

# Flying Colours Nursery Barnton Day Care of Children

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Type of inspection: Unannounced  
Inspection completed on: 27 September 2017

**Service provided by:**  
Flying Colours Nurseries Limited

**Service provider number:**  
SP2016012677

**Care service number:**  
CS2016345672

## About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at [www.careinspectorate.com](http://www.careinspectorate.com).

Flying Colours Nursery Barnton has been registered with the Care Inspectorate since 21 September 2016.

The service is registered to provide a care service to a maximum of 70 children at any one time between three months and primary school entry, of whom no more than 20 children are under the age of two.

The vision and values of the service as stated were:-

We have a clear vision of what we want to achieve at Flying Colours Nursery:

- To provide a safe, happy caring environment for all children in our care
- To offer a stimulating learning environment based on the interests and abilities of our children
- To be open and honest in our communication and be dependable and approachable in all instances

Our values are at the heart of everything we do at Flying Colours Nursery:

- Achievement - we have high expectations of our children and ourselves. Every child should achieve in their own way and at their own pace
- Belonging - promoting a 'family' atmosphere to ensure we all feel safe, secure and loved
- Trust - between adults, children, everyone! We ensure that parents are our partners, helping us to develop strong, nurturing relationships with children
- Communication - all staff strive to have a genuine, open and approachable manner to ensure effective communication between all stakeholders
- Happiness and wellbeing - children are content, comfortable and their independence and development is encouraged

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. This approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. GIRFEC is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible, and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

Information on SHANARRI can be found at: <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

## What people told us

We observed children enjoying a variety of activities and experiences available to them including outdoor play. They particularly enjoyed being in the Eco garden helping to care for the vegetables and digging up the potatoes. We saw that children were confident and content within their environment and their interactions with staff.

We spoke to several parents during the inspection and they were very complimentary about the experiences and care their child received. Positive comments were made about how welcoming the service was and the daily feedback received.

We sent care standards questionnaires to the service to give to parents to complete. Eleven were returned to us with some received before and after the inspection. Those parents confirmed that they were happy with the quality of care their child received at the service.

Some written comments from parents included:-

'We are all incredibly happy with Flying Colours Nursery, (names of management given) and the team all have a genuine warmth and take great care of and interest in the development and wellbeing of our child. We are impressed with variety of activities, learning and additional trips and classes. The layout and set up of the nursery is brilliant - especially the garden and outdoor area'.

'Flying Colours is a fantastic nursery. I don't believe there is another like it in the city. We are so happy with the services provided so far'.

'A wonderfully nurturing team and environment, my son runs into nursery with a smile on his face - excited! There's always a feeling of warmth from staff - feels like an extended family rather than staff providing a paid service. The garden and indoor playrooms are exceptional. As the nursery is still new, they are constantly developing and trying new ideas - asking for our ideas and feedback. The owners are always available to chat and I never feel rushed to leave'.

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their improvement plan and quality assurance paperwork. These demonstrated their identified 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          | 4 - Good      |
| Quality of environment               | 5 - Very Good |
| Quality of staffing                  | 4 - Good      |
| Quality of management and leadership | 4 - Good      |

## Quality of care and support

## Findings from the inspection

We found that there was a welcoming, professional and caring approach provided by the staff and management team in the service. Systems were in place to help keep children safe. This included ensuring that staff received child protection training and that they were knowledgeable of the procedures to follow in the event of any concerns or if additional support was identified.

Staff demonstrated that they knew the children in their care well. They outlined the effective strategies they used to consider and support individual care needs in consultation with parents. This included established links with other professionals and attending training to develop their knowledge and awareness about supporting specific needs. Action was being taken to further develop individual written health care plans for children with known medical conditions, allergies or other known needs. (See recommendation one).

Children's personal plans were reviewed regularly with families and electronic learning journals helped keep them informed about their child's learning and development. Staff had started to use floor books to record children's involvement in their learning, promote their ideas and to document their achievements. This showed children that staff valued their opinions and used their discussions to build upon children's knowledge and to plan their experiences. Children's individual learning plans and room planning took into account SHANARRI wellbeing indicators and the Building The Ambition best practice document. The service should continue to promote the SHANARRI wellbeing indicators with children and consider how these can also be part of their personal plan reviews with parents. Personal plan review dates should be clearly documented and countersigned by parents. (See recommendation one).

We saw that staff were respectful and nurturing in their interactions with children. They supported them to be independent where appropriate through the use of praise and encouragement. Staff recognised children's achievements and this approach helped support the child's self-esteem and confidence. A sharing tree was being developed to celebrate children's achievements at home and in the nursery. Room transition information outlined children's achievements and their next steps for learning and development. This was important to ensure that staff knew key information about children to enhance their experiences and build upon their confidence in a new environment.

The service consulted other professionals on a consultancy basis to support their practice. Such information was shared with parents including offering a nutrition workshop. We saw that fruit was not offered at every mealtime or was sometimes offered solely as a pudding. We asked the service to develop their menu in line with best practice guidance 'Setting the table'. Particular attention should be given to children's portion sizes, the variety of foods provided and puddings to ensure these were provided in line with best practice. Action had recently been taken to appoint a chef with plans to develop and enhance the variety of options on the menu. We also asked the service to review the lunchtime routine to improve this experience for all children including the current provision of plastic crockery and the picnic bench style seating for older children. This would help ensure that children were comfortable and resources reflected their age and stage of development. (See recommendation two).

## Requirements

**Number of requirements:** 0

## Recommendations

### Number of recommendations: 2

1. The provider should take action to ensure that health care information and medication documentation are clearly outlining relevant information and the stepped approach to be taken. This information along with children's personal plan reviews should be clearly documented and countersigned by parents.

National Care Standards for Early Education and childcare up to the age of 16;-

Standard 3 - Health and wellbeing.

Standard 6 - Support and development.

2. The provider should continue to review the nursery menu in line with Setting the table best practice guidance. They should continue to make further improvements to children's lunchtime experiences including the crockery and seating for older children.

National Care Standards for Early Education and childcare up to the age of 16;-

Standard 3 - Health and wellbeing.

**Grade:** 4 - good

## Quality of environment

### Findings from the inspection

We found the indoor areas used by the service to be well maintained. Daily visual checks and risk assessments were carried out by staff. Any concerns were reported to the management team to be addressed with a record of the action taken. Our observations highlighted that further attention to detail was needed when risk assessing individual playrooms and maintaining the environment throughout the day. For example monitoring the toilet facilities for the older pre-school children to ensure that these are pleasant for children to access independently. (See recommendation one).

We saw that children had access to a variety of meaningful, fun and quality experiences that took into account their interests and needs. Playrooms were set up attractively to provide activities that children could access and take part in either on their own or in small groups depending on their individual interests or abilities. Children's health was enhanced as they enjoyed outside play and activities routinely. This demonstrated that staff recognised the importance of fresh air and the opportunity for a varied provision of learning opportunities. This included group games, socialising with different age ranges across the nursery and planting and growing activities in the Eco garden. Children enjoyed fetching water for the vegetables and digging for potatoes to have for snack the next day. Plans were in place to establish further community links with children. Outdoor experiences helped children to learn to manage hazards in a variety of settings and to learn to keep themselves safe with the support of staff. To further support children's experiences, we directed the staff team to the 'My world outdoors' document on our website, [www.hub.careinspectorate.com](http://www.hub.careinspectorate.com) which shares good practice in how early years services can provide play and learning wholly or partially outdoors around the SHANARRI wellbeing indicators.

Staff described on-going plans to continue to use best practice documents and evaluation toolkits to enhance play opportunities. For example, to provide more natural resources and experiences outdoors including the introduction of 'Loose parts' play. This would support open ended play, develop children's curiosity, creativity and imaginative play. To further enhance the environment, we discussed the presentation of general resources with

staff throughout all the playrooms and the potential development of the veranda area in the orange room so that this could be used more purposefully.

Staff were currently responsible for the cleaning of the nursery premises. We saw that children were outside whilst this was taking place. The management team should closely monitor these current arrangements. This is in order to ensure that they do not have an adverse affect on the role of staff providing positive outcomes for children or the availability of playrooms. The management team advised us that as the nursery expands cleaning arrangements would be reassessed and appropriate action taken as necessary.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 1

1. The provider should take action to develop risk assessment information for each playroom. This should take into account the layout and identify any potential risks or key areas to monitor and how issues would be minimised.

National Care Standards for Early Education and Childcare up to the age of 16:-  
Standard 2 - A safe environment.

**Grade:** 5 - very good

## Quality of staffing

### Findings from the inspection

There was a welcoming atmosphere in the service and staff were respectful with their interactions with parents and children. Staff were knowledgeable of the importance of consulting parents to improve their child's experiences and to meet their interests and potential.

Staff were committed to providing quality care to the children and to continue with their own professional development. We saw that staff worked well together and supported each other to complete routines and deliver activities throughout the day. Staff interaction with children was nurturing and responsive to their care needs and children were clearly comfortable in approaching staff for support. We saw that staff enjoyed the activities with the children and had fun with them including taking part in games and encouraging them in their chosen play.

Regular meetings and communication from the management team ensured that staff were clear about their role, responsibilities and any key changes to procedures. Staff and the management team were reflective of their practice. They were continuing to develop their playrooms and their knowledge through the use of key documents, evaluation tools, professional development and links with other services.

The staff files we sampled and discussion with the management team demonstrated to us that safer recruitment processes were routinely carried out for staff before they were employed. This included carrying out criminal records checks on staff and obtaining references. An overview sheet was to be developed to outline the

processes carried out. The majority of staff were registered with the Scottish Social Service's Council (SSSC) or with the General Teaching Council for Scotland (GTCS). The SSSC are the body who regulate care staff and decide on the level of qualification for each post. The GTCS regulate staff who hold a recognised teaching qualification. However, not all staff were registered yet with a professional body and the management team were now progressing with this as a priority. (See recommendation one).

Induction processes were in place to support new staff which included an interim reviews after one month, three months and six months. This helped support staff to know what was expected of them in order to carry out their role effectively. Annual appraisals were due to be carried out to discuss staff practice, achievements and training needs. The management team encouraged staff to take responsibility and support best practice. The management team were planning to progress with introducing regular 1:1 peer support and supervision meetings for staff.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 1

1. The provider should ensure that all staff are registered with the SSSC within six months of starting their role. Staff who are already registered with a professional body, should be reminded of their responsibility of maintaining this registration and the implications of this not being done.

National Care Standards for Early Education and childcare up to the age of 16:-  
Standard 12 - Confidence in staff.  
Standard 14 - Well-managed service.

**Grade:** 4 - good

## Quality of management and leadership

### Findings from the inspection

A variety of quality assurance processes had been developed since registration to help the management team and staff to continually assess and improve the service in line with best practice. These systems helped to ensure that the staff team's responsibilities and their accountability were monitored and communicated effectively. The management team should now continue to progress with their quality assurance systems to include observing key care routines, aspects of the environment and monitoring of staff registration with SSSC. This may help assist them to identify where further support or action may be required. (See recommendation 1).

To assist with the evaluation of the service and to help identify areas of achievement or areas to develop, feedback was sought from parents and children. For example 'a question of the month' was asked to help gain families' views on key aspects of the nursery. Information was shared with families on the nursery website and by email, including policies, weekly and monthly news. The information provided was constantly reviewed to take into account frequently asked questions. These communication methods helped provide continuity of care and kept families informed.

To support quality assurance, the manager worked alongside the staff and this meant that they could reflect on staff practice and identify any support needed or achievements. Best practice documents and evaluation toolkits were shared with staff to help them assess their practice and to identify any changes to be actioned. There was a commitment to ongoing staff training and a whole day staff training day was scheduled to enable team building and staff development.

The management team had a clear vision about the nursery's focus for improvement and a development plan outlined the priority areas to be actioned. We found that the management team and staff were reflective of their practice during the inspection. This information along with our professional dialogue with staff and the management team, demonstrated to us that improvements would continue to be planned for to enhance the service for children and their families.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 1

1. The provider should continue to develop the quality assurance systems to support the assessment of key aspects of the service including environment, menus and staff SSSC registration.

National Care Standards for Early Education and childcare up to the age of 16:-  
Standard 14 - Well-managed service.

**Grade:** 4 - good

## 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.

## Complaints

There have been no complaints upheld since registration. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Enforcement

No enforcement action has been taken against this care service since registration.

## Inspection and grading history

This service does not have any prior inspection history or grades.

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