

Camelon Early Learning and Childcare Centre Day Care of Children

Nailer Road
Camelon
Falkirk
FK1 4DA

Telephone: 01324 501 800

Type of inspection:
Unannounced

Completed on:
24 August 2023

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003011325

About the service

Camelon Early Learning and Childcare Centre is a daycare of children's service provided by Falkirk Council. They operate from a purpose built building with an annex next to it for younger children. All facilities are on one level. In the main building children have access to a large play room with direct access to a spacious outdoor areas. There is office space, a reception area, toilet and kitchen and dining room facilities.

In the annex children have use of a large playroom and enclosed outdoor area. Children can get into the outdoor area directly from the play room which offers an attractive and stimulating learning environment.

1. To provide a care service to a maximum of 130 children:

Main Nursery: 12 children aged 0 to under 2 years
30 children aged 2 to under 3 years
48 children aged 3 years to not yet attending primary school

Annexe: 40 children aged 2 to under 3 years.

From 25 January 2017 until 31 March 2017, care can be provided to a maximum of 30 children aged 3 years to those not yet attending primary school in the Annex within the service overall maximum numbers of 130 children.

Any other conditions unique to the service:

2. When the number of children aged 2 years to under 3 years in the annexe exceeds 20, an additional changing facility must be provided which complies in full with the Care Inspectorate guidance entitled "Nappy changing facilities in early years nurseries and large childminding services" - publication code OPS-0314-266 as amended from time to time."

About the inspection

This was an unannounced inspection which took place on Wednesday 23 August 2023 between 08:45 and 17:00. We returned on Thursday 24 August between 08:30 and 12:30 when we concluded the inspection and gave feedback. 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 children using the service and five of their parents/carers
- spoke with ten staff and management
- observed practice and how children were supported with their routines, play and learning
- reviewed documents.

Key messages

- Children experience being cared for in an inclusive and supportive way as a culture of respect is embedded in practice.
- Staff were responsive to children which meant they could lead their play and develop their interests.
- Quality assurance had been effectively used to assess what the service does well and identify areas for improvement.
- Staff had created meal and snack times that supported children to become independent, develop life skills and have a social time with their friends.
- The staff team work well together and have a clear focus for improving 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 evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality Indicator 1.1: Nurturing care and support

The positive ethos within the service meant that a culture of respect and inclusiveness was embedded. Children were confident as they experienced positive and supportive interactions from all staff. The nurturing approach meant staff were affectionate and children sought out cuddles which supported their emotional well-being. Children had a positive nursery experience as they felt valued and had developed nice friendships with other children. Parents said "All staff have an extremely professional and nurturing approach, the centre is well established and has the children at the centre of all practice." And "My child feels so comfortable at Camelon ELC and as do I as a parent. They (staff) are so nurturing and professional. My child had developed a lot through her learning journey at Camelon."

Staff recognised the importance of partnership working and used home visits well to help build relationships with families. These enabled information to be shared which helped staff get to know children and plan for their care. For example, as staff used their individual interests, children benefited from a tailored settling in process. This approach helped children have a positive experience when starting nursery. Parents said "My child is building relationships with staff and making friends."

There were a variety of ways in place which supported communication with parents. Through discussion, staff demonstrated they were knowledgeable about children's individual needs and how they were being supported. Using 'what matters to me' and adventure journals staff recorded some of children's experiences and progress. Seeing practice, we were confident that children's needs were met. We talked to staff about further developing the range of information they record. For example, the techniques and strategies used to support children. We asked that formal reviews take place once every six months. This would ensure plans are effective to support children's continued progress, development and learning.

Children benefitted from unhurried and well organised meal and snack times. Children had fun as they worked together with enthusiasm to set the tables. Older children confidently served themselves, while those who needed it were patiently supported to make choices about what they wanted to eat. Good role modelling was provided as staff sat with children and encouraged the social aspect of meal times. As a result we saw children had learned life skills. They were relaxed as they chatted with friends and staff while eating their meal. We asked the service to consider activities children were involved in before mealtimes to ensure they were not sitting for too long.

If children required medication, we confirmed an appropriate system was in place as necessary information was recorded. We asked staff to update records quickly if there was a change to children's medication. This was completed by the end of the inspection.

Quality Indicator 1.3: Play and learning

Children benefited from a well organised environment where children could choose from a range of stimulating activities. This meant that children could lead their play both indoors and outdoors. Open ended resources helped children use their imagination, curiosity and investigation. Staff talked to children about

their learning which supported their interests and contributed to their development in literacy and numeracy. As a result, we saw children were busy, engaged and spent long periods of time at activities. Parents said "The staff use their skills to provide exciting play within the centre."

Staff responded to children's interests as they joined in their games. Their enthusiasm meant children felt listened to and valued as staff followed their lead. This meaningful interaction meant children talked confidently about their learning and how their ideas were used. One child told us "That's the princess hairdresser." Praise and encouragement were used effectively to recognise children's contributions and achievements. This gave them confidence in their abilities. As their learning was revisited, children's progress and 'next steps' were identified for their continued progress.

Initiatives such as helicopter stories and book bug promoted opportunities for children to use their imagination and language skills. We saw children laughing and having fun as puppets were used to tell a story. Staff used questions well to extend children's thinking and develop their knowledge in their interests. For example, talking about types of bugs and where they lived.

The outdoor areas was well used to extend children's learning. They chose to play in the stimulating and interesting outdoor environment throughout the day. The use of real life resources such as bricks and ladders helped children develop life skills. They were enabled to take risk in their play as they could climb trees and and join in activities using the fire pit. As a result, children were learning risk and how manage it. Parents said "Loads of activities, kids learn safety for themselves and others."

The wider community was used to extend children's learning. They learned about nature, wildlife and joined in litter picking events. For example, children's interest in bugs was extended as they searched local parks to see what they could find.

Meaningful observations and reviews ensured children's progress, development and learning was well monitored. This enabled planning approaches to be responsive and child centred which supported them to achieve. Parents said "I feel completely involved in my son's learning. I particularly enjoy the activities put on by the staff that allow the parents to come in."

How good is our setting?

5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality indicator 2.2 - Children experience high quality facilities.

Families benefitted from the welcoming and inclusive environment that had been created. Thoughtfully organised areas supported children when they arrived at the setting. For example, a cosy area with soft furnishings and toys was available at the reception area. This offered children a quiet space to play if they needed time to settle down before they went to their playroom. Parents said "Lovely setting and great learning centre." And "Staff are very friendly and provide an amazing learning environment."

The layouts had created play spaces that offered children a range of stimulating activities that supported their interests. They had space to develop and extend their games as they wanted to. Cosy areas were available which ensured children could also have quiet time to rest if they wanted to. As a result, we saw that children had positive experiences as they influenced the pace of their day as staff listened to them and supported their choices.

The environment was well ventilated, hand washing promoted and regular cleaning took place. All of which were effective at minimising the spread of infection. This could be further developed if hand washing stations were situated outdoors for children to use.

Established procedures for maintenance were in place which meant any repairs were promptly addressed. A safe environment was promoted by the use of risk assessments and daily safety checks. Children were supported to be aware of and assess risk as staff talked to them about safety. We saw that children confidently checked the outdoor area before they went out to play. Children were well supervised throughout the day and safety features such as secure doors and high handles promoted safety in playrooms.

We saw how the wider community was used to enhance children's experiences. Going to local parks, places of interest and the woods supported their learning in the natural environment.

How good is our leadership?

5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality Indicator 3.1: Quality assurance and improvement are led well.

The management team and staff were committed to providing a quality service. There was a clear focus on self-evaluation and quality assurance which had resulted in a shared vision for the development of the service. All staff were familiar with the priorities outlined in the improvement plan. They were enthusiastic about working together to enable change. For example, they had reviewed and updated the vision, values and aims which ensured a rights based approach to working with families. Staff said "Meaningful progress has been made with the staff team in developing the vision, values and aims for the centre - all Educators, children and families were consulted, taking into consideration their thoughts and feelings."

Staff had introduced various groups to support children's learning and family involvement. These included big cook, little cook, book bugs and encouraging the use of outdoors. Their learning, national and local guidance and best practice documents were used effectively to reflect on their practice. This enabled them to assess how families benefitted from the groups and identify how they could be further developed. For example, staff talked about the improved communication with parents/carers as they had developed closer relationships with them. Parent's said "The leadership in this setting is great. I am fully aware who all staff members are and their role, my child also knows them as they are involved in their day to day experiences in nursery."

Formal and informal opportunities were in place that supported parents' and children's views to be gathered. Children's voice was routinely captured and used to plan and support their interests and extend their play and learning. Parents' involvement and feedback enabled staff to plan activities and events which involved them in their child's care. As a result, parents felt included and knew their opinions mattered.

Staff were supported in their role as they had opportunities to talk about their work. This has enabled them to develop leadership roles which have improved experiences and outcomes for children and families. These systems could be further developed to support continuous improvement. For example, more specific information about how learning goals will be achieved. Adding dates for completion will help assess progress and ensure outcomes are achieved.

How good is our staff team?**5 - Very Good**

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality Indicator 4.3 - Staff deployment

Children were supported by a staff team who had a range of knowledge, experience and skills. Their sound knowledge of child development, GIRFEC (getting it right for every child) and the well-being indicators resulted in children's individual needs being met. They were committed and enthusiastic in their role which meant children were supported to reach their potential. They talked knowledgeably about children's individual needs, next steps and how they were being met. Parents said "All staff are fantastic. Could not get a better bunch." And "I think the staff are amazing! I believe that this nursery has a good strong staff team."

Staff were very well deployed throughout the service which ensured children benefited from their nursery experience. Effective communication and a flexible approach meant children were supported in all areas. At busier times, routines had been established which promoted children's safety.

Staff changes and absence had been well managed which promoted continuity of care. When staff started, they had felt supported by induction and having a mentor. Staff were committed to professional development and used training and best practice guidance to keep up to date. Children therefore benefited from the mix of staff skills and experience within the team.

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 provider should ensure that information held on children is updated in line with current legislation ; medication forms clearly state the reason it is needed and that staff ensure they follow the prescription label instructions. This is to promote children's safety, wellbeing and health.

This is to ensure care and support is consistent with the Health and Social Care Standards 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) and "Any treatment or intervention that I experience is safe and effective" (HSCS1.24).

This area for improvement was made on 15 November 2018.

Action taken since then

Information was recorded about why medication was needed for children. **This area for improvement had 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 iartras.

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.