

# Carebears Childrens Nursery Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
29 June 2022

**Service provided by:**  
Carebears Childrens Nursery Limited

**Service provider number:**  
SP2013012096

**Service no:**  
CS2019377939

## About the service

Carebears Nursery is registered to provide a day care of children service to a maximum of 58 children at any one time aged from birth to not yet of an age to attend primary school. Of those 58 no more than 17 are aged under 2; no more than 8 are of primary school age.

Care is provided from a two storey, detached property, located within Liberton, Edinburgh. Children were cared for across three playrooms and had access to a secure garden space. The service is close to local amenities such as parks, shops, and local green spaces. This was the services first inspection.

## About the inspection

This was an unannounced inspection which took place on 27 June 2022 between 09:45 and 16:45. One inspector carried out the inspection. 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 evaluations we:

- spoke with children and gathered feedback from families using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Feedback was given via videocall on 29 June 2022 to the provider and manager.

## Key messages

- The service had developed positive, strong relationships with children and families.
- The service had created a calm, homely and nurturing environment where children felt comfortable and safe.
- Planning approaches were child centred and responsive to children's learning and development.
- Children's learning opportunities were enhanced through strong connections with their own and wider communities.
- The service should develop mealtimes to support children to have a calm, relaxed, unhurried social experience.
- The service should continue to develop their quality assurance systems to ensure they are having a positive impact on all areas of practice.

## 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?	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.

Children experienced warm, caring interactions across their day. Staff had developed caring and nurturing relationships with children. Staff supported children to develop their play and learning skills with confidence. One parent told us, "Staff are very professional and friendly, they're great at giving our children structured autonomy to learn and grow". As a result, children's security and confidence was nurtured.

Children's wellbeing was supported through the use of personal planning which was reviewed regularly in partnership with families. This enabled staff to support children in a caring and responsive way, according to their individual needs. One parent shared, "We really feel that our child is accepted and recognised as an individual, cared for and shown love by all of the staff members". However, we found inconsistencies, with some plans not all containing up to date personal information. We discussed this with the service and we had confidence that this would be addressed. The service should continue to develop their monitoring and reviewing process to ensure that all information is up to date. As a result, children will be able to feel confident in the consistency and management of their individual care needs.

The service had committed to building strong, positive working relationships with outside professional agencies. Where children required additional support, staff had worked effectively with external professionals and in partnership with families. They had worked together to identify next steps and appropriate strategies based on individual needs to ensure children received the right care and support. For example, staff were working in partnership with local health visitors and family nurses to support individual families. This joined-up approach supported staff to meet children's wellbeing needs and receive the right support at the right time.

The service was passionate about promoting healthy, nutritious food choices. One parent shared, "The food is very healthy, and our child loves it". Staff had developed a vegetable and nature garden. Children were involved in growing their own food and learning about where their food came from. This supported children to develop a sense of responsibility and achievement as they cared for and grew their own vegetables.

The service had been reviewing their snack and mealtime experience for children and were beginning to develop this. However, this needed to be further improved to ensure that all children had a relaxed, unhurried, positive mealtime experience. For example, the younger children's mealtime felt rushed and at times task orientated. As a result, not all children's individual needs were being met. The service had begun to involve older children in the planning and serving of snack time. This was promoting independence while building confidence and self-esteem. Moving forward, the service should introduce these principles into mealtimes across the day. This will contribute to children's overall health and wellbeing while promoting autonomy and independence.

Children who needed medication had it available in the service. However, we found inconsistencies with the recording of children's health care needs. For example, not all children had a clear detailed stepped approach within their health care plan. Information held did not always have the detail needed for staff to confidently manage children's health care needs. This meant that children may not have received the care required for their need at that time. The manager was receptive to this feedback and actioned this during the inspection. As a result, children will be cared for by staff who have up to date, detailed information to

meet their individual health care needs.

Planning approaches to play were child centred and responsive to individual children's learning and progression. Staff used local authority milestone trackers and observations to support ongoing professional dialogue and to plan for children's next steps in their learning. As a result, children experienced a balance of spontaneous and planned experiences that promoted choice and independence. Staff should continue to develop their observation and planning skills to ensure that they are using sound child development knowledge and keeping children's current interests at the heart of this process.

### How good is our setting?

### 5 - Very Good

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

Children experienced a welcoming, relaxed environment that was complimented by natural lighting and quality furnishings. One parent told us, "The nursery is beautifully furnished and well resourced, with new resources frequently being added". This contributed to children feeling valued and important in the space.

Staff had developed spaces both indoors and outdoors which supported children to extend their learning in all areas. One parent shared, "My child particularly enjoys spending time in their garden. They have lots of interesting objects in the garden which promote imaginative play".

Children had access to a wide range of interesting materials that reflected their current interests and promoted curiosity and learning. For example, within the two to three space there were a selection of open ended materials and loose parts, such as corks, pine cones, large pebbles, cable drums and small tyres. This supported children to lead on their own interests and develop their imagination and creativity skills.

Staff worked hard to develop and model a culture of respect for the environment and the resources within it. For example, children were supported and gently encouraged to tidy away resources throughout their day. As a result, children experienced a tidy, calm and well maintained environment that contributed to their over-all wellbeing.

Risk assessments were in place and were reviewed and updated regularly. This supported children to access a safe environment that met their needs.

### 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.

The service recognised the importance of having a shared vision, values and aims that reflected the aspirations of children, families and the wider community. For example, the service planned to review their vision, values and aims in partnership with staff, children and families and this was detailed in their new standards and quality improvement plan (SQIP). This helped staff know what was important for the setting to meet the needs of children and families.

Children and families were involved in the ongoing improvement within the service and their views were listened to and could influence and bring about change. One parent shared, "We are regularly included in discussions around any planned improvements or changes and given the opportunity to provide feedback". This contributed to children and families feeling respected and their contributions valued.

Senior management team created opportunities for staff to reflect together on areas of practice, this was supported with the use of good practice guidance and new publications. For example, the staff team had been using the Care Inspectorate 'Keeping Children Safe - Look, Think, Act Campaign' (SIMOA, 2021). This had supported and encouraged reflective discussions around safe practices within and beyond the setting. As a result, children were being cared for by staff that were continually reviewing and updating their knowledge and skills.

The service had developed a quality assurance system which covered different areas of practice. Leaders supported staff to reflect on their practice through one to one support, peer observations and monthly team meetings. Management need to embed these systems and ensure that they are having a positive impact on outcomes for children and families. As a result, children and families will be supported to flourish and reach their full potential.

## 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 people, therefore we evaluated this key question as very good.

Management worked together to create a warm, caring atmosphere where children, families and staff felt valued and respected. One parent shared, "Staff make you feel very welcome, they are always very supportive and understanding. They really do take the time to listen".

The service had a mixed skill set of staff deployed across the spaces to support positive outcomes for children and families. Management and staff worked together to reflect on the continuity of care across the day and recognise gaps where certain rooms may require additional staffing. For example, morning huddles supported staff to delegate tasks, confirm activities and allocate staff breaks. This supported children to experience continuity of care across their day.

A staff mentoring system supported new staff to benefit from the knowledge and skills of the existing staff team. For example, new staff were allocated a mentor to support them through their induction period. As a result, children were cared for by a staff team that worked together to meet their individual needs.

Staff were flexible when specific outings or additional activities required changes to their daily routine. For example, staff from two rooms joined together to take a small group of children out on a walk in the local community. This supported children to take part in this experience whilst sufficient staffing remained at the setting to meet the needs of individual children.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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?	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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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