Tillicoultry ELC
Day Care of Children

Firpark
Tillicoultry
FK13 6PL

Telephone: 01259 750 228

Type of inspection:
Unannounced

Completed on:
31 August 2022

Service provided by:
Clackmannanshire Council

Service provider number:
SP2003002713

Service no:
CS2003015589

About the service

Tillicoultry ELC is a daycare of children service provided by Clackmannanshire Council. It is registered to provide a care service to a maximum of 80 children at any one time, aged from two years to those not attending primary school. The maximum number of children aged two years to under three years is 20.

The service is located in the town of Tillicoultry, Clackmannanshire, 10 miles to the east of Stirling. The nursery is part of Tillicoultry Primary School with a separate entrance into the service. The facilities are on one level and consist of the main playroom and two smaller rooms. A fully enclosed garden area is used to support children to be active and explore the natural environment.

About the inspection

This was an unannounced inspection which took place on Tuesday 30 August 2022 between 9:00 and 15:30 and Wednesday 31 August between 8:30 and 14:30. 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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with 10 children and five parents and carers
- we received one email from a parent
- spoke with seven staff and management
- observed practice and how children's routines were supported
- reviewed documents.

Key messages

- Staff interacted with children in kind, caring and supportive ways.
- The management team had a clear vision for the development of the service.
- To support staff changes, team building should continue so that the team develop their professional working relationships.
- Leadership opportunities could be introduced so staff can develop their areas of responsibility within the service.
- Quality assurance systems should continue to be developed to assess the service and identify areas for improvement.

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 on positive outcomes for children.

1.1: Nurturing care and support

All interactions with children were respectful, kind and responsive to their needs. Staff communicated with children at their level in a quiet and sensitive way. As a result of these supportive interactions, close bonds between staff and children had been developed. These helped children have positive outcomes as their routines were cared for in a consistent way.

Snack time was a positive experience for children. We saw some were familiar with the routine and confidently helped themselves. Others were being patiently encouraged to develop self-help skills as they learned the routine to serve themselves. As a result, children were becoming independent and enabled to make choices about what they ate.

Lunch time was held over two sittings and was a mixed experience for children. Some children were independent and enjoyed the social time chatting with friends. Where needed, children had 1:1 support while others were learning the meal time routine. Staff did not sit with children which meant they were not fully supported to learn good eating habits. We talked about ways the experience could be improved for children. For example, staff could involve them in creating an environment that will promote a positive mealtime experience. They should sit comfortably beside children which will help promote good role modelling, provide learning experiences and enable them to develop their self-help skills if they can serve themselves. Use of best practice guidance to review current practice will enable staff to make changes that will improve outcomes for children. See area for improvement 1.

Partnership working with parents, carers and other agencies supported information sharing. If children had additional needs, strategies and techniques were agreed, which supported their development. As a result, children experienced a consistent approach which promoted them to achieve. Personal plans could be further developed to contain more detailed information about how techniques are used. For example, what activities children preferred to participate in. This will help staff plan experiences that children benefit from and ensure strategies used are effective. At review, this will help identify progress made and plan appropriate 'next steps' for their continued learning and development.

If children required medication, we confirmed it was safely stored. Appropriate information was recorded which ensured it was administered in line with best practice guidance.

Staff were clear about their responsibilities in respect of safeguarding children. They had completed refresher training in child protection and were confident about recognising and reporting any concerns they had.

Quality Indicator 1.3: Play and learning

Children benefited from a well organised environment where a range of activities supported their learning and development. Indoors, they could choose to play in the main room or a smaller room that offered a cosier space. Open ended resources helped children use their imagination, curiosity and investigation. Staff

used questions well to support children to talk about their learning and use their ideas to develop their play. As a result, we saw most children were busy, engaged and spent long periods of time at activities.

Direct access to the outdoor area meant children had opportunities to play in the natural environment. While we support children's ability to choose where they play we talked about how this was managed. At times, there were missed opportunities to support children in they play due to the layout and free flow opportunities. We talked to staff about having a system to monitor where children were so that if needed, they were supported in what they were doing.

We asked staff to consider the pace of the day before lunch time. All children came together, but some did not benefit from this large group time experience. Staff should review the tidy up routine in place and make changes so children's needs continue to be met at this time.

Staff recognised how the wider community could extend children's experiences and increase play and learning opportunities. They were keen to develop the use of the natural environment to support this.

Staff had reflected on children's readiness to learn. As a result, they had started to use responsive planning that involved children in leading their learning. Staff need to build on this approach and make sure it is meaningful for children. For example, following consultation, staff should ensure children's ideas are used in a timely manner. This will encourage them to lead their play as they know their views and ideas are valued.

How staff record and use observations to support children's development could be improved. Effective observation, will help staff assess children's progress, enable them to identify 'next steps' in learning and plan experiences that help children achieve through a child-centred approach.

Areas for improvement

1. Review the lunch time experience for children to identify where improvement can be made to ensure children have a calm, social experience where staff support them to develop life skills.

This is to ensure that I experience high quality care and support that is right for me and is consistent with the Health and Social Care Standards which state 'I can enjoy unhurried snack and meal times in as relaxed an atmosphere as possible.' (HSCS:1.35)

How good is our setting? 4 - Good

Quality indicator 2.2 - Children experience high quality facilities.

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

A warm, welcoming and well organised environment had been created for children. It was bright and well ventilated. We talked to staff about creating more cosy areas where children can rest or play quietly if they want to.

Most of the areas were clean, tidy and well maintained. We noted, however, that in toilet and nappy changing areas infection, prevention and control could be improved. Staff should ensure all surfaces are clean, toilet aids appropriately stored and the areas not used for storage. We saw some hand washing, but

this could be improved. For example, adding a hand washing station outdoors would promote children to wash their hands before coming indoors.

The indoor and outdoor environments supported free flow play so children could choose where they wanted play. At times during the day we saw that staff ensured all children were accounted for. We asked the service to consider a system that children could use to indicate where they were playing. This would support them become responsible while letting staff know where they were playing.

Risk assessments were in place for the environment. As changes had been made we asked staff to consider potential hazards that were caused by spilt water or sand on the floor. They had also identified improvements needed to fully secure the outdoor area to promote children's safety. The local authority now need to carry out the work to maximise children's safety.

How good is our leadership? 4 - Good

Quality Indicator 3.1: Quality assurance and improvement are led well.

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Changes to the staff team had impacted on the development of the service. This was more settled and staff were committed to working as a team. The manager had a focussed criteria for self-evaluation and used best practice guidance that enabled staff to reflect on the service provided. They had been involved in reviewing the improvement plan and had agreed future plans. As a result, everyone was clear about the developments planned to improve outcomes for families. One area was increasing parental engagement. One parent said "It's really good to get back inside and see what children are doing."

To support the improvement agenda, staff had linked with other services to share good practice. This helped develop their skills and confidence to make decisions about the service provided. For example, considering the layout of the nursery so that children had an attractive space to play. Using current thinking will help provide a quality service that promotes positive outcomes for children and families. Staff should carry out regular reviews to monitor changes made to ensure the aim they identified is being achieved.

Staff had opportunities to talk about their work. They were encouraged to reflect on their practice to identify what they did well and consider areas for their professional development. As a result, staff were enthusiastic and keen to implement initiative that families would benefit from. These opportunities would enable staff to undertake leadership roles and develop a staff team who have a range of skills, knowledge and expertise to help families and children reach their full potential.

We directed the service to the care inspectorate hub where there is a range of guidance that will support self assessment. They should also become familiar with 'A quality framework for daycare of children, childminding and school aged childcare.'

How good is our staff team? 4 - Good

Quality Indicator 4.3 - Staff deployment

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Staff changes had been well managed which meant a consistent approach was maintained when caring for children. New staff had settled in well as they had felt supported when they started. The staff team in place had developed positive working relationships which resulted in a shared ethos and would support the development of the service.

There was a mix of staff skills and experience within the team. They had started to identify what was going well and areas that needed to be developed. For example, a staff member confident at using makaton was going to lead communication. This would promote inclusion as all staff would become confident using this method to communicate and interact with children.

While enough staff were in place to meet ratios, the needs of the children, layout of the environment and staff absence impacted on supervision of all areas of the service. At busier times, staff could not effectively support children. For example, younger children would have benefited from staff sitting with them at lunch time to support their routine. We asked that staff deployment throughout the day be reviewed to ensure children's needs are fully met.

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
4.2 Staff recruitment	4 - Good

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