Foxlea Early Learning and Childcare Centre
Day Care of Children

Morar Drive
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Type of inspection:
Unannounced

Completed on:
8 November 2023

Service provided by:
Renfrewshire Council

Service provider number:
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About the service

Foxlea Early Learning and Childcare Centre is a daycare service for children provided by Renfrewshire Council in the town of Paisley. The service is located within St Paul's Primary School campus and comprises of three separate playrooms, open area and an allocated outdoor play space.

Foxlea Early Learning and Childcare Centre is registered to provide a day care service to a maximum of 96 children: 9 children from 0 years to under 2 years, 15 children aged 2 to under 3 years and 72 children aged 3 years to those not yet attending primary school.

About the inspection

This was an unannounced inspection which took place on Monday 6 and Tuesday 7 November 2023 between 08:30 and 18:00. Feedback was provided on Wednesday 8 November 2023. 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 registration information, information submitted by the service and intelligence gathered since the service's last inspection.

In making our evaluations of the service we:

- spoke with children using the service
- spoke with nine staff and management
- observed practice and the facilities
- reviewed documents
- received feedback from 26 parents/carers
- received feedback from 28 members of staff.

Key messages

- Staff knew children very well and could confidently discuss children and their needs and preferences.

- Children's voice was evident within planning and floor books.

- Some children's interest had been considered and some areas of the environment and spaces for children reflected this.

- Self evaluation processes supported staff to have a good understanding of their service and informed meaningful change.

- Deployment of staff had been carefully considered by management to take account of staff skills and experience.

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?	4 - Good
How good is our staff team?	4 - 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 this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

Quality Indicator 1.1: Nurturing care and support.
Children benefitted from kind, warm and nurturing interactions with staff. Most children were settled and happy and approached staff for comfort and cuddles. Rights based practice by staff ensured respectful relationships with children. For example, 'Can I please wipe your nose?, 'Would you like your nappy changed?' This supported children to feel secure and that they mattered.

Staff knew children very well and could confidently discuss children and their needs and preferences. We discussed with the management team, how personal plans could be streamlined and asked that further thought be give to the effectiveness of children's 'What can you do to help me booklet'. This will support staff in setting and sharing meaningful targets and strategies and will promote further consultation with parents. One parent told us, "I would love to know more about what my child does at nursery, even though he's only there a few hours, this way I can build on it at home and help him to feel more settled when he is at nursery."

Where children required additional support, staff worked with other agencies and robust plans were in place to support positive outcomes for children. This supported children to receive the care and support that was right for them.

Relationships with families was a key strength within the service and it was evident through discussions with some parents and carers that staff had a real understanding of individual families needs. For example regular toy banks and thrift shops within the nursery allowed parents to pick any items they needed. One parent told us, "The support my family receive from Foxlea is out of this world, they are all very kind and don't judge anyone." This helped staff offer support whilst ensuring it was carried out in a flexible and sensitive manner to ensure privacy, dignity and respect.

Online learning journals were used to share updates and information with parents, for example, newsletters and upcoming events. Some parents felt that communication could be further improved to support effective information sharing. One parent told us, "Maybe a bit more information on how my child's day has been and what they have been up to, although I understand how difficult this can be with lots of children in their care."

Most children experienced an unhurried lunch time. In the 3-5 room, there were opportunities for children to be independent, for example self serving and pouring their own milk and water. Staff sat with children and engaged in conversation about children's mornings. We asked management to review the lunch time experience for children in the 2-3 room to ensure all children experience a quality mealtime.

Some improvement should be made to support the safe administering of medication. We found some inconsistencies in the recording of information on parental consent forms. We discussed with the manager how a robust auditing process would further support this to be identified and corrected quickly. (See area for improvement 1 under Quality Indicator 3.1)

Quality Indicator 1.3 - Play and learning.
Children were engaged in their play and there were lots of opportunities for children to have fun. For example during our visit children spent lengthy periods of time in the mud kitchen and baking with their friends. This supported children to develop positive relationships with their peers.

Children benefitted from free flow access to the outdoor areas. Staff communicated well and were vigilant in terms of numbers of children, ensuring appropriate supervision of all areas outdoors and ratios were adhered to. This supported children to play safely.

Evidence of children's play and learning was shared with parents through online learning journals. Families had the opportunity to share 'Wow' moments from home, for example participation in dance competitions or extension of learning from nursery. From our 'Microsoft Forms' survey, we shared with the management team that 23 parents agreed or strongly agreed that they are fully involved and informed about their child's learning and development. This contributed to a collaborative approach to learning,

Children's voice was evident within planning and floor books. Staff told us they worked in zones to promote continuity of care and planned experiences and spaces for children that were reflective of children's interest and needs. This supported children to learn in a context that was meaningful to them.

Staff were in the process of further developing opportunities to promote literacy and numeracy through work with teacher and champion roles. We discussed with the management team how the continuation of this would further support children's attainment and achievement in these areas.

Almost all staff demonstrated an understanding and knowledge of child development, theory and practice such as schematic play. The management team told us further development of staff champion roles and working groups will continue to support staff to scaffold and extend children's learning.

Some links within the local community supported children to experience a sense of belonging. The management team discussed how they were hoping to further extend and develop these links in the future.

How good is our setting? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

Quality indicator 2.2 - Children experience high quality facilities.
Children and families benefited from spaces that were bright and well ventilated. We asked staff in the 2-3 room to be mindful of having the door open to allow free flow access to the garden area as colder weather approaches. On day two of the inspection the manager discussed how staff had come up with a solution to support this without limiting children's experiences.

Comfortable, quieter areas had been extended to support more children to access these. One member of staff told us, "Through nurturing and supporting children we create an environment that encourages them to develop." This was an action from a recent environmental audit completed in January 2023 by staff. This highlighted higher levels of children utilising these areas. This supported staff to have an understanding of children's needs and take steps to support them.

Resources were appropriate for children, and it was evident some children's interest had been considered when planning zones. A balance of open ended resources supported children to be creative and develop their problem solving and enquiry skills. One parent commented, "My child has fun and gets to discover many things to develop and explore. Painting, reading, playing, eating and so many more."

Daily outdoor checks ensured areas were appropriate for children's play and learning. Learning from past events have been added to outdoor play policy to support effective supervision of children in blind spots and on large apparatus. Outdoor check lists were a working document and we saw evidence of these being adapted as staff identified new and potential risks. This supported a safe environment for children.

Recorded risk assessments were in place and staff were continually visually risk assessing to support children to be cared for safely. It was evident that, at times this was a challenge for staff, as they were having to come away from experiences with children and sometimes interrupt quality experiences. This had been highlighted to management by staff and management were in the process of putting in place further supports to help staff.

Satisfactory infection control measures were in place. Children were supported to wash their hands at key times, for example, before and after lunch, and when coming in from the outdoor areas. Robust cleaning measures ensured place spaces for children were clean and clutter free. One parent commented, "The nursery building is always spotless, tidy and very well decorated with appropriate poster with information, pictures the kids have done themselves, very well high standards." This supported a clean environment for children., staff and families.

How good is our leadership? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

Quality Indicator 3.1 - Quality assurance and improvements are led well.
The management team engaged well in the inspection process and showed a commitment to improving outcomes for children and their families.

An improvement plan was in place and was reflective of the current needs and goals of the. service as a whole. Staff and parents were involved in reviewing the priorities of the improvement plan and we could see some evidence throughout the service where these priorities had began to have a positive impact. For example, further staff champion roles. Some staff told us that recent training on supporting children with additional needs had allowed staff to develop their practice and supported them to take on specific champion roles within their playroom. This supported staff to develop their skills and promoted a collaborative approach to working.

The management team and staff had recently undertaken a review of the service's vision, values and aims. These were reflective of what the staff team felt was important for themselves, their children and their families. This ensured staff, parents and children were all working together to provide a service that was right for them

An open door policy supported parents to be involved and included in the service. A family room was available and provided a space for parents to come in for a coffee and chat with staff or other parents.

One parent told us, "Both Diane and Ashleigh are professional, friendly, approachable and supportive. They have created a fantastic community ethos within the establishment."

Annual professional development reviews and regular health and wellbeing meetings provided staff opportunities to meet with managers and discuss successes and areas for development. One member of staff commented, "Good pastoral support is provided for the practitioners wellbeing. They are very fair and comforting and professional with a fairness approach. Willing to listen and go above and beyond." This supported staff to feel valued.

Self evaluation processes supported staff to have a good understanding of their service and helped to inform change. We discussed with the management team how further use of current guidance, for example Care Inspectorate's 'A quality framework for daycare of children, childminding and school aged childcare', would continue to support this process.

A quality assurance calendar was in place to support monitoring of all aspects of the service by the management team. Whilst some good practice was evident, for example, peer observations and floor book monitoring, these processes could be further enhanced to ensure continuity across the service as a whole. We discussed with the management team, who agreed, that staff in the under three's rooms would further benefit from more guidance and support from leaders. Systems were in place to record medication and accidents and incidents, and these had been recorded and reported appropriately. To continue to support management to have a good oversight of their service, audit processes for these areas should be further developed. (See area for improvement 1)

Areas for improvement

1.
To further support high quality outcomes for children and families the management team should continue to develop a robust process for quality assurance. This should include, but not be limited to:

a) further developing appropriate auditing systems, including medication and accidents and incidents

b) consistent approach to monitoring of staff practice and appropriate paperwork, including children's personal plans and staff observations, across all playrooms.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.23).

How good is our staff team? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

Quality Indicator 4.3 - Staff deployment.
Staff had created a positive and welcoming environment for children and families. When asked what they like about the setting, one parent commented, "Everything, staff are amazing friendly, know what they are doing and it always feels like a warm hug when I get there to drop my child off." Good methods of

communication, for example use of social media and daily chats supported parents to be informed and involved in their child's care and learning.

The management team discussed how they had taken time and worked together with staff to ensure that room teams took account of staff skills, experience and work patterns. One parent told us, "All staff are fantastic! They consistently demonstrate professionalism, with a friendly, approachable and nurturing manner to all children and their parents or carers. It is truly a magnificent centre where it is clear that the child is at the centre, meeting their every and any needs." This supported children to be cared for by skilled staff who were knowledgeable about their needs and preferences.

Staff deployment had been considered by management to ensure minimum ratios were maintained at all time. Staff breaks were planned to minimise impact on the children whilst enabling staff to rest and be refreshed. The management team availability and shift patterns allowed them to cover breaks and any planned or unplanned absence . This too supported continuity of care for children and their families.

Staff were committed to providing the best for children in their care. They work well together as a team communicating if they have to move away from an area. Staff were respectful of each others' ideas, and shared practice to help improve outcomes for children. Leadership roles supported staff to begin to reflect and develop their own practice and skills. One member of staff told us, "We have several champion roles across the centre to ensure best practice from the practitioners is being delivered and that all up to date guidance is being shared." This supported some positive developments of the service. and the management team should continue to further support staff to embed these roles.

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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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