

Learn and Grow Childcare Day Care of Children

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Type of inspection:
Unannounced

Completed on:
12 March 2025

Service provided by:
Learn + Grow Childcare Ltd

Service provider number:
SP2024000023

Service no:
CS2024000282

About the service

Learn and Grow Childcare is a daycare of children service situated in Dundee. The service provides care for a maximum of 48 children aged from birth up to an age to attend primary school, of whom, no more than 9 will be under 2 years of age.

Children are accommodated in three spacious playrooms. There is a well-equipped, fully enclosed garden area in the front of the service, which is divided into three different play spaces. All rooms have direct access to the garden area. The service is located close to local shops and other amenities.

About the inspection

This was an unannounced inspection which took place on 11 and 12 March 2025. The inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included, information submitted by the service and intelligence gathered since the last inspection.

This inspection was part of a pilot to test the 'Quality Improvement framework for early learning and childcare sectors' developed jointly with Education Scotland. Because this inspection was part of a pilot, no new evaluations (grades) have been awarded.

During the inspection we:

- spent time with children using the service
- received questionnaire feedback from 14 families and eight staff
- spoke with children, staff and management
- observed practice and children's experiences
- reviewed documents.

Key messages

- Children benefitted from well considered spaces in a newly refurbished service.
- Children's choice was promoted as they accessed free flow play between outside and inside spaces.
- Collaborative approaches to personal plans meant that children's home routines were respected and valued.
- Children experienced nurturing care and support from staff that knew them well.
- Families felt welcomed and included in the service.
- Appropriate policies and procedures were in place to safeguard children from harm.

Children thrive and develop in quality spaces

Quality Indicator – Children experience high quality spaces

Children had access to three large playrooms within the service. These spaces were well-ventilated and benefitted from natural light. The entrance to the setting displayed useful information for families, for example, the vision, values and aims of the service and parent feedback. One parent shared, "Staff are always present at drop off and provide a lovely warm welcome." This supported families to feel welcomed.

Children had regular access to well considered outside spaces. Choice was promoted as they chose when they would like to play outside. Resources outside supported children to explore and develop their skills, for example, there were loose parts, areas to climb and sensory play opportunities. One parent shared, "There are lots of things in the garden for the children to do. I have photos of my son playing in the garden and climbing on the wooden things. He loves to play outside." As a result, children were active and developing their understanding of how to keep themselves safe.

A range of resources supported children to remain engaged in meaningful play. Resources reflected children's individual interests. For example, in the youngest children's room, they had shown an interest in painting with different textures. One parent told us, "My daughter enjoys being creative and using her fine motor skills. She likes the opportunities to draw, paint, craft." This enabled children to have fun and enjoy their time in the service.

Children's independence was encouraged, as the layout of the service allowed for children to move freely and choose where they would like to explore. Resources were at children's height and allowed them to access most independently. The service had identified that some areas could be further developed to ensure they promote rich learning experiences, for example, introducing more natural resources and loose parts in all areas. They had identified training and resources to support the continued development of the learning environment. We encouraged the service to continue with their plans, as this would further support children's experiences.

Appropriate policies and procedures were in place to ensure effective infection prevention and control measures. Children were mostly supported to wash their hands at appropriate times. In the youngest children's room, children used a face cloth to wash their hands before lunch. We asked the service to ensure that all children wash their hands with running water before mealtimes. The service took action to ensure that all children washed their hands before mealtimes on the second day of inspection.

The service used CCTV in the playrooms, outdoor areas and family room. They had developed appropriate policies to ensure that the recording was in line with legislation. We asked the service to ensure that all areas that CCTV was in place were proportionate, for example, in the family room. The service took action and decided to remove CCTV from the family room. This ensured that families' confidentiality is respected and that all use of CCTV is proportionate.

Children are supported to achieve

Quality Indicator - Nurturing care and support

Children experienced nurturing care from staff who had developed close relationships with them. Parents shared, "There is a warm feeling from the moment I step in the front door. It's very calming and this is continued throughout the nursery. I never feel rushed to leave in the morning or in the evening" and "Staff have bonded well with my child and they have settled in very well in a very short space of time." Interactions between children and staff were almost always responsive, warm and kind. This supported children to feel loved.

Many children had recently started with the service. Staff ensured that all children had a well-planned approach to settling into their new environment, with visits to support them as they moved into the service. Settling in visits were not limited to a specific amount of time or number of visits, which meant that they were tailored to the individual needs of children. This supported children to feel secure and safe.

Personal plans were in place for all children. These were specific and ensured that children's routines from home were valued and respected. The team were confident to discuss children's individual likes, dislikes and any specific strategies in place. One parent shared, "We helped set this up when we first started and it's been updated a lot since then - after meetings, chats at drop off and pick up and from app updates. This has been great and a big part of our child's development." This helped children to thrive as their individual needs were met and well considered.

Mealtimes were social experiences. Children enjoyed the nutritious, healthy food on offer. Staff sat with children to speak about their day. Children were encouraged to serve themselves across all rooms. This supported children's developing independence and social skills. There was scope to further develop the space where children had their meals to ensure it is a homely, social environment.

Children benefitted from a welcoming environment. All families shared that they felt welcomed into the service. One family told us, "We like that there have been a lot of opportunities for us and other family members (grandparents, big sister) to come to the nursery for events, a nice touch which makes us feel part of the nursery." Parents dropped off and picked up from inside the rooms. This gave them regular opportunities to speak with staff and talk about their child's day. Staff used an electronic app to share key information about their child's day and parent's evenings to discuss children's progress. As a result, effective, regular communication with families meant that they felt involved in their child's care.

Quality Indicator – Safeguarding and child protection

Children and families benefitted from positive relationships with the staff and management team. Parent feedback was very positive and all families agreed or strongly agreed that they had strong connections with staff. Interactions between staff and children highlighted positive the relationships that had formed in a relatively short time. This meant children and families benefitted from positive trusting relationships with staff.

Safeguarding children was a priority for the newly established service. Clear and accessible policies were in place and understood by staff to ensure that children were protected from harm. Appropriate procedures to ensure that information was shared with relevant agencies were in place. This promoted children's wellbeing.

Well planned experiences and interactions supported children's safety and promoted their resilience. There were spaces in each of the rooms for children to relax and take time away. Staff took time to reassure children if they became upset. One staff member shared, "Whenever children need my help or reassurance, I am always available and make myself open for any troubles they may have." This helped children to feel safe and secure.

Staff had accessed child protection training and were confident to discuss this. One staff member told us, "It was a very in-depth course that gave us a lot of information on what to do, if we ever come across something like that." This was a newly registered service, therefore, regular updates of child protection training for staff had not yet happened. The service had plans in place to ensure the learning from this training was revisited regularly. We encouraged the service to continue with their plans. This would continue to support staff's understanding and keep children safe.

Complaints

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

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