Addiewell Early Years Centre
Day Care of Children

Addiewell Primary School
Church Street
Addiewell
West Calder
EH55 8PG

Telephone: 01501 762 794

Type of inspection:
Unannounced

Completed on:
8 February 2023

Service provided by:
West Lothian Council

Service provider number:
SP2003002601

Service no:
CS2008176035

About the service

Addiewell Early Years Centre Provides a service to a maximum of 74 children aged from two years to entry into primary one. The service adjoins Addiewell Primary school.
The service is provided by West Lothian Council and is located within the village of Addiewell in West Lothian.

The service which is located within Addiewell Primary School has its own designation entrance with direct access to the service. The setting consists of a welcoming cloakroom, two playrooms, a kitchen, toilets and direct access to the outdoor play area.

About the inspection

This was an unannounced inspection which took place on Wednesday 1st and Thursday 2nd February 2023. 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 20 people using the service
- spoke to members of their family
- spoke with 7 staff and management
- observed practice and daily life
- reviewed documents.

We gave feedback to the service by video call on Wednesday 8 February 2023.

Key messages

- Staff placed children at the heart of their work and responded to their needs with nurturing care.
- Play opportunities focused on supporting children to be independent curious learners.
- Staff were skilled and knowledgeable.
- The manager led a team who were committed to the continuous development of the service.
- Parents views were valued, the manager had developed a range of ways for them to be involved 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?	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 this supported positive outcomes for children, therefore we evaluated this key question as very good.

1.1 Nurturing Care and Support

Children and their families were given a warm welcome as they came into the service. Staff had developed caring and nurturing relationships with children which helped them to feel relaxed and confident in their care. Children were eager to see their friends and to get involved with their chosen activities.

Effective staff organisation and planning meant that children's snack and lunchtime experiences were calm and unhurried. Staff were able to sit with children focusing on supporting conversation and social skills while encouraging them to eat or try foods. Children's allergies were well managed. Staff responsible for the preparation of food had written information about allergies and food preferences. Children were kept safe because staff had put systems in place to minimise the possibility of cross contamination of food.

Children enjoyed being involved in helping to prepare for snack. They were eager to demonstrate their skills as they counted out plates and glasses or helped to cut fruit for their friends to enjoy. Staff understood that giving children responsibility for these important tasks contributed to their sense of self worth and helped them to feel part of their nursery family.

Children with additional needs were well supported because staff were able to access a wide range of professional services through West Lothian Council. They included speech and language therapy, physiotherapy and psychological services. We were given confidential information of situations where staff had worked with health care professionals who provided hands on training to staff which allowed them to support individual children and meet their needs. This promoted inclusion and provided reassurance to parents.

Staff worked with parents to develop a personal plan for every child which reflected individual care and support needs. Personal plans were shared and reviewed with families at least once every six months in order to ensure that information remained relevant to the child. A parent told us "There are regular parent consultations and I can speak to staff at any time, at drop off or pick up, and I can pick up the phone".

1.3 PLAY AND LEARNING

The skilled staff team were committed to ensuring that the service provided children with a fun learning experience which met their needs and stimulated their curiosity and imagination. They planned together as a team sharing observations and conversations they had with children and their families. This helped ensure staff were responsive to children's current interests and did not loose momentum in their play and learning opportunities they provided.

Staff encouraged children's creative thinking and problem solving skills. They stepped into children's play only when invited, or, when they saw an opportunity to extend learning and add value. Rather than providing solutions staff supported children to problem solve and work things out for themselves. These "What if?" and "I wonder?" questions helped children develop confidence in their own abilities promoting independence and self esteem.

Staff encouraged children to take ownership of their service. They ensured that the layout of the playrooms with free flow access to the outdoors allowed children to move around freely without adult support. Toys and resources were visible and organised so that children could access them without help. Staff avoided unnecessary routines which interrupted children's play. This allowed children to experience the deep learning that came from being able to immerse themselves fully in their chosen activity.

Literacy and numeracy were embedded into all of the nursery experiences. They included counting plates at snack time, reading name labels and mark making. Several children enjoyed testing their knowledge by asking staff to set them challenges for example remembering colour and number sequences and writing the names of family members. Staff gave children meaningful praise and we saw children glow with pride when staff acknowledged their achievements.

Well equipped outdoor spaces allowed children to challenge themselves and develop strength and confidence in their bodies through activities including skipping, climbing and jumping. Children worked together using loose parts to create structures and experiment with the properties of different materials. Relaxed social spaces had been developed outdoors and children enjoyed the opportunity to be creative, read stories and chat with friends in an outdoor environment.

Parents told us they were happy with the play and learning opportunities available to their children. One told us "My child loves outdoor play and, when planting their own vegetables, to be able to make meals with them." Another said "They have a wide variety of activities so that there's something for everyone which makes learning fun."

How good is our setting? 5 - Very Good

We found significant strengths in aspects of the care provided and how this supported positive outcomes for children, therefore we evaluated this key question as very good.

2.2 Children Experience High Quality Facilities

The purpose built nursery provided children with a beautiful bright and welcoming environment. Furniture and resources were well maintained and of a consistently high standard.

Staff used their knowledge of children's current interests when planning and setting out resources and activities.The abundance of resources meant that children were able to enjoy a wide range of experiences tailored to meet their needs. Seeing their specific interests reflected in the service helped children to feel valued as they explored topics and areas meaningful to them.

At the time of the inspection several children had shown an interests in babies. This led to activities including bathing babies, trying out baby foods and role play. Some children extended this into drawing, making stories and talking about wider family links. Staffs interactions and quality resources helped children to immerse themselves in their interests.

Staff had given careful thought to the placing of quiet areas in the nursery furnished with soft cushions and rugs. These provided calm safe spaces for children who wanted to rest and relax.

Outdoor experiences were enhanced through the regular use of local woodland. This allowed children to experience nature and seasonal change and play in a totally natural environment. Children had taken part in

a community project involving planting small trees which would grow along with them and be enjoyed into the future. Contributing in this way helped children to feel pride and developed a sense of belonging to their community.

Children's safety was supported because staff understood the need for risk assessments in and around the service to be checked regularly. Concerns were recorded and reported to senior staff for action. Children had been encouraged to develop an understanding of risk and how to keep themselves safe. This helped them to make the most of opportunities presented in areas including the well equipped block play area and the woodwork bench where real tools were used. This resulted in children who were confident in talking about how to use tools safely and in sharing that knowledge.

Effective hygiene routines were in place. Children's toilets were well supplied with soap, tissues and paper towels. Staff encouraged and supported children to wash their hands at key points in the day. Children understood the importance of these routines. Many talked confidently about how following them helped to keep their bodies healthy.

How good is our leadership? 5 - Very Good

We found significant strengths in aspects of the care provided and how this supported positive outcomes for children, therefore we evaluated this key question as very good.

3.1 Quality Assurance and Improvement are well led

The manager was committed to ensuring that the nursery was fully integrated into the wider school community. They had a clear vision for the on going development of the nursery through the improvement plan which had been created with the input of families and staff.

Improvement plan targets were reviewed on a regular basis to ensure they remained relevant to the needs of the service and were on target to be met. This helped promote a culture of continuous improvement within the service.

As part of their quality assurance procedures the manager spent time in the nursery and attended team meetings on a regular basis. This allowed them to observe staff at work with children and to assess how effective the experiences available to children were in meeting their needs, providing challenge and developing curiosity. In addition they were aware of current issues being discussed within the team and able to ensure that actions or support required were followed through.

The manager used their knowledge of individual team members to support their professional development through, for example focused training, or mentoring in specific areas. Staff told us the manager was supportive of them as individual members of the team. The impact of this was that they felt trusted, valued and recognised for their contribution to the service.

The manager used the quality framework documents and audit tools to benchmark aspects of the service and identify areas for improvement. We found that these actions promoted a culture of continuous improvement which had a direct impact on children's daily experience.

The manager worked with staff to ensure that children's ideas and interests were at the heart of the service. They consistently evaluated how they used this information to support children to achieve and thrive in the service.

The manager showed respect and commitment to ensuring that parents felt valued and included in the life of the service. Various initiatives including focused questionnaires, stay and play sessions and a specific audit of the welcome that parents received when coming into the service helped promote the feeling of inclusion.

How good is our staff team? 5 - Very Good

We found significant strengths in aspects of the care provided and how this supported positive outcomes for children, therefore we evaluated this key question as very good.

4.3 Staff deployment

The professional and dedicated staff team were enthusiastic about their work. They communicated effectively and shared the common goal of providing a high quality fun environment for the children in their care.

Regular planning, well thought out deployment, and an awareness and respect for one another's skills helped ensure that children experienced seamless high quality care throughout the day. Staff took responsibility for specific areas of the service ensuring they were well maintained and resourced. This meant that all areas of the nursery were covered and staff were able to respond to children's needs effectively and quickly.

Staff enjoyed a wide range of training and development opportunities which helped ensure they were consistently meeting children's needs and supporting their learning effectively. New staff received a structured induction along with core training in child protection, first aid and food hygiene which helped ensure they were prepared for their role in the service.

Staff told us the manager encouraged and supported them to take part in training in relation to their particular professional interests and children's needs. Recent training had included Froebel, forest schools, children's rights, autism awareness and schematic play. In addition there were regular opportunities to attend conferences and networking meetings where they met with colleagues from other early years settings for professional discussion.

Staff told us they felt valued and motivated by the range and quality of the training available to them and were able to talk confidently about the impact this had on their work with children. The outcome of this was that children were cared for by well trained highly motivated professional staff with a wide ranging skill set.

Staff were positive about the opportunities they were given to take part in leadership roles. They included a staff member who had recently taken the role of physical exercise lead with responsibility to ensure that children experienced a varied range of opportunities to be active in and outdoors. Another was about to re launch the Big Bedtime Read with families. These roles, and many others, valued staff skills and ensured that their expertise and experience were deployed in ways that had the potential to have a positive impact on children's wellbeing.

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

To promote children's wellbeing and development the service should, after consultation with parents/carers, ensure personal plans were fully completed for each child and that plans were reviewed and updated at least once in every six months, or when there is significant change or development. The service should ensure that personal plans reflect children's needs and any strategies were recorded so that they can be effectively implemented and reviewed and support the service to keep their records in line with current legislative requirements.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices. (HSCS 1.15)

This area for improvement was made on 15 March 2019.

Action taken since then

We spoke to staff and parents, looked at a sample of personal plans and concluded that plans were in place and compliant with the above recommendation.
The recommendation is 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?	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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.