Tulach ELC
Day Care of Children

Tullibody South Campus
The Orchard
Tullibody
Alloa
FK10 2SD

Telephone: 01259 452 221

Type of inspection:
Unannounced

Completed on:
22 November 2022

Service provided by:
Clackmannanshire Council

Service provider number:
SP2003002713

Service no:
CS2003015591

About the service

Tulach ELC is provided by Clackmannanshire Council. The early learning and childcare service is registered to provide a day care of children service to a maximum of 150 children aged from birth to those not yet of an age to attend primary school. It is part of a modern purpose-built school campus with access to large playrooms and a large, enclosed garden area. It is located in Alloa and is close to local amenities such as shops and public transport links.

About the inspection

This was an unannounced inspection which took place on Tuesday 22 November 2022 between 09:15 and 18:45. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about the 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 in the service
- reviewed emails from families
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children benefitted from a caring and nurturing staff team who knew them well.

- Children were keen to share their learning logs with inspectors and were proud of their achievements.

- Staff worked effectively as a team to meet children's individual needs.

- Staff were keen to further develop the lunchtime experience to make it a valuable and enjoyable time for all children.

- Children were engaged in their play and explored the resources and activities with confidence.

- Management and staff had a culture of improvement, and the views of children, families and staff were sought. This supported everyone to feel valued and included in the service.

- Parents told us that staff went above and beyond to give children individual care and attention.

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 made an evaluation of good for this key question as we found performance where identified strengths had a significant positive impact on children's experiences and outcomes.

1.1 Nurturing care and support

Children were happy and having fun. We spoke with several children during our visit. They confidently showed us around their nursery, told us what they did at nursery and proudly showed us their learning book. Children were familiar with the routine for the day, which helped them understand what was coming next.

Staff were kind and respectful towards children, asking permission to wipe noses and change nappies. This supported children to feel respected and valued. Staff knew children well and interacted positively with them to support their needs. This helped children feel secure and contributed to the positive relationships they had with staff.

Younger children who needed a sleep were well supported by staff. Staff responded to individual cues, and this ensured their needs were consistently met.

Planning approaches were responsive to children's interests, with children being actively involved in leading their own learning. Learning walls were used to record children's learning and gave them a sense of ownership for their environment.

Management and staff had developed positive links with other professionals, for example, speech and language therapy and occupational health. Working together enabled staff to meet children's needs.

Personal plans were in place for all children, and these could be developed further to ensure that there was a clear link between all personal planning documents. This would enable staff to give children the right care and support at the right time.

Medication was stored safely following best practice. We asked the service to ensure medication paperwork was consistent across the service.

Staff had been developing their lunchtime experience. They were reflecting on the overall experience for children to ensure it was relaxed, unhurried and sociable. Staff supported their key children during lunch. We discussed ways to improve this experience with management, for example, considering where lunch was eaten as the dining hall was very noisy and some children could not hear staff. These considerations would ensure that lunchtime was sociable experience for all children.

1.3 Play and learning

Children's play and learning was well supported. Staff were responsive to children's interests and interactions were caring and nurturing. This contributed to children feeling valued and included. Staff used skilled questioning and interacted with children in a responsive and stimulating way. They had an enabling attitude and as a result children were confident learners. One parent told us their child's learning was relevant to the local area, to times of year and worldwide celebrations.

A selection of natural and open-ended materials challenged children's thinking and encouraged them to solve problems. Children used these resources to extend and develop play. The polytunnel gave children opportunities to plant and grow seasonal vegetables and plants whilst learning how to care for them.

Planning approaches taken by staff were a good balance of child led and adult led and centred around individual needs of the children. We asked the service to be mindful of interrupting children's play experiences to participate in group activities such as using the gym hall or dance studio.

Children's opportunities for play and learning were enhanced through strong connections to their community. Children and staff worked together in the war memorial garden; one child told us they were collecting worms for the composting. Staff had developed a clothes swap shop and supported the Co-Op food share. This helped children feel connected and develop a sense of pride for their wider community.

How good is our setting? 4 - Good

We made an evaluation of good for this key question as we found performance where identified strengths had a significant positive impact on children's experiences and outcomes.

2.2 Children experience high quality facilities

The setting was clean, well ventilated and plenty of natural light created a welcoming and homely atmosphere. All indoor resources and furniture were of a high standard. Careful consideration had been given to the development of the outdoor space. For example, children had access to a large variety of loose parts resources. Children benefited from taking risks in their play such as climbing trees and creating obstacle courses. Staff were enthusiastic about outdoor play experiences and as a result children had daily access to the outdoor areas. This approach supported children to be active and contributed to positive health and wellbeing.

A range of resources and experiences were available to children to stimulate their natural curiosity. For example, blocks, loose parts, play dough, sensory items and a well-resourced creative station. We asked the service to ensure these experiences were always available.

Rooms were large with ample space. The lay out of rooms took into consideration access for all children. We asked the service to consider having the snack area closer to the preparation area to make best use of the space available.

Risk assessments were in place. These were regularly reviewed and updated to ensure any risks were minimised for children, families, and staff. Regular head counts took place and robust measures were in place to keep children safe.

Information about children was kept securely on the local authority computer system. Paper information such as personal plans were kept securely in a locked cabinet

Appropriate infection prevention and control practices allowed children to be cared for in a safe and hygienic environment. For example, we observed thorough hand washing during the inspection visit.

How good is our leadership? 4 - Good

We made an evaluation of good for this key question as we found performance where identified strengths had a significant positive impact on children's experiences and outcomes.

3.1 Quality assurance and improvement are led well

A shared vision, values and aims had been developed in consultation with staff, families and children. These clear aspirations helped to shape the service in a way that meets children's needs. Staff regularly reflected on their practice and were keen to make changes to ensure positive outcomes for children and their families.

Leadership roles in the nursery were defined and shared with staff and parents. Staff spoke positively of their specific leadership roles and the shared responsibility. For example, staff developing the garden area told us of the planting and growing opportunities for children. This supported children to learn life skills and to be responsible. The service should continue to develop this to ensure staff are sharing their learning with each other, whilst enhancing and developing leadership at all levels.

Quality assurance processes were in place which included a clear improvement plan with realistic targets to support children's overall development and to develop a skilled workforce. Learning through play, children's safety and wellbeing were at the heart of improvement planning.

Regular team meetings gave staff the opportunity to come together to reflect and discuss individual children's needs, also to identify the strengths and areas for development within the service. These meetings also supported staff to share their leadership roles and to support learning and development across the team.

Staff received regular support and supervision from the management team, this enabled them to identify priorities for training, discuss wellbeing and receive feedback. Staff told us they felt valued and supported by the management team. This further enhanced positive relationships.

Good communication with families ensured that they were kept up to date with what was happening within the service. Parents told us they felt that communication was a strength and appreciated the staff team.

How good is our staff team? 4 - Good

We made an evaluation of good for this key question as we found performance where identified strengths had a significant positive impact on children's experiences and outcomes.

4.3 Staff deployment

Children benefitted from a caring and nurturing staff team who knew them well. This approach encouraged children to feel valued and respected. One parent told us; 'Staff really know my child'. This further supported children to feel safe and secure.

Staffing in the nursery promoted consistency for children, which helped them to be familiar and secure with those caring for them

The large staff team had a mix of skills, experience and knowledge and were observed working well as a team. Effective team working created a warm atmosphere where staff were courteous and respectful to each other, and this contributed to the positive ethos of the service. Staff clearly understood their individual roles and responsibilities. Senior staff were positive role models to other staff. This meant children benefitted from having staff who were trained, competent and skilled providing their care.

Staff were flexible and supportive, they worked together to ensure that children's needs were met. We asked the service to ensure children were given enough choice in their routines. For example, when using the gym hall and dance studio. Children's wishes and choices should be encouraged. Routine tasks were carried out with little or no impact to children. Staff breaks were seamless and well planned with children being comfortable about what was happening next. Children were encouraged to feel included, respected and valued as they understood the routines of the day.

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
4.3 Staff deployment	4 - Good

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