Mayfield Family Learning Centre
Day Care of Children

TU Hut
Mayfield Primary School
Stone Avenue, Mayfield
Dalkeith
EH22 5PB

Telephone: 01316 606 644

Type of inspection:
Unannounced

Completed on:
25 October 2024

Service provided by:
Midlothian Sure Start

Service provider number:
SP2003003175

Service no:
CS2003013420

About the service

Midlothian Sure Start, is the provider of Mayfield Family Learning Centre. The service is registered with the Care Inspectorate to provide a day care service to a maximum of 40 children up to end of primary school age at any one time, of whom no more than 10 are aged under 2 years.

Mayfield Family Learning Centre provides a day care of children service within the residential area of Mayfield, Midlothian. The service is situated in a temporary unit in the grounds of Mayfield Primary School. The spacious accommodation consists of two large playrooms, toilets and baby changing facilities, kitchen, several meeting rooms, accessible toilet and an enclosed outdoor play area.

About the inspection

This was an unannounced inspection that took place on 22 October 2024 between 09:00 and 17:00. We provided feedback to the manager and a representative from the local authority on 25 October 2024. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about the 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 children and family members using the service
- reviewed responses to our online questionnaires from families
- spoke with staff and reviewed five online questionnaires from them
- observed practice and daily life
- reviewed documents.

Key messages

• Children experienced loving and caring interactions.

• Children's individual wellbeing was supported through highly effective personal planning and partnership working.

• The outdoor environment could be developed to provide more opportunities for children to play, learn and develop.

• Enthusiastic strong leadership led to quality self-evaluation and improved outcomes for children.

• Deployment of staff was effective to meet the needs of the children.

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?	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? 4 - Good

We evaluated different parts of this key question as good and very good, with an overall grade of good. Several strengths impacted positively on outcomes for young people and clearly outweighed the areas for improvement.

Quality Indicator 1.1: Nurturing care and support

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

Children experienced warm, caring and loving approaches from staff. The service's commitment to wellbeing and nurture contributed to children's individual needs being met. Staff were responsive to children's needs and requests, they provided comfort and reassurance when necessary. As a result, children were secure, confident and happy within the environment. Family feedback was positive, their comments included, staff are attentive to children's unique needs, adapt their care accordingly and are very helpful. One family told us, "The team just get my child's needs". Another commented, "Staff are welcoming and warm. I feel they really care for my child".

Transitions into the service were positive, this supported children and their families. Home visits prior to children starting contributed to building relationships and understanding children's needs. One family commented, "I had to delay my child starting, the service were a huge support during this time, they continued to visit which supported all of us and helped once they finally started".

The service fostered positive mealtime experiences that encouraged children's independence. Mealtimes were unhurried and the atmosphere was relaxed. Children were confident and familiar with the routines. For example, collecting their own crockery and utensils, self-serving and tidying. Children who did not eat well were offered alternative options. Mealtimes provided time for children and staff to connect and engage in conversations. Staff were sensitive to children's individual needs and preferences, addressing them with kindness and care. Consequently, mealtimes promoted rich interactions, developing children's confidence and independence.

Children's individual wellbeing was supported through effective personal planning. A combination of documents provided in-depth insights into each child's needs and development. Strong partnerships with families enhanced communication and contributed to consistent care for children. As a result, children's overall health and wellbeing needs were met while their wishes and choices were respected.

Staff worked well with families and professionals to identify and implement appropriate strategies to support children. They used sign language, object and visual signifiers, this ensured children were included in daily experiences and fostered a sense of belonging. Consequently, children were supported to communicate in a way that is right for them, at their own pace, by staff who were sensitive to them and their overall needs. Feedback from other professionals was positive, one comment included, "I feel valued and respected, I am always welcomed into the setting".

Personal care routines, such as toileting and nappy changing, were undertaken with kindness and respect. Staff prioritised children's privacy and dignity, ensuring they felt safe and cared for.

Quality Indicator 1.3: Play and learning

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed area for improvement.

Children had fun and were engaged in their play. Free flow between indoors and outdoors provided opportunities for children to lead their own play, investigate and explore their interests. Resources and invitations to play were available indoors to spark curiosity and creativity. One family commented, "They put out cars to help my child settle at the beginning and last week they got to choose some new toys". Although family feedback was positive there were instances where staff could have been more proactive in extending children's learning through effective questioning and in outdoor play. As a result, there were missed opportunities to extend children's thinking, challenge and deepen their learning. (We have addressed this under Quality Indicator 2.2)

A yearly overview supported some planned learning opportunities, including celebrations and seasonal themes. We observed some children investigating and painting pumpkins as part of autumnal invitations to play. Further development of intentional planning would enhance children's play and learning opportunities. Staff responded to children's interests and recent experiences, for example, an observation about a child's recent zoo visit inspired conversations and small world play. In the moment planning and recording children's observations was in its early stages of development. Continued staff training and reflection would enhance their skills and lead to deeper learning opportunities for all children.

The service was in the process of reviewing systems to record and share children's learning, progress and achievements with families. All about me books and an online platform captured some learning and achievements, although these were inconsistent. The service was receptive to feedback on combining information to ensure all children's learning and progress was captured. This will inform children's individual next steps in development and learning.

How good is our setting? 4 - Good

We evaluated this quality indicator as good, where several strengths impacted positively on outcomes for children and clearly outweighed area for improvement.

Quality Indicator 2.2: Children experience high quality facilities

The setting was warm, comfortable and inviting, small touches such as, lamps and soft furnishing created a homely cosy environment. There was plenty of natural light and ventilation. The small nurture room offered an additional calm space for children to have some quiet time, staff were available to support this. Another playroom was available over lunchtime to provide different play experiences. These spaces contributed to a supportive environment, promoted feelings of calm and nurture where children can rest and relax.

Indoor playrooms were sensitively structured and considered children's individual stages of development. Across both playrooms ample space was available for children to play and develop their motor skills. Children had fun navigating the climbing structure and used the large wooden blocks to negotiate risks. The well-resourced home corner, complete with family photos fostered a sense of belonging. There was a range of natural and open-ended resources across the indoor environment. As a result, children's imagination, natural curiosity and play were supported by the indoor environment. The service could review where they store children's belongings such as, jackets and bags, the area was cluttered and not well presented. Reviewing the space would contribute to promoting children's independence and daily routines.

Daily outdoor play in the garden promoted children's health and wellbeing, while walks to the park and outings fostered connection with nature and the local community. Families were positive about their children's outdoor experiences. One family commented, "The outside door is always open. They have a lovely garden space with a shelter if it rains". Another told us, "They go for walks and trips out to local community gardens and parks. During the summer there has been trips outdoors, picnics, football sessions and sports". While feedback from families was positive, it would benefit children if the outdoor play space was reviewed. Staff should use observations of children's play to inform planning and provide resources to extend children's play. **(See Area for improvement 1)**

The setting was safe and secure and mainly maintained well. Effective monitoring, maintenance and repair systems were in place. A secure entry system, boundary fencing, high handles on doors and effective staff deployment meant children's safety was promoted. Daily checklists were effective in identifying and monitoring risks. Some general maintenance throughout in the garden was needed. For example, the decking area looked tired and could be painted to create a more inviting space, as did some fencing. A plan was in place to support with the garden improvements and appropriate risk assessments were in place. **(See Area for improvement 1)**

The environment was clean and well looked after, infection prevention and control measures were in place and mainly working well. Staff had undertaken Infection control training. We observed effective handwashing routines, this contributed to a clean and overall safe environment for children. Toilets and the nappy changing space were clean and in line with best practice guidance.

Areas for improvement

1. To promote children's safety, wellbeing, learning and development, the provider should review the outdoor environment and resources.

This should include but not limited to;

a) Resources and experiences should be inviting, stimulating and challenging to meet children's development needs.

b) Ensuring all outdoor areas are safe and well maintained.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'As a child, my social and physical skills, confidence, self esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open-ended and natural materials' (HSCS 1.31); and

'I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment' (HSCS 5.24).

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

Effective leadership and teamwork fostered a trusting, person centred and inclusive environment for children and their families. Staff had taken part in sessions to review and reflect on the vision and values of the service. Resulting in a shared vision that aligned with the aspirations of children, families and the wider community. These were reflected in the positive relationships observed between core staff, children and families. One family commented, "The setting has given me life changing support I wouldn't be able to work without it". Another family told us, "The staff are amazing, they have supported my children so much in their development". As a result, the overall ethos and environment supported children to feel valued, loved and secure.

The service offered a range of family support services, including counselling, parenting programmes and perinatal services. The supportive environment fostered genuine partnerships with families, resulting in positive outcomes for children.

Children and families were meaningfully involved in shaping services offered and improvements to the service. Various methods including, questionnaires, online platforms, daily dialogue and children's observations were used to gain children and family views. One family told us, "If I have any concerns at all staff are always amazing at discussing and doing anything they can to help". Another family commented, "We've had questionnaires about the service". Consequently, feedback informed day to day improvements and contributed to influencing wider organisational changes.

The manager's strong leadership fostered high aspirations and confidence among staff to support children and families. Opportunities for reflection contributed to staff development, strengthened partnerships and reinforced a child centred ethos. Improvement priorities and ongoing evaluations were central to the service's development. For example, identified training needs were addressed, resulting in positive staff-child interactions and improved outcomes for children.

Self-evaluation and improvement plans were in place. The manager had recently reflected on these with other managers within the organisation. This resulted in a new system being implemented to involve staff more actively in self-evaluation and improvement planning processes. While still in its early stages, this approach was driving improvements forward at a pace that was supportive for all. A quality assurance calendar was in place; however, it was unclear how this was monitored and by whom. The service could consider implementing a monitoring tool alongside their quality assurance calendar, this would strengthen quality assurance systems and enhance outcomes for children.

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

Effective staff deployment contributed to positive outcomes for children. Staff were well deployed across playrooms and in the garden, promoting high-quality interactions, children's safety and wellbeing. While the high level of staffing was achieved through the deployment of staff from other services and the use of bank staff, it demonstrated the service's commitment to meeting children's individual needs.

Newsletters and online platforms were used to communicate staffing in advance and new staff were introduced to children and their families. A combination of core staff, bank staff and staff from other services provided levels of continuity care for children. Staff were familiar with the environment and had access to children's individual plans. They communicated well when tasks took them away from their responsibilities. As a result, children received quality interactions and care and support that was right for them.

Staff were qualified, had a range of skills and supported each other well. Good induction processes and mentoring supported staff to build and extend their knowledge. One member of staff told us, "The manager has always been there for any questions I have had". Management was committed to ensure staff undertook training to meet the need of children.

Staff wellbeing was a focus for the service and wider organisation. They had access to 24-hour online wellbeing support and were provided with healthy snacks. Staff comments were positive about the support they received they told us, "The Manager has an open-door policy where you are able to talk open and honestly". Another said, "The manger has been very supportive during a difficult time". This resulted in a positive ethos for all.

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	5 - Very 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?	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 cànain 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.