Tiptoes Nursery Winchburgh
Day Care of Children

25 Millcraig Mews
Winchburgh
EH52 6WG

Telephone: 01506 891395

Type of inspection:
Unannounced

Completed on:
6 November 2024

Service provided by:
Tiptoes Nursery Winchburgh Limited

Service provider number:
SP2015012530

Service no:
CS2021000327

About the service

Tiptoes Nursery Winchburgh is situated within the village of Winchburgh, West Lothian. Within the premises children have access to an entry area, three designated playrooms and a fully enclosed outside area. Children's toilets and nappy changing areas are situated to the side of each playroom. A separate kitchen area is used for the storage and preparation of snacks and meals.

The service is registered to provide a day care of children service to a maximum of 50 children not yet attending primary school full time, at any one time, with specific conditions of:
- no more than 12 are aged under 2 years;
- no more than 15 are aged 2 years to under 3 years and;
- no more than 23 are aged 3 years to those not yet attending primary school full time.

About the inspection

This was an unannounced inspection which took place on 5 November 2024, between 8:20 and 16:00 and 6 November 2024 between 7:40 and 15:15. Feedback was given at the end of the second inspection visit. 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 a number of children using the service
- gathered feedback from sixteen families
- spoke with management and staff
- observed practice and children's experiences
- reviewed documents.

Key messages

- Children experienced nurturing care and respectful interactions.
- Children were empowered to lead their own play and learning.
- Children's individual interests and development were supported well.
- Play spaces enabled choice and free movement.
- Staff and management worked well together to meet children's needs.
- The service promoted a culture of professional development and continuous improvement.

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?	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? 4 - Good

We made an evaluation of good for this key question, 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 the children's experiences.

Quality indicator 1.1: Nurturing care and support

Children were warmly welcomed and experienced nurturing and compassionate care. Respectful interactions and positive attachments with staff contributed to children feeling safe and well cared for.

Staff sensitively responded to children's individual cues when seeking comfort and reassurance. This supported them to remain settled and emotionally secure in the setting. Children were supported well to explore and express their emotions. Specific tools such as emotion stations and soft colour monster toys encouraged children to think about their feelings. This and gentle discussions with staff promoted children's understanding of their emotions.

Personal care was sensitively supported and promoted children's independence, privacy and dignity. Staff were respectful of children's individual needs and wishes throughout these experiences.

Staff knew the children well and gathered important information to help them provide the right level of care and support. This meant children experienced responsive care which reflected their current needs and promoted their sense of being valued as individuals. Positive working with families and other professionals contributed to the development of effective strategies when additional support was needed. This promoted continuity of care and contributed to children's enjoyment and confidence in the service. We asked the management team to support staff to ensure information detailed in children's personal plans remains clear and regularly reviewed to a consistently high level.

Sleeping arrangements were managed well to support children's specific preferences and needs. Sleep areas were well ventilated and at a comfortable temperature. This promoted a relaxed and nurturing sleep and rest experience.

Mealtimes were a positive and sociable experience. Children were given time to relax and enjoy their meals. Most of the time staff sat with children chatting, promoting positive eating habits and offering praise and encouragement. Children were developing independence and life skills as they set their own places, self served foods and drinks, tidied up when they had finished and washed their own dishes. Dietary requirements and preferences were managed well to support choice and ensure children's health and wellbeing. Children's health was further promoted with easy access to drinking water. This encouraged them to remain hydrated throughout their day.

Quality indicator 1.3: Play and learning

Throughout the day most children were busy and purposeful in their play. Easy access to a variety of experiences empowered them to make individual choices and lead their own play and learning. Children were curious and asked questions. Staff listened to them and responded through shared interactions, provoking their continued interest.

A new planning system had been developed and was in the early stages of implementation. Management were working well with staff to plan activities which remain of interest to children and support their individual learning and development. Various methods were used to capture children's voice and demonstrate their learning. Staff were responsive to children's immediate requests and took swift action to promote their continued play and deepen their learning.

Children's personal learners' journals captured their daily experiences and some of their learning. Families had free access to their child's journal. This enabled them to make comments and work with the service to promote their child's continued development. The service had identified information detailed about children's learning could be improved. This included recording better observations, impacts of learning and enhanced details of how they plan to support children to progress with identified next steps. Management were supporting staff to upskill and improve the consistency and effectiveness of information gathered. Improved recording will support planning for individual learning and enable clear assessments and evaluation of children's progress and where additional support may be needed.

Communication, language and literacy skills were promoted through fun activities. For example, reading stories, singing, rhymes, repetition of words and phrases when chatting. Numeracy skills were promoted through games, natural counting opportunities and children's curiosity. For example, in the block area children enjoyed measuring the length of their constructions with a measuring tape. Some children had built a ramp with wooden bricks to push cars down. They excitedly spoke about the speed and height the cars travelled. Print was displayed throughout the playrooms and garden areas. This supported children's continual interest and recognition of signs, letters and numbers.

Children's play and learning was enhanced through positive connections with the local community. Canal walks and outings to nearby parks promoted increased opportunity to engage in physical play and discover the natural world around them. Walks within the local environment, visits to shops and planting in a local shared garden supported children's involvement and awareness of their community.

How good is our setting? 4 - Good

We made an evaluation of good for this key question, 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 the children's experiences.

Children experienced a warm, bright and welcoming environment. Furnishings were comfortable and appropriate to the children in attendance. Play spaces enabled free movement, encouraging children's choice, independence and self led play and learning.

Children could access comfortable areas. This gave them a space where they could rest, relax and enabled them to set their own pace of day. The service were reviewing cosy spaces with plans to enhance and create increased opportunities for rest inside and in the garden area. We spoke about enclosed spaces to further support children's emotional wellbeing.

Children enjoyed free flow access to a large secure garden and had fun as they explored the natural environment. Climbing areas and large loose parts gave children opportunities to engage in risky play. Staff encouraged children to think about safety and assess their actions. This promoted challenge and children's learning of keeping themselves safe whilst exploring boundaries and developing new skills. The service should now consider how loose parts play and challenge could be increased within the playrooms.

Formal risk assessments supported staff to manage and mitigate risks in the service and when in the community. Throughout most of the day, staff remained vigilant and acted promptly to ensure children's safety. On one occasion a bottle of cleaning spray had been left on the floor, within reach of children for a very short period of time. We asked staff to remain mindful when using hazardous chemicals to ensure children's continued safety.

Children's health and wellbeing was supported as Infection prevention and control measures were mostly managed well. Children were encouraged to wash their hands at appropriate times throughout the day. We reminded the service to also encourage handwashing when children return from playing outside.

Children's personal information was stored securely. Appropriate systems were in place to manage electronic information and paper records. This was in line with the general data protection requirements and ensured children and families safety and confidentiality.

How good is our leadership? 4 - Good

We made an evaluation of good, for this key question. 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 the children's experiences.

Quality Indicator 3.1: Quality assurance and improvement are led well

Through effective communication, management and staff had developed a shared understanding of what was important in the service. This was supported by their core value of 'building a competent staff team who are confident in their approaches to individualise care and learning needs'. As a result, children's needs were at the heart of the setting. The aims of the service were mostly embedded in practice. These had been shared with families and enabled them to develop clear expectations about the care and support provided to their children.

Effective communication with families promoted good information sharing about children's individual learning, specific needs and daily experiences. This also led to positive information sharing about what was happening in the service. Families were encouraged to comment on the service provided and the level of care and support they and their children receive. Their views had been carefully considered and used to make improvements. For example, families contributed to the review and update of the current transition policy. Families told us they were involved in a meaningful way to help develop the service. Their comments included "Feedback requests are made frequently by nursery staff, they are also always happy to hear feedback or discuss our child's development. A very supportive nursery" and "Views are asked for and suggestions taken on board". Families also told us they were invited to stay and play sessions, open days and to help develop the garden area.

Evaluation and quality assurance systems were progressing well. This had helped to create a clear improvement plan with achievable targets and identified actions to be taken to secure improvement. Some of the identified actions were in progress and beginning to have a positive impact on staff practice and children's play and learning. Monitoring of the improvement plan enabled the service to measure the success of changes made and revaluate where needed. This supported continuous improvements and positive outcomes for children, families and staff.

The manager demonstrated a strong desire to promote staffs' wellbeing, build a confident and skilled team and empower them to make positive change. Monitoring and supporting of staff practice was tailored to

meet their individual learning styles and preferences. Staff told us they were happy in their roles and felt valued and well supported by the management team and each other. They described a relaxed and inclusive care setting which supports continuous professional development to secure positive outcomes for children and their families. To support continued staff development the manager should review appraisal systems to include monitoring of agreed goals and tasks.

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

Staff spoke passionately about their work and demonstrated genuine care for the children. They were enthusiastic about their roles and worked well together throughout the day to promote the needs and interests of the children. Staff were mindful of children's differing personalities and demonstrated respect in their interactions, including using gentle tones, positive facial expressions and offering consistent praise and encouragement. Children confidently approached staff and enjoyed fun and inclusive interactions with them.

The positive team ethos and culture of professional development encouraged staff to share their differing skills, knowledge and learning with each other. As a result, children experienced consistent care and benefitted from various activities and learning experiences. Mentoring and induction for new staff was managed well, supporting them to progress at a pace that was right for them. This promoted staffs' confidence as they developed a clear understanding of what was expected of them in their role within the setting.

Staff moved fluidly throughout the service in response to children's choice of where they wanted to play. This ensured appropriate supervision to promote children's safety and wellbeing. Staff remained visually available to children, enabling them to continue meeting their immediate needs and engage in meaningful interactions to support play and learning. Effective communication across the team promoted continuity of care during busy periods such as mealtimes, children's arrival and collection at the end of their day. Staff breaks were well planned to minimise any impact on children. This meant children's play was uninterrupted and enabled them to continue to experience free flow play between the playrooms and outside area.

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 contribute to children's health and wellbeing, the provider should ensure that personal plans show clear details of how each child is being supported. This will enable consistent care and the monitoring of that care to assess it's effectiveness.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state 'My needs, as agreed in my personal plan, are fully met and my wishes and choices are respected' (HSCS 1.23).

This area for improvement was made on 15 September 2023.

Action taken since then

Positive action had been taken to improve the level of information detailed in children's personal plans. This included gathering relevant information to help staff provide the right level of care and support for each child. Specific strategies had been developed when additional support was needed. These strategies were recorded in children's plans to reflect their current needs and enable staff to promote continuity of care. The management team were continuing to work with staff to further enhance information gathered about children. This included details held within personal care and development plans. This area for improvement was assessed as being met.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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