Forgewood Family Learning Centre
Day Care of Children

8 Kinloch Drive
Forgewood
Motherwell
ML1 3UH

Type of inspection:
Unannounced

Completed on:
30 June 2022

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2003015409

About the service

Forgewood Family Learning Centre is registered to provide care for 75 children not yet attending primary school. Of those, no more than 12 are aged under 2 years and no more than 15 are aged 2 years to under 3 years.

Care is provided from a purpose built single storey property located in Motherwell, North Lanarkshire. The centre is based at the heart of the Forgewood community close to parks, shops, the community centre and other local amenities.

Children are accommodated in bright playrooms that open directly onto a large natural garden.

About the inspection

This was an unannounced inspection which took place on 27 June 2022 at 09:45. 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, information 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 6 family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Staff were kind, caring and nurturing in their approach with children.
- Staff knew children well and supported their individual needs.
- Children were engaged in play opportunities for extended periods of time.
- Children were developing their curiosity, imagination and problem solving through high quality play experiences.
- Daily opportunities for all children to play outdoors were provided, which had a positive impact on children's social, physical and emotional skills.
- Management had a vision for the service and clear plans for improvement.
- Management and staff should continue to develop ways to involve parents and carers.

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?	5 - Very Good
How good is our leadership?	4 - 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

1.1: Nurturing care and support.

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

Children attending the service were happy, settled and secure. Staff were skilled at providing children with comfort and reassurance. Parents told us that staff knew the children well and supported their needs. One parent said "the care and compassion they show towards children is exemplary."

Staff knew the care and support needs of individual children well. This was supported with warm, caring and nurturing approaches to both their personal care needs and their learning needs, ensuring an inclusive play and learning environment. For example, dual language books within the book corner and delivering language land, a programme to build children's vocabulary and improve language development, in both English and Polish to ensure all children were included.

Personal plans included the SHANARRI wellbeing indicators to support the holistic development of children. Parents felt involved in their child's care. One parent commented "I have been well informed of the learning path that my son has been on and enjoy the calls from his key worker to chat about his development. We've discussed any personal concerns I have and his key workers is so informative and helpful."

On a few occasions, information provided by parents had not been added to the children's plans. To ensure a consistent approach to documenting children's needs and how these were met in line with current legislation and guidance, we have asked the service to develop and monitor robust recording methods to support individual needs. (See Area for Improvement 1).

Children benefited from a relaxed, unhurried meal experience. Children shared with us that they could eat outdoors too. The benefit of rolling lunches meant a continuous pace of the day for children, with no interruptions to their play.

Staff sat with the children and offered support to encourage good eating habits. We discussed how to develop lunch time to promote children's independence, including opportunities for self-serving and pouring their own water.

Links had been established with external agencies to contribute to children's support and care. This included regular engagement with speech and language therapists and social work, which ensured continuity in children's learning and development.

1.3 Play and Learning

Children were supported to learn and develop through play. They experienced both planned and spontaneous opportunities. They had choice and independence of where they wanted to play and how they would lead their play, both indoors and outdoors.

Staff were responsive to children through skilled observations, responding appropriately to extend children's thinking and learning. Children's ideas were followed. For example, within the house corner, children were pretending to make soup. This was supported through careful questioning, creating a shopping list and thinking about different types of ingredients they might need.

Children engaged in play experiences for prolonged periods of time, showing high levels of engagement, excitement and wonder about the world. For example, when the children found a ladybird in the garden, they engaged in discussion about how they fly and how to care for them.

Play experiences developed children's skills in language, literacy, and numeracy. Staff interacted skilfully to support numeracy skills. For example, measuring children's long jumps in the sand pit.

The service should continue developing approaches to positive risk taking to enable children to develop resilience and confidence.

Areas for improvement

1. To support children's learning and development, the provider should review personal planning. This should include, but is not limited to, including views of parents and children.

This is to ensure that care, play and learning is consistent with the Health and Social care Standards (HSCS) which states: '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 15).

How good is our setting? 5 - Very Good

2.2: Children experience high quality facilities.

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.

Children experience a warm and welcoming ethos within the nursery. One parent told us "With the opening of the new centre - I have found that the building is just beautiful. It is always kept so well and has a stamp of every individual child in the hallway with the art work and a buzz of Storytime taking place."

The new purpose built building was clean, bright and well maintained, with lots of natural light entering the room from the large windows.

The playroom offered a range of spaces for children to make choices, support interest and develop ideas. Children benefitted from a well resourced and carefully set out indoor play space. We saw children who explored happily and were engaged in their play. Children told us "I love nursery, I really like playing in the garden."

Consideration had been given to the variety of activities and experiences on offer to stimulate children's curiosity and imagination, supporting differing stages of development. This also contributed to children's communication, language and literacy skills. For example, whilst playing outdoors, children were able to retell the story of 'The Three Little Pigs' using chalk to draw their characters, whilst also creating new characters. Staff supported this through effective questioning, encouraging children to be creative whilst adapting the story.

The outdoor area offered a range of natural, loose parts and open-ended material (resources that could be adapted, moved and transformed) that supported curiosity and imagination. Children made good use of this and were confident when using all areas of the outdoor space. For example, using resources to create a campfire and then pretending to toast their marshmallows on it.

Health and wellbeing was promoted through outdoor play experiences. The garden provided a range of spaces for development of physical skills and exploration. Opportunities for children to explore on a larger scale were provided. However, consideration should be given to how younger learners can explore their play space safely and confidently, including opportunities to explore a natural play space independently.

Facilities such as an outdoor bathroom, outdoor seating, canopy and boot room maximised children's choice and minimised interruptions to play. For example, children could eat outdoors or visit the bathroom without having to come indoors. To support children's independence further, we advised where free flow play between the indoor and outdoors could be improved. Management agreed to review this.

Quiet spaces were available across the playroom and garden to support children's wellbeing. For example, a cosy book corner within the playroom, wicker tepees, and quiet areas for children outdoors. These space helped children to relax, self-regulate and feel safe. Children also benefitted through the use of a nurture room.

The setting also had clear risk assessments in place, with staff regularly checking and completing these. Staff were aware of the Care Inspectorate SIMOA campaign and agreed to explore this further to ensure a safe, secure environment. More information on SIMOA (Keeping Children Safe - Look, Think, Act campaign) can be found on our website.

Suitable measures were in place to reduce the risk of infection being transmitted with good handwashing facilities for staff and children which were used effectively. Toilet and nappy changing areas were clean, with personal protective equipment (PPE) being stored appropriately. All nappies and resources were in lidded boxes and stored hygienically.

How good is our leadership? 4 - Good

3.1: Quality assurance and development are well led.

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

The nursery had a shared vision, values and aims that informed their practice. This had recently been reviewed and enhanced to reflect the ongoing development of the service and positive outcomes for children. The manager promoted a positive attitude to change and recognised the importance of including others when developing the vision.

Quality assurance processes were in place, including a clear improvement plan with realistic targets to support the development of the service. To ensure continued improved outcomes for children and families, the service should make use of best practice document guidance such as "A quality framework for day-care of children, childminding and school aged children."

Families were involved in developing the service and their views were sought via questionnaires. Suggestions were acted upon by a "you said we did response." This supported parents and carers to feel their opinion really mattered. One parent told us "The service is approachable and I can approach staff and have my voice heard." The service should continue to develop this approach to collect information more regularly on relevant aspects of the nursery life.

A programme of distributive leadership was in place with staff members taking on champion roles. The service should continue to develop this to ensure staff are sharing their learning with each other and to support children's experiences further.

We recognised that there was a strong ethos of self improvement within the service. Staff felt supported by the management team and that their views and suggestions mattered. Regular team meetings and opportunities to communicate empowered staff to discuss, identify and take forward areas for improvement. One parent told us, "The nursery strive to achieve more and keep improving the service for children."

How good is our staff team? 5 - Very Good

4.3: Staff deployment.

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.

Children benefitted from a caring and nurturing staff team who knew them well. They recognised that continuity of care was important for children. Effective use was made of staff experience, knowledge and skills, to ensure children's experiences across their whole day was positive.

Busier times of the day, such as mealtimes, were well planned to minimise the impact on children and to ensure appropriate levels of staffing. This meant care and opportunities for high quality engagement were consistent throughout the day.

Staff worked well together and were committed to improving outcomes for children and their families. They communicated well with each other and met regularly using health and wellbeing meetings to share important information about children's needs, which ensured they maintained quality interactions with children.

The service was appropriately staffed to meet children's needs, which allowed staff to be flexible in their approach. Staff had time to listen, respond, and care for children, helping them feel valued and loved.

Staff told us they felt supported by the leadership team. Regular communication enabled staff to feel included and valued in the development of the service. Staff who were new to the service used good practice guidance, 'Early learning and childcare - The national induction Resource' during their induction period. The service should continue to strengthen their mentoring programme, enabling staff to further develop their skills.

Families were kept well informed about the nursery through conversations, newsletters and the use of digital resources. One parent told us "Communication from Forgewood is very good, we are kept up to date in advance of events and emailed regularly with updates." Plans were in place to provide more opportunities for engagement with parents. These will help strengthen communication, relationships and outcomes for children.

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

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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