Redwell ELC
Day Care of Children

Redwell Primary School
Stirling Road
Alloa
FK10 2BS

Telephone: 01259 724 066

Type of inspection:
Unannounced

Completed on:
31 August 2022

Service provided by:
Clackmannanshire Council

Service provider number:
SP2003002713

Service no:
CS2003015583

About the service

Redwell ELC is registered to provide a day care of children service. The service may provide care to a maximum of 96 children aged from 3 years to those not yet attending primary school. Redwell ELC is located in Redwell Primary School in Alloa. Children benefit from a large open plan playroom with direct access toilets and changing facilities, and free flow access to the outdoor garden. Children also benefit from regular access to the wooded area on the grounds of the school.

About the inspection

This was an unannounced inspection which took place on 31 August 2022 between 9:10 and 17:30. 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 a number of children using the service and received feedback from 7 families.
- spoke with 15 staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children benefitted from inviting and engaging environments indoors and outdoors.
- Children were leading their own play.
- Staff respected children's rights and dignity.
- Staff worked well as a team.
- Children experienced continuity of care and support as staff understood children's needs.
- Staff should consult with parents and carers to re- establish parental engagement in the service.

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

We evaluated this key question as good where important strengths, which, taken together outweigh areas for improvement.

Quality indicator 1.1- Nurturing care and support

Children experienced warm and compassionate care and support. Staff had a calm approach when interacting with children. As a result, children benefitted from nurturing relationships. Children were included and had ownership of their learning and staff were skilled at supporting children individually or in groups. It was evident that there were strong attachments that supported children emotional wellbeing.

Staff knew most children's needs and preferences. As a result, children were happy and engaged and their routines were managed. One parent said "staff communicate well as a team; everyone knows what they need to know about my child's healthcare needs".

Children were encouraged to make decisions about their play and could talk confidently about their learning. This was documented in their online journals and shared with parents and carers through a digital platform. One parent told us they liked receiving regular updates about their child's learning in this way, whereas most parents told us they would like the opportunity to come into the playroom daily to find out what their child had been learning and to further support their transition. We shared this feedback with the service.

Children were encouraged to make independent choices throughout their session including snack times. We observed snack time to be a time for children and staff to talk together and connect. This experience promoted children to develop skills in literacy and numeracy through conversations and problem solving. This promoted a positive snack experience. However, we found these opportunities were not consistent with the lunch time routine. Meals were provided through local authority arrangements. We found children did not have a choice of foods. This limited opportunities for children to choose and enjoy foods they liked. To ensure children received a nutritious meal option, staff provided alternative foods where children's preferences were not provided. We observed staff to be task orientated at lunch time which minimised the opportunity for children to make choices or develop skills for life. We found this experience to be busy, noisy, and overwhelming for some children (see area for improvement 1).

Children's dignity and rights were prompted through skilled interactions and respectful relationships. Staff identified children who needed help with personal care routines and supported this in a dignified and respectful manner.

Children's care routines were further supported as the service had systems in place to ensure children received medication when required. This ensured their health and wellbeing needs were met. We suggested to the service that they store all documentation relating to medication together. This would ensure all staff had the relevant information they needed.

Most children had a care plan in place, and we could see there was a system in place to review these regularly. One parent told us their child did not have a care plan yet as they had started in the new term. We discussed this with the service who agreed to review these with parents as a matter of priority this term.

Quality indicator 1.3-Play and learning

Children had access to well- maintained and age-appropriate resources. This meant that the environment and activities were inclusive of all children and promoted them to make independent choices both indoors and outdoors. Play spaces were inviting and promoted imaginative play, curiosity and problem solving. Children were able to talk confidently about their learning. For example, one child told us they were making a Viking ship. Staff supported this interest by providing resources to enhance this interest, used technology to research this interest further and asked questions to engage the child. This encouraged the child to talk about their learning. As a result, the child engaged in play for a sustained period.

Children benefitted from the careful organisation of resources to support their interests and we could see there was a good balance of activities that promoted children to develop important life skills indoors and outdoors. Staff had also considered how to engage children in sensory experiences to support them to settle in the environment. For example, one child had asked for foam, staff provided this outdoors. This interest was further supported through the skilful questioning of staff and engagement to provide additional materials. This allowed children to investigate and explore different properties. Children told us "We have oil in there, it smells nice". This promoted children to lead their play and develop concentration skills. We could see staff were keen to develop science experiences for children and that they respected their ideas. As a result, children felt valued.

We saw children lead their play in the craft area. The area was well resourced at child's height and enabled them to access materials independently. For example, two children were making masks, they collected open ended materials and were able to tell us how to make a mask. We could see these opportunities were embedded in practice as children were fully engaged in their creations and were proud to show their finished creations.

Children's play was interrupted during our visit to support the transition for lunch and home time. We suggested the service look at how children can experience minimal interruptions in play and evaluate the quality of experiences offered during these times.

Children benefitted from daily access to the woods provision on the grounds. Children chose when they wanted to go, and staff supported this request. One child told us they wanted to make a den in the woods. They were able to talk about what they needed and why certain resources were important. One child said "We need to use longer ropes so the blanket doesn't ping". Children had the opportunity to spend their morning and afternoon in the woods. It is part of the service improvement plan to provide opportunities for children to spend their full session their if they choose. This would support their emotional wellbeing and develop an appreciation for the wider community.

Areas for improvement

1. To ensure a high-quality lunch time experience that meet children's needs, the service should review their current mealtime routine to promote children's independence in an unhurried and relaxed atmosphere. This is to ensure that care and support is consistent with the health and social care standards which state that: I can enjoy unhurried snacks and mealtimes in as relaxed an atmosphere as possible (HSCS 1.35).

How good is our setting? 5 - Very Good

Quality indicator 2.2- Children experience high quality facilities

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

Children benefitted from a safe, secure, and well organised environments that promoted child led play. The indoor space was furnished to a high standard and benefitted from space, natural light, and ventilation. We could see the service had created inviting homely play spaces to meet children's needs, supporting them to have a strong sense of safety and understand that they matter. A sensory room had been created, and spaces to relax were part of the wider environment. Children could access these freely, supporting them to be calm and have a place to rest and regulate their emotions.

Children also had access to a large outdoor area. Importance was placed on being outdoors, supporting children's health and wellbeing. Children had access to a wide selection of loose parts, sensory trays, a shelter, and a paved area for wheeled toys and games, promoting opportunities for children to develop gross motor skills, cooperation, and problem-solving skills. Children told us they liked playing outside and going to the woods. Some parents told us they felt the garden looked tired and they would like to work with the team to develop this space further. We shared this with the service.

There was a calm atmosphere during most of the inspection visit. The playroom was decorated in neutral colours which created a homely, calm space. This helped the children feel safe, secure, and valued in the service.

Both environments had a range of real life and open-ended resources that promoted imagination, self-expression, and creativity. There were lots of opportunities for children to develop their fine motor skills, creativity, and problem-solving skills. We saw children engage in mark making throughout the day. They were keen to share their creations with the team who responded with positive interest. As a result, children experienced a sense of pride.
Children had fun and benefited from challenge outdoors. We saw a group of children build a tower with tyres and work out how they could climb inside. They learned about managing risk, developed skills in cooperating and perseverance, that helped them feel a sense of achievement.

Children could access toilet facilities independently within the room. Where children needed support, this was carried out in a designated changing area meaning children's dignity was respected.

We observed infection prevention and control measures to be embedded in routines by staff and children. We observed staff check and maintain toilet facilities at times during the day, following protocols to ensure children's health and wellbeing.

How good is our leadership? 4 - Good

Quality indicator 3.1- Quality assurance and improvements are well led

We evaluated this key question as good where important strengths, which, taken together outweigh areas for improvement.

Staff told us they felt valued and included in the service and there was a shared understanding of the importance of developing the provision to promote positive outcomes for children and families. Weekly staff meetings ensured that all staff were involved in planning for children's learning and received relevant information and training to meet children's needs.

Some quality assurance and continuous improvement arrangements were in place. We advised the service to look at the Care Inspectorate: A quality framework for day care of children, childminding and school aged childcare as a tool to support further development of self-evaluation and improvement.

Staff had the opportunity to be involved in development groups that included nature schools, garden development, science, and literacy. Staff spoke about how these groups had supported their professional learning and development and we could see these opportunities within the environments. As a result, children experienced a breadth of fun and learning.

Children influenced change within the service through their daily involvement in planning, recording their ideas in floor books and their work with staff who are part of the development groups. Consulting parents and carers to seek their views should also be part of the service self-evaluation to support changes in the service. Some parents told us they found it difficult to build relationships with the staff as they were not able to come into the setting daily. We suggested that the service promote parental engagement by welcoming parents and carers back into the provision now restrictions have eased.

Children's safety and wellbeing was promoted through service procedures. Accidents and incident records were maintained and shared with parents and carers. Systems for recording and administering medication were detailed, ensuring children received their medicine if required. We suggested the service ensure all relevant medication protocols be kept with the prescribed medication. This would ensure that staff administering medication have all the relevant information. The service could refer to the Care Inspectorate: Management of medication in daycare of children and child-minding services document. This can be accessed on the Care Inspectorate Hub.

Staff recorded observations in children's online journals to celebrate achievements and learning. However, we found that some observations and next steps were generic and did not always capture significant learning. This meant there were some missed opportunities to effectively reflect and track children's progress. As part of the service quality assurance processes, they should continue to support staff to develop their skills and understanding in recording significant learning. Some parents told us they would like more information about children's learning and more opportunities to discuss children's progress. This would enhance partnership working to ensure children reach their full potential.

How good is our staff team? 5 - Very Good

Quality indicator 4.3 -Staff deployment

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

To ensure the well-being of children staff were appropriately deployed across the setting. They communicated well as a team, helping to make sure relevant information was shared to meet the day-to-day needs of children. Walkie talkies were used to ensure children were supervised at all times.

Children benefitted from a high ratio of staff in the setting. This allowed staff to engage with individual children or groups of children to extend their learning. There was a good mix of skills and experience within the team which were utilised to promote high quality outcomes for children as staff were able to develop the provision and rich experiences. Staff told us children are very capable, have their own ideas and we support them to grow and develop. There was a strong sense that children mattered.

Children's right to play were respected through skilful engagement with staff. We saw children inviting staff into their play throughout the day. For example, in the outdoor area children were having a picnic, the member of staff picked up on children's ques and engaged with them in their play. As a result, children felt valued as they were leading their play.

Procedures to support new members of staff were in place to enable them to settle into their role. Staff told us they liked having a buddy in the service when they started. This had helped them feel included, get to know the environment, and supported them in adhering to policies and procedures. We suggested to the service that they refer to the national induction resource to further support staff inductions.

The service promoted continuous professional development for staff through weekly meetings, training, online courses and reading best practice guidance. Staff told us they found the training and guidance supported them to deliver high quality learning experiences for children. Staff had recently taken part in training to support children with understanding their emotions. We could see they had set up an inviting area with interactive resources and books relating to emotions and we saw children accessing this area throughout the day. As a result, children's emotional wellbeing was promoted.

The staff team worked well together which created a positive atmosphere where staff were courteous and respectful to each other. Staff displayed warmth and kindness which enabled children to feel valued, loved, and secure.

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?	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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