Linwood Community Childcare
Day Care of Children

Woodlands Primary School
Abernethy Drive
Linwood
Paisley
PA3 3EX

Telephone: 01505 382 626

Type of inspection:
Unannounced

Completed on:
15 August 2023

Service provided by:
The Committee of Linwood Community Care

Service provider number:
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Service no:
CS2003004944

About the service

Linwood Community Childcare is registered to provide early learning and childcare to a maximum of 106 children, 9 children 0 to under 2 years, 24 children 2 years to under 3 years, 34 children 3 years to under 5 years and 39 children 5 years to under 16 years.

The service is based within a purpose built facility adjacent to Woodlands Primary. Accommodation consists of four main playrooms, a sensory room and access to an outdoor play area. The service is close to local amenities including play parks, shops and forest area.

About the inspection

This was an unannounced inspection which took place on 10 August 2023 between 09:00 and 16:30. A further visit took place on 11 August 2023 between 08:00 and 10:45. Two Inspector's carried out the inspection. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spoke with children using the service
- gathered the views of thirteen parents using the service
- spoke with staff and management
- spoke with a visiting professional
- observed practice and the facilities
- reviewed a sample of relevant documents.

Key messages

- Children experienced warm nurturing care from staff who responded to their individual needs
- Working in partnership with families was key to the service
- Children benefitted from playing and learning in a rich outdoor environment including their local community
- Children were confident, happy and having fun with their friends
- Staff were kind, caring and nurturing in their approach with children
- A clear plan for improvement was in place
- Further development of quality assurance systems should continue as planned.

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

Children experienced nurturing care from a staff team who respected each child as an individual. Interactions between staff and children were warm and caring. This helped create a caring, nurturing environment for children. Children presented confident in the care of staff knowing their individual needs would be met. Staff offered appropriate affection to children in a respectful and playful manner supporting children to feel loved and cared for.

Staff working with the younger children took a mind minded approach by taking account of the children's thoughts and feeling as they responded to individual needs. Children were supported by staff to go at their own pace with staff recognising where children needed support to self-regulate their emotions. School age children were included in the preparation and planning for summer trips and outings developing a sense of responsibility. Clear boundaries underpinned by children's rights helped children to feel safe knowing what was expected of them.

Each child had a personal plan to enable staff to provide personalised care to meet children's individual health safety and wellbeing needs. Children benefitted from receiving responsive care linking with home routines. Where children required additional support, this was quickly identified. Staff worked proactively with children, families, and other professionals to identify next steps and strategies based on individual children's needs. Feedback we received from parents/carers agreed they were fully involved in their child's care including developing and reviewing their personal plan.

Children's health and wellbeing was supported through regular exercise and fresh air. We saw children having fun outdoors, enjoying the freedom to run around with friends.

Lunch time was a positive experience. Staff in the baby room took time to explain to the children what was going to happen supporting as needed, good organisation between staff ensured it was not task orientated. Children experienced an unhurried, relaxed, calm, and a nice social lunch experience. Older children under school age took some time to settle at lunch time however staff responded to children as individuals to make sure their needs were met. Almost all children used their knife and fork and ate well. Children were encouraged to be independent going at their own pace. School age children were on a trip therefore we were unable to observe lunchtimes for this age group.

Staff made sure children were comfortable taking regular checks on sleeping children. Sensitive arrangements for children's individual sleep routines supported children's safety, emotional security, and wellbeing.

Quality indicator 1.3: Play and learning

Children were engaged, busy and having fun together and with staff. Play was a good balance of planned and child initiated experiences led by staff knowledge of children. Children led their own play independently making choices. They were beginning to develop decision making skills as they negotiated, taking turns

helping to develop resilience and lifelong learning skills through play. Staff demonstrated a genuine interest in children's play knowing when to join in or step back.

Staff were responsive to children's verbal and non-verbal cues, following their lead with positive warm interactions. Babies explored their environment with staff attuned to their expressions able to understand and help children with their communication using simple songs and conversations. Children were happy to share their experiences with inspectors, with one child confidently showing us the outdoor play space able to talk about play and learning experiences in each area.

A group of children played imaginatively with frogs in the water tray, staff used this opportunity to develop children's vocabulary by using simple language around height and movement helping children to understand mathematical concepts in a meaningful way. Staff had taken a lead in role in developing an imagination library to promote early literacy and a love of reading. They were enthusiastic and motivated to be a part of this initiative recognising the benefits to children and families. A successful play day using books had taken place with positive feedback from families.

Most play experiences provided some opportunity for numeracy and literacy development. Older children were able to self register alongside their parents developing an understanding of print. We discussed with the manager the importance of literacy and numeracy being available across all areas of play. Staff should continue with their plan to consider how the environment could be richer to offer children more opportunity for literacy and numeracy through play experiences.

We saw children having fun outdoors making use of the spacious play area. Staff enabled opportunity for children to develop physical skills allowing children time to make decisions in their play as they used the range of areas including the climbing frame and exploring the man-made hill and tunnel. Children's health and wellbeing was supported through regular exercise and fresh air.

Trips to various venues during school holidays inspired school age children to explore and lead their own learning including developing an understanding in managing risk whilst in the community. Staff encouraged friendship groups where children enjoyed playing together. School age children told us the service was, "10/10".

Play was a good balance of planned and child initiated experiences led by staff knowledge of children. Floor books are used as part of the planning process documenting children's thoughts and ideas. However, it was not always clear to see the connections between children's thoughts and ideas connecting to the learning experiences. Staff should continue to develop evaluative writing recording more focussed observations on children's learning. This will support planning for play and learning and children's achievement.

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

Children experienced a warm, clean and welcoming environment organised to meet their developmental stages with suitable furniture. Playrooms took account of children's stages of development with space for younger children to move around, pulling themselves up to standing and walking freely, helping their physical development. Each playroom reflected children's interests and were resourced to support choice for

children in their play and learning. Spaces indoors were bright and welcoming providing opportunities for children to play on the floor or at a table helping to develop their creativity and imagination. The layout of the playrooms was set out to enable children to engage in a wide variety of play activities on their own, in small or larger groups.

A parent/carer commented:

"My son loves attending nursery. There are lots of toys and resources to help him grow and develop. They always have a wide range of new resources out for children to explore and take part in learning experiences each day to progress children's learning."

Cosy spaces had been created using soft furnishings and lighting where children could relax, feel safe, and secure giving children a sense of being cared for promoting their overall wellbeing.

Children were kept safe through a range of safety measures, for example, attendance records, secure entry to premises and risk assessments. Entrance to the setting was operated by staff helping to make sure no children could leave unauthorised and preventing any unauthorised entry to keep children safe. Staff were attentive to children's safety and used a range of risk assessments to evaluate potential risk including children in the process. The manager and staff should continue to monitor and review the outdoor play risk assessment giving particular attention to some boundary fences which are of mid height and could place a potential risk of children climbing over.

Toilets and children's changing areas could be accessed from the playrooms. We discussed current guidance and best practice in relation to laundry facilities located within children's changing areas. The manager had taken steps to find a solution liaising with the building facilities during the inspection process and will update the care inspectorate with any action taken for improvement including variations to the service conditions of registration as a result of any changes.

Children had direct access to a large outdoor space from each of the playrooms with shelter provided enabling children to access in all weathers. The outdoor play space had been further developed and provided all children with a wide range of interesting play and learning opportunities including risky play, use of a fire pit, planting, a mud kitchen and various surfaces for children to develop movement and coordination. A visual risk assessment displayed meant children could risk assess before using small ladders in the playroom. Children had opportunity to develop a good understanding of how to keep themselves and others safe.

Children's information was stored securely. Management are aware of their responsibilities to ensure this continues to be managed to keep children's information safe and confidential.

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 management team led the team very well and ensured a shared vision, values and aims was sustained within the staff team. As the vision values and aims had not been reviewed for a significant period of time

we suggested a review could be beneficial involving staff, children and families to reflect any changes to the service considering local and national guidance.

There had been recent changes to the staff team, and although further time was needed to fully reach their potential the manager had a clear plan on how staff would be supported and integrated into the established team, viewing all staff as leaders in learning. Staff were committed to ensuring children and their families have the best possible experience. We observed a motivated and enthusiastic staff team using reflection to positively inform their practice. Having a shared responsibility contributed to the positive culture we observed during the inspection.

Working in partnership with families and their involvement was important to both staff and management and was key to the service success. Families were involved in evaluating a range of experiences during the year. This included their child's Forest school experience, Imagination library and the service annual Standards and Quality report. All parents who responded to us agreed they and their child had the opportunity to be involved in the setting. School age children completed questionnaires. Staff told us at times children are reluctant to write after a school day, we suggested how digital methods could be used to gather children views.

Self-evaluation and reflection were underpinned by consultative relationships between the staff team and management led by the manager. Respectful professional communication enabled staff to identify priorities for improvement. Daily informal reflection resulted in staff listening to children's thoughts and ideas. We discussed with the manager how formal quality assurance records would benefit from more consistent use of self-evaluation language asking how are we doing? how do we know that? and what are we going to do next?. This will provide a more systematic framework to support continuous improvement. Staff should continue to familiarise themselves with the quality framework as an additional self-evaluation tool linked to the Health and Social Care Standards.

Staff identified areas for improvement confident in their roles and responsibilities within the service annual improvement plan. An improvement plan shared with families using the service showed a clear plan for success and was reflective of the service we observed. We suggested the improvement plan could be shared with children using pictorial or digital methods including them in the progress of the plan throughout the year.

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

The management team made sure the service was appropriately staffed taking account of staff knowledge, skills and experience. Staff deployment across the service ensured staff ratios were maintained consistently throughout the day. Any absence, planned or unplanned, was managed well and wherever possible due to staff differing work patterns, the manager was able to use staff within the team. Staff were flexible in their approaches working together as a team.

Staff knew children, families and their circumstances well. They used this understanding to support children in a way that meets their needs and was inclusive and equal. Encouragement and praise was used meaningfully to promote positive attitudes to play and learning. As a result, children were becoming

confident individuals supported to progress in their development.

Leaders looked out for the wellbeing of staff. All staff told us they were valued in their work confident they could receive support should they need it. A staff member told us;

"We all work well as a team, everyone can go to someone for help."

This contributed to promoting a positive welcoming setting for children and their families.

There is a clear induction for staff with the manager and staff team supporting new staff using the skills and knowledge of the existing staff team. This meant new staff had clear understanding of the service policies and procedures and the manager could identify the strengths of each new staff member including deployment and any priorities for their future development.

Staff communicated well with each other making sure if they were moving from an area, they kept each other informed. Walkie talkies were used by staff to communicate from outdoors to indoors working together to ensure effective supervision and engagement with the children across the setting. Regular meetings with staff ensured they were kept informed and well led - knowing what is expected of them to enable them to provide quality experiences.

Families and children were kept informed on who was caring for their child and a whiteboard was used to keep them up to date on weekly events located in the main cloakroom area. Staff information including training and photographs was also displayed for children and families to see at a glance. However, a parent felt this could be improved on to help them get to know any new staff. We discussed this with the manager who will ensure this is taken forward to ensure all parents have opportunity to get to know all staff.

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

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