Drumchapel Family Learning Centre
Day Care of Children

St. Clares Campus
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Drumchapel
Glasgow
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Telephone: 01419 445 455

Type of inspection:
Unannounced

Completed on:
22 November 2024

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014825

About the service

Drumchapel Family Learning Centre provides early learning and childcare to a maximum of 56 children from birth to those not yet attending primary school. There were 33 children in attendance on the day of the inspection.

The service is based in the Drumchapel area of Glasgow. Children were accommodated across four main playrooms, a sensory room, and a family room. Each playroom has direct access to an outdoor space. The children have use of a green space within the school grounds.

About the inspection

This was an unannounced inspection which took place on 21 and 22 November 2024 between 09:00 and 16:00. 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, data submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- Spoke with children using the service and their parents
- Spoke with staff and management
- Received electronic feedback from four families whose children attended the service
- Received electronic feedback from eleven staff who worked in the service
- Observed practice and daily life
- Reviewed documents

Key messages

- Staff knew children well and were responsive to their care and support needs.
- Staff showed a particular strength in child development and met individual children's needs.
- Staff training impacted positively on outcomes for children.
- Leaders monitored the service to identify strengths and areas for development.
- Personal plans should be reviewed and updated regularly.
- Nappy changing facilities needed to be improved to support children's personal care needs being met.

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 and clearly outweighed areas for improvement.

Quality Indicator 1.1: Nurturing care and support

Staff were warm, kind and caring in their approach towards children. They were friendly and had established meaningful relationships with children and families. They took time to listen and respond to children sensitively. As a result, children were secure and felt that they belonged.

Children were happy and settled in the nursery and approached their preferred member of staff for support confidently. Staff made very good use of singing to support and nurture children. They used soothing tones to help children to regulate their emotions and become settled. This promoted good emotional wellbeing for children.

Children benefitted from a well organised and welcoming mealtime experience. Children had opportunities for independence, choice and to develop social skills as they sat and chatted to staff and friends. Children told us, "I pick my plate," "I can't cut it" and "I like sweetcorn." Lunchtime was calm and unhurried. Staff sat with small groups of children and offered support where required, for example, to cut up food or pour water. Children's independence was promoted through opportunities to serve their own lunch and drink and scrape their plate at the end of the meal.

Children were able to rest or sleep in line with their needs, routines, and preferences. Staff had taken part in safe sleep training, and regularly checked on children who were sleeping to ensure their safety. As a result, children's emotional security, safety and wellbeing was supported through sensitive sleep time arrangements.

Each child had a personal plan that contained some information that supported meeting their needs. Information such as children's likes and dietary requirements helped staff to provide care. However, the review of children's needs was inconsistent and did not always reflect the information staff knew about children. This had the potential to confuse how children's needs would be planned for. We have therefore made an area for improvement in relation to this. See area for improvement.

Children's health and wellbeing needs were carefully considered through safe and well-organised storage and administration of medication. As a result, children were safe, respected, and healthy.

Quality indicator 1.3: Play and learning

Throughout the setting, we observed and heard many children having fun. Children were leading their own learning. They chose where to play and had easy access to a wide range of resources. Children told us; "I'm using this to make a roundabout for my road," "This is my sandcastle, I like the sand because it's wet" and were observed cheering and clapping during singing. This demonstrated that children were settled and happy within the setting.

There were several staff who had an in depth understanding of play and learning. Some staff were utilising these skills to develop aspects of children's play. Staff were gathering children's views, collaborating with them to make block play exciting and interesting for them. This led to children being meaningfully engaged in this area a they built roads for cars, and runways for aeroplanes. Staff extended the learning through the use of mathematical language, natural materials, and effective use of questions. As a result, children were able to develop their creative and mathematical skills.

The outdoor learning environment, provided children with a broad selection of choice. One parent told us "The children have opportunities to play in the gardens where there are a variety of different activities and toys for the children to explore and play with." For example, a bug investigation station and an area where children could make bird feeders. One child told us "We made bird feeders but it's too noisy for them to eat it just now." Staff encouraged children to chat about foods that they ate and why it was important to look after other living things. This gave children a sense of belonging within the wider world and how to care for other living things.

Staff identified that they needed to further develop the way that they planned for children's learning. We agreed and found gaps in the way that children's progress was recorded and planned for. This had the potential to impact on children's ability to develop their learning. We were satisfied that staff and management had a plan to address this and were committed to supporting to children to achieve.

Areas for improvement

1. To ensure that children's wellbeing, learning and development is promoted, staff and management should make sure that children's personal plans reflect their needs. This should include but is not limited to, updating children's information regularly and recording how their needs will be met.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

How good is our setting? 4 - Good

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

2.2: Children experience high quality facilities

Children and their families were welcomed into a natural and attractive hallway. Throughout the setting, there was good ventilation and natural light with enough space for children's play. Children's wellbeing was promoted through the choice to play indoors or outdoors for almost the whole day. This ensured children had choice and had their basic needs met.

The walls had recently been painted and soft furnishings and lighting had been added to create calm, inviting, learning spaces. This meant that children received care in a space that helped them feel like they mattered.

A new sensory room had been developed for children to access. The sensory room was a nurturing space that promoted children's wellbeing. However, the room felt cold at times, which had the potential to impact on children's comfort. We discussed the importance of ensuring the room was at an adequate temperature due to the severe weather conditions. This would provide children with comfortable, cosy spaces to play.

Overall, infection prevention and control procedures were followed. For example, the building was visibly clean, and staff used gloves and aprons to support children's personal care. We advised management current facilities for nappy changing and toileting were not in line with best practice and handwashing was inconsistent. This meant children and staff were not always protected from the spread of infection. Management had identified these as areas for improvement and building works had been agreed. Hand washing and minor issues were rectified on day two of the inspection. See area for improvement 1.

Areas for improvement

1. To support children's wellbeing, dignity and independence, the provider should ensure that children have access to suitable nappy changing and toilet facilities.

This should include, but is not limited to; access to nappy changing facilities within the service, clean and appropriate ventilation and nappy changing facilities are in a good state of repair.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'If I require intimate personal care, this is carried out in a dignified way, with my privacy and personal preferences respected' (HSCS 1.4).

This is also to ensure that care and support is consistent with Care Inspectorate, Nappy changing for early learning and childcare settings (excluding childminders) (Feb 2024)

How good is our leadership? 4 - Good

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

Quality Indicator 3.1: Quality assurance and improvement are led well

A new manager had recently been appointed and the vision, values and aims had been reviewed with the staff team. This helped the staff team provide continuity of care and support to children and families. We suggested that parents and children should be involved in this process too. That would help to ensure that the aims are reflective of their needs and wishes.

An enthusiastic and knowledgeable manager led the service. Established working relationships with the local authority supported access to training and make adaptations to the environment, the toilet facilities for example. As a result, the improvement plan being developed for the service was meaningful. It supported staff to work towards the same goals to provide a quality play and learning environment for children.

The manager had identified that they would like to involve children and families in improvement planning. We agreed that this was a good idea to ensure their voices influenced all matters that affected them.

The manager had positively developed communication with families. This approach to information sharing strengthened relationships that supported meeting children's needs.

Many different methods including, newsletters, displays and a an online app meant that varying communication needs were met. A parent told us, "We have a great relationship with staff, we keep them updated and they do the same." A staff member told us, "As a fairly new member of staff, the main achievement I can see so far is the positive relationships with all children and families. The amount of returning families speaks volumes." The service should continue to develop communication and involvement with families. This would ensure a shared vision and help to promote family learning.

The management team and staff conducted quality assurance and self-evaluation in line with their previous and current action plan. The quality assurance and self-evaluation had brought about positive changes and highlighted areas for further development that supported better outcomes for children. For example, the service had recently been awarded their 'language and communication friendly establishment' award. As a result, staff communicated with children in ways which promoted their development and understanding.

How good is our staff team? 4 - Good

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

Quality Indicator 4.3: Staff deployment

A nurturing and caring staff team supported children. One parent told us "Each and every one of the staff are so friendly, supportive, and caring. They always take time to ask how you are and chat with the kids when they come into nursery. They are like extended family." This supports children's attachment and transition into nursery where children and their families are valued.

The management team told us that there had been some staffing challenges recently as a result of absences. The manager and provider had responded positively to this, including a recruitment drive. New staff had been inducted into the role ensuring that they had the knowledge to provide care and support to children. W were satisfied that there were enough staff present to meet the children's needs on the day of inspection.

Staff breaks were planned to minimise the impact on children while enabling staff time to rest and be refreshed. This meant that continuity of care throughout the day was managed well to ensure quality interactions and support for children. The management team were a visible presence within the playrooms and the children knew them well. This ensured continuity of care for children.

Staff showed a particularly good awareness of what was happening within the room and where children may need extra support. They were flexible in their approach and communicated well to ensure that support and supervision of children, promoted their safety and wellbeing. Staff treated each other with consideration and respect. This provided positive role modelling and a calm and happy atmosphere for children to enjoy.

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	4 - 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
4.1 Staff skills, knowledge and values	4 - Good

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