Coalsnaughton ELC
Day Care of Children

Blackfaulds Street
Coalsnaughton
Tillicoultry
FK13 6JU

Telephone: 01259 750 204

Type of inspection:
Unannounced

Completed on:
29 August 2023

Service provided by:
Clackmannanshire Council

Service provider number:
SP2003002713

Service no:
CS2003015585

About the service

Coalsnaughton ELC is registered to provide a care service to a maximum of 30 children aged from 2 years to those not yet attending primary school of whom a maximum of 10 are aged from 2 years to under 3 years.

The ELC is located in Coalsnaughton Primary school, in a residential area in the village of Coalsnaughton, Tillicoultry. The service is close to local green spaces and other amenities. Children have access to two indoor playrooms, a large, enclosed garden, and a small outdoor courtyard.

About the inspection

This was an unannounced inspection which took place on 29 August 2023 between 09.00 and 16.45. We provided feedback on the same day. One inspector carried out the inspection. To prepare for the inspection we reviewed information about this service. This included registration and any complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:
- spoke with children using the service
- reviewed feedback from 12 families using MS forms
- reviewed feedback from nine staff members employed in the service using MS forms
- spoke with senior management and all staff
- observed practice and daily life
- reviewed documents.

Key messages

- Staff were very warm, nurturing and loving towards children. Strong relationships with children and families were highly valued.

- Children's individual needs were met sensitively and consistently.

- Families commented positively on the caring staff team.

- Staff were highly skilled, dedicated, and compassionate. All staff were committed to providing a fun, safe and high-quality environment for children to reach their full potential.

- Children were having fun and were able to access a variety of interesting learning experiences both indoors and outdoors.

- Visiting professionals commented on staff's skill and enthusiasm in promoting language skills with families.

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 benefited from a highly skilled staff team who worked very well together and had created a welcoming, nurturing, and inclusive environment. Staff were responsive and caring towards all children. This helped them feel loved, secure, and valued. Staff knew children and families very well. They were knowledgeable about children's health and wellbeing needs, individual stages of development and family preferences. This enabled staff to provide continuity of care that met children's individual needs, wishes and choices.

Effective personal planning enhanced individualised care, support and learning opportunities for children. Staff worked in partnership with families when developing personal plans and support strategies. This ensured that children received care and support that was right for them. Communication with families was a key strength and staff had developed positive relationships with them. This was further enhanced by daily communication at drop off and collection time, updates via online platforms and regular opportunities for family engagement sessions. All families told us that they valued the staff team and one parent commented that "the staff are so welcoming and friendly. We feel like we have been made to feel like part of a family."

Children benefitted from a daily routine that was calm, organised and respected their needs and choices. For example, children were able to choose when to have snack and their play was not disrupted. Mealtimes were a key strength of the service they were calm, relaxed, and unhurried experiences for all children. Careful consideration had been given to the lunchtime experience and children had opportunities to be independent and make choices. Children confidently served their own food and poured their drinks and were developing important skills for life. Staff sat with children and this approach ensured that children were having a positive social experience at both snack and lunchtimes.

Effective communication systems were in place to ensure children were safe and accounted for. Staff were aware of the Care Inspectorate SIMOA (Safe, Inspect, Monitor, Observe, Act) campaign, which enhanced their practice and kept children safe.

Personal care interactions were warm and respectful, staff sought children's permission prior to changing nappies, wiping noses, and changing wet clothing. This approach respected and valued children's wishes and choices.

Children were kept safe and protected from harm by knowledgeable and well-trained staff. Detailed chronologies were used to effectively record significant events in a child's life. Staff understood that such events may impact children's health and wellbeing. Support from other agencies was used when needed. This meant children and their families were provided with the appropriate help and support.

Quality Indicator 1.3: Play and learning.
Children were purposeful and engaged in play during our visit. They had fun exploring the play spaces both indoors and outdoors. The learning environment was inviting and stimulating. Resources and experiences enabled rich learning opportunities and promoted challenge. Children were encouraged to explore resources and staff had a clear understanding of child development. This approach encouraged children to make

choices and lead their own learning, whilst developing a sense of ownership and respect for their environment. Skilled staff confidently enhanced children's play and learning through carefully considered and meaningful interactions.

Children benefitted from daily fresh air and exercise in the large outdoor environment. Children had access to large-scale open-ended resources such as tubes, pipes, and wooden planks. This encouraged children to spend longer periods outdoors. Staff understood the benefits of regular outdoor play and we saw them supporting children with risky play. For example, using ladders, trees, and tyres to climb on. This approach encouraged children to understand their own capabilities and develop confidence in how to be safe. Families told us that their children loved the outdoor area and the variety of experiences on offer. One parent commented "The outdoor area is great! There is so many different areas of learning. My son loves to help Mrs Wilson plant the vegetables, he loved planting his sunflower and watching the tomatoes grow."

Planning approaches were child centred with children being actively involved in planning and leading their own learning. Learning walls were used effectively to record children's learning. Children were keen to share their current learning with us. This contributed to children feeling valued and respected. Floor books effectively captured children's thoughts, ideas, and discussions. This further highlighted staff's responsive approach to children's interests and their learning.

Children's' ongoing progress was supported by sharing observations and next steps with parents via E-Journals digital platform. Observations detailed significant learning and planned next steps that were relevant to individual children. Effective tracking of progress ensured that all children were supported to reach their full potential. As a result, children were well supported to learn and achieve. Children talked confidently about their learning and were able to share this with excitement and pride. For example, one child was very keen to tell us about the large-scale model they had created outdoors, using large loose parts such as wooden planks and crates. Families were very happy with the progress their children were making, commenting: "I'm also updated on every aspect possible, including on my child's learning journal which highlights key achievements and is a fantastic way to look back at milestones."

Literacy and numeracy development was embedded in the play experiences on offer. For example, children enjoyed reading stories and singing rhymes with staff in the comfortable and attractive reading areas.

Family engagement was a priority in the service with regular opportunities for families to be involved in the life of the service. For example, regular stay and play opportunities and family breakfasts were well attended. One parent told us that "I love how involved we feel as parents, the stay & plays and family breakfasts are lovely and a nice chance to meet other parents."

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.
Children were cared for in a well-furnished, comfortable, calm, and homely setting. Staff had carefully considered the spaces around children's needs and interests, as well as responding in the moment to children's learning. Children were purposeful and explored the wide variety of resources on offer. For example, we saw children using the art and craft area and exploring playdough with lavender. They were fully engaged in this multi-sensory experience. Children were able to use a variety of cutters and rolling pins independently. Staff asked open ended questions to widen their thinking. This created an enabling

environment that provided a space that was right for children to play and learn.

Across the play spaces all children were able to explore a wide variety of real life and authentic items. For example, real crockery, real food, cooking utensils, beautiful ornate jugs, real clothing, and wigs. This made the spaces inviting and filled with endless possibilities. The rich space challenged children to have high aspirations and push forward with their thinking. This consistency of approach ensured all children could have similar experiences across the service.

The secure nursery garden was accessible throughout the session. Children could direct their own play and were supported to be active and healthy. For example, a large area provided a stimulating space where children comfortably engaged with a variety of loose parts resources and benefited from taking risks in their play. Staff were enthusiastic about outdoor play experiences. The service was well equipped with appropriate children's clothing to ensure that they could benefit from outdoor play throughout the year.

Staff supported children to risk assess and were proactive at helping them to identify and understand potential risks. For example, children were using large wooden planks, large tubes, and crates to create a large model. Staff observed this while children problem solved the best way to achieve this. This promoted challenge and enabled children to take part in risky play in a safe and responsible way.

Staff implemented robust infection, prevention, and control routines to minimise the potential spread of infection. The environment was very well maintained, and we observed children being supported to understand the need for good hygiene and hand washing throughout the session. This contributed to keeping children safe and healthy.

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.
Children benefitted from a service that was committed to continuous improvement. Staff placed children's outcomes at the heart of their work. The vision, values and aims of the service were embedded, staff, children and families had a shared understanding of this, and it contributed to the positive ethos of the service. All nursery information had been translated into a variety of languages and this shared approach ensured that everyone felt included and valued.

Effective policies, procedures and robust quality assurance processes were in place to support the development and improvement of the service. The management team and staff were committed to the ongoing development to ensure children reached their full potential. A relevant improvement plan was in place which was created with staff to enable a shared vision. Feedback was regularly sought from children and families to ensure their wishes and choices were fully considered. This demonstrated a reflective and considered approach to the development of the service. This also supported the management and staff to be reflective and encouraged children and families to feel included in the life and development of the service. Families confirmed they felt involved, one parent commented that "The cuppa chats are a good time to meet, to discuss our thoughts and ideas for the nursery too, we feel like our opinions really matter."

Children received high quality care as all staff had strong values and promoted a positive nurturing experience for all children and families using the service.

A range of quality assurance processes were in place to enable reflection on the service and planning for improvements. They were used to highlight strengths as well as areas for development. All staff had been involved in self-evaluation discussions using a quality framework for day-care of children, childminding, and school-aged childcare. This was supporting children's play and learning across the service. This also highlighted that a culture of continuous improvement was embedded within the service.

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.
Children benefited from a passionate and caring staff team. Positive relationships had been developed and as a result staff knew the children and families very well. All families described staff as supportive and caring. They told us: "All staff in the ELC are so friendly and supportive of each child and has fantastic knowledge of each child individually and all staff are so hands on with activities and learning" and "The team are exactly who you would want to look after your child. They are all always so happy, friendly, and welcoming."

Staff had clear roles and responsibilities and communication was a key strength. This ensured that children's individual needs were consistently met from all staff. Staff were respectful and very supportive of each other. They were very warm, caring, and sensitive in their approach and demonstrated positive team working. This promoted a happy, loving, and secure environment for children.

Leadership at all levels was encouraged. This empowered staff to share their individual skills and knowledge. This approach built on existing strengths and supported all staff to further develop their practice and skills. Regular team meetings and staff training opportunities helped staff to reflect on their practice, learning and development. This meant that children benefitted from consistent high-quality experiences.

Staff told us they felt valued and supported by management and the wider team, one staff member told us they felt very lucky to work in this environment. This positive and supportive ethos meant that children were thriving as a result of the loving and nurturing care they experienced from all staff.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

We recommend the provider further supports children's continued health and wellbeing by updating information held on minded children at least every six months or sooner if needed. The provider should also review, embed and monitor their practice when administering medication, specifically when gaining permissions from parents to administer any medication safely.

This area for improvement was made on 12 October 2018.

Action taken since then

This area for improvement has been met. Personal planning is used to reflect children's learning and development in the service. This is regularly shared with families. A robust medication policy is now in place with appropriate parental consent forms being used.

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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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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