Look Who's Learning Ltd
Day Care of Children

119 Carmunnock Road
Cathcart
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Telephone: 01415 337 004

Type of inspection:
Unannounced

Completed on:
24 August 2023

Service provided by:
Look Who's Learning Ltd

Service provider number:
SP2003001324

Service no:
CS2010270405

About the service

This service registered with the Care Inspectorate in April 2011.

The service can be provided to a maximum of 30 children aged from two years and 10 months to five years and not attending primary school. A maximum of six children may be admitted in the term in which they have their third birthday. The service operates term time Monday to Friday, providing session times of 9am until 3.00pm.

The service is provided from Cathcart Old Parish Church Hall. It has the use of two large halls and well resourced outdoor play areas. Toilets, a kitchen and office space are also available. The nursery is provided by a Board of Directors with representation from parents/carers using the service. It is in partnership with Glasgow City Council to provide care and education for children from the age of three. A manager and early years staff are employed to provide the day-to-day care and education for children. The nursery aims to, "Provide the best possible standard of care and education within a safe, happy, learning environment in which children achieve their potential."

About the inspection

This was an unannounced inspection which took place on Monday 21 August 2023 between 09:30 and 14:45.

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 throughout the inspection year.

In making our evaluations of the service we:
- spoke with several children using the service and reviewed survey responses from four parents whose children attend the service
- spoke with the manager and four staff
- observed practice and staff interactions with children
- reviewed documents.

Key messages

• Children benefited from a skilled staff team who worked very well together and had created a welcoming, inclusive environment.

• Very Good working relationships between the manager, team and staff provided a quality play experiences for children.

• Children experienced interesting and motivating play and learning opportunities within creative indoor and outdoor spaces.

• Children were spoken and listened to, in ways that encouraged them to feel valued and included.

• The manager's leadership approach had helped build, maintain and strengthen the capacity of the team to deliver continuity in children's care.

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?	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 evaluated this key question as very good, where major strengths supported positive outcomes for children. There were very few areas for improvement.

1.1 Nurture, care and support.

Children and their families were warmly welcomed into the service by staff. We observed staff talking to parents at pick up time which was personal to the individual family and we could see the positive relationships staff had formed with them. One parent told us "The staff all know my child well." Parents in the past had taken part in Play and Stay opportunities with their child and there was plans in place to reinstate this. Staff valued the importance of children's wellbeing, and this was promoted within the service.

Staff had developed a very good nurturing and inclusive ethos in the service, and this was evidenced through their warm and caring approach towards children. Children were encouraged to use visuals when arriving at nursery as an opportunity for staff to have a personalised discussion with that child about their emotions that morning coming into nursery. One parent told us she is "Very happy with look who's learning. The teachers all care for each of children and help them grow and develop in a nurturing manner." The interactions between staff and children were responsive and engaging. This helped children feel loved, safe and secure. Respectful interactions took place from staff at the children's level. We observed a staff member gently approaching a child and having a discussion about changing the child's nappy prior to this taking place. This helped children to feel respected and valued.

Personal planning reflected the holistic needs of each child to improve their wellbeing and support positive outcomes. One parent told us "I'm very happy with the care, play and learning my child receives." Plans were created in partnership with parents and carers and included a range of information about children's needs. They contained the information staff needed to support children and meet their needs. This enabled staff to respond quickly, sensitively and compassionately to changes in children's life. Staff knew the children very well and confidently described children's individual needs and how they were supported. On the day of the visit, some new children were settling into the service. Staff had ensured that the information in the child's All About Me booklet regarding children's likes was embedded in the experiences offered to the children on their first day at nursery. This helped children to settle easily with familiar objects around them, that they liked to play with.

Lunch was a relaxed, unhurried and a sociable experience with children engaging in quality conversations with staff. The manager had arranged a summer and winter options menu for lunches and this was shared with parents and children, to ensure that their wishes and likes were met. Support was provided by staff to the children requiring this. Food choices were nutritious and reflected current guidance. They were appropriate for children's individual cultural and dietary needs. Fresh water was available throughout the day and children were encouraged to remain hydrated.

No children were requiring medication at the time of inspection, however staff were confident in how this would be handled and was in line with best practice guidance.

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

1.3 Play and learning

Children were having fun and engaged in a variety of experiences. They had good opportunities to lead their own play and learning which impacted positively on their development and wellbeing. One parent told us "My child gets a good variety of opportunities to support their learning and development." All children were happy and confident. Children were playing and interacting well with each other and used a range of resources that supported their curiosity, creativity and problem solving skills. The range of interesting materials, open ended resources enabled big scale and small world play. This supported children to extend and challenge their thinking. We saw children working together to use a large cardboard tube to transport bricks. Staff were skilful in knowing when to step back from play and join in again to spark children's curiosity.

Children embraced their right to play, have fun, experience success, while learning and developing their skills. The manager and staff worked closely with the local authority leader of early learning, in order that, together they used the literacy and numeracy trackers effectively to ensure depth and breadth into children's learning. We saw opportunities to count in each area of the playroom and mark making was available to meet children's interests. This engaged children's thinking, curiosity and challenged their knowledge. We observed opportunities to extend language and literacy also. Staff used effective questioning to take children's learning forward and were responsive to children's interests. We saw a staff member help children understand the concept of numbers by asking the children to group the elephants who had number three on their back and then moved onto other numbers based on children's interests. Children were engrossed and motivated in their play and were progressing well in all aspects of their development.

Staff highlighted the importance of placing the needs and interests of children at the centre of their play and learning. Children were meaningfully and actively involved in leading their play and learning through a balance of spontaneous and planned high quality experiences that promoted children's choice and independence. We watched children choosing materials to enhance their creativity and curiosity. Their needs and wishes were quickly identified by staff, who extended their play and learning, and this installed a feeling of happiness and confidence to children. Staff recognised the importance of engaging families in understanding how to support learning in the child's home environment. Through the online journals they had created opportunities for parents to share and celebrate children's learning and interests at home, as well as celebrating what their child enjoyed about nursery. The manager should now continue with her plans, to encourage staff to take on areas of responsibility in the playroom, to add more challenge to children's learning.

How good is our setting? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

2.2 Children experience high quality facilities

The setting was well furnished, comfortable, and homely. Children benefitted from a welcoming, homely, comfortable and appropriately furnished setting with plenty of natural light and ventilation. Staff thoughtfully set up the playroom to spark children's curiosity and interests. The indoor environment was sensitively structured and considered children's stages of development and learning. This enabled children to move around the ample space and explore areas of interest, taking ownership of their play. Children also had access to a gym hall, whilst at nursery and they benefited from visits from Soccer tots, who helped develop children's physical strength and turn taking. Children benefited from other regular visitors to the nursery, which included a French Teacher and Yoga Teacher. One parent told us "I love look who's learning. Since my son started and he has loved every minute of being there. The additional classes they offer have been very beneficial to him."

Children were taken outdoors by staff in line with their wishes. There was a secret garden along with a log cabin, where children could explore from there, changes in the weather, wildlife and problem solve. There was also a general physical play area where staff encouraged children to engage in play to push their own boundaries and build self confidence.

We observed good hand hygiene and cleaning schedules to support a clean and safe environment. Staff had taken part recently in prevention of spread of infection, specific to the needs of young children and this ensured a safe environment for children and staff. The service had safety measures to support a secure environment for children. Maintenance records ensured that any equipment and damaged items were repaired or replaced. A secure entry system, playroom registers, policies, risk assessments and fire safety drills kept children protected.

Staff kept information about children and their families safely and securely in the office. They only shared sensitive information with those who needed the information. This upheld children's rights to confidentiality and contributed to a sense of trust between the setting and families. Staff shared accident and incident records with parents and carers to reassure them of first aid administered to their child. Auditing these helped identify common or reoccurring concerns and the appropriate action required to maintain children's health and safety.

How good is our leadership? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

3.1 Quality assurance and improvement are led well

The service was well led by a strong, approachable manager who delegated responsibility appropriately to staff and involved them in the development of the service. One parent told us "The manager works on the floor with staff and children everyday and knows how to meet their needs well." Good direction was provided to the team who were committed to providing children and families with positive experiences, high staff morale impacted strongly on this. Regular team meetings allowed all staff to know what was important for the setting and promoted consistent approaches. Set agendas allowed meetings to be planned for, and be purposeful. This was further supported by daily discussions before and after sessions, to support staff to reflect together and discuss any individual needs or requirements.

Quality assurance processes were in place and at an early stage, including improvement plans with realistic targets. There were three key improvements identified by the manager for their improvement plan and she discussed with us, how these can be developed to include staff, parents and children's views more effectively. The improvements identified for this year included, developing use of technology in children's learning, promoting partnership with parents and family learning.

The manager demonstrated her awareness of the importance of self evaluation to support the delivery of high quality care and learning tailored towards children and families and will continue to encourage parents to contribute to improve the service. One parent told us "I have loved the opportunities for all 3 of my children, provided by this nursery and I continue to see improvements and changes throughout time to improve the service." We discussed with the manager how, more effective self evaluation could be developed in the service. The manager was keen to work with us during the inspection, which ensured that current best practice was embedded in any areas that needed updated.

We sampled safer recruitment files for staff, which mainly reflected good practice guidance, including checks for prospective staff through the 'Protecting Vulnerable Groups Scheme' and SSSC (Scottish Social Services Council).

How good is our staff team? 5 - Very Good

We evaluated this key question as very good, where major strengths supported positive outcomes for children. There were very few areas for improvement.

4.3 Staff Deployment

The manager and staff recognised that continuity of care was important for children. Staff breaks were planned well to minimise disruption and to ensure appropriate levels of staffing, such as during children's lunch time. Very good use was made of the differing experience, knowledge and skills of the staff group to ensure children's experience across the whole day was positive and that they were safe. Staff told us that they worked well together and felt valued by the manager. They told us that they were proud of the nursery and were enthusiastic to provide the best outcomes possible for the children and their families. Staff had a clear understanding of how children develop and learn. They made very good use of professional development opportunities that linked directly to enhanced outcomes for children, these included, early literacy strategies, book bug and attachment training. We could see that staff used this learning well to encourage children to use books and extend their language . This resulted in better learning outcomes and fun for children.

Staff worked well together and were committed to improving outcomes for children and their families. One staff member told us "I think that in the setting we always put the children at the centre of everything that we do and all staff have built friendly and nurturing relationships." They communicated well with each other to ensure they maintained quality interactions with children. Staff had established trusting relationships with parents. All parents we spoke with told us that they were confident in staff skill's to care for their child and support their learning.

Effective team working, fostered a warm atmosphere where staff were courteous and respectful. This enabled staff to have time to support, speak and listen to children. These actions ensured that children felt listened to and knew that their views mattered. Staff recognised that working in partnership with other agencies ,improved the outcomes for the children. Staff told us that that, they all had identified that more digital opportunities would enhance children's play and learning. One staff member told us "We are receiving support from leaders of learning to help us achieve this."

Effective induction for new members of staff helped them feel welcome and valued in the team. This allowed staff to practice confidently and consistently. They were committed, enthusiastic, and worked well together. One parent told us "My child loves all of his teachers and I can see why, as they are so caring and nurturing." This meant children benefitted from a staff team who were skilled and motivated to provide high quality care and understood their roles and responsibilities towards improving children's outcomes.

Staff caring for children were registered with the Scottish Social Services Council. They are the regulatory body responsible for registering the social services workforce. They provide public protection by promoting high standards of conduct and practice and support the professional development of those registered with them.

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?	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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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