Carli's Kindergarten Ltd
Day Care of Children

33 Napier Street
Linwood
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Telephone: 01505 805 228

Type of inspection:
Unannounced

Completed on:
9 March 2023

Service provided by:
Carli's Kindergarten Ltd

Service provider number:
SP2007009038

Service no:
CS2021383142

About the service

Carli's Kindergarten Ltd is a day care of children service in partnership with Renfrewshire Council to provide funded early learning and childcare. The service operates from a converted building in the Linwood area of Renfrewshire. The accommodation offers three playrooms and an enclosed outdoor play area. It is close to local amenities.

The service is registered to provide a care service to a maximum of 59 children not yet attending primary school at any one time. Children attended various patterns:

- no more than 15 are aged under 2 years;
- no more than 12 are aged 2 years to under 3 years; and
- no more than 32 are aged 3 years to those not yet attending primary school full time.

Adult: child ratios will be a minimum of:
- Under 2 years - 1:3;
- 2 years to under 3 years - 1:5;
- 3 years and over - 1:8 if the children attend more than 4 hours per day; or
- 1:10 if the children attend for less than 4 hours per day.

About the inspection

This was an unannounced inspection which took place on 28 February and 1 March 2023. 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 children using the service;
- spoke with staff and management;
- received feedback from 25 families;
- received feedback from 14 staff;
- observed practice and daily life; and
- reviewed documents.

Key messages

• The setting was well furnished, comfortable and welcoming. Children benefitted from a warm, nurturing environment created by staff, who felt empowered to adapt and develop spaces to ensure they were suitable for the children using them.

• Play and learning experiences helped children develop an awareness of what was available within the local community.

• The service had made a good start in gathering stakeholders' feedback and suggestions to inform the service's planning and development.

• The staff were supported well by the management team.

• The manager carried out quality assurance regularly. However, there were some missed opportunities to monitor the consistency of staff practice, high-quality experiences, and outcomes for children across all playrooms.

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 several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support.

Children were mainly happy, settled and comfortable in the environment. Staff mostly responded to children with warm tones and nurturing interactions, which helped them to feel safe and secure. However, some staff interactions with the children could improve to support respectful relationships. The manager agreed to continue monitoring staff practice across playrooms to sustain consistency.

Staff knew the children's individual needs and supported them during personal care routines. For example, staff were respectful when asking children to come and have their nappies changed, or their noses wiped, promoting children's rights and a sense of trust.

Wellbeing meetings were in place to meet the needs of all children. Children's personal plans included relevant information to support their health, welfare, and safety, linked to the GIRFEC SHANARRI wellbeing indicators, which are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. The plans were reviewed and updated in line with current legislation, in consultation with families every six months, or when needed, to ensure children's needs were current and fully supported. One parent told us, "We regard Carli's team as experts in their field with the knowledge and experience to care for the children as well as they do, so we are happy to read, agree and add to the care plan requirements."

Children who required additional support were supported by caring, nurturing staff who worked well with external agencies to enhance children's outcomes. One parent told us, "The only concern I ever had was my child's speech a few months back. Nursery staff were really supportive and put a special care plan in place for my child to help improve his speech."

Mealtimes were staggered, allowing children to continue playing. The mealtime routines were a social experience for children and an opportunity to promote independence and build peer relationships. Meals were nutritious and followed healthy eating guidance and dietary requirements to keep children safe. For children who chose not to eat the lunch provided, staff provided an alternative to ensure children received a nutritious meal. Two parents told us: "With both children being dairy free, I often have to think of how I can make a meal which normally contains milk to be dairy free and the nursery has given me a few suggestions and even a recipe or two."; and "When my wee one had just started, he wasn't eating some of the meals and they had back up pouches for him which were piece of mind for me as I wasn't worrying that he would go hungry."

Children in the 3-5 playroom were consulted on the snack menu, a basis for the shopping list. For some children, this included visiting the local supermarket to buy food items and learn about money.

Sensitive arrangements for sleep routines supported children's safety, emotional security and wellbeing and were reflective of individual children's needs and family wishes. Parents' feedback told us they receive regular updates on their child's care routine on the online learning app and felt included in the care and support of their child.

We reviewed the setting's medication policy and procedures and found medication stored safely, labelled and out of reach of children. However, we found some inconsistencies in the management of medicines, which increased the potential for errors in administering medication safely. As a result, the manager immediately updated the medication monitoring and auditing system to maintain best practices and keep children safe.

Quality indicator 1.3: Play and learning.

Children in the 3-5-year playroom were confident and had a choice in what and where they played indoors and outdoors. There was a balance between spontaneous and adult-led play. Staff recently developed the playroom to ensure experiences offered were inviting and supported children's creativity, curiosity and problem-solving. In addition, children had a wide range of quality experiences in their local community. It included visits to the forest, a child-centred experience where children learned about risk-taking exploration and playing in a natural environment, and visits to the supermarket to buy snacks where they learned about environmental print and money, supporting their literacy and numeracy development. As a result, children progressed well and became aware of what was available within the local community. One parent told us, "The weekly trips they take out into town are great as my wee one loves being out and about and learning in the community."

Various experiences supported babies in developing their physical skills indoors and outdoors. It included a small slide to climb, a tunnel to crawl through and tyres with planks where staff helped them to walk along and balance. Babies had great fun with the balls and tubes, rolling them down the pipes and shouting through making noise, and others listened to stories with the staff, supporting their speech and language development. Some opportunities were available for babies to participate in sensory play, such as the shaving foam in the tuff tray. During feedback, the manager told us they had recently bought other materials for the babies to enjoy and explore the messy play. One parent told us, "My son absolutely loves nursery now that he has fully settled and is particularly fond of his keyworker. He is always doing something different every day, going on outings within the community to the park and local library, sensory play in the garden, book bug sessions, mark making with different resources."

Toddlers had the opportunity to go for a walk and play outdoors daily. In addition, they shared the outdoor learning space with children aged 3-5 years. For some children, this included participating in the Planet Soccer activity, where they gained confidence and learned basic skills in a fun and safe environment. However, during play outdoors, we found that some children needed further explanation/guidance on what areas they were allowed to play in, as some children wandered around the garden and did not fully engage in play. Indoors, the children had play and learning experiences, such as a home corner, jigsaws, arts and crafts, and small world toys to develop their imagination. One parent told us, "My child loves going to the nursery; he loves playing outside and enjoys playing with dinosaurs and the animals." However, the resources in this playroom, alongside staff knowledge of schemas, could be extended and embedded to consolidate children's learning. The manager agreed that the staff team needed more learning opportunities to build their knowledge and understanding of child development, relevant theory, and practice to enable the children to progress and achieve.

Staff in all playrooms used floor books and an online learning journal to document and record children's play and learning, sharing these with children's families. Feedback from all parents with babies and toddlers told us they were well informed about their child's progress through regular updates. However, some parents in the 3-5 playroom felt that staff could provide more information or the frequency of evidence.

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.

Quality indicator 2.2: Children experience high quality facilities.

We found the service to be clean and welcoming. The staff ensured that children were kept safe and secure by conducting daily checks of indoor and outdoor play and learning environments using risk assessments to check all areas. The clear procedures supported a consistent approach across the service.

Children experienced a comfortable and appropriately furnished setting. Windows provided natural light and ventilation that helped to promote children's wellbeing. Staff had been working on their learning environment in the 3-5 provision. As a result, children benefitted from inviting spaces that promoted curiosity and exploration. However, the quality of play areas across playrooms could have been more consistent to extend children's play and development. The service should ensure that all children experience consistently enabling environments that invite children to engage in meaningful, sustained play.

The staff ensured the health and safety of children's environments by keeping logs for cleaning and risk assessments that included potential risks and play benefits for children. As a result, the service effectively implemented relevant health and safety legislation and removed or minimised any potential play hazards.

There were well-managed infection control practices within the service, and almost all children and staff carried out handwashing at appropriate times throughout the day. The safe practices helped to minimise the risk of any spread of infection within the service.

The storage of children's confidential files and records were stored safely, and staff were aware of the need for confidentiality around the information shared with them.

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.

Quality indicator 3.1: Quality assurance and improvement are led well.

The manager was visible and actively involved in the setting and demonstrated a clear improvement focus for the service, centring on outcomes for children and families. Vision, values and aims were in place, and the manager had a positive attitude towards change and development. It was evident during the inspection that the manager valued the staff team. Senior staff were confident in initiating change and sharing quality improvement responsibilities, strengthening their leadership skills and developing their knowledge.

The service used effective methods to communicate with parents/carers. This kept them up to date and helped them be involved in the daily life of the service. For example, daily chats, electronic learning journals, parent evenings, and social media were all used to share and gather information. All parents said they felt comfortable speaking with staff and that their views and suggestions were acted upon. Two parents told us,

"I feel strongly about how much the nursery includes us in decisions and things that may be going on within the establishment, we are asked our opinion on things, and it's nice to have input and feel like part of it with them."; and "There seems to be little opportunity for this."

The improvement plan wall displayed the service improvement actions and updates for families, and staff sought parents' views regarding developing areas within the playrooms and purchasing new resources. To enhance children's and parents' involvement in self-evaluation and service improvement, the staff could use the Care Inspectorate quality framework for daycare of children, childminding and school-aged childcare to support them to feel included.

Monitoring and auditing systems were in place. However, the manager could improve experiences and outcomes for some children through a consistent approach to development, monitoring and auditing systems across all playrooms.

Meaningful and supportive processes were in place to support staff development individually and as a team. All staff told us they felt professionally and personally supported by the manager. Through our observations, discussions and the actions taken over the inspection, it was clear the service focused on improvement and demonstrated the capacity and motivation to improve continuously.

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.

Quality indicator 4.3: Staff deployment.

The staff team had experienced some recent changes, and the management team had recognised the importance of ensuring the deployment and levels of staff were effective in providing positive outcomes for children. Staff were flexible and supported each other to work as a team to benefit the children. As a result, children were well supported and safely supervised. However, the manager should continue to ensure that the differing experience, knowledge and skills of staff support the quality of play and learning experiences across all age groups.

The manager considered continuity of care and transitions. For example, in the planning of staff rotas, a staff member recently moved from the baby room to the toddler room with some children. Some parents agreed that this supported their children well with the transition.

The effective planning of staff breaks minimised disruption to children's routines and ensured enough staff to support children at busier times of the day and during outings. The management team also helped during busier times and when there were planned and unplanned absences. This meant children were cared for by staff who were familiar to them, supporting children to feel safe and build positive relationships.

All parents told us that the staff knew their children well. Almost all parents said they were provided with clear information about their children's day electronically and through conversations during handovers. However, some parents felt that information on their child's daily experiences could be more frequent, particularly during busier periods.

An induction and mentoring programme was in place that supported new staff members and helped them

feel welcome and valued in the team. Senior staff should continue to model good practices throughout the nursery to ensure all children experience quality care and support.

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

The service should include key strategies and review dates within children's personal plans to support how children's individual care needs will be met and ensure regular evaluations and monitoring support a consistent approach.

This area for improvement was made on 27 May 2021.

Action taken since then

The personal plans were reviewed and updated in line with current legislation in consultation with families every six months, or when needed, to ensure children's needs were current and fully supported. Children who required additional support were supported by caring, nurturing staff who worked well with external agencies to enhance children's outcomes.

This area for improvement has been met.

Previous area for improvement 2

The service should ensure that children remain safe, healthy, and supported. For example, staff should seek adequate permission to administer medication and update allergy and dietary information in the child's personal plan to allow them to follow the correct procedures and provide consistent care.

This area for improvement was made on 27 May 2021.

Action taken since then

The service held the children's medical and allergy information in the children's personal plans. Staff obtained permission from parents to administer medication, supporting the continuity of care for their children.

This area for improvement has been met.

Previous area for improvement 3

The service should ensure that children are cared for in a safe and hygienic environment and that sufficient measures are in place to protect children during the Covid-19 pandemic and long term.

This area for improvement was made on 27 May 2021.

Action taken since then

There were well-managed infection control practices within the service, and almost all children and staff carried out handwashing at appropriate times throughout the day. The safe practices helped to minimise the risk of any spread of infection within the service.

This area for improvement has been met.

Previous area for improvement 4

The service should have robust monitoring procedures in place to evaluate the impact of staff training and the effectiveness of that training has had. This will ensure the consistency of quality experiences and outcomes for children using the service.

This area for improvement was made on 27 May 2021.

Action taken since then

We saw some evidence that staff were evaluating the training learned to support their childcare practice and experiences and outcomes for children. However, we have asked the manager to continue monitoring the consistency of the high-quality experiences offered to children across all playrooms, which we will look at on the next inspection visit.

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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