Jennyswell OSC - Lochfield
Day Care of Children

Lochfield Primary School
Lochfield Road
Paisley
PA2 7RD

Telephone: 01418 879 999

Type of inspection:
Unannounced

Completed on:
27 February 2023

Service provided by:
Roin Ltd

Service provider number:
SP2003000993

Service no:
CS2003004912

About the service

Jennyswell OSC - Lochfield was registered as a daycare of children service with the Care Inspectorate on 1 April 2011.

The service is registered to provide care for a maximum of 32 children who are attending primary school at any one time. The service is provided from a community room which the service has sole use of, and children can access the gym hall, school library and outdoor playground.

The service is provided by Roin Ltd.

About the inspection

This was an unannounced inspection which took place on Wednesday 22 February 2023. 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 previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with several people using the service and six of their parents or carers by email
- spoke with the staff and manager
- observed practice and daily life for children attending the service
- reviewed documents

Key messages

Children experienced warm, caring, and nurturing interactions from staff.

Children were happy, settled and engaged in play activities.

Children were consulted in a meaningful way and were provided with opportunities to lead aspects of service delivery which resulted in them feeling respected and included.

Personal plans should be further improved to ensure they outline how each child's health, welfare & safety needs will be met by the service.

Quality assurance systems involving children, families and staff should continue to be imbedded to inform planned improvements.

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?	4 - Good
How good is our staff team?	4 - Good

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 evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support
Children experienced warm, caring and nurturing interactions with staff that supported their wellbeing. Children were happy and settled in the service and played together with friends.

A key worker system was in place to support children to build relationships and feel emotionally secure within the service. We saw children confidently approach staff which demonstrated they felt safe. However, some children we spoke with didn't know who their keyworker was. We have asked the manager to review the responsibilities of keyworkers to ensure opportunities are provided for children to meet with their keyworker and develop an understanding of how their keyworker can support them within the service.

Staff supported older children to lead activities that were of interest to them, and the implementation of leadership groups developed children's independence and ownership within the service. Children we spoke with placed value on their leadership roles and spoke positively of the opportunities for them to plan elements of service delivery. Children told us they enjoyed planning activities for the baking group, sports club and anti-bullying group. This demonstrated that children were valued and respected as individuals.

Staff knew children well and were caring, nurturing and responsive in their approach to children. They discussed children's individual personalities and needs and how these were supported by the service. Staff worked in partnership with children to gather information about their current needs. This included All about me forms, Shanarri reviews and wellbeing web self-assessments which supported staff to understand care routines that were important to individual children. Whilst staff worked closely with children to identify their needs, we found that staff were not then using this information to plan individual support strategies and were not routinely consulting parents in their child's care, play and learning targets in line with current legislation. We have asked that the service approach to personal planning is reviewed and improved (area for improvement 1).

We observed children access healthy snacks independently, however, few children accessed fluids throughout their session. We have asked the manager to consider ways to improve children's access to fluids to ensure they remain hydrated throughout the day.

Quality indicator 1.3: Play and learning
Staff supported children as positive role models as they listened to children and encouraged conversations to support play. Staff spoke of supporting children to develop and maintain friendships, take turns, share, regulate their emotions and build up their confidence.

We saw children lead their play, they were happy and confident as they took part in play activities. Resources were available for them to explore independently, such as board games, crafts, and some items of technology. We observed that some older children would have benefitted from more challenge to extend their play and help them meet their potential. The manager was already aware of this and had plans in place to improve the level of challenge provided during play.

Planning approaches taken by staff were a balance of intentional and responsive, centred around individual interests of the children. Planning records reflected the range of activities children had experienced, however, we found that further improvements were needed to the quality of the weekly planning and evaluations. Staff would benefit from strengthening their skills and confidence with observing children and using the information gained from observations to inform their planning for play and learning experiences. The manager should continue with their plans to offer support to staff to ensure they feel confident and competent to plan and evaluate children's learning and identify how to enhance future experiences.

Children's opportunities for play & learning should be further enhanced by developing stronger connections to their own and wider communities. This would enhance children's understanding of their world around them and support them to be active participants within wider communities.

Areas for improvement

1. The provider, manager and staff, should ensure that all children have a detailed personal plan that sets out how their health, welfare and safety needs will be met. Personal plans should be developed in partnership with children and parents and should be reviewed and evaluated at a minimum of six monthly intervals.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

How good is our setting? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 2.2: Children experience high quality facilities
Staff carried out visual checks of the environment daily and risk assessed all areas of play to ensure they were safe for children. Written risk assessments were in place to support this, recording any risks and how they were minimised. Children were supported to consider some risks in their planned play experiences, and we observed some children explore risks involved in independently using small cooking appliances. This supported children's understanding of managing risks and supported the development of life skills.

Children experienced a welcoming and safe environment where they could have fun with their friends. Children were cared for within a bright room located within the primary school which had ample space to play. The main playroom was well maintained and had some of children's work displayed to ensure children felt included and had some ownership of the environment.

Children benefitted from daily energetic play after their school day. The use of the gym hall ensured physical activity could continue during adverse weather and we observed children having fun outdoors playing football. We saw that children could choose from a range of play equipment to provide enjoyment outdoors. However, on the day of inspection, we observed staff encouraging children to return indoors as the staff member was cold. We discussed with the manager the need to ensure staff have appropriate clothing and footwear to support children access outdoors in all weathers and to ensure the deployment of staff considers staffs enthusiasm and passion for outdoor learning to ensure children consistently benefit from positive interactions and experiences outdoors.

We found that the main play space was well resourced with tabletop activities that children enjoyed.

However, we found that play areas could be improved by offering opportunities for children to explore sensory, science and engineering experiences and that loose parts play could be further developed. Children would also benefit from more quiet and cosy spaces to relax. We recognised that the school library provided some quiet space, however this was only available with adult support. Improvements to the play and learning environment would support the holistic development of all children.

How good is our leadership? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 3.1: Quality assurance and improvement are led well
The manager role modelled good practice and staff confidently sought support and guidance from the manager and informed them of their decision making throughout the session. The staff team told us they felt valued and supported within their role and placed value on regularly meeting as a team to discuss service provision, planned play experiences and needs of individual children. This approach supported a shared understanding and purpose within the team.

Families commented positively about the levels of communication they received by the service through various sources including; social media, emails and daily verbal communication. Comments from parents included; "Communication is excellent" and "Communication is prompt, clear and concise". This helped parents feel part of their children's daily experiences.

Staff consulted with children throughout their session, responsively acting on their ideas and included children in making some decisions about the service. For example, staff offered additional craft resources to children to support their creativity and children had been involved in the development of pupil leadership groups. This supported children to feel valued and respected.

An improvement plan was in place which focused on areas the team had identified as a priority during 2019-2022. We saw that some action had been taken, however, it was not always clear where progress had been made and improvements achieved. We asked the manager to review the improvement plan to ensure it was clear where stakeholder consultation had informed improvements and to ensure that all current priorities are identified. This will enable staff and management to track any progress made and support shared ownership of the improvement agenda.

Quality assurance processes including regular monitoring and self-evaluation tasks had been introduced and the manager shared with us newly developed templates and their plans to further imbed these into practice. We encouraged the management team to continue to meaningfully involve staff, children and families within these processes to ensure a culture of continuous improvement informed by the views, wishes and aspirations of stakeholders.

How good is our staff team? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 4.3: Staff deployment
Staff caring for children were safely recruited and registered with the Scottish Social Services Council (SSSC). The provider and manager successfully managed unplanned absence to minimise disruption to

children's routines and care. Staff presented as happy in their work, they were respectful towards one another, flexibly working together as needed. This contributed to creating a welcoming and nurturing space for children.

Staff were deployed appropriately throughout the service which enabled children to choose to play between the indoor and outdoor play environments. Effective communication by staff and the implementation of walkie talkies ensured tasks were carried out whilst minimising disruption to children's care, play or learning experiences.

A planned approach to professional development reviews supported staff to feel listened to and that their well-being was prioritised. Staff placed value in the opportunities this provided to speak with their manager. We discussed with the manager how the structure of the reviews could be enhanced to ensure the celebration of staff successes and achievements and to support reflection to identify areas for further development. The manager agreed that improvements would allow them to track staff's progress within key skills.

Whilst we found that staff were deployed effectively to meet staff to child ratios, we recognised that more effective use could be made of the differing knowledge, skills and experience of staff to instil leadership at all levels and support staff to take ownership to further improve areas of the service. This would ensure that all staff have responsibility for planning, implementing, and developing aspects of service delivery. We signposted the manager and staff team to SSSC's play based training modules and leadership resources available at www.sssc.uk.com.

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

The manager should formalise arrangements for monitoring and evaluation all aspects of the service to support continuous development and improvement.

This area for improvement was made on 27 April 2017.

Action taken since then

The manager had implemented a system for monitoring and evaluating aspects of service delivery.

This area for improvement was 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?	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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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