

Rompers Nursery Day Care of Children

7 Traill Drive
East Links
Montrose
DD10 8SW

Telephone: 01674 672 294

Type of inspection:
Unannounced

Completed on:
18 February 2025

Service provided by:
Rompers Nursery

Service provider number:
SP2003000593

Service no:
CS2003002988

About the service

Rompers Nursery provides a daycare of children service in Montrose. The service is registered to provide care to a maximum of 62 children at any one time aged 0 to 9 years of whom: no more than 15 are aged 0 to 2 years, no more than 6 are of school age up to 9 years. The outdoor space has been taken into account when agreeing the maximum number of children age 2 and over. Children must have access to the outdoor space at all times.

The service is located within a residential area of Montrose and is close to the beach, parks, and local shops. The nursery consists of three playrooms, a kitchen and two outdoor play areas.

About the inspection

This was an unannounced inspection which took place on 17 February 2025 between 08:45 and 16:45. Feedback was shared with the service on 18 February 2025.

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 service was registered.

In making our evaluations of the service we:

- spoke with children using the service and 25 of their family members;
- spoke with staff and the management team;
- observed practice and daily life;
- reviewed documents.

Key messages

- Children were having fun and were engaged in their play and learning.
- Interactions between staff and children were nurturing, warm and caring.
- Children had regular opportunities to take part in play and learning at the beach and at a local woodland area.
- Staff knew the children well, which ensured their needs were fully met.
- Parents were highly involved in the daily life of the service.

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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 1.1 Nurturing care and support

Interactions between staff and children were warm, caring and nurturing. Staff were down at child level during interactions and play. Staff knew children well and offered a nurturing approach when comforting and supporting children. A parent shared with us 'very friendly staff, amazing activities for the kids every day. Just an overall really friendly place for my child and I feel so comfortable every time she is at nursery.' Some children had developed positive attachments with staff members. For example, one child asked a specific member of staff to sit with them during the outdoor mealtime, they hugged the staff member who was responsive to this genuine affection. Children's independence and life skills were developed throughout the day during mealtimes and play experiences both indoors and outdoors.

Personal care was respectful. There were quality interactions throughout, and staff prepared children for what was about to happen next during this experience. Infection prevention and control procedures were followed throughout. The service should be mindful of the privacy and dignity of children during nappy changing in the toddler room. Overall, children's personal care was carried out sensitively and wellbeing needs were met.

Personal plans were in place for each child and included enrolment forms, permissions, and My World documents. These were reviewed with parents at least six monthly to ensure information was current. We discussed with the service that all updates to these documents should be dated to clearly identify which information was the most current. One parent shared 'I am invited to My World meetings regularly and informed of my child's development and areas they are working on to help her progress.'

Mealtimes were a nice sociable experience for children and took place both indoors and outdoors. Staff interacted with children and supported them to develop their independence and life skills. Children helped to prepare snack by slicing fruit using safety knives. They served their own vegetables using appropriately sized utensils and poured their own drinks. There were quality discussions between children and staff throughout the mealtime experiences and some staff ate lunch with the children. Allergies and preferences were well managed by staff.

The baby room was set up as the sleep room for the younger children. This provided a quiet nurturing space for children to rest and sleep after lunch. Children were comfortable, were offered their comforters and were sensitively supported to fall asleep. Lights were dimmed and blinds lowered to create a darker, cosier environment for children to rest.

Staff had all completed child protection training and regular refreshers took place to maintain knowledge and skills. Child protection was regularly discussed at team meetings. Flow charts which identified the processes to follow were displayed around the setting. Chronologies were in place for children which recorded significant information or events in a child's life. These processes ensured the safeguarding of children.

Quality Indicator 1.3 Play and learning

Children were leading their own play through a balance of high quality planned and spontaneous learning experiences. A range of provocations supported children to explore, be creative and develop imaginations. Staff had a good knowledge of children's interests and supported them to engage in their play and learning. Children moved freely between areas including the outdoors which also provided them with a range of quality experiences. A parent commented 'The nursery offers a stay and play, and this is brilliant as my child can show me around her environment which they loved doing. I also get to see all the work on the walls and in folders.'

Staff were down at child level during play. They supported and extended children's learning through effective questioning which encouraged children to develop their thinking and problem-solving skills. Children were praised and encouraged throughout their play and learning.

Language, literacy, and numeracy were naturally incorporated into children's play through counting, identifying numbers, directional and mathematical language, and story sharing. Print was promoted across the rooms through signage and words, and letters and numbers were a part of the many resources on offer. Children took part in a range of mark making experiences which included large brushes in foam.

Planning for children's play and learning took place weekly in all rooms. There were main learning focuses each week which also included children's current interests. Learning intentions and learning questions were incorporated into planning. Age and stage development trackers were used to further support children's learning. Observations of children's play and learning were recorded within the Blossom app and were shared with families. Parents commented on their child's learning and shared learning from home. Most observations included future possibilities which identified the next steps in children's learning. Staff followed up on next steps and linked these with future observations which tracked children's learning and progression. A parent highlighted 'The children's 'golden moments' are very well documented allowing parents to help in development.'

Floorbooks identified children's interests and specific learning. They included the child's voice and future possibilities within learning. These were used as working documents and were regularly updated. The children were proud of these books and were keen to look through them and share their previous learning.

Children regularly visited the local beach and woodland areas at house of Dun. During these outings they were provided with hot meals from the service. Children took part in fire pit experiences, den building, climbing and active play experiences. The service had also developed links with two local care homes which supported intergenerational relationships. A parent commented 'they go in the woods and have made safe fires with teachers. They also attend a retirement home and spend time with older residents drawing pictures and doing crafts.'

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 2.2 Children experience high quality facilities

The setting provided a welcoming and homely environment which displayed children's artwork and photographs of children and their families. This supported children to feel valued and respected. The nursery was well furnished both indoors and outdoors. A wide range of toys and resources supported high quality play and learning and reflected children's curiosities and interests. The outdoor play space had been further developed to include an outdoor classroom which incorporated a kitchen area, water dispenser and low tables and chairs for taking part in activities. A parent shared 'The nursery are always keen to get the kids outdoors, no matter what the weather.'

The environments were well thought out and inviting. They included a range of child height furniture and resources which were easily accessible, comfortable, and supported children's experiences. These spaces could be further enhanced using softer lighting and more soft furnishings to create nurturing and cosier spaces for children to rest and relax.

The environment was well maintained, and the main entrance was secured using a buzzer system to enter the building. The outdoor environment was enclosed by a low wall and gate which was bolted from the outside for additional safety. This gate was monitored and supervised while children were in the garden. Parents were aware that they had to wait at the gate and not open it when children were outdoors. We asked the service to be mindful of resources being positioned against the wall which could provide a child with the opportunity to climb the wall and leave the setting. Staff were vigilant about the supervision of children outdoors and used walkie talkies to communicate with colleagues regarding the movement of children between indoors and outdoors.

Detailed risk assessments were in place for all environments, specific activities, outings, mealtimes, and the wellbeing of staff. These documents were regularly reviewed and staff signed them off when they had read and understood them. Children were involved in setting up the outdoor play area and assessed for potential risks using a visual checklist. A maintenance reporting system was in place which ensured maintenance and repairs were completed in a timely manner to ensure a safe environment for children and staff.

Infection prevention and control measures were in place and being followed. Hand washing was being carried out by staff at appropriate times. Children were supported and encouraged to wash hands. The hand washing opportunities within the outdoor classroom and outdoor toilets allowed hygiene to be continued when children were outdoors. Staff should continue to promote handwashing as children return in from the outdoor environment. Cleaning was carried out throughout the day which included the wiping down of surfaces. Toilet areas were well resourced with soap and paper towels. Most areas within the building were ventilated to minimise the risk of spread of infection.

How good is our leadership?**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 3.1 Quality assurance and improvement are led well

The service had a shared vision, values, and aims which was displayed around the service. Parents had recently been involved in a consultation to review these.

An improvement plan was in place which identified two main priorities. These were broken down into tasks and the staff team were involved in taking these forward, evidencing their actions, highlighting impacts on outcomes for children and identifying possible next steps.

There was a clear focus on quality assurance and self-evaluation to support ongoing improvements which were developed using a detailed quality assurance calendar. The approach to self-evaluation was thorough and detailed. Children and families' views were sought through questionnaires, verbal communications, and a variety of other methods. A parent shared 'Rompers always welcomes feedback from parents to support improvements in the nursery.' Staff had taken on leadership opportunities and ownership of specific tasks and areas. They had taken on championship roles for health and wellbeing, nurture, eco and developing risky play and risk benefits. The service had received the bronze rights respecting school award and the eco green flag award.

Monthly staff meetings were an important factor of ongoing quality assurance. They covered a range of items including reflection, training, parental involvement, and the rights of the child. Staff were keen to share that they had valuable opportunities to participate in a wide range of training to develop their knowledge and skills. Staff shared their learning with colleagues which developed the knowledge and skills of the whole team to improve outcomes for children.

Annual performance appraisals took place with all staff. A grading system was used to assess and evaluate all aspects of their role and detailed records of these meetings were recorded. Further meetings took place throughout the rest of the year to support staff to achieve and set future goals. This further supported ongoing professional development.

Recruitment and induction processes were well managed and thorough and took account of current guidance. Staff spoke highly of the induction process and the mentoring system in place.

Policies were in place to support safe practice, and these adhered to current guidance. All policies were currently being reviewed to update them to reflect current practice.

How good is our staff team?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 4.3 Staff deployment

Staff deployment was managed well and ensured experience, knowledge, and skills of staff appropriately supported children to progress and achieve. The service was well staffed, and ratios were met throughout the day. Each room had a team leader and depute who managed the day to day running of the rooms. Daily huddles took place every morning. These provided the team with an overview of the day and their responsibilities for that day. Staff wellbeing was also well supported during these huddles. A staff member shared, 'team leaders support wellbeing needs of staff and are very supportive and caring.'

Staff had a good knowledge of child development. Busier periods of the day were well staffed, and staff breaks had minimal impact on the children's experiences. Transitions between rooms and areas were well managed. Children in the baby and toddler rooms were well supported to move between rooms during sleep times. Staff supported transition visits for children who were moving to a new room. The service had developed detailed transition documents that were shared between rooms. These were shared with parents to highlight what was involved and what to expect during transitions. A detailed, but flexible plan was included to show a breakdown of when things would be happening. This was shared with parents to allow them to prepare their child for the day ahead.

Staff were flexible and proactive to ensure quality engagement with children took place. They moved between areas when support was required and were flexible when supporting each other to meet children's needs. Staff communicated with parents during drop off and pick up times and recorded children's daily routines including sleeps, meals, and nappy changes within the Blossom app.

Staff worked well together as a team, they respected each other, communicated well, and felt well supported by each other and management. Staff felt that they had developed good working relationships with each other and regularly took part in team building activities. A parent commented 'All staff are friendly and supportive. They update me daily on my child and go above and beyond to ensure she is well cared for.'

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

Staff should review current snack and lunchtime practices to ensure these are nurturing and provide children with opportunities for choice and support them to become independent and responsible.

They should take into consideration:

- the role of staff;
- promoting self-help skills;
- learning opportunities;
- children preparing snack; and
- promoting choice.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: 'I can enjoy unhurried snack and mealtimes in as relaxed an atmosphere as possible'. HSCS 1.35; and 'I can choose suitably presented and healthy meals and snacks, including fresh fruit and vegetables, and participate in menu planning' HSCS 1.33.

This area for improvement was made on 16 July 2019.

Action taken since then

The mealtime experience had been developed and were now a nice social experience for children. Staff supported children to develop independence and life skills. Children had opportunities to help prepare snack, serve themselves and make choices.

This area for improvement has been met.

Previous area for improvement 2

The service should review the current sleeping arrangements for the children in the toddler and baby room.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: "If I experience care and support in a group, I experience a homely environment and can use a comfortable area with soft furnishings to relax." HSCS 5.6.

This area for improvement was made on 16 July 2019.

Action taken since then

Children experienced a homely and nurturing experience during sleep times. They slept on flat beds with sheets and blankets. Children were offered their comforters if required. Children were sensitively supported

to fall asleep. Lights were dimmed and blinds were closed to provide a darker and quieter environment for children.

This area for improvement has been met.

Complaints

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

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.