Knightsridge Early Years Centre
Day Care of Children

Cameron Way
Knightsridge
Livingston
EH54 8HE

Telephone: 01506 444 970

Type of inspection:
Unannounced

Completed on:
7 October 2022

Service provided by:
West Lothian Council

Service provider number:
SP2003002601

Service no:
CS2003016168

About the service

Knightsridge Early Years Centre is registered to provide a care service to a maximum of 70 children aged two years to entry into primary school, of whom no more than 10 will be aged two-three years.

The service is open to children and families between 08:00 and 18:00 Monday to Friday, offering full day places as well as morning and afternoon sessions.

The service is accommodated in a single storey building with adjacent car parking facilities. There is a secure entry system with video connection to the playroom and office. The children had access to a welcoming entrance space, large playroom, cloakroom and toilet area. The children also have access to a smaller playroom which had been developed as a sensory space. The indoor space has direct access to two different outdoor spaces. The service is located in the centre of a local housing estate and close to local amenities.

About the inspection

This was an unannounced inspection which took place on 05 October 2022 between 09:00 and 18:15. We then carried out a second announced visit on 06 October 2022 between 10:00 and 11:30. 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 and observed children using the service
- gathered written feedback from six families
- spoke with staff and management
- observed the practice and daily life of the service
- reviewed documents.

Feedback was given via video call on 07 October 2022 to the head teacher, the deputy head teacher, two members of the senior nursery team and four representatives from West Lothian Council.

Key messages

- The service should continue to develop their personal planning approach to ensure that support strategies are recorded and the impact of these evaluated.
- The service should continue to develop their planning for the youngest children and ensure that their interests and learning are reflected within the planning process.
- The service should continue to develop quality observations that reflect children's current interests and show next steps and progression in learning.
- Children experienced kind, warm, caring and nurturing approaches from staff which supported their overall wellbeing.
- Children had access to a wide variety of resources that supported them to extend their own interests and lead their own play and learning.
- Staff used skilled interactions to promote children's natural curiosity and challenge their thinking.
- Staff had worked hard to develop a quality, thoughtful learning environment that reflected children's individual interests and recognised children's individual needs.
- Staff worked well together to create a kind, caring and respectful atmosphere.

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 made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children and families experiences.

Quality Indicator 1.1: Nurturing care and support

Children experienced kind, warm, caring and nurturing approaches from staff. Staff knew children and families well and responded sensitively to children's needs within the space. One parent shared, "They are all so welcoming, friendly and provide the best care for all children. My child is always happy to go to nursery and loves every one of the staff there". Children were receiving encouragement, support, praise and recognition throughout the session. This contributed to children's confidence and wellbeing, while supporting them to build positive, strong relationships in the space.

Personal plans were in place and were being reviewed in line with good practice guidance and in partnership with families. Staff responded to individual children's needs and were able to talk through strategies of support that were in place. However, these were not always recorded in children's personal plans. The service should continue to develop their personal planning approach to ensure that support strategies are recorded and the impact of these evaluated. The service was receptive to this feedback and took steps to improve this during the course of the inspection. This will contribute to children receiving consistency and continuity in their care.

Children experienced a calm, relaxed and sociable mealtime. Some staff sat with children and joined them for their lunch. As a result, conversations were taking place, while relationships and friendships were being strengthened. Children supported the lunch routine by helping to tidy away their own plates and cups as they finished each course. Moving forward, the mealtime experience for children would benefit from being developed further, with children having the opportunity to take part in the setting up, preparation and serving of meals. This would support children to build confidence and further develop independence and life skills through daily routines.

Children's individual needs were being considered and planned for in relation to the wider group across the setting. Staff were skilled at identifying when children required additional support and responded to this in a supportive way. For example, when some children found the main play space too busy and overwhelming, staff recognised this and supported children to spend time in the smaller playroom. As a result, children were able to spend time in a quieter space that better met their needs at that time.

Quality Indicator 1.3: Play and Learning

Children were actively leading their play throughout the inspection. Children were engaged in rich, deep learning. Spaces had a variety of resources to support and extend children's current interests. For example, children were observed role playing in the block play area and creating their own story as they played with their friends. As a result, children were being supported to follow their own ideas and use their creativity and imagination through their play.

Staff were using responsive daily planning and a consultative planning approach to support children's current interests and learning. Moving forward, the service should build on their current planning

approaches to ensure that the youngest children's interests and learning is also reflected. For example, ensuring that the two year olds also influence the planning process. This will support all children to influence the planning process and see their interests reflected in their environment and daily experiences.

Staff used skilled interactions to promote children's natural curiosity and challenge their thinking. For example, staff supported children to explore an interest in the garden, as children created their own catapult. Children were fascinated as they explored concepts such as weight, balance, speed and gravity. While we recognise that staff were supporting and extending children's learning within the space, this was not always reflected in children's electronic learning journals. The majority of parents that shared feedback as part of the inspection explained that they would like to see more communication in relation to their child's learning and would like to see more detailed observations. The service should develop frequent quality observations that reflect children's current interests, record significant learning and show next steps and progression in learning. This will contribute to children experiencing high quality experiences that reflect their current needs and interests, while supporting families to feel more involved in their child's learning.

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 people, therefore we evaluated this key question as very good.

Quality Indicator 2.2: Children experience high quality facilities

Children experienced a quality environment which was welcoming, calm and inviting. The environment was complimented with natural colours, natural lighting and ventilated well. Staff had introduced soft lighting throughout the space with the use of lamps and fairy lights which contributed to the homely, warm atmosphere. This sent the message to children that they were important and that their play space mattered.

Children were free to choose where they spent their time, moving between indoors and outdoors throughout the inspection. Spaces both indoors and outdoors had been thoughtfully developed with children's current interests in mind. For example, a story character had been introduced in the mark making area to support and extend a child's recent interest. Staff had recently implemented a new approach to the monitoring and evaluation of the spaces within the playroom. Staff were taking the lead on the development of individual spaces within the environment. Staff shared that this had, had a positive impact on the individual spaces within the room. As a result, spaces were well resourced, and children could build on their own ideas and use their creativity and imagination. This supported children to be highly involved in their own play and supported their overall learning and development.

Staff promoted a risk benefit approach and showed their knowledge and skills as they supported children to risk assess their own play. For example, children were climbing high into the apple tree to collect apples to extend their interest in exploring the natural resources that could be found in the garden. Children were supported by skilled staff to consider the risks and plan their next steps in order to keep themselves safe. As a result, children had a rich challenging play experience that supported all areas of their development.

Children had use of a second playroom which supported them to have a quieter space if needed. This space was used regularly throughout the inspection in response to children's individual needs. Staff had recently developed this as a sensory area in response to the way in which children used it and to meet individual children's needs. As a result, children had access to a space that recognised their sensory needs and supported their emotional wellbeing when they needed it most.

How good is our leadership? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children and families experiences.

Quality Indicator 3.1 Quality assurance and improvement are led well

The service had developed an improvement plan which was being used to inform developments of the service. Management were keen to develop the approach to the development of the improvement plan so it was more inclusive of staff, children and families. This will contribute to the work that leaders are doing to promote and sustain a shared vision for the service. This could help children, families and staff to feel valued and could influence the ongoing improvements within the service.

Staff attended regular network groups delivered by West Lothian Council which supported them to build relationships, share good practice and have meaningful reflective conversations. The service had a monitoring calendar in place which had supported ongoing reflective conversations across the staff team. The service should continue to develop the monitoring and quality assurance processes to ensure that it has a positive impact on key areas of practice such as, observations and electronic journals. This will contribute to positive outcomes for all.

The service had recently been through a change in leadership and management. Leaders had recognised the importance of building strong relationships across the staff team and had tried to support staff sensitively through the change process. However, staff had not yet received any form of support and supervision. This had been picked up at the last inspection however had not been progressed. We discussed the importance of staff support and supervision and the benefit this would bring to outcomes for all. Management recognised this and had begun to develop plans to implement this for all staff. This could support children to be cared for by staff that feel well supported, valued and their needs recognised.

We saw examples of where families views had been actively sought to inform the development of the setting. Families that had attended the stay and play and transition groups had been asked for feedback in relation to what they would like to see developed within the service. As a result of this feedback, the service had plans to introduce new family learning sessions. However, not all families felt involved in the developments within the service. The majority of parents that shared feedback during the inspection highlighted communication and being included in the ongoing developments of the service a key area that they would like to see developed. The service should review how they engage and communicate with their families on a daily basis and look at creative ways to involve all families in the ongoing developments of the service. This is to help everyone feel valued and involved in the life of the setting.

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 people, therefore we evaluated this key question as very good.

Quality Indicator 4.3: Staff deployment

The staff team had grown with the service and new staff had been recruited. Staff worked well together recognising and building on one another's strengths and passions. For example, a member of staff shared their passion for gardening and was excited to bring this learning opportunity to the children. This was being encouraged by the team and the staff member was motivated to share their knowledge of growing

and gardening. This supported individual members of the team to feel valued and confident in their role while developing quality, new experiences for children and families.

An effective mentoring system was in place that supported new staff as they transitioned and settled into the service. This meant that new staff benefitted from a supportive process that enabled them to learn from the skills, knowledge and experience of established staff. Staff shared how this was a supportive process and how they had benefitted from longer term staff's skills, knowledge and experience. This supported positive outcomes for children and families, as they were supported by staff that understood their individual needs.

Staff worked well together and had clearly built strong relationships. This contributed to the kind, caring and respectful environment. Staff modelled this through their actions and their language. For example, we saw staff members recognise when someone in the team required support when working with individual and small groups of children at different points throughout the inspection. Staff responded quickly and sensitively to this. As a result, children experienced warm, nurturing interactions by adults who felt happy and supported in their work.

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	5 - Very 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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