Douglas Street Early Learning and Childcare Centre
Day Care of Children

Douglas Street
Paisley
PA1 2PJ

Telephone: 01416 183 873

Type of inspection:
Unannounced

Completed on:
24 February 2023

Service provided by:
Renfrewshire Council

Service provider number:
SP2003003388

Service no:
CS2003014781

About the service

Douglas Street Early Learning and Childcare Centre is provided by Renfrewshire Council and based within the West End of Paisley. The centre operates all year round and children attend the service on a range of patterns. The service is provided from three main playrooms and all children had access to fully enclosed outdoor play areas. A family room for parents visiting the nursery is also available.

The service is registered to provide a day care service to a maximum of 9 children from 0 to under 2 years, 10 children from 2 years to under three years old and 21 children from 3 years of age to those not yet attending primary school.

About the inspection

This was an unannounced inspection which took place on Monday 20 and Friday 24 February 2023 between 10.00 and 15:30. The inspection was carried out by three 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 some children and families
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced excellent nurturing and compassionate care with respectful and responsive interactions from staff.
- Staff had an excellent understanding of children's individual needs.
- Children's wellbeing and development was supported by an effective use of personal planning.
- Child-centred planning approaches clearly reflected children's interests and real life experiences.
- Staff demonstrated a very good knowledge and understanding of schematic play and children development theory
- Staff were flexible and supported each other to work as a team to benefit children.
- Children and families were meaningfully involved and influenced change within the setting.

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 these supported positive outcomes for children therefore, overall we evaluated this key question as very good.

Quality indicator 1.1 - Nurturing care and support

We evaluated this quality indicator as excellent, where performance was innovative and sector leading.

Children experienced nurturing and compassionate care with consistently respectful and responsive interactions from staff. This supported children's emotional wellbeing, and had a clear impact on the development of strongly connected relationships between children and staff. Children confidently approached staff for comfort and cuddles. Staff spoke to us about the importance of these strong relational attachments and how they skilfully fostered them with children and their families. As a result, all children were happy, settled, safe and secure. Families told us that one of the main strengths of the service was the strong relationships formed between their children and staff.

Highly efficient communication and quick recognition of children's individual needs and cues ensured children were valued and listened to. We observed staff adjusting their communication style to include all and to optimise play. For example, staff consistently used pictures and communication cards to prepared children for transitions and to support them to express their preferences and feelings. This was embedded in all staff's practice and across every playroom and created an inclusive and respectful environment where children were supported to achieve their potential.

Fostering respectful relationships was at the heart of the service and all staff's practice. Home visits regularly took place because staff recognised the benefit of understanding a child within the context of their family and wider community. Learning from the visits was used to support children settling into the nursery. As a result, all children were settled and exploring their play space.

Staff had excellent knowledge about their children, families and the local community. Staff recognised that all families had different needs and strengths. Any strategies or support offered was carried out in a flexible and sensitive manner to ensure privacy, dignity and respect. The wellbeing of children and their families was clearly at the heart of the service.

Children's needs were met and they were kept safe because staff had developed excellent working relationships with external professionals. This meant that children benefited from multi-professional support that supported staff in meeting their changing needs.

Children experienced an unhurried and flexible lunchtime that allowed them to be independent. Technology was used to maximise the lunch experience of older children. For example, there was an electronic system to allow children to choose their meal. Whilst children were encouraged to be independent at mealtimes, staff sat with them; this created an enriching and enjoyable meal experience.

Children's wellbeing and development was supported by an effective use of personal planning. Staff had an excellent understanding of children's individual needs and were aspirational when supporting children to achieve. Personal plans were undertaken in true partnership with families. Where staff or families had identified children as needing additional support, this was planned for effectively and strategies were

implemented collaboratively with external agencies. This holistic and responsive approach meant that children were supported to reach their full potential and develop lifelong learning skills.

Quality indicator 1.3 - Play and learning

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

Children led their play and learning through a balance of spontaneous and planned play activities they could independently access. Children benefitted from the effective use of open-ended materials both indoors and out. As a result, all children were having fun and engaged in various learning opportunities that had a positive impact on their happiness, wellbeing and development.

Children had opportunities to develop language, literacy and numeracy skills throughout play spaces and during familiar daily routines, such as mealtimes. For example, we observed staff skilfully facilitating conversations that encouraged children's use of number words and counting in everyday situations.

Child-centred planning approaches clearly reflected children's interests and real life experiences. Breadth, depth and progression of learning was clear and consistent throughout floorbooks, children's files, individual planning sheets and responsive planning records. Children's interests and next steps were clearly reflected in the play experiences available in each of the playrooms. Floor books and children's files were stored in the home corner of each playroom and freely accessible. As a result, children took a lead in their learning and could discuss their achievements.

Children's opportunities for play and learning were greatly enhanced through use of the wider community. For example, children told us about trips they had taken in the local community with staff. Parents were also included in the trips. These opportunities supported children to feel included in their local and wider community.

Staff skilfully used effective questioning to extend children's learning, observed children's play and used support strategies when required; promoting creativity and curiosity. Staff demonstrated a very good knowledge and understanding of schematic play. They confidently discussed best practice and relevant child development theory that underpinned their approach to caring for children. As a result, children received high quality play and learning experiences because staff knew play supported children's acquisition of new ideas and skills.

Staff recognised the value of promoting a rich home learning environment for children. For example, information was regularly exchanged between the families and staff about children's current interests and resources were shared with families through home-link bags. This demonstrated that staff recognised the important role families play in a child's learning and development. One parent told us they appreciated bags with maths games being sent home for them to play with their child.

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 these supported positive outcomes for children; therefore, we evaluated this quality indicator as very good.

Children benefitted from a service that was safe and secure. Playrooms were comfortable, well ventilated, and furnished to a high standard. Homely touches, natural resources and child-led displays helped children to feel welcomed and included. This created an ethos that each individual child mattered.

The environment had been well thought out and planned, to sensitively meet the needs of all children and their families. Quiet nurturing spaces offered opportunities for quiet activities, rest and relaxation. Cosy areas were used to lay sleep mats for children to rest or sleep when they displayed signs of being tired, respecting children's individual sleep routines.

Play spaces took account of children's stages of development and care needs. All spaces used by the children contained an extensive variety of high-quality resources that enriched children's play and reflected their interests and curiosities. As a result, all children were having fun.

Children benefitted from free flow access to the nursery garden throughout their day and staff who had a very good understanding of the positive impact that outdoor play had on wellbeing. The secure outdoor area had been thoughtfully developed to offer choice and challenge and was appropriate to children's stage of development. This provided children with many opportunities to explore and further develop their gross motor skills whilst encouraging them to be active and healthy.

Children were protected from harm through a variety of safety measures. These included, secure entry to the premises and safe storage of hazardous materials. Risk assessments ensured that children's safety was promoted as potential risks had been minimised, without unnecessarily compromising playful experiences. Children's health was also promoted through measures that reduced the spread of infection. For example, regular cleaning and handwashing.

How good is our leadership? 5 - Very Good

Quality indicator 3.1 - Quality assurance and improvements are led well

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

Leaders promoted a clear vision that helped staff understand the aspirations for children and their families. To shape the service in a way that met children's varying needs, the service's vision, values and aims were developed in consultation with staff and families. This significantly contributed to the inclusive environment that staff had created for children and families.

The views of children and families were sought to support the development of the service. Families were consulted on all aspects of service delivery and their views impacted on positive additions to children's care. For example, information about children's interests informed planning, and communication methods were adapted to meet families' individual needs. One parent commented, "we have meetings where we can give our thoughts about things going on, for example trips and resources".

Self-evaluation was underpinned by current best practice and supported the delivery of high-quality care and support. Regular opportunities for staff to meet and engage in professional discussion supported responsive and inclusive care that met the wellbeing needs of all children.

Professional development reviews took place twice yearly. This supported staff and management to work together and agree targets and areas for staff responsibility. Staff spoke positively about the opportunities

they had been provided to undertake leadership roles within the setting. For example, there was opportunities for experienced staff to mentor new staff, an eco-schools and garden committee, and a music programme. These were led by staff and resulted in a collegial approach to working because staff had opportunities to share their knowledge, wisdom and skills across the team.

The service had created an improvement plan based on priorities identified by the management, staff and families. Policies, procedures and quality assurance processes were in place that supported the development of the service. .

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 these supported positive outcomes for children; therefore, we evaluated this quality indicator as very good.

Children's play experiences and individual needs, were sensitively supported because staff were flexible, committed and worked well together. The setting was appropriately staffed, and they communicated and deployed themselves extremely well throughout the day. Staff were attuned and responded appropriately to the children's needs, and promoted a happy, secure and supportive environment for children and their families.

The staff team were dedicated and had a positive ethos of attendance, resulting in continuity of care and support for children. Staff engaged well in the inspection process and demonstrated their skills, expertise and enthusiasm for their continued professional development. They told us they felt very supported by the management team and had regular opportunities to discuss professional reading and policies. Staff's commitment to their own professional practice was reflected in their interactions with children and the high quality play and learning experiences available. The families that we spoke with highlighted the kind, supportive and committed staff team as one of the key strengths of the setting.

A further strength was the joined up working between staff and the management team. Staff told us they felt supported, respected, valued and were provided with opportunities to reflect on their role and discuss plans for future learning. Staff communicated very well with their colleagues. They were respectful and supportive of each other. As a result, children and families benefited from a warm and welcoming service.

Children were at the heart of the service and staff planning. Staff were flexible, and adapted their routines to ensure children's needs were being met and that they were having fun. All staff recognised the importance of consistency of care for children during key times of transition. For example, staff breaks were planned to ensure children maintained relationships during mealtimes, whilst still allowing staff time to rest and refresh.

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	6 - Excellent
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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