Wishaw Family Learning Centre
Day Care of Children

Greenside Road
Greenhead
Wishaw
ML2 8DF

Telephone: 01698 522 708

Type of inspection:
Unannounced

Completed on:
3 May 2024

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2003015411

About the service

Wishaw Family Learning Centre is provided by North Lanarkshire Council and is based in the town of Wishaw. The service is provided from a purpose built single storey property. The premises have spacious playrooms which are very well resourced and children have direct access to well-established outdoor spaces.

The service is registered to provide a care service to a maximum of 61 children aged from birth to those not yet attending primary school, of whom no more than six can be under two years, no more than 15 can be under three years and no more than 40 can be three years to not yet attending primary school.

About the inspection

This was an unannounced inspection which took place on 01 and 03 May 2024. The inspection was carried out by one inspector 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 a small number of children using the service
- gathered the feedback from seven family members of children using the service
- spoke with staff and management present on the days we visited the service
- gathered feedback from 10 staff using a questionnaire
- observed staff practice and children's experiences
- reviewed documents.

Key messages

- Children were extremely confident and settled within the setting. They had lots of fun learning new things and playing with their friends.
- Staff worked hard to ensure children and families had a voice, meaningful engagement to ensure their expectations and needs were met.
- High quality materials and well designed play spaces ensured children had access to high quality play and learning experiences.
- Staff worked in partnership with families and other professional agencies to provide the right care and support for each child.

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 were happy and having fun. They were extremely settled and familiar with the staff and the daily routines. A few children were keen to show the inspector the setting and talk about their experiences. They told us the liked getting to play with friends and their brothers and sisters. There were several siblings in the settling, this was a very good opportunity for them to bond.

Children and families were welcomed into the setting. Parents confirmed this, one parent told us 'Every morning my child and I are greeted at the door with a friendly face. The staff always ask how we both are, comment on things, they know my child.' Families were routinely invited into the service to play, for Parent support and family Learning programmes and activities and to meet with staff. At the end of each session families were invited inside to collect the children and chat with staff. Staff were welcoming and approachable.

Staff were skilled at creating an environment where children and families felt welcomed. Nurture, care and compassion was evident throughout the service. Families told us they had strong bonds with the staff. They shared examples of how staff had supported them. One family shared that they had chosen the nursery because of the calm and relaxed atmosphere.

Children were being supported through various transitions in their daily lives. This included when they started coming to nursery, moving into a new playroom and when starting primary one. Staff fully supported children and families at these times, to create a smooth transition.

Children were provided with food and drinks during the sessions. Children told us they liked the food, they gave lunches a thumbs up. The service had identified the need to further enhance mealtimes to be more relaxed and calm. They were trying new ways, in consultation with children, to improve their experiences. We agreed mealtimes needed improved, reducing the number of children eating at one time may help reduce the noise and movement.

Staff gathered meaningful information and used this to plan how best to support children needs. Children told us about their play and learning, they were able to recall and share their experiences. They did so with excitement and a sense of achievement. The service recognised the need to enhance the planning procedures to further improve the outcomes for children. This included making improvements to children's personal support plans and in the tracking and monitoring of their progress.

Quality indicator 1.3 Play and learning

Children's play and learning was planned in response to their needs, wishes and choices. All children were able to self select if they wished to play inside or outside. The play areas were well designed to promote children's choice and freedom to make decisions about their play and learning. Children told us they liked playing outside, learning to ride bikes and one child was keen to show the inspector how they had learned a new skill, cutting up foods.

Children's daily routines were planned around their needs. Staff had considered children's attendance patterns, needs and personal preferences. The daily routine was relaxed and supported smooth transitions. Staff planned each play space in response to children's needs and, through meaningful consultation, made adaptions to further extend their thinking. To support this staff were deployed in play areas for at least four weeks.

Children were having lots of fun playing outside. They loved exploring different ways to use their bodies, the new climbing frames and refurbished bikes, were very popular. Children were transporting and experimenting in the mud kitchen and with water.

Early literacy and numeracy was well established in the play spaces. Children were making good progress mark making and using numbers. Children were able to discuss their learning, whilst showing the inspector their personalised Wow books, containing pictures and photos of their work. This gave them a sense of achievement and time to reflect on what they had learned. Children had fun learning whilst participating in a wide range of play, singing songs and reading books and playing in the house corner to problem solving in the construction area.

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.

Quality Indicator 2.2 Children experience high quality facilities

The premises had a secure entry system, monitored by staff. Staff welcomed families at the entrance during drop off and collection times. Only those with permission were allowed entry. The service had made good use of this space, such as private office spaces and parents rooms, in addition to the cloakroom, to provide families time to support their child's needs.

The younger children had access to well resourced playrooms, designed to meet their needs and interests. We saw the youngest children climbing and exploring movement and playing with a variety of sensory materials. They had access to a well resourced outdoor area, they were having great fun on the swing and exploring to see how they could use a range of materials. Although the outdoor area could not be accessed directly from the younger children's playrooms, staff regularly sought children's views on when they wanted to play outside and supported this transition.

Children aged three and over had access to an open plan playroom and they had direct access to the outdoor area. Most children chose to play outside, however those inside had equally very good access to a range of toys and materials. Children were having lots of fun learning outside, exploring in the mud kitchen, learning to ride bikes and transporting and exploring with water. When asked they told us they were happy playing and having fun.

The indoor play areas had lots of natural light with windows of various sizes. The facilities were kept clean, tidy and suitably heated. Materials were accessible to the children, mostly displayed on open shelves. Children were able to see and self select materials at ease.

The service risk assessed the facilities and resources to ensure appropriate safety measures were being followed. Infection control and good hand hygiene practices were being implemented. We had a discussion with management and staff about some areas to consider for improvement. This included when storing items in the toilet or nappy changing areas, these should be sealed and in an easily cleaned box or bag. The manager took swift action and addressed these before the end of the inspection visit.

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.

Quality indicator 3.1 Quality assurance and improvement are led well

Management had a very good oversight of the service. They knew all the children and families well. Parents and staff could contact them at anytime, either by phone, online or in person, they promoted an open door policy. Staff and parents told us management were approachable and supportive. All parents told us they were happy with the care their child received and that they had been involved in a meaningful way to develop the service. One parent told us they were 'Asked views and opinions, giving opportunity to contribute.' and another told us 'I know that there is a parent committee, lots of opportunities to get involved and staff are always asking for input in different areas.'

Parents were extremely happy with their level of involvement in the service. They found they were kept informed of their child's care through regular updates. They told us they got regular updates, were involved in writing their child's plan and were extremely happy with the progress their children had made, as a result of staff support. Staff worked in partnership with parents and kept them well informed of their child's progress.

The service recognised the importance of listening to children and were working hard to ensure they used their feedback to influence the service they received. The planning system supported staff to recognise what was important to the children and plan appropriately. The older children were being encouraged to reflect on their learning experiences and staff used this to tailor experiences to meet their needs. For the youngest children, staff were skilled at listening and responding to children's gestures and body language.

Effective systems were in place to monitor the quality of the service, which included how well they were doing in areas, such as tracking children's progress, providing quality play and learning experiences and meeting children's needs. The management team and staff had a very good understanding of self evaluation and routinely reflected on how well they were doing. They clearly understood the service strengths and identified where further enhancement could be made. For example, this year they were working on parental engagement and staff knowledge to provide high quality play and learning experiences.

Staff felt valued and listened to. They all told us they felt fully involved in evaluating how well the service was doing. Staff shared that they work well as a team to ensure they provided a high quality service and the continually reflected on their practice and the service provided. This was to ensure the met children's needs.

All those working in the service had a shared vision and understanding of the high quality of service they provided. They knew the service strengths and areas for further improvement, and were fully aware of the direction they wanted to go and were committed to achieving this.

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.

Quality Indicator 4.3 staff deployment

The staff team had a wide range of skills and different levels of experience working in a child care setting. They worked extremely well as a team and demonstrated they were highly committed to provide a high quality service. Staff told us they were very happy in their roles and they worked together to ensure they met the needs of the children and families. There had been a few changes within the staff team. However, staff had built strong working relationships, identifying strengths and further training to enhance their skills and knowledge.

Parents all agreed staff were a key strength in the service, confirming they had strong bonds with their child's keyworker. Parents comments included 'My child's key worker is like leaving them with family which is very important for me to be able to leave them there fully trusting that their being well looked after. ' and another that 'The staff are absolutely amazing, they are very helpful and will do anything the can to help out.'

Staff reflected on what worked well and discussed where positive changes could be made. This included developing their own skills, making changes to the children's experiences and providing high quality play spaces. Staff worked in teams to drive forward positive improvements. For example, to improve family engagement, communication and language and children's wellbeing and safety.

There was ample staff to meet the recommended adult to child ratio. The ratio had been adapted to meet the needs of the children, for example, to support children's choice and free flow between the play areas. Staff positioned themselves well throughout the service and were able to appropriately respond to children's needs. The staff communicated well to ensure daily tasks were undertaken without interrupting the children's play. Due to changes in staff, some children have had changes to the named staff member caring for them, their keyworker. The service was fully aware of the possible impact this may have, and have worked hard to minimise the impact on the children.

Staff were extremely caring, kind and respected the children's rights. They listened to the children's voice which showed them that their views were valued and important. Positive relationships and nurture were at the heart of their practice.

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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