

# Inspection Report

## 2023-2024

## Gloryland Preschool Nursery

Child Day Care Centre

19 February 2024

**Under the Regulation of Care Act 2013 and  
Regulation of Care (Care Services) Regulations 2013**



**DHSC**

We carried out this inspection under Part 4 of the Regulation of Care Act 2013 (the Act) as part of our regulatory functions. We checked whether the provider was meeting the legal requirements, regulations and standards associated with the Act. We looked at the overall quality of the service.

We carried out this unannounced inspection on 19 February 2024. The inspection was led by an inspector from the Registration and Inspection team.

### **Service and service type**

Gloryland Preschool Nursery is a child day care centre. This means they provide day care for one or more children under the age of eight for more than two hours in the same day and is not a private dwelling.

### **People's experience of using this service and what we found**

To get to the heart of people's experiences of care and treatment, we always ask the following five questions:

- Is it safe?
- Is it effective?
- Is it caring?
- Is it responsive to people's needs?
- Is it well-led?

These questions form the framework for the areas we look at during the inspection.

### **Our key findings**

Areas of improvement were identified as a result of this inspection

Improvements had been made by the provider in response to the previous inspection. All areas appeared to be clean, new equipment was observed to be in place and several areas had been reorganised to the benefit of the children. Progress had been made in regards to the outside repairs and this area is now waiting on the landlord to carry out the redecoration to complete the works. The second floor area is now securely partitioned off and the area used for the children was now safe, bright, tidy and clean.

The manager is currently on leave but the acting manager was available throughout the inspection. She appeared confident and capable and was able to provide all the requested paperwork. As well as answer any questions about the service.

Staffing levels were found to be safe, all new staff had completed their induction and appeared to have settled in well.

The service was split into three distinct areas according to the ages of the children. The staff for each area take it in turns to organise the weekly activities on a rota basis. Each team works around the same key themes; these are agreed in advance at staff meetings.

Within the team, daily tasks are allocated and these were on display so that all staff members were aware of their specific responsibilities regarding the children and the service each day. All activities were planned to ensure the children were receiving a care service that promoted their development.

The staff were observed managing children's behaviour positively, encouraging and engaging them to ensure their inclusion in activities. The children responded well to staff and there was lots of positive interaction between them. The children appeared to be confident and comfortable in the setting and the interaction between the staff and children appeared natural and positive.

Several drop offs and collections were observed and there appeared to be good communication between the setting and the parents. There were lots of cards and thank you notes on display that the service had received from parents.

. Feedback received from the families of children attending the nursery was positive.

"Everyone there is very kind and caring. I trust them completely with my kids".

"I see my children growing and learning, have regular pictures of them doing activities on Facebook"

"We get a daily verbal report giving a quick overview of the day at pickup."

"I get a daily briefing when I fetch [.....] and the teachers update me on how their day was"

"[...] gets on so well with all \*\*\* teachers"

In answer to the question how well do you feel the staff team know your child? The parent responded "I think their feedback of [..] is accurate to how [...] learns and grows at home so I would say quite well.

"Overall, we are very happy with the Nursery."

**About the service**

Gloryland pre-school Nursery is located in Central Douglas in The Rechabite Hall in Allan Street. The building is set out over three floors; the ground floor is used for preschool children and was divided into three areas which the children use These included a large play room, a smaller messy play room and a quiet room. There were also toilets, a reception area and a small kitchen on this floor.

The first floor was divided into two main areas with children divided according to their respective ages; one area was used by the two year old children and the other by the three year olds. The two year old area was also used for transitional children from Gloryland Sunbeams Nursery. This floor also has a toilet area and the nappy changing area.

The second floor was divided into three areas, a carpeted activities area, a small staff sitting area and an area currently used for storage of toys and other items.

There is no outside space but the nursery uses the public play park which is within walking distance.

They are registered to care for no more than 45 (forty five) children in total aged 2 (two) years and above.

The ground floor is to be used by no more than 16 (sixteen) children aged 2 years and above.

The first floor is to be used by no more than 32 (thirty two) children aged 2 years and above.

The Second floor can be used for activities with no more than 24 (twenty four) children in total aged 2 years and above.

**Registered manager status**

The service does not currently have a registered manager but an applicant has been recruited and will be submitting an application to begin the registration process within an agreed timescale.

The setting's responsible person is currently supporting the acting manager in the day to day management of the preschool.

**Notice of Inspection**

This inspection was part of our annual inspection programme which took place between April 2023 and March 2024.

Inspection activity started on 1 February 2024 and an unannounced inspection was undertaken on 19 February 2024.

**What we did before the inspection**

We reviewed information we received about the service since the last inspection. We used the information the provider sent us in the provider information return (PIR) and supporting documentation, notifications, complaints/compliments and any safeguarding issues.

We sourced feedback from parents using the service.

**During the inspection**

We spoke with five members of staff, one of the directors and the acting manager. Observations were carried out, for each area, using an observational framework for inspection. This is a way of observing care to help us understand the experience of staff and children.

A visual inspection of all areas of the setting was undertaken and a range of documentation was reviewed. This included a number of policies, children's records, information in regards to staff training, attendance records and health and safety information. The files for five new members of staff were examined in relation to recruitment, induction and training.

**C1 Is the service safe?**

**Our findings:**

Safe – this means we looked for evidence that children were protected from abuse and avoidable harm. The service does not require any improvements in this area.

This service was found to be safe.

**Staffing ratios and recruitment**

Staffing levels were observed to be safe and in each area exceeded the required adult: child ratios. On checking the setting's attendance records there was evidence that correct staffing ratios were maintained for the period examined.

Five members of staff had commenced their employment at the setting since the last inspection. Examination of their files showed the provider had carried out all pre-employment checks to ensure each was suitable to work with children prior to their respective start dates.

New staff are given a structured induction when they start their employment. During this induction, they are given various information about the setting including the disciplinary procedure. Regular support meetings with management are undertaken in order to ensure each new member of staff are supported through the process. All Induction records are signed by the staff member and manager and dated.

Training records for new staff were checked to ensure they had completed the required training. Where training hadn't been completed due to having to access an outside agency, these had been scheduled to take place.

Evidence was available to show that all staff held a current Disclosure and Barring Service (DBS) check and that checks were being undertaken on those that have signed up for the update service.

**Improvements lessons learned**

Processes were in place to ensure that staff received regular supervisions, evaluations, and annual appraisals. Staff spoken to said they felt they would be able to raise any concerns or suggestions at their supervisions. Staff were able to explain the process to follow should they have any issues.

There was a safeguarding children policy in place and a flowchart of the process was available to all staff. There was also a visual copy of the management structure on the staff notice board so that all staff were aware of who to contact with concerns.

The processes for reporting accidents and incidents is also covered during the induction and staff sign to say this has been explained to them. Accident records were checked and these included all relevant details.

Discussions with the acting manager confirmed they were clear in their understanding of their responsibilities should a concern be raised to them. They and the director present were reminded of the need to ensure all records are clear and accurate with full dates being used.

## Inspection Findings

### C2 Is the service effective?

#### **Our findings**

Effective – this means we looked for evidence that children’s care, learning and development are supported and achieving good outcomes. The service does not require any improvements in this area.

This service was found to be effective.

#### **Supporting and developing children’s care and development needs**

During the inspection, time was spent assessing how the staff team are developing the children’s awareness and understanding of right and wrong according to their age and level of understanding.

There was a child behaviour policy and an anti-bullying policy in place. These described the accepted approach of the service to managing behaviour.

Throughout the inspection we were able to observe staff acting as positive role models to the children. They encouraged the children to share and take turns and gave age appropriate explanations when needed. Staff were genuine in their praise and we heard them giving lots of encouragement to the children throughout our visit.

## Inspection Findings

### C3 Is the service caring?

#### **Our findings**

Caring – this means we looked for evidence that the service involved and treated children with compassion, kindness, dignity and respect. The service does not require any improvements in this area.

This service was found to be caring.

#### **Ensuring children are being treated with kindness, respect and compassion**

During the inspection, observations were carried out in each of the different areas. The staff in each area appeared to be caring and respectful to the children. They treated them with kindness and compassion, listened to the children and responded appropriately.

The children were encouraged to interact with each other and participate in the activity taking place.

The children appeared relaxed and confident with the staff and there were lots of spontaneous hugs by the children. The interactions observed, showed they were comfortable with the staff team.

When dropping off of their child, one parent commented to us when the child ran straight in to hug one of the staff 'that shows how much they love it here'.

#### **Maintaining children's dignity, privacy and promoting independence**

The children's folders contained the information provided by the parents in regards to their children's preferences and needs. The staff confirmed that this information is shared with them and that each area has access to the information relevant to the children using the area.

This has enabled the staff to plan activities and respond appropriately to each child's individual needs. The children's Learning Journals showed evidence of the staff encouraging the children to be independent.

During the inspection we observed a child using the toilet independently whilst staff members monitored from a distance. Staff gently reminded the child to fix their clothes and wash their hands afterwards.

There was a confidentiality policy and an intimate care policy in place which had been reviewed. Some of the smaller children were observed sleeping in one section of the upstairs room. Staff ensured they monitored the children constantly and one was observed being comforted and reassured when they seemed unsettled.



## Inspection Findings

### C4 Is the service responsive?

#### **Our findings:**

Responsive – this means we looked for evidence that the service met children’s needs. The service does not require any improvements in this area.

This service was found to be responsive.

#### **Delivering personalised care**

There was both an Equal Opportunities and an Additional Needs policy in place. These had been reviewed.

Before children start attending the nursery, parents are asked to complete registration paperwork that asks for information about any cultural needs, languages, dietary preferences/requirements and or any medical conditions their child may have. This information is kept on the child file and shared with the staff team during staff meetings to ensure they were aware of each child’s individual needs. Staff meeting minutes seen reflect this.

Staff in each area plan the activities for the children. They use the information provided by the parents as well as their own knowledge of the children to ensure they devise activities that include the children’s interests. There were lots of pictures and crafts on display which reflected these activities.

There were various resources available to the children which were presented to ensure they were able to make their own choices about what they wanted to play with. The children were also encouraged to play co-operatively and share resources.

The setting have resources available which support them in promoting the children’s awareness of diversity, equality and inclusion. There were a number of cultural festivals and traditions included in the year’s planning.

## Inspection Findings

### C5 Is the service well-led?

#### **Our findings**

Well-led – this means we looked for evidence that service leadership, management and governance assured high-quality, person-centred care; supported learning and innovation; and promoted an open, fair culture. The service does require improvements in this area.

This service was found to be well-led.

#### **Clear vision and strategy in place to deliver high-quality care and promote a positive culture that is person-centred, open, inclusive and empowering which achieves good outcomes for children.**

During this inspection time was spent observing the relationships between the staff. The team had several new staff who appeared to have built relationships that enabled them to work well together. They were able to describe how they work together to plan the activities using the differing skills of each team member and all were aware of the daily tasks they were expected to do. They felt this was a good way of helping them work together and were aware they could bring suggestions to the team meetings.

We were informed any concerns between team members could be discussed with the acting manager who said they would try and deal with any issues raised. If needed she would escalate an issue to the responsible person.

The acting manager works as part of the team on a daily basis and this allows her to monitor staff relationships.

#### **Governance framework in place that ensures responsibilities are clear and that quality performance, risks and regulatory requirements are understood and managed.**

The nursery's acting manager demonstrated a clear understanding of the responsibilities of her role and is supported by the setting's responsible person.

The setting had processes in place to ensure staff feel valued in their work. Induction records, staff meetings, managers meetings, evaluations, supervisions and appraisals are used to monitor staff performance and to promote development. These records were checked for content and accuracy. Some of the dates recorded showed inaccuracies.

Risk assessments and policies, alongside daily checks were in place to monitor the environment and ensure safety. The acting manager said that any accident forms are checked in order to identify any patterns and actions would be taken should anything be highlighted as a result of this.

#### **Continuous learning, improvement, innovation and ensuring sustainability.**

There was evidence of resources being made available to the staff team to enable them to extend their knowledge and skills. One staff member had just completed a level 3 diploma qualification in childcare.

Staff training records showed that all staff had completed or were scheduled to complete the required training. Staff also attended in-house training and there was opportunity for staff to express their desire to progress or request training on their personal development plans.

## Action we require the provider to take

Key areas for improvement:

- All documents must be checked for accuracy, especially regarding the recording of the year in dates. This improvement is required in line with Regulation 14 of the Care Services Regulations 2013 - Records

If areas of improvement have been identified the provider will be required to produce an action plan detailing how the areas of improvement will be rectified within the timescales identified. The R&I team will follow up and monitor any actions undertaken.