

Little Panda's Nursery Day Care of Children

53 Kilpatrick Drive
Erskine
PA8 7AF

Telephone: 01418 124 002

Type of inspection:
Unannounced

Completed on:
24 November 2023

Service provided by:
Kilpatrick Leisure Limited

Service provider number:
SP2020013569

Service no:
CS2020380809

About the service

Little Panda's Nursery is registered to provide a care service to a maximum of 108 children not yet attending primary school at any one time.

- of those 108 no more than 26 are aged under two years;
- no more than 82 are aged two years to those not yet attending primary school full time, of those 82 no more than 45 aged two years to under three years

The registered provider is Kilpatrick Leisure Limited and the service is in partnership with Renfrewshire Council to provide funded places for eligible children aged 2-5 years. The service is located in the Erskine area of Renfrewshire and operates from a purpose-built building. The nursery consists of six playrooms, children's nappy changing and toilet facilities, a kitchen, office and staff facilities. There is outdoor play space at the front and rear of the nursery. The service is close to transport routes and other amenities.

About the inspection

This was an unannounced inspection which took place on 20 November 2023 between 08:30 and 18:00. A further visit took place on 21 November 2023 between 09:00 and 18:00. 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with children using the service
- reviewed survey responses from 52 parents and carers using the service
- reviewed survey responses from 14 staff
- spoke with staff, management and the nursery director
- observed practice and the facilities
- reviewed a sample of relevant documents.

Key messages

- Staff were kind, caring, and nurturing in their approach to children.
- Staff worked well together, creating a welcoming environment for children and their families.
- Planning and monitoring children's learning should be enhanced to ensure all children can reach their full potential.
- A realistic Improvement plan considered key planning priorities, which was strengthened by the recent development of self-evaluation.
- Further development of quality assurance systems should continue as planned.

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

Interactions between staff and children were warm and caring. Children were happy, confident, and comfortable in their surroundings. Younger children benefitted from supportive and gentle interactions. An example was when staff responded to children's verbal and nonverbal cues for support and cuddling children to sleep. Staff praised older children while they played. Using language such as "well done", it was evident that children had formed close and positive attachments with staff. Almost all parents and carers strongly agreed or agreed they were confident staff were nurturing and responsive to their child's needs, commenting, "The bonds my children had with the staff in the baby room was very strong and the quality of care was excellent" and "The staff have always been supportive and nurturing towards my child."

Observation, registers sampled, and the Family app records showed that some children often moved playrooms to allow new children to settle. We discussed with the management team the importance of not overbooking sessions to enable children to remain in the care of their keyworker, who is familiar to them throughout the day, to support children's emotional wellbeing and development. The management team agreed this happened on occasion. However, it should be improved moving forward based on the planned transitions.

Mealtimes were unhurried and a social experience for all children. Staff responded well to babies who required to be bottle fed, and one-on-one interactions were carefully considered; for example, good eye contact and cuddles. Where children were weaning, one staff member sat beside seven children. The experience was task driven and did not effectively ensure safe practice. Staff used mealtimes to develop independence for children aged 3-5 years. Some staff sat beside the children and ate together. This modelled positive food habits and enabled staff and children to share stories and for staff to respond effectively should a choking episode occur.

Staff used a thermometer to ensure that foods were served at an appropriate temperature and meals were healthy and nutritious. Fresh drinking water was available throughout the sessions to keep children hydrated. We discussed where improvements to meal times could be made. This included opportunities for children aged 2-3 years to have more independence, staff monitoring what children ate, sharing this information with children's parents, and having adult-sized seating for staff.

Children's personal care was recorded and shared with parents using the Family app, and updated regularly. Staff valued personal care routines as an opportunity to build relationships and fully support children's emotional wellbeing, privacy, and dignity. Staff spoke confidently about the nappy changing process, and nappies were stored in individual boxes. Staff gained children's permission before changing nappies and before wiping their noses. However, further effort should be made when responding to the children's presentation, particularly after mealtimes, to ensure children continue to be valued and respected.

Children's sleep routines were provided in response to their wishes or family preferences, and nurturing and responsive approaches from staff demonstrated respect for children's right to rest. Sleep checks undertaken by staff and monitored by management kept them safe.

We discussed where sleep routines could be improved. This included keeping drawstring bags away from where children slept, having fitted sheets on all beds to support safe sleep practice and removing children's outdoor shoes from their bags to prevent cross contamination.

Medication was stored safely in individual zipped bags in a locked cabinet, and consent and administration paperwork were completed. We discussed where processes could be further improved. This included having the child's name and date of birth on the zipped bag for staff to identify in an emergency. That administrative paperwork and information recorded on the Family app corresponds accurately to the medication dispensing label to ensure that children's health and medical needs remain met.

Where children required additional support, the staff worked proactively with families and other professionals to identify appropriate targets for children based on their needs and prior learning. For some children, an assessment of risk was completed. We discussed how strategies and interventions could be evaluated further to ensure children continue to have positive outcomes. Almost all parents and carers strongly agreed or agreed that staff know their child well, including what they like and what is important for their care, with one commenting, "The staff have been instrumental in my child becoming more confident and settling in at the nursery. They are also a huge support as we go through our speech and language journey."

Quality indicator 1.3: Play and learning

Staff used the Family app to share children's play and learning experiences with parents. This was an established process that management monitored. Staff had prioritised sharing detailed observations and personalised targets of good quality. This supported families in being fully informed of their child's development.

Children benefited from an environment which offered play based learning opportunities. The planning and recording approach using floorbooks should ensure a child centred and responsive approach to children's interests and experiences. However, this was in the early stages and not consistently evaluated by all playroom staff. In partnership with staff, the management team should continue to support embedding and assessing the planning cycle, focusing on recording where breadth and depth of learning are facilitated to ensure meaningful experiences for children attending the setting.

On the second inspection day, the availability of resources and play spaces were improved to provoke children's interests and extend their thoughts and learning. For example, mathematical resources such as scales and loose parts were added to one 3-5 playroom to support children when learning about weight and quantity. Storybooks were more accessible to all children attending the 3-5 playrooms. Factual books were visible in play zones, supporting children's language, knowledge and understanding. Photographs of the Sky were printed for children to discuss the world around them, sharing their thoughts and feelings through art. In the baby's playroom, chunky chalk was added for mark making, and the children played in the play spaces for longer in the 2-3 playroom, supporting creativity and language.

Parents and carers strongly agreed or agreed they were fully involved and informed about their child's learning and development and that their child has opportunities to be engaged in meaningful, interesting, and fun play experiences. Almost all agreed they were given good quality information about their child's day.

Comments included:

"I am happy with what I receive from key worker and agree with what is in the development plan."

"There is a wide range of activities available for the children each day."

"So much variety with a mix of fun and important learning. The staff are always friendly and very informative and keep me up to date each day."

"I feel that I get an indication of how my child's day has been at pick up, but it is sometimes repetitive when hearing other parents around me, and I feel it can be quite generic. This is maybe due to junior staff bringing the children down as the senior most often has to stay in the room."

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

The setting was comfortable, furnished to a high standard and welcoming, with plenty of natural light and ventilation. This gave a strong message to children that they matter and there was ample space for their needs. We discussed having cosy areas and soft furnishings for all children to rest, relax and self-regulate throughout the day when needed.

Cleaning schedules, risk assessments and playroom audits supported a clean and safe environment for almost all children. We discussed where improvements could be made to daily checks in the baby garden to ensure it is kept clean and safe. Staff had completed infection prevention and control training, and management monitored staff practice. As part of the inspection, we discussed where improvements could be made when using Personal Protection Equipment (PPE), storing children's potties and soiled clothing, and improving hand hygiene by all staff. A review of infection prevention procedures would further ensure consistency in staff practice across all playrooms in line with best practice guidance.

Children's accidents and incidents were recorded and shared with families using the Family app. This informed parents of any first aid administered to their child and if medical assistance was needed.

The indoor environment was sensitively structured and accounted for all children's development and learning stages. Children were supported in play spaces that continued to be developed by staff. Staff spoke us through how they were continuing to make room adaptations, and we saw that outdoor improvements and numeracy were prioritised in the service quality assurance processes. The setting should continue with these plans and ensure the layout and resources are consistently filled with open ended opportunities that reflect children's current interests and curiosities with appropriate resources and materials to support high quality play and learning.

Most children had opportunities to play outdoors daily. The setting should continue with its plan to develop the outdoor learning environment and ensure all children have daily access during their sessions.

Children were active in the setting and local community. Children aged 2-5 years visited the attached play centre, where they participated in a football activity with Tots United. Organised events in the nursery and play centre encouraged family engagement and fun activities for children.

Using local resources, such as visits to the local shops, dentist, and library, and walks along the waterfront, helped children become familiar with their local surroundings and learn life skills. We discussed where community engagement could be strengthened, including regular planned woodland experiences and visits to the local beach.

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

Staff told us that the management team was approachable and always present for children's handovers at the beginning and end of the day. The team worked well together and was committed to providing positive outcomes for the children and their families.

Management were visible leaders and met with staff regularly to provide a strategic overview of the setting; this ensured accountability within the team and should further strengthen staff morale and best practices.

All staff and the management team shared vision, values, and aspirations for the service, which showed the service had a good capacity to support change and improve children's outcomes. It was evident where parents and carers had influenced planned improvements for the service.

Parents were supported to be involved in the life of the setting through planned events, including a recent stay and play session and fundraising. Parents and carers were consulted using social media platforms, the Family app, face-to-face discussions and conversations during family engagements. This showed that families were valued partners in the setting. Their views were appreciated and respected, and they supported the setting's ongoing improvement journey.

A realistic Improvement Plan considered key planning priorities, which was strengthened by the recent development of self-evaluation using the Care Inspectorate Quality Framework.

Quality assurance and monitoring processes support staff in understanding the organisational procedures and should ensure these are implemented and adhered to. These should continue to be embedded, and the focus should now be on building on strengths and tracking the impact of change and intervention for the setting, individual children, and families over time.

Parents' and carers' feedback showed they were confident the setting was well managed. The manager has the appropriate skills, knowledge, and experience to care for their child and support their learning. Almost all agreed their ideas and suggestions were used to influence change. Comments included:

"Great leadership in the nursery, very well organised and communication is good."

"The management team are always looking for feedback and for ways to improve. They implemented suggestions when given them."

"The leadership team are approachable, helpful and have a good knowledge of the children in their setting."

"Very well run nursery. The nursery management are always there on hand and will respond quickly whenever I need them. They also always keep parents up-to-date on what is happening in the nursery."

They also plan walks and nursery pandamonium days which is great for parents to meet with other parents too."

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 balance of experienced and qualified staff ensured children were supported, cared for, and safely supervised, enabling children to experience care and support that met their needs.

Staff worked well together and were respectful of the children and each other. We saw nurturing interactions where staff came down to the children's level, and their manner was warm and kind. This supported children to develop positive attachments. The management and staff team promoted continuous care and effective communication. This would be strengthened by parents and carers having daily access to the playrooms to continue to build relationships and support children in developing strong attachments, which management agreed to revisit with staff and families.

Staff were deployed across the setting to take account of their professional knowledge and skills. They were respectful of each other, and overall staff morale was good. The setting was well-resourced to support staff in professional development and self-directed study; this ensured staff were kept updated on current guidance and key themes within the early learning and childcare sector. Staff engaged in training opportunities and were encouraged to evaluate learning. The management team should continue implementing the planned training programme to support staff practice and improve experiences and outcomes for children. Recent experience of visiting other high performing services should be continued to develop staff practice further.

Some staff had champion roles in developing specific areas within the service; this contributed to staff confidence and self-esteem. This could be developed further to instil a sense of distributed leadership across the team.

Personal development reviews and wellbeing discussions conducted by the management team supported staff and allowed them to discuss professional knowledge, skills, and clear responsibilities accountable for their role. Performance should be constructively reviewed with effective support planned and evaluated for staff to reflect on and improve their practice, and learning needs should be identified centred on improving outcomes for children.

Almost all parents and carers agreed they were confident that staff have the appropriate skills, knowledge, and experience to care for their child and support their learning and that there was always enough staff in the setting. Comments included:

"All seem very friendly and welcoming."

"Some of the staff are quite young and may lack experience and confidence, however, this can develop over time."

"It is obvious the staff are motivated and care about their roles and the children."

"My child doesn't cope well in a busy setting, and I feel at times, due to staff shortages, my child has no other option than to be in a busy room and overwhelmed. Although management can recognise this, there is sometimes no other option."

"Most of the staff are great; however, some staff members don't seem to be particularly interested in or know the children very well."

"The staff for this nursery are amazing and so helpful. They provide clear updates regarding my child's day and are always willing to provide updates when requested. They are kind and nurturing and make my child feel safe."

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 manager and staff should ensure that children's personal care plan information is complete, reviewed, and updated where appropriate to include targets and next steps in learning to support children's play, development, health, wellbeing, and safety needs. The personal plan should include, but is not limited to:

- Being reviewed at least once every six months or more when required.
- Management review all information held in children's personal care plans.
- Staff demonstrate appropriate best practices when completing entries and changes to children's personal care plans.

This is to ensure that 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 26 January 2022.

Action taken since then

Personal plans were in place for each child attending the service. Information completed on the Family app included children's targets and next steps in learning to support their play, development, health, wellbeing, and safety needs. Management monitored these regularly. We discussed the importance of paper copies of personal plans accurately reflecting information on the app as part of ongoing quality assurance processes; however, we were satisfied this area for improvement has been Met.

Previous area for improvement 2

The manager and staff should revisit their child protection policy and have refresher training to bring all staff up-to-date. This will contribute to maintaining the safety and wellbeing of children in their care.

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

'I have confidence in people because they are trained, competent and skilled, can reflect on their practice and follow their professional and organisational codes' (HSCS 3.14), and 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities.' (HSCS 3.20).

This area for improvement was made on 26 January 2022.

Action taken since then

A clear and concise safeguarding policy was in place, contributing to the safety and wellbeing of children. All staff took part in child protection training. During our discussions, staff demonstrated confidence in taking forward any safeguarding concerns and complying with child protection procedures. Management was aware of their responsibility for keeping records and the guidance on notification reporting to the Care Inspectorate and relevant child protection agencies. This ensured that children were kept safe and protected.

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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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