working which promoted a happy and secure environment for children. They respected children's rights, they encouraged children to have a voice and showed them that their views were valued and important.

Staff were appropriately deployed throughout the day which ensured they met all children's needs at the right time. Staff worked well together as a team and their differing skills and knowledge complimented one another and resulted in quality interactions with children. They communicated well with each other and worked together to ensure effective supervision and quality engagement with children across the day. Transitions were seamless and well planned with children being comfortable about what was happening next.

There was an induction programme in place which supported new members of staff and helped them to feel welcome and valued in the team. The manager supported staff who were new to the setting and had made use of good practice guidance including 'Early Learning and Childcare - The National Induction Resource' to facilitate this.

Parents knew who was caring for their children and had built trusting relationships with staff. Families were kept informed about the nursery through daily conversations at the end of the day, daily diaries, sharing of photographs and via an online learning platform. The service had recently reintroduced opportunities for parents to spend time in the nursery and had also run a successful social activity for all the children and their families. Having good communication with families contributed to parents feeling included in their child's experiences at nursery and assisted staff when identifying how best to meet children's needs. However, parents did comment that they would appreciate more detailed feedback.

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

Requirements

Requirement 1

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b) Involve staff in the systematic evaluation of their work and the work of the service.
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d) Ensure the leadership team effectively monitors the work of each member of staff and the service as a whole.
e) Undertake effective audits of medication records and processes.

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It is also in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011/210 - Regulation 3 Principles and Regulation 15 (a) and (b) Staffing.

This requirement was made on 21 May 2021.

Action taken on previous requirement
The service had developed and implemented an appropriate system of quality assurance.

There was now a clearer management structure. There was a system of induction which new staff completed and there were systems in place to ensure staff received effective support and supervision. Staff spoken with during the inspection described feeling supported by the managers and confirmed that they routinely met with members of the management team, either individually or as a team. There was evidence to support that staff were routinely included in the ongoing evaluation and development of the service. With regard to the effective audit of medication records and processes, this was completed on a very regular basis.

The requirement had been met within timescales.

Met - within timescales

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	5 - Very 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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