

# Rainbow Nursery - Paisley Day Care of Children

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Paisley  
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**Type of inspection:**  
Unannounced

**Completed on:**  
9 June 2023

**Service provided by:**  
Childcare First Limited

**Service provider number:**  
SP2003001011

**Service no:**  
CS2003004867

## About the service

Rainbow Nursery - Paisley is located in Paisley, Renfrewshire. It is situated in a purpose-built building on grounds adjacent to St James' Primary School. The service is provided by Childcare First Limited.

The service is registered to provide a daycare of children's service for a maximum of 45 children not yet attending primary school at any one time. Of those 45 no more than 6 are aged under 2; no more than 15 are aged 18 months to under 3 of whom no more than 3 children should be aged between 18 months and 2 years and no more than 24 are aged 3 to those not yet attending primary school.

An additional condition of registration is that: The outdoor space has been taken into account when agreeing the maximum number of children aged 3 to those not yet attending primary school. Children must have access to the outdoor space at all times.

Children aged 3-5 years have access to a playroom and a secure outdoor space. Children aged 2-3 years have access to a smaller playroom. Babies have access to a small, cosy playroom. The babies and 2-3 year olds share an outdoor space. Older children can at all times throughout the day freely move between indoor and outdoor spaces. The larger garden/outdoor area is closed for transition periods of the day. The centre is located within walking distance of local shops, parks and amenities.

## About the inspection

This was an unannounced inspection which took place on 31 May and 1 June 2023 between 08:30 and 16:00. We gave feedback to the manager and service provider using MS Teams on 9 June 2023 at 15:30.

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 registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- observed and spoke with several children using the service
- sent out a family questionnaire and received three responses
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

## Key messages

- Children were happy and settled in the nursery environment.
- Children were cared for by a nurturing and responsive staff team.
- Staff worked well as a new team and supported each other in providing positive outcomes for children.
- Outcomes for children in the 2-3 year old room had been affected by recent staff changes.
- Quality assurance should be more meaningful.
- The service should look at ways to ensure desired ratios of staff to children are being met at all times across the day.

## 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?	3 - Adequate
How good is our staff team?	3 - Adequate

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.

### 1.1 Nurturing care and support

Overall, children experienced care which was nurturing and responsive to their needs. Children were happy and relaxed within the service. Staff were nurturing, kind and gentle in their approach, offering cuddles and comfort and supporting the care needs of the children. However, we did observe that at times in the 2-3 provision, children would have benefited from the support of additional staff to ensure their needs were met and their care and play needs fully supported (see area for improvement under How good is our staff team?)

Staff knew children well and spoke knowledgeably and confidently about children's individual care needs and used their knowledge to tailor support. As a result, children were supported to reach their potential. Positive relationships had been developed with the children. This supported them to feel safe and secure during their time at the service.

Children's care and wellbeing was supported through the use of personal planning. Personal plans were developed with parents and reviewed at least once a term to support the changing needs of children. Plans helped staff to promote consistency and continuity of care between home and nursery and allowed staff to adapt their practice to meet children's care needs. Children who required additional support had enhanced plans in place. Plans were detailed and identified specific strategies to support children's individual needs.

Mealtimes in the 3-5 provision and the baby room were calm and positive social experiences. They promoted independence and we observed this being a very positive experience for those children. Mealtimes in these rooms were unhurried and children could try a variety of healthy foods at a pace that suited them.

Lunch in the 2-3 provision was an inconsistent experience for children. There had been recent and considerable change to staffing in this room. On the first day of inspection, lunch was not calm and relaxed. Staff were at times task driven which meant they could not always sit with children to support them with the routine. This resulted in children becoming distracted and some leaving the table, with missed opportunities to promote a positive social experience and develop children's skills. Lunch on the second day of inspection was a more positive experience. The service should ensure that mealtimes for all children are consistently positive (see area for improvement 1).

Staff were committed to providing a quality care experience to all children and sought advice from professionals and welcomed multi-agency working. This ensured children received the right care and support.

Children's safety and wellbeing benefited from a staff team who had a good understanding in their role of identifying, recording and referring any safeguarding concerns. Procedures and regular in-house training were in place to support this.

Children's medical needs were understood by staff and reviewed with parents and carers. Most medication records were completed in a way that ensured the service had detailed information to support the safe administration of medicine to children. However, we did ask staff to ensure all records are fully completed by parents and reviewed in line with best practice guidance. This would reduce any potential confusion about children's medical needs and ensure information is current.

### 1.3 Play and learning

Children were confident, content and it was clear from their smiles and laughter they were having fun. Children were involved in leading their play through planned and spontaneous experiences. We observed warm and loving relationships between staff and children across all three rooms. One parent told us: "My children love it. The staff are fully committed to giving the children a positive learning and nurturing experience."

Healthy lifestyles were promoted through regular active physical play and fresh air. The outdoor areas had recently been developed with a range of activities and provided opportunities for climbing, balancing and swinging. Staff supported a risk benefit approach. This helped children to learn about boundaries and assess their own play in a safe, secure environment.

Many positive staff interactions were observed to effectively support children in their play and learning. Open-ended questions used by some of the staff encouraged children's thinking skills, problem solving and curiosity. This could be extended throughout the team to further extend children's learning and engagement.

Most children were engaged in their play through a variety of learning experiences on offer to support fun and provide appropriate challenge for children's stage of development. However, there were also numerous missed learning opportunities, where staff either did not notice cues from children or due to staffing numbers could not effectively support children in their play.

Children's learning and achievements were captured in journals. Journals would further benefit from observations identifying specific needs of children and next steps in their development.

Children were accessing the wider community through taking walks and using local shops and amenities. This promoted their self-esteem and a sense of belonging. Regular visits to the local parks extended play opportunities and provided alternative learning experiences.

### Areas for improvement

1. Mealtimes in the 2-3 room should be further developed to ensure that children are consistently experiencing a relaxed and unhurried meal in a pleasant atmosphere that meets their needs.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I can enjoy unhurried snack and mealtimes in as relaxed an atmosphere as possible" (HSCS 1.35).

## How good is our setting?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

### 2.2 Children experience high quality facilities

Children benefited from a welcoming environment which was warm, well-furnished and comfortable. There was natural light and ventilation to support children's wellbeing. On the warm days of inspection, we noted that the heating was on for hot water. We asked staff to further ensure plenty of additional drinking water was available to hydrate children. Access to the garden was available in all weathers. Good use was made of the covered indoor/outdoor areas. On the day of inspection, a parent group was painting the outdoor fence which meant that the babies did not access the outdoor environment as much as they would normally. We suggested that walks in the local community would have supported the babies to be outdoors. Quiet, cosy spaces were available for children to rest and relax during the day which supported their overall wellbeing.

There was a secure entry system in place preventing any unauthorised visitors accessing the premises. The service had employed a receptionist to ensure senior staff were aware of visitors to the service and access could be permitted as appropriate. This contributed to children's safety.

Most spaces were set up thoughtfully to spark children's curiosity and interest. Most resources were of a good quality and provided learning opportunities. We found that a small number of resources were broken and not well-maintained. It would be beneficial for staff to carry out an audit to ensure all resources are of a high standard and fit for purpose.

Information about children and their families was kept in a safe and secure manner. Paper documents, such as personal plans, were kept securely in a locked cabinet. Sensitive information was only shared with those who needed the information. This upheld children's rights to confidentiality and contributed to a sense of trust between the setting and families. Accident and incident records should be updated to ensure they are in line with general data protection regulations (GDPR).

Infection prevention and control measures supported children's health and wellbeing. Staff carried out handwashing and children were supported to follow hand hygiene routines. Doors to the toilet areas should be kept shut to minimise the spread of germs and further protect children's health.

## How good is our leadership?

3 - Adequate

We made an evaluation of adequate for this key question, where the strengths just outweighed the weaknesses.

### 3.1 Quality assurance and improvement are led well

The leadership team engaged well during the inspection process, demonstrating a commitment to future improvement. The nursery was led by a passionate manager, who was building confidence as they developed a vision for the service. This resulted in a positive working environment where staff were gaining confidence in sharing ideas to initiate change. We discussed with the manager how staff could be further encouraged to share the responsibilities. Staff told us that overall, they felt well-supported and included, and our discussions highlighted that they were motivated.

The service had a self-evaluation process in place; however, this should continue to be reflected on and developed to ensure it is improving outcomes and experiences for children and their families attending Rainbow Nursery - Paisley. We suggested reviewing the Care Inspectorate's A quality framework for daycare of children, childminding and school-aged childcare, and Education Scotland's How good is our early learning and childcare? in order to further strengthen self-evaluation. This would help ensure that reflections identify gaps in practice and lead to meaningful change that supports and sustains improvement at a deeper level across the nursery.

Quality assurance systems should continue to be improved to ensure they are robust and identify strengths and areas for improvements across the service. It would be beneficial for the leadership team to delegate and clarify roles within the team. This would ensure staff understood the expectations around different roles and tasks. This would support improvements to be undertaken in an effective and timely way (see area for improvement 1).

Families told us they received communication and staff made time to share what children had been learning. The service should continue to develop ways in which families can evaluate the service and have their suggestions used to support improvements. One parent told us: "The staff involve parents and support us and our children well."

### Areas for improvement

1. The service provider and management team should review and develop existing quality assurance and self-evaluation systems to ensure they support and monitor continuous improvements in all aspects of the nursery effectively.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

## How good is our staff team?

### 3 - Adequate

We made an evaluation of adequate for this key question, where the strengths just outweighed the weaknesses.

#### 4.3 Staff deployment

There had been significant changes to the management and staff team since the last inspection. We found the new team to be motivated, caring, enthusiastic and working well together. This created a warm environment for children. One parent told us: "The nursery has had a number of difficult situations to deal with this year. They have dealt with each of them with the children's best interest at the heart of any decisions made." While another said: "The team which exists now are working well together."

Due to the high number of staff that had left recently, we found that staff were not always employed in sufficient numbers which meant at some points during the day not all children's needs were being fully met. We asked the service provider to ensure there were appropriate numbers of staff to meet the needs of children throughout the day (see area for improvement 1).

Staff present on the day of the inspection visits told us they enjoyed working in the service. They were caring and nurturing and were committed to providing a positive experience for the children in their care. They were warm and friendly which promoted a happy and safe environment where children felt valued, loved and secure. Staff were flexible in their approach and supported each other to work as a team to benefit children. Staff communicated well with each other to ensure effective supervision of the children for the majority of the day.

## Areas for improvement

1. The service provider and manager should ensure there are appropriate numbers of staff to meet the individual care needs of children across the day.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My needs are met by the right number of people" (HSCS 3.15).

## Complaints

Please see Care Inspectorate website ([www.careinspectorate.com](http://www.careinspectorate.com)) for details of complaints about the service which have been upheld.



## 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?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	3 - Adequate
4.3 Staff deployment	3 - Adequate

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