Rannoch Early Learning and Childcare Centre
Day Care of Children

Tinto Drive
Grangemouth
FK3 0DZ

Telephone: 01324 508700

Type of inspection:
Unannounced

Completed on:
4 June 2024

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003011492

About the service

Rannoch Early Learning and Childcare Centre is situated in a residential area of Grangemouth. Children have access to an entrance area, designated playrooms and fully enclosed outside areas, children's toilets and nappy changing facilities. Each playroom contains a small kitchen area for the storage and preparation of meals and snacks.

The service is provided by Falkirk Council and is registered to provide a day care of children service to a maximum 137 children aged from birth to those not yet attending primary school of whom no more than 12 are aged under 2 years and no more than 65 are aged from 2 years to under 3 years.

About the inspection

This was an unannounced inspection which took place on 3 June 2024, between 8: 45 and 17:30 and 4 June 2024 between 8:50 and 13:15. Feedback was given at the end of the second inspection visit. 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 a number of children using the service
- gathered feedback from eight families
- spoke with management and staff
- observed practice and children's experiences
- reviewed documents.

Key messages

- The nurturing ethos of the service contributed to children feeling happy, secure and confident.
- Children were achieving and empowered to lead their own play and learning.
- Management and staff were passionate in their role of supporting children and families.
- Strong, effective leadership and commitment to continuous improvement contributed to high quality outcomes for children and families.
- Action should be taken to ensure effective maintenance and cleaning of all areas within the environment.

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 were happy, settled and experienced warm and nurturing care. Staff respectfully engaged with children, listening to them and responded in a manner that suited their individual needs and personality. Trusting relationships and strong attachments with staff contributed to children's feeling of belonging.

Nurturing wellbeing was embedded in the ethos of the service and evident in interactions between staff, children, and families. Supporting family life in the service and wider community was a key strength. Families were sensitively encouraged to build trusting relationships with the service and other professionals. As a result, families were gaining confidence, an understanding of their rights and were making positive connections with additional support networks available to them. One family stated "It is a very family orientated service, they look out for families"

Children's wellbeing benefitted from staff who knew them well and understood their individual care and support needs. Effective personal plans were in place for all children. Information was regularly reviewed and updated to reflect children's changing needs. This contributed to children receiving the right level of care and support. Positive working with families and other professionals meant individual support strategies were understood and consistently implemented. This promoted continuity of care. As a result, children continued to develop, achieve and enjoy their early learning and childcare experience. Families were very happy with the level of information shared about their children's individual progress. They spoke positively about regular opportunities to meet with staff and review their child's learning and experiences. Comments included "I am invited on a regular basis to discuss my child's progress and have a say in all decisions in relation to their care. I love the story book, which is collated by staff, capturing some great experiences which is fabulous".

Children experienced calm, unhurried and sociable mealtimes. Staff sat with children, chatting and creating opportunities for them to develop language and social skills. Meals were nutritionally balanced and took account of individual dietary needs, promoting children's health. All children were encouraged to develop independence and practice a range of skills. For example, chopping fruit and vegetables, spreading butter, measuring and stirring baking ingredients. Children self served their meals, this further encouraged independence and promoted choice as they selected what they wanted to eat. The service was piloting an initiative within the local authority which involved children preparing and cooking lunches two times a week. For example, children enjoyed making soup and proudly ate this for lunch. Staff identified children were enjoying the meals and ate more when they had prepared the food. This experience promoted children's learning and enjoyment of healthy eating. Most children independently poured their own drinks and developed self care skills as they washed their faces after eating. The service should now ensure all children have the opportunity to develop these self-help skills.

Quality indicator 1.3: Play and learning

Children had fun as they meaningfully engaged in their play for sustained periods of time. They confidently made choices and actively led their own play and learning. Opportunities to explore natural materials, take

risks, be creative and problem solve promoted deeper thinking and extended learning. For example, two children enjoyed building a structure with planks of wood to walk on. Staff supported the children to assess the safety of their structure and encouraged them to fix problems as they occurred. The children then carefully walked along the planks carrying water vessels they had made to test their balance. This also supported children's learning as they chatted about the weight of the vessels and how they could steady themselves with a vessel in each hand.

Children were curious as they investigated a variety of materials and resources throughout the play spaces. Staff consistently presented a high level of challenge to children through effective questioning and considered involvement in children's play. For example, a group of children were making tea in the home area. They used a variety of tea bags, lemons and cold water to create their mixtures. Staff chatted with the children, encouraging them to explore the differing smells, textures and ingredients. This promoted the development of language and numeracy skills as they learned about plants, new words and measured their ingredients and water. The service should now consider how numeracy could be further developed in the outside areas.

Children were recognised as experts in their own play and learning. Planning approaches were responsive to their individual development. Consultative planning clearly captured children's thoughts, interests and ideas. This child centred approach supported children to feel involved and empowered. As a result, children were progressing well. Children were encouraged to celebrate their achievements, supporting pride and continued motivation. They enjoyed revisiting their learning in the story books and spending time with their families looking through their book and chatting. This gave families additional opportunities to be involved in their child's learning and development.

How good is our setting? 5 - Very Good

Quality indicator 2.2: Children experience high quality facilities

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.

Children benefitted from an inviting and welcoming environment. Natural and soft lighting contributed to the calm atmosphere. Indoor and outdoor play spaces were resourced well and offered children a variety of fun and rich play experiences. Areas were thoughtfully set out to support children's current interests and needs. Children accessed activities and experiences with ease. This promoted choice and empowered children to confidently lead their own play and learning. Consideration should now be given to enhancing resources for the younger children to provide further challenge in their play.

Children's physical and emotional wellbeing was supported as staff understood the benefits of outdoor play experiences. Direct access to the outside areas throughout the whole day gave children choice of where they wanted to play. Easy access to outdoor clothing enabled children to enjoy outside experiences in all weathers. Children had fun running around the garden areas and freely climbing on solid structures, supporting the development of coordination, balance and strength. The service should continue with their plans to tidy the garden area used by older children. Maintaining the garden will visually enhance the outside environment and further demonstrate to children their play spaces are important.

The emphasis on children's wellbeing in an emotionally supportive environment meant children felt loved and secure. Cosy, nurturing spaces throughout the setting offered children a comfortable place where they could rest, relax and set their own pace of day.

Children's health was promoted through positive infection prevention and control measures. For example, they were supported well to follow effective hand washing routines throughout key points of the day. The safe management and handling of food further encouraged children's safety and wellbeing.

Most areas within the service were pleasant, clean and well maintained. However, the nappy changing area for older children was untidy, had not been effectively cleaned and there was a hole in the wall. This did not promote an inviting area for children's personal care. A potty stored under the changing station was visibly unclean, all bins were dusty and had debris on the lids and the floor was not cleaned to an appropriate standard. Following our first visit, management had observed the changing area and immediately addressed these issues. We were satisfied with the plans put in place to ensure the future maintenance and cleaning of this area. Kitchen cupboards and drawers in the younger children's playrooms needed a general clean. This was raised with management, and we were assured that immediate action would be taken.

Children's safety was promoted due to staff's vigilance and the robust assessments in place to limit the risk of harm. A secure entrance system and close monitoring of visitors by staff further contributed to children remaining safe.

How good is our leadership? 5 - Very Good

Quality indicator 3.1: Quality assurance and improvement are led well

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.

The service was led by a professional and passionate management team who promoted a clear vision for the service and high aspirations for children and families. Children and families' experiences and staff practice reflected the stated aims of the service. This included children feeling safe, loved, encouraged, supported and being recognised as individuals.

Encouraging family engagement was a strength within the service. Various opportunities for families to express their views and contribute to continuous improvement promoted the family centred approach adopted by the service. Families told us they were regularly asked to share their views and help develop the service.

Management strived for excellence by leading various initiatives within the setting and wider community which had successfully enhanced children and families' experiences. For example, 'cook to connect', baby massage classes, cuddlers and babblers, breast feeding groups and 'make and taste' sessions in partnership with NHS Forth Valley. Monitoring of these initiatives enabled the service to evaluate the impact on families and identify improvements that could be made. Management and staff had shared some of these initiatives with other services across the local authority and visiting professionals. This offered opportunity for others to learn about the success of family engagement and the positive outcomes for the whole family unit.

Positive communication and strong leadership encouraged a reflective staff team. A whole team approach to self evaluation created confidence in staff to make changes and ensure improved experiences for children. Staff felt valued and well supported by management. They demonstrated pride in their work and spoke enthusiastically about their leadership roles and how they had positively influenced outcomes for children and families. For example, developing skills in supporting wellbeing, promoting communication and sharing ideas with families to support children's continued health and wellbeing.

Management were solution focused and made effective use of quality assurance documents to identify strengths and areas for improvement within the service. This included the 'Quality Framework for daycare of children, childminding and school aged childcare', the 'Health and Social Care Standards - My support, my life' and 'How good is our early learning and childcare'. Evaluations from ongoing quality assurance were used well to create clear and realistic action plans. Quality assurance systems should be reviewed to ensure robust monitoring of all areas of the environment to ensure cleanliness and the continued health of children.

How good is our staff team? 5 - Very Good

Quality indicator 4.3: Staff deployment

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.

Children benefitted from a caring and knowledgeable staff team with a range of differing skills and expertise. Staff supported each other, sharing learning and encouraging professional development. This promoted an inclusive work force who worked well together to provide high quality care and enhance daily experiences for children. Families made positive comments about staff. One family stated "Staff make us feel so welcome and are very approachable. They work extremely hard to ensure that all children in their care receive the best possible service".

A positive mentoring programme and induction period supported new and temporary staff to settle into the service. Effective use of the 'National Induction Resource' alongside the local authorities' own procedures encouraged staff to learn and assess what was expected of them. Staff received copies of the service's own induction handbook and brochure. Building a good understanding of the service and the current policies and procedures in place promoted consistency in practice and continuity of care for the children.

The level of staffing and effective deployment across play areas ensured appropriate supervision and meant staff were visually available to children. This enabled staff to continue meeting children's immediate needs and engage in meaningful interactions to support their continued learning. Busy periods such as drop off, collection and lunch times were managed well. Staff remained vigilant, whilst enabling safe opportunities to speak with families. Staff breaks were planned to ensure a seamless transition and ensure continuity of care for children. For example, children were familiar with additional staff employed during the lunchtime period. This supported children to remain settled in the care setting. Staff communicated well throughout the day, sharing tasks and responsibilities. As a result, children's play was uninterrupted, promoting continued engagement in play and learning.

Management had implemented a formal absence process to maximise attendance and support staff to understand the impact of unplanned absences on the service provision. Positive relationships with management and support for staffs' wellbeing had led to decreased absences. As a result, children and families were developing strong relationships with staff and their children's key workers.

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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