# Dalmuir ELCC
# Day Care of Children

Castle Square
Dalmuir
Clydebank
G81 4HL

Telephone: 01419 528 305

**Type of inspection:**
Unannounced

**Completed on:**
19 March 2025

**Service provided by:**
West Dunbartonshire Council

**Service provider number:**
SP2003003383

**Service no:**
CS2003014722

## About the service

Dalmuir ELCC is provided by West Dunbartonshire Council and is registered to provide a care service to a maximum of 60 children from 2 years to not yet attending school at any one time. Of whom no more than 15 are aged 2 years to under 3 years.

The service is based within a detached building comprising of one large playroom, with two adjoining playrooms, a lunchroom for children, changing areas and children's toilets. There are two outdoor areas to offer children opportunities for outdoor play and learning.

The service is based in the Dalmuir community of Clydebank and is easily accessible by foot and car and is near to local bus routes. It is within walking distance of the train station. Local primary schools are within walking distance of the setting.

## About the inspection

This was an unannounced inspection which took place on Monday 17 March 2025 from 08:20 - 16:10 and Wednesday 19 March 2025 from 08:30 - 16:15. The inspection was carried out by one inspector (and one inspector shadowing) 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 12 children using the service and 13 of their families
- spoke with 14 staff and management
- observed practice and daily life
- reviewed documents
- spoke with two visiting professionals.

## Key messages

- Children received a high standard of nurturing care and support from staff who knew children and families very well. Staff were warm, caring and loving towards children.
- Children were having fun and making very good progress in their learning and development. They told us they enjoyed coming to the service and were observed to be relaxed, happy and well cared for within the setting.
- Children were confident, safe and secure in the setting and moved freely between indoors and the outdoor area. They demonstrated a clear sense of ownership and pride in their setting.
- The leadership team was fully committed to continuous improvement working very well together to provide effective support to the service, staff, families and children.
- Children received high quality care from the staff team who were well-trained, enthusiastic and well-supported in their roles.

## 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 received a high standard of nurturing care and support from staff who knew children and families very well. Staff were warm, caring and loving towards children. They were responsive to children's individual needs, treating them with respect and sensitivity. These individual needs were documented well through personal plans developed in close conjunction with families. This reinforced the commitment of staff to work in collaboration with families to obtain information about children's health, safety, wellbeing needs and individual care routines. Arrangements were in place to ensure these were reviewed with families to set wellbeing targets for their children.

Children had developed secure attachments with staff. Staff interactions were patient, gentle and nurturing. Children were kind and nurturing towards each other, learning to share and take turns, and developing friendships. Staff delivered programmed activities to support children to build emotional resilience. Children's views and opinions were respected and central to the daily routine. Staff supported children well to understand their rights.

Effective arrangements were in place to ensure that children requiring additional support, received the right support at the right time in a way that was sensitive to their needs. Effective partnership arrangements were in place with external agencies and professionals facilitating joint working to meet children's identified needs and support children to realise their potential.

Families appreciated the warm welcome to the service and their positive relationships with staff. They commented:

"All members of staff are so welcoming, I feel at peace every morning handing my child over. If child is ever upset the staff are so quick to comfort him. I get updates regularly about his progress. If I ever had any issues I would feel comfortable in speaking to any of the staff. I know that every day my child is well looked after and nourished in Dalmuir Early Learning Centre."

"I am very positive about the staff and the facilities at the nursery."

"I have a strong long lasting relationship with the staff. They are very supportive to not only me but my entire family."

"All the nursery teachers are very loving, nurturing and supportive."

"The staff and the service they provide has always been above and beyond for myself and my children over the years."

"All staff are friendly and welcoming and have impacted my child's development in such a positive way."

"I know my child is safe and comfortable around all the staff. You can go to the staff for anything."

Children enjoyed healthy snacks and meals. Snack time was pleasant and sociable with opportunities for children to make choices and develop independence skills. The youngest children enjoyed a pleasant, calm and unhurried lunch. A rolling lunch had recently been introduced for older children, and while this was still being monitored, we found it was working well and children were happy with the new routine. Children had good opportunities to develop independence. Although staff sat with children chatting sociably, during our visit, opportunities for role modelling were missed as they did not eat lunch with the children.

Effective arrangements were in place to ensure staff understood children's dietary and health needs. Effective procedures for the storage and administration of medication were in place and we confirmed these were followed to keep children safe. Staff understood how to ensure children were kept safe in the sun following best practice guidance.

Overall, children had good opportunities for rest and sleep to support their emotional wellbeing throughout the day.

Staff were confident and well-trained to understand their responsibilities for safeguarding children.

**Quality indicator 1.3: Play and learning**

We observed a calm relaxed approach to the pace of the day which supported high levels of engagement and very positive experiences for children. Children confidently made choices and led their own play and learning. Staff used skilled questioning techniques and provocations to extend learning. Planning reflected children's ideas and interests and clearly demonstrated how staff responded to and promoted creativity, inquiry and curiosity.

Since the last inspection, children aged two years had been introduced to the setting. Staff had embraced this change and were keen to support the youngest children. We could see that these children had developed secure attachments with staff. At times, we noted that some children accommodated in the shared space were less engaged. Staff missed some opportunities to support these children in their play and learning, as they were often engaged with the older children. The manager and staff team agreed that this was an area of ongoing development and were seeking effective solutions to address children's different needs and stages of development when sharing the same space. Staff acknowledged that children were settled and secure, but recognised the need for additional work to ensure more choice, depth and challenge for children in this age range.

Children were learning self-regulation and how to manage and express their emotions. They were enjoying opportunities to become responsible through taking on small duties and tasks to help staff and their peers.

Learning journals, online and in folders, were accessible and clearly showed children's learning, child voice, photos and artwork. Staff captured and recorded observations to capture children's progression in learning and development. Families enjoyed accessing online learning journals and to see the individual progress their children were making.

Staff recognised the role of celebrating achievements in raising attainment. The Equity and Excellence Lead supported staff well to ensure children received the targeted support they needed to reach their potential. Staff discussed the importance of celebration and fun in building children's confidence and self-esteem.

Children were having fun and making very good progress in their learning and development. They told us they enjoyed coming to the service and were observed to be relaxed, happy and well cared for within the setting.

Families told us about the activities their children enjoyed and valued updates about their children's progress. They commented:

"My children are able to express themselves with painting and crafting. They both enjoy time to play outside with their friends. Day trips to the park really have helped them be responsible while walking outside i.e. road safety. Having their meals in such a structured way really helps as it carries on at home."

"My child has come on leaps and bounds with potty training, speech and literacy at Dalmuir nursery. My child is learning so many new things and coming on wonderfully with the staff there."

"I keep up with all my child's work and days through their class dojo app and the staff update all the kids learning schedules and what they get up to which I personally find amazing for keeping up with what my child is learning."

"I get updated frequently on my child's development."

## 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.

The setting was welcoming, comfortable and furnished to a high standard with good natural light and ventilation, although at times we felt the temperature was on the low side. The accommodation was clean, well-maintained and attractive. This reinforced the strong message to children and their families that they matter.

Children were confident, safe and secure in the setting and moved freely between indoors and the outdoor area. They demonstrated a clear sense of ownership and pride in their setting. Children and families enjoyed a warm and personal welcome to the setting each morning. The bright, welcoming entrance hall providing attractively displayed and useful information for families underlined the lovely welcoming ethos families received. There was a calm and relaxed atmosphere throughout the setting.

Children could freely explore their environment in the knowledge that risk assessments were in place and staff understood how to keep them safe. Risk assessments for outings are currently being updated. Staff talked confidently about the arrangements that were in place to ensure children's safety and supported children to keep themselves safe. Children helped to risk assess their outdoor play area. Staff recognised the benefits children derived from setting their own safety limits and participating in risky play.

The outdoor area was well-developed and resourced to provide children with fun, stimulating and interesting experiences. Bikes and scooters offered children opportunities to develop their gross motor skills. Families valued children's opportunities for outdoor play and commented:

"I know the door is always open for children to go out and play. They have found bugs on many occasions, they build things outdoors."

"[Children have] Nursery garden, trips, walks to local library, parks etc."

"Day trips to the park. They really enjoy playing on the swings the nursery have. Playing in the sand with their friends."

"My child plays outdoors frequently at the play areas outdoor in the nursery and loves this."

Playrooms were laid out attractively and effectively with high quality resources. Staff had taken time to ensure areas were interesting and appealing to children. Children could self-select from resources at child height. Wall displays were attractive and contained photographs and child voice, which facilitated discussion with children about their learning.

There were effective systems in place to control and prevent the spread of infection within the service to protect staff and children. Nappy changing facilities complied with best practice guidance. Children and staff demonstrated very good hand washing practices and children understood how this helped to protect them from germs.

Appropriate systems were in place to manage electronic information in line with general data protection requirements managed by the local authority.

## 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.

The leadership team was fully committed to continuous improvement working very well together to provide effective support to the service, staff, families and children. The ethos of the service was warm and welcoming and families valued the accessibility of the leadership team.

Priorities for improvement for the setting were set out within the service improvement plan, which was underpinned by relevant local and national guidance and legislative frameworks. Significant improvements had been made since our last inspection, which had a measurable, positive impact on outcomes for children and families.

Staff recognised the important role they played in self-evaluation and told us their views and opinions were valued and respected. They were keen to discuss individual leadership areas with us and highlight the developments and improvements they had introduced to improve outcomes for children.

There was clear allocation of roles for monitoring quality across the setting with effective monitoring systems in place to assess quality.

The leadership team was committed to partnership and collaboration with children and families and, where possible, involved them in discussions to identify ways the service could improve.

Families told us that they were very happy with the service and knew how to make comments and suggestions, if needed. We could see that suggestions they had made for improvement had been implemented. They were very positive about their opportunities for involvement and engagement with the setting particularly during Stay and Play sessions and participation in The Peep Learning Together Programme. They commented:

"They [staff] always ask in how they can improve."

"I think with how the staff always ask if there's anything my child is needing help with from my perspective and how they manage to adapt their learning to encourage to work on such things I feel they need extra support with really benefits the nursery to help develop how they look after the kids. I love Dalmuir nursery and my children do also."

Appropriate arrangements were in place to record details of any accidents and incidents occurring and to pass this information on to families. Some staff were trained in first aid to ensure they had the skills and confidence to react to any accidents or health issues arising. Accident and incident reports were audited monthly to ensure patterns and hazards could be identified and addressed promptly. Records showed where action had been taken and we could see where risk assessments had been revised to address new hazards.

Staff had been recruited safely and all staff were registered to practice with the Scottish Social Services Council (SSSC). Staff had undertaken qualifications relevant to their roles. Staff told us they had good opportunities to engage in continuous professional learning to ensure their practice was underpinned by relevant theory and guidance.

## 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.

The setting was appropriately staffed each day to ensure the wellbeing of children in the service. Staff recognised the importance of compliance with prescribed adult: child ratios indoors and outdoors to keep children safe. Effective arrangements were in place to ensure that occasional staff absences and vacancies caused minimal disruption to children's care.

Staff told us they felt their contribution to the service was highly valued. They felt very well supported in their roles, benefiting both from the support of their colleagues and the accessibility of the leadership team. The team worked very well together and demonstrated effective communication within the service and with families. Staff valued the support of their peers in their daily routine. They were sensitive and aware of the need to support each other. These staff relationships made an important contribution to the effectiveness of the service. Staff had a shared vision for the service and enjoyed their roles, valued their relationships with children and families and wanted to have fun at work. Families found staff approachable, friendly and happy to help.

Staff communicated effectively with their colleagues throughout the day in a way that was sensitive to the needs of children. Staff worked co-operatively together to ensure effective supervision and positive engagement with children across the day. The continuity of care across the day made for smooth transitions for children. Children were always safe and well-supervised.

Each member of staff had a professional buddy to offer peer support and development. Effective induction processes ensured new staff were equipped to work well with the setting. The depute mentored new staff and was very visible within the playrooms to offer support with role modelling, for example.

Staff participated in continuous professional development to underpin their skills and experience and routinely reflected on the impact of this on their practice. They talked about the positive impact of recent learning on outcomes for children.

Throughout our visit, staff treated children with respect. Children had very positive relationships with staff. Staff knew children very well and responded considerately and patiently to their needs, conversations and questions. Interactions were well-timed and enhanced children's experiences. Staff were fun, enabling and empowering children to feel secure within the setting.

Families highlighted the very positive impact of staff working with their children and commented:

"The relationship built with the staff is lovely and very personal. My child has thrived in nursery and I fully believe is ready for school because of this."

"My child has learned a lot from the teachers and other staff members and is very happy and excited to go to the nursery."

"I can honestly say we've never had any bad experiences with our children in nursery. The staff are very kind, caring, understanding and dedicated to the children and parents."

"My child was very shy before starting nursery and now after a year and a half is very confident and learning all new things."

## 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**

Management and staff should make sure that each child has a completed All About Me to record children's likes/dislikes and personal preferences. This booklet should be regularly updated. Meaningful observations with clearly identified next steps for children's development and learning should continue to be developed. The personal plans for each of the children should then be formally reviewed on a six monthly basis with the parents.

National Care Standards, Early Education and Childcare up to the age of 16, Standard 3: Health and wellbeing.

**This area for improvement was made on 21 December 2017.**

### Action taken since then
Children's personal plans contained very high quality information which enabled staff to tailor each child's care to their individual needs. Learner journals highlighted the very good progress children were making in their learning and development.

**This area for improvement has been met.**

## Previous area for improvement 2

Management and staff should work with children and parents to create an interesting and rich outdoor learning environment for children to become curious in and to investigate and explore.

National Care Standards, Early Education and Childcare up to the age of 16, Standard 2: A safe environment.

**This area for improvement was made on 21 December 2017.**

### Action taken since then
Since the last inspection, the outdoor areas had been developed to offer children rich opportunities for outdoor play.

**This area for improvement has been met.**

## Previous area for improvement 3

Management and staff should review and update the risk assessments in place to reflect the changes that have been made to the building and any areas of risk.

National Care Standards, Early Education and Childcare up to the age of 16, Standard 2: A safe environment.

**This area for improvement was made on 21 December 2017.**

### Action taken since then
Risk assessments were in place for the building highlighting hazards and control measures.

**This area for improvement has been met.**

## Previous area for improvement 4

The provider should ensure that any potential infection control issues in the children's toilets are investigated and, where needed, appropriate action taken.

National Care Standards, Early Education and Childcare up to the age of 16, Standard 2: A safe environment.

**This area for improvement was made on 21 December 2017.**

### Action taken since then
Since the last inspection, the toilets had been redecorated. There were no infection control issues arising at this inspection.

**This area for improvement has 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 |

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