

Rainbow Nursery - Paisley Day Care of Children

Fullerton Street
Paisley
PA3 2NN

Telephone: 01418 404 080

Type of inspection:
Unannounced

Completed on:
25 October 2024

Service provided by:
Childcare First Limited

Service provider number:
SP2003001011

Service no:
CS2003004867

About the service

Rainbow Nursery-Paisley is registered to provide a day care of children service to a maximum of 45 children not yet attending primary school at any one time. Of those 45, no more than six are aged under two-years; no more than 15 are aged 18 months to under three-years, of whom no more than three children should be aged between 18 months and two-years, and no more than 24 are aged three-years to those not yet attending primary school.

An additional condition of registration is; the outdoor space has been taken into account when agreeing the maximum number of children aged three-years to those not yet attending primary school. Children must have access to the outdoor space at all times.

The nursery is located in Paisley, Renfrewshire. It is situated in a purpose-built building on grounds adjacent to St James' Primary School. The service is provided by Childcare First Limited. The nursery is located within walking distance of local shops, parks and amenities.

Children aged three to five years access two playrooms and a secure covered outdoor space. Children aged two to three years have access to a dedicated playroom. Children zero to under two years have access to dedicate playroom. Children zero to three years old share a covered outdoor space. There is an additional large outdoor garden which is accessed by all age groups.

About the inspection

This was an unannounced inspection which took place on 24th and 25th October 2024. 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 the service and two of their family
- Gathered feedback from twenty eight families through online questionnaires
- Spoke with staff and management
- Spoke with a member of the board
- Observed practice and daily life
- Reviewed documents

Key messages

- Children were happy, settled and having fun on the days of inspection.
- Children were cared for by a nurturing and responsive team on the days of inspection.
- Staff worked well as a new team to provide positive outcomes for children accessing the nursery.
- The impact of training undertaken, and newly established processes and procedures were emerging and influencing positive outcome for children.
- The service had made satisfactory progress to meet two of the requirements made at the previous inspection.
- The service had made substantial upgrades to the environment and resources available to children of all ages since the previous inspection.
- The service had established a culture of self evaluation which supported ongoing improvements to the nursery.

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?	5 - Very 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

1.1 Nurturing care and support

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 children's experiences.

On both days of inspection, children were happy, settled and having fun with their friends and staff. Children were supported to develop meaningful relationships by the team, who encouraged sharing and turn taking which supported them to develop their social skills.

Children experienced warm, patient, and nurturing care from staff which helped them to feel welcomed and loved in the setting. Parents told us -

- "The staff are great with my child".
- "Staff are very caring and patient with my child".
- "The staff are all very welcoming and have formed a good relationship with my child."

Following the previous inspection, the team had focused on developing the lunch experience in the 3-5 room. Children were now able to develop their independence and life skills by self-selecting and serving their meals. The children took pride in their responsibilities, cleaning away their dirty cups and dishes after they had eaten. This enabled children to build their confidence and self-help skills. Staff sat with children throughout the mealtime to further enrich the experience. We discussed the space utilised and made some small suggestions for making the room more homely during mealtimes.

Children in the 0-2 room experienced a quiet, relaxed mealtime. Staff supported children to eat their snacks and meals in line with their individual stage of development. Staff sat at the table with children to provide constant supervision to ensure their health, wellbeing and safety. Staff engaged in conversations with children and prompted them to develop their self-help skills.

Children in the 2-3 room experienced a mealtime that was unhurried and sociable. All children sat together, with staff, to eat their snacks and meals. Staff within the 2-3 room ate with children to role model good eating habits and encourage them to try new foods. We suggested further opportunities to develop independence through self-selecting and self-serving aspects of their meals would extend children's developmental opportunities.

Personal care plans were in place for each child and linked to the SHANARRI wellbeing indicators. We sampled personal plans and found they were organised and contained important information to help staff meet children's individual needs. For example, health, allergies, and information about additional needs. We suggested the team now consider a system to ensure plans are updated and expanded as children grow and develop. This would support the team to create individualised next steps and strategies to enrich children's play and learning opportunities.

Children's health and wellbeing was supported by a clear administration of medication policy and procedures. The service was storing medication appropriately in line with best practice guidance 'Management of medication in day care and childminding settings.' We sampled the nursery's medication consent forms and health plans and found these were in line with current good practice guidance. We suggested a copy of any emergency health plans could be stored with medication to support staff to safely administer without delay.

Children experienced sensitive and nurturing support with their personal care needs from staff. Key workers supported children with their individual care needs which provided consistency and fostered strong relationships. Staff were aware of safe nappy changing guidance and could access appropriate personal protective equipment (PPE).

Children were able to rest and sleep in response to their individual needs. Children had varied sleep routines which staff were mindful of when supporting them to relax and rest if they were tired. Staff recognised the importance of sleep to support children's health and wellbeing.

Children's safety and wellbeing was protected by a clear and concise safeguarding policy and procedure. Staff were aware of their roles and responsibilities to keep children safe. They had recently attended child protection training and knew how to address any concerns appropriately. The team met regularly to discuss child protection scenarios that could arise and the appropriate responses to take in line with their duty of care.

1.3 Play and learning

Children in all rooms were visibly happy, content and actively accessing all activities on offer on the days of inspection. We could see the emerging impact of staff training on planning and provocations across the day at nursery. Staff were mindful to refresh and reset areas across the day to ensure children remained stimulated. One parent told us "The minute my child wakes up in the morning they want to go to nursery as they enjoy all of the experiences on offer."

Schematic play opportunities were evident throughout all playrooms appropriate to children's stage of development. Staff were skilled at building on children's play to extended experiences in rolling, trajectory and stacking on the days of inspection. This supported children's brain development and learning as they grow.

Children in the 3-5 room led their play and learning throughout the days of inspection as they confidently free flowed around the playrooms and enclosed outdoor space. We observed a balance of adult directed and freely chosen activities which supported children to develop some key skills in problem solving, risky play, woodwork and mark making.

Children in the 2-3 room were having fun with each other and staff on the days of inspection. We suggested softer routines be introduced to the 2-3 room to ensure children's play was not interrupted unnecessarily due to routines of the day.

Children within the 0-2 room experienced a variety of sensory and explorative activities across their day that supported their curiosity and creativity. Staff were responsive to children's initiations of play and helped scaffold learning by adding new resources. Staff role modelling supported meaningful learning experiences.

Language, literacy, and numeracy were openly available to children through loose parts, sensory, books, singing, mark making and environmental prints.

Children were able to transport these experiences around the playroom and outdoors which helped extend their play. One parent told us "My child is involved in activities that are developing their fine motor skills, speech and sharing with friends."

The team met regularly to review their new planning and recording approaches to ensure they remained child centred and responsive to current interests. The manager, in partnership with staff, should continue to embed, sustain, and evaluate the planning process to ensure high quality experiences for children in their care. As the team continue to develop their confidence in this new approach their focus should now be on individualised planning and observations on learning journals based on identified next steps recorded in personal plans.

The service had developed links within the local community. Children went on community walks and had visited a local care home. A trip to the zoo over the summer holidays enabled parents to be involved in a fun activity with their children. This encouraged children to develop their sense of belonging and strengthen their connections to their local community.

How good is our setting?

5 - Very Good

We evaluated this key question as very good. We found significant strengths in aspects of the care provided and how these supported positive outcomes for children.

There had been substantial upgrading to the nursery since our last inspection. Children experienced an environment that was carefully considered, furnished to a high standard, and planned to meet the needs of children attending. Low lighting and soft furnishings helped the space to have a homely and calm atmosphere. The playrooms were welcoming, clean, and comfortably furnished. This gave a strong message to children that they mattered.

All playrooms had natural light and were ventilated with open windows and doors. There was lots of space for children to play together or alone if they chose to do so. A sensory/chill out room had been developed to enable children to access a calmer space to rest and recharge. A Dolly library was created to provide an additional cosy space for children and staff to relax out with the busier playroom. This supported children to self-regulate and learn to manage their emotions in a safe and calm space. One parent told us "I love the new lending library. My child is really excited about bringing a new book home each week."

Following the last inspection, the team had worked hard to develop the indoor and outdoor spaces. The layout of all the playrooms had been reviewed and were now a rich environment which supported children's play and learning. Play materials and spaces had been increased and revamped. Resources were in good condition and were reflective of children's interests and stage of development. Loose parts play was also available throughout the environment. These were stored and displayed within easy access for children, which supported their choices and independence. This helped promote an interesting and engaging environment for children. One parent told us "the nursery provides a wide range of activities and experiences, in and outdoors". Many parents commented on the positive changes to the outdoor garden.

Children benefited from a wide variety of toys and materials that met their interests. For example, a home area with real objects, malleable station, block, and construction area. In addition, the use of open-ended materials supported children to explore and discover making connections in their brains. This supported them to solve problems and use their imagination.

Free flow access between the indoor playroom and enclosed outdoor garden supported children's abilities to lead their play and learning. The outdoor area provided children the opportunity to engage in risk taking, working together and imaginative play further enhancing their play and learning. The addition of the woodwork bench outdoors provided new challenges to children and helped them further develop their creativity and problem-solving skills. One parent told us "Lots of outdoor experiences with the new resources...All the new resources have really helped giving the nursery a massive lift."

We were satisfied with the infection prevention and control measures established within the nursery. Staff and children were encouraged to wash their hands regularly throughout the day. We reminded the team to encourage children to wash their hands after meals. The setting had an appropriate supply of personal protective equipment available (PPE). On the first day of inspection, we highlighted materials stored in the staff toilet and on some tables that could be refreshed in the playroom. The manager took steps to action this immediately.

Risk assessments were in place with mitigation measures being realistic and manageable. Effective arrangements were now in place to monitor and maintain the setting and the equipment used.

Accident and incidents were being recorded and shared with parents, the senior leadership team were conducting monthly audits to identify any areas of risk and any changes required to support a safe environment for children. The service had submitted relevant notifications to the care inspectorate. We requested the team install door guards to some of the internal doors in playrooms. This was actioned by the end of the inspection.

Children's personal information was stored securely in a locked cabinet within the office. Staff could access information when they needed to meet children's needs. For example, reviewing children's personal plans.

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 children's experiences.

The service has been through a period of significant change and challenge over the past year. However, we found the members of the board, senior leadership team and staff were committed to continuing to improve the services to ensure positive outcomes for children in their care. We discussed the importance of sustaining improvements that had been achieved since our last inspection.

We could see the team's vision to provide high quality play and learning experiences had progressed since our last visit. The nursery had been upgraded and new resources added to support rich play and learning experiences for children. Staff had undertaken a variety of training to support their continuous professional development. We found the team had listened and responded to our ideas and suggestions to improve and actioned them accordingly. This showed us the service had capacity for change. One parent told us "There is a happy and welcoming feeling within the nursery and things seem to be continuing to improve."

The culture of self-evaluation in the team had improved since our last inspection. The staff and senior leadership team were able to acknowledge the past year's challenges and achievements. They were open about their reflections and learning. The senior leadership team and staff, with support from the local authority, had created an action plan with priorities that were realistic and reasonable.

The service's improvement and action plans were visible to parents at the entrance area of the nursery, detailing what actions had been completed and work that was ongoing. Parents commented on the recent improvements to the nursery. Parents told us -

- "I am happy with the service provided following staff improvements."
- "I feel the nursery has gone through a tremendous number of positive changes."
- "I am really happy with all the improvements that have been done to the nursery in the recent months."

Within the setting, the team used the Care Inspectorate's "A quality framework for daycare of children, childminding, and school aged childcare" to focus on specific areas for improvement at regular meetings. This enabled the team to identify strengths and areas to improve outcomes for children and their families. We could see how the views of children, families and the parent's committee fed into the improvement cycle. This ensured high quality play and learning was at the heart of improvement planning in the nursery.

How good is our staff team?

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 children's experiences.

There had been significant changes to the staff team since our last inspection. Staff retention was an area for concern, highlighted by some families who completed our questionnaires. We found the new team to be motivated, enthusiastic, and working well together. This created a warm environment for children. Staff were kind and respectful towards children, taking time to listen and respond to them. This helped children to feel valued and secure in the nursery. One parent told us "Staff are very caring and patient with my child."

On the days of inspection there was enough staff deployed to meet the needs of children attending. During our inspection we sampled registers, staff rotas, and staff sign-in sheets and identified the service was working within minimum ratios. A member of the senior leadership team was available at all points of the day to provide support and guidance. Following the previous inspection, the team had reviewed working patterns and lunches to allow staff to have a break but not disrupt the continuity and care of children across the day. One parent told us "There have been vast improvements to the staffing within the playroom."

Families and children were welcomed into the service at drop off and pick up times. We found staff took time to speak to parents to share important information about the children's day. Parents told us they valued the time given by the team to listen and speak to them. Parents commented positively about the staff. They told us -

- "Staff are amazing and I think they play the key part in my child's development and care"
- "Friendly, lovely, caring staff"
- "Positive and approachable members of staff"
- "My child is well looked and the staff go over and above to meet my child's care needs".

A clear calendar of staff meetings and rolling agenda items were now in place, giving all staff opportunities for professional dialogue around local and national best practice guidance, self-evaluation, and discussion of practice issues. Staff told us that these meetings were a valuable forum to share information about children's needs and progress, celebrate what had been achieved in the nursery and highlight further areas for improvement.

There was a mix of staff experience, skills, and abilities across the nursery. Staff had engaged in a variety of training opportunities to support their knowledge and skills. For example, play pedagogy, child protection, first aid, leadership of planning effective learning and provision of a high-quality environment. We could see training that had been undertaken was having a positive impact on staff practice, supporting positive outcomes and experiences for children. The service has identified training to further support staff to develop their understanding of child development, observations and tracking to support them in their roles.

Recent staff recruitment had taken place within the service, and we were satisfied that safer recruitment processes had been followed. For example, Protecting Vulnerable Groups (PVG) scheme and Scottish Social Services Council (SSSC) registrations. Induction processes were in place to help staff settle into their role.

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

Requirements

Requirement 1

By 3 November 2023, to ensure children are safeguarded, the provider must ensure the manager and staff have the skills, knowledge and experience appropriate for the role in which they are employed to protect children from harm.

The provider must, at a minimum:

- a) complete a child protection audit for all children attending the service;
- b) ensure the manager and staff are competent in and knowledgeable about national, local, and the service's own child protection procedures, and Getting it right for every child (GIRFEC);
- c) ensure the manager and staff are competent in using chronologies and child protection records to assess the level of risk to children, and that any concerns identified are reported to the relevant authorities timeously; and
- d) ensure effective systems are in place to review and audit chronologies and child protection records, and appropriate actions have been taken.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities" (HSCS 3.20).

This requirement was made on 7 September 2023.

Action taken on previous requirement

During our inspection we found the following actions had been completed;

- a) monthly audits were undertaken by the senior leadership team.
- b) the senior leadership team and staff were competent and knowledgeable about national, local, and the service's own child protection policy and procedures.
- c) the senior leadership team staff were competent using chronologies and child protection trackers to assess the level of risk to children, and had reported any concerns identified to the relevant authorities.
- d) effective systems were in place to review and audit chronologies and child protection records. Any actions highlighted were recorded and completed.

Met - outwith timescales

Requirement 2

By 3 November 2023, the provider must ensure that children are effectively supported and supervised in order to keep them safe.

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

- a) ensure that at all times suitably qualified, competent, experienced, and knowledgeable staff are working in the care service in such numbers as are appropriate to meet the health, welfare, and safety needs of all children;
- b) ensure that staff provide children with consistent care and support throughout their day that meets their varied and specific needs;
- c) staff childcare practice and deployment is monitored to ensure the health, safety, and welfare of all children; and
- d) ensure that effective monitoring and supervision of staff is undertaken by the management team.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My needs are met by the right number of people" (HSCS 3.15) 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 requirement was made on 7 September 2023.

Action taken on previous requirement

During our inspection with assessed the following information;

- a) we sampled registers for children and staff. We found there were appropriate levels of staff in the care service in such numbers appropriate to meet the health, welfare, and safety needs of children attending.
- b) the team had adjusted working times and lunch breaks to ensure staff provided children with consistent care and support throughout their day.
- c) staff childcare practice and deployment was monitored by the senior leadership team and through peer assessment. A varied training calendar had been created to support staff to expand their knowledge and practice relative to their roles.
- d) the senior leadership team now undertook regular team, room and individual one to one meetings to support the continuous professional development of staff and ongoing improvements in the nursery.

Met - outwith timescales

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	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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