

The Ladybird Development Group Day Care of Children

St. Gerardine's School
St. Gerardine's Road
Lossiemouth
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Telephone: 01343 814618

Type of inspection:

Unannounced

Completed on:

27 August 2019

Service provided by:

The Ladybird Development Group a
Scottish Charitable Incorporated
Organisation

Service provider number:

SP2015012638

Service no:

CS2015343704

About the service

The service was registered with the Care Inspectorate on 19 May 2016.

The Ladybird Developmental Group is registered to provide a care service to a maximum of 15 children aged from birth to not yet attending primary school. The provider is a voluntary committee operated under a Scottish Charitable Incorporated Organisation.

The service operates Monday to Friday from adapted premises attached to St. Gerardine school. Facilities include a multi-sensory room (snoezelen) and a soft play area/ball pit. It has its own secure entrance and a large secure garden to the rear accessed by a ramp from the main playroom.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC; safe, healthy, achieving, active, respected, responsible, and included (also known as SHANARRI).

The aims and objectives of the service include:

- to work towards a provision which encourages every child to be safe, healthy, achieving, nurtured, active, respected, responsible and included
- provide a broad range of appropriate pre-school experiences in line with The Curriculum for Excellence
- provide a high level of childcare using the National Care Standards
- identify and provide relevant training for staff, including that to meet the Scottish Social Services Council (SSSC) registration requirements
- respect and involve parents in the care and education of their children.

What people told us

There was a total of 11 children present during the inspection. We observed the children being comfortable in their environment and settling in after the long summer break or attending the service for the first time. Children were being very well supported by the staff who were attentive and responsive to their emotional, social and physical needs. Children were able to make choices in their play and clearly enjoyed being outside in the fresh air and the experiences it provided.

Three parents returned completed Care Standards Questionnaires (CSQs). We spoke with a parent face to face and a parent by telephone. They all told us that the staff were very friendly and caring and knew their child very well. They considered that the experiences provided were making or had made a real difference to their child's abilities and progression.

Specific comments included:

'my child has really good experiences at Ladybird and it is working really well for him and us'

'communication is brilliant, information always shared when picking up and the on-line learning journal is updated regularly'

'I couldn't ask for a better nursery provision for my child, the environment is great and the garden is amazing'

'Ladybird is a fantastic nursery and I cannot praise the staff enough, my child has learned so many new skills'.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance processes. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	6 - Excellent
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

Children experienced a welcoming, caring and nurturing environment that clearly resulted in lots of enjoyment and smiles. Children were able to join in various activities which captured their interest and took account of their individual needs and abilities, whilst providing challenging and new experiences. Short group activities such as gather time, songs and rhymes, aided closely by the staff, helped children to have a sense of familiarity of each other.

The one to one support of staff and a well implemented key worker system helped to ensure that each child received sensitive and responsive care, to support their overall development and wellbeing. For example, we saw staff using a calm and comforting voice during a sensory water play activity with a child. The use of eye contact and gestures; British sign language/sign along also enhanced inclusion through visual means of communication. Parents told us that the skilled and friendly approach of the staff had really helped their child to learn and develop. Staff knew each of the children very well and liaised closely with families and other professionals to support a holistic approach to wellbeing. Children's best interest was placed at the heart of decisions, as in the Getting It Right For Every Child (GIRFEC) national approach.

Snacks consisted of healthy foods and complied with any dietary and religious needs. Snack provided a social, peaceful and positive learning experience. Staff sat with each of the children, helping them to learn independence skills associated with eating and drinking, such as holding their own cup or biting and chewing their own food.

A child protection policy was in place; the manager liaised with social work services and systems of recording helped to monitor concerns/needs. The in-depth knowledge of the staff through their close and intensive support of the child, helped them to be alert to changes or signs of stress.

The premises were clean and well maintained. Furnishings and equipment supported the needs of the children. Staff had been trained in the use of mobility aids so that they were used appropriately and safely. Children's health was further promoted as there was always access to a trained first aider, ensuring that children were treated properly should an accident occur. Infection control procedures took account of good practice guidance.

The playrooms were decorated in a neutral colour and provided lots of natural light. Space was well planned with the needs and safety of the children in mind, so that, where able they could move around independently. There was a wide variety of exploratory play resources and activities that were easily accessible

so that children could make choices. They included water play, tinker boards, puzzles and Russian dolls. In recognition of the needs of the children using the service, a specifically designed snoezelen room provided an alternative fun and calm learning environment. Children were able to interact through their different senses with items such as fibre optics and bubble tubes. Children enjoyed the soft play corner and ball pit where they could be active, clamber and climb, to benefit their physical development and co-ordination.

The large and well designed garden was easily accessible from the playroom with a ramp being used for such purposes. Children clearly enjoyed playing outside, whilst under the watchful eye of staff, who continued to provide close support and encouragement. It had a natural feel surrounded by bushes and some trees; there was a wild and sensory garden, a messy kitchen, and large sand pit. Fun wall and mirror panels erected at various points attracted children to play and aided physical movement and stimulation. Gather areas consisted of real and artificial grass as well as a log and fire pit. The services of a local forest school provider had helped to develop the outdoor space in recognition of the benefits of the natural and real environment for children. Children clearly enjoyed being outside and in one instance, it was the preferred environment for a child. A bowl swing was popular; children were comfortable laying together and engrossed in the sensation of swinging, whilst looking up at the sky. Valued support from the local community helped to make a difference to the outcomes of children using the service.

What the service could do better

The manager and staff recognised the benefits of having such a large and well resourced outdoor play area. As a result, it was planned that an outdoor play session would be introduced to the children, so that it provided an alternative learning experience, if preferred.

Parental consent to administer medication is reviewed a minimum of 3 monthly to check that medication is still required, is in date and that the dose has not changed.

So that staff knowledge and understanding of safeguarding was maintained, local authority child protection training taken place at least every 3 years.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings	
30 May 2017	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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