Lennox ELCC Bonhill
Day Care of Children

Redburn
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Alexandria
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Type of inspection:
Unannounced

Completed on:
18 May 2023

Service provided by:
West Dunbartonshire Council

Service provider number:
SP2003003383

Service no:
CS2016346338

About the service

Lennox Bonhill ELCC is provided by West Dunbartonshire Council. The service is registered to provide a care service to a maximum of 40 children aged from 3 years to not yet attending primary school, term time only. And, to provide an out of school care service to a maximum of 5 children from 3pm to 5pm Monday, Tuesday, Thursday and Friday, term time only. During our inspection there were 27 children attending. The service was not providing out of school care.

The service is based within Lennox Primary School and comprised of a large playroom, adjoining small room, appropriate changing areas and children's toilets. Children enjoy regular access to the school dining hall/ gymnasium. There is a large adjoining outdoor area to offer children opportunities for outdoor play and learning.

The service is based in Bonhill in West Dunbartonshire and is easily accessible by foot, car and is near to local bus routes. There is another local primary school within walking distance of the setting.

About the inspection

This was an unannounced inspection which took place on Tuesday 16 May 2023 and Wednesday 17 May 2023. We returned to deliver feedback on Thursday 18 May 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 15 children using the service and 12 of their families
- looked at the online questionnaires returned by three families
- spoke with 10 staff and management
- observed practice and daily life
- reviewed documents
- spoke with one visiting professional.

Key messages

- Children were well-supported and nurtured.
- Children enjoyed kind and loving interactions from warm and attentive staff.
- Children were happy and confident, having fun and enjoying their time at the setting.
- Children were keen to play and learn. They loved being outdoors exploring the interesting and varied play resources to lead their own learning.
- Lennox Bonhill ELCC was viewed as an important and integral part of the school.
- Families told us that they were very happy with the service.
- The team had recently worked together to improve the children's lunch time experience.
- Children had developed strong attachments with their keyworkers and other staff within the setting.
- A stable and consistent core staff team within the setting ensured families always knew which staff were supporting their children.

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?	4 - 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 these supported positive outcomes for children, therefore we evaluated this key question as very good.

1.1 Nurturing care and support

Staff told us they felt nurture was something they did very well and we observed children who were well-supported and nurtured during their time in the setting. Children received a warm welcome and were quick to settle into the playroom on arrival, which demonstrated that they felt safe and secure in the setting. We could see that children had formed strong attachments and bonds with their allocated key person and other staff in the playroom. Throughout our visit, children enjoyed loving interactions from the staff team. For example, children were cuddled when they needed comfort and reassurance and staff held children's hands at times to give them confidence to try out activities.

Children benefited from high quality care that was tailored to meet their own needs. Each child had a personal plan containing very good information about their individual needs. Staff ensured a partnership approach with parents/carers to capture and record relevant information about children's health, safety and wellbeing needs within these plans. Children's personal care needs were met sensitively and discreetly. Good arrangements were in place to review this information ensuring it was always current and reflected changes in children's needs, but these reviews were not consistently being recorded.

We could see that staff knew children very well as individuals and they talked confidently to us about the care and learning needs of individual children in their groups. Staff told there was a strong focus on children's emotional wellbeing and we could see they used a range of strategies and resources, including PATHS (Promoting Alternative Thinking Strategies) and The Colour Monster, to support children to build resilience and self-regulations skills.

Comprehensive procedures were in place to help staff meet the needs of those children requiring additional support. The leadership team worked in partnership with families and external agencies to ensure these children received targeted support. Staff were sensitive to the needs of these children and were well placed to provide the right support at the right time for the child. Families told us that they were very happy with the level of support their children received.

Families were very happy with the service they received. They told us they received good information about their children. They were confident to arrange discussions with their children's keyworkers and/or the leadership team should this be required. During our visit, parents/carers were met at the main door by the lead practitioner in the morning to drop off their children and again at collection time. They told us they were happy with this arrangement and we could see that it worked well. The lead practitioner was responsible for exchanging relevant information between families and staff about the children. Staff told us they could arrange to chat directly with parents/carers if they needed to and regular arrangements were in place to do this for some children. We discussed the many benefits of encouraging families back into the service at the beginning and end of the day and noted that the leadership team planned to review these arrangements for the autumn term.

Children enjoyed healthy snacks in the smaller playroom used for food technology. This was set out to offer children a calm, relaxing and sociable environment that promoted independence skills. Lunch was served in

the primary school dining hall before the school children came for lunch to reduce noise and distractions. During our two day visit, children enjoyed healthy lunches with good choice. Children served themselves and ate very well. At times, we observed lovely chats and conversations between smaller groups. Opportunities for staff to role model good eating habits and table manners would be enhanced if they ate lunch with the children. We suggested that the lunchtime arrangements were reviewed regularly to ensure the noise levels (which tended to verge on high) did not become too disruptive and impact on the quality of the lunchtime experience.

Effective arrangements were in place to ensure all staff knew about children's dietary and health needs. Procedures for the safe storage and administration of medication were in place. We highlighted the need to amend the medication consent form to ensure staff knew parents had previously administered the first dose of any medication to children at home safely. Staff reviewed medication regularly but we noted some inconsistencies in dosages that had been overlooked. However, this had not resulted in any risk to children.

Overall, we found that there were effective arrangements in place to control and prevent the spread of infection within the service to protect staff and children. Nappy changing facilities complied with best practice guidance. Children and staff washed their hands regularly. However, staff could do more to role model and supervise children's handwashing and help with runny noses to ensure children learn good hygiene practices.

1.3 Play and learning

Children were happy and confident, having fun and enjoying their time at the setting.

Throughout our visit children were focused and engaged in their play. They were motivated to lead their own learning and free to choose when to play indoors or outdoors. A combination of self-selection resources and provocations placed by staff to stimulate curiosity and conversation, ensured variety and depth of opportunity across the curriculum.

Planning was responsive and flexible, highlighting a good balance between adult led activities and offering provocations to support children's observed interests and curiosities to promote their learning and development. The early stages teacher (EST) and staff worked collaboratively to ensure that children were making very good progress in literacy and numeracy. The EST recognised the importance of a being an effective role model for staff and discussed how staff regularly came to her for support and suggestions on how to take learning forward, particularly where a gap in literacy/numeracy was identified through the baseline reporting processes. We could see that children's individual progress was well tracked to highlight where they were secure in their knowledge and where next steps were identified.

Although we felt that staff lacked some confidence in discussing planning, the high quality floor books documented the breadth of learning taking place across the year. Children's own ideas and reflections on their learning were central to this process.

The leadership team had already identified that children's Being Me folders did not showcase the full extent of children's learning taking place, including their progression and next steps. However, we noted that staff had already participated in development sessions to support their work on these folders and had been consulted on a new format for capturing and recording children's learning, which was to be introduced in the autumn term. Wall displays showcased children's learning and artwork attractively and contained many examples of children's voices and comments.

Throughout our visit, staff recognised, supported and took pleasure in children's skills and achievements, consistently offering praise and encouragement to develop children's confidence and self-esteem. Staff demonstrated effective use of questioning to extend children's thinking, widen their skills and consolidate their learning. Interactions were pitched at the appropriate level for children. Overall, staff were aware of the importance of role modelling actions and behaviours.

There was a calm atmosphere throughout the setting during our visit. Staff positioned themselves well to play and talk with children, recognising the importance of being at child level. For example, sitting on the floor with children to sing and listen to stories, sitting at children's tables to create art and bake bread, participating energetically in outdoor activities and a sports development session.

Children were keen to play and learn, demonstrating good listening and concentration skills. They followed instructions well and were learning to take turns and share. They were learning about being responsible and assumed helper roles at lunch time. They were keen to tell us about their responsibilities and the importance of being the line leader, holding the door open for their friends and helping with setting the lunch tables. One child commented "We always listen to the ladies to help them."

Staff were keen to progress work on helping children to understand their rights and we agreed to forward some information to support this.

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.

The setting was comfortable, furnished to a good standard and welcoming, with plenty of natural light and ventilation. The setting was based within the primary school where children accessed a large playroom, a smaller playroom used for food technology, the school gym/dining hall, appropriate toilets and a changing area. There was free flow access to an enclosed outdoor play area and children had regular access to other outdoor areas within the school boundary to facilitate active play and fresh air.

In order to reinforce the strong message to children and their families that they matter, the local authority needed to carry out the identified improvements within the playroom, including redecoration and removal of built-in shelving. Staff needed to ensure when rugs and soft furnishings became stained, they were cleaned, removed or replaced.

The outdoor area was large, well-developed and resourced to provide children with fun, stimulating and interesting experiences. Children could experience physical play and fresh air daily. There were two areas for children to access loose parts outside for creativity and open ended play. Children could explore nature and science, with water play being extremely popular during our visit. Access to water play had been highlighted for improvement as staff had to carry large containers of water from inside. A water butt arrived during the inspection and we noted that the installation of an outdoor tap had been requested from the local authority.

There were areas for opportunities for mark-making, music, role play, small world and messy play. Children particularly enjoyed doing energetic circuits of the play area on the trikes during our visit and we could see that they understood that helmets were worn to keep them safe. Most children spent the majority of the time outside and we could see that children clearly loved being outdoors.

Children could freely explore their environments both indoors and outdoors in the knowledge that comprehensive risk assessments were in place and staff understood how to keep them safe. Staff talked confidently about the arrangements that were in place to ensure children's safety including maintaining the correct adult to child ratios and ensuring security at entry and exit points. They were attuned to changes to the environment and responded to new hazards when they arose. Staff were keen to help children to understand the need to keep themselves safe but also recognised the benefits children derived from risky play. Children were encouraged to participate in carrying out outdoor risk assessments themselves and at forest school sessions confidently discussed risks and boundaries identified to keep them safe.

The playroom and outdoor area were laid out attractively and effectively with good quality resources. Overall, staff had taken time to ensure areas were interesting and appealing to children. Children could self-select from resources at child height. Wall displays were attractive and contained interesting information about children's learning and included many children's comments.

Staff had identified the need for a new kitchen for the home corner to improve the quality of children's role play in this area. This had been ordered and was due to arrive imminently.

Staff could enhance the arts area to enhance children's opportunities to be creative and ensure that the resources, including paint, were replenished regularly.

During our visit, staff tidied the playroom after lunch and at the end of the day. We highlighted the benefits of children taking some responsibility for tidying when it did not disrupt their play. Staff could do more to encourage children to respect their toys and resources.

Appropriate systems were in place to manage electronic information in line with general data protection requirements managed by the local authority.

During our first visit, we noted that the daily register did not accurately reflect the number of children in the setting. We discussed this with staff and accepted that it had been an oversight. We stressed the importance of maintaining an accurate attendance register at all times for fire and health and safety purposes.

How good is our leadership? 5 - Very Good

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

The leadership team was fully committed to continuous improvement within the school as a whole and viewed the early learning and childcare (ELC) setting as an integral part of the school. As such, the identified priorities for improvement for the setting were contained within the school improvement plan, which was underpinned by relevant local and national guidance and legislative frameworks. We could see that this plan was a useful tool for improvement, outlining clear points for action, responsibilities and timescales. The priorities were clear, realistic and achievable and had led to improvements in outcomes for children and their families. Significant work had been undertaken to address the priorities set for the current school year - with work having taken place on improving the children's lunch time experience, introducing a new approach to planning for learning and engaging families in the setting.

Staff had an important role to play in self-evaluation and told us how they used the Education Scotland document How good is our early learning and childcare? to explore their progress, development and practice

to identify what had improved and what still needed to improve. This enabled them to identify strengths and areas to improve outcomes for children and their families. The leadership team was committed to partnership and collaboration with children and families and, where possible, involved them in discussions to identify ways the service could improve. The equity and excellence leads worked with groups of parents on the Peep Learning Together Programme, to meet their needs and interests in supporting their children's learning and development. Parents/carers told us they enjoyed the Peep programme and the stay and play sessions, which allowed them to see their children's daily routine in the setting.

Staff told us their views and opinions were valued and respected and discussed improvements they had taken forward to improve outcomes for children and their families. Staff welcomed the opportunities they had to visit other ELC settings to exchange views and ideas on the implementation of best practice.

Families told us that they were very happy with the service but knew how to make comments and suggestions if needed. In response to our questions about improvements, they told us: "More funds for outings", "I have no recommendations at this time" and "They have got it perfect."

Appropriate arrangements were in place to record details of any accidents and incidents occurring and to pass this information on to families. Some staff were trained in first aid to ensure they had the skills and confidence to react to any accidents of health issues arising. Accident and incident reports were audited monthly to ensure patterns and hazards could be identified and addressed promptly. Staff also discussed the importance of their role in assessing accidents and incidents to keep children safe.

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

The leadership team recognised the importance of ensuring that the service was appropriately staffed during the day as essential to the wellbeing of children in the service. To ensure children were well-supported there were two supernumerary posts within the setting. Staff discussed the importance of compliance with prescribed adult to child ratios indoors and outdoors to keep children safe and ensure high quality outcomes.

Staff felt valued, well-supported and appreciated the support of their colleagues and the accessibility of the leadership team. We observed a team, who worked well together and demonstrated effective communication within the service and with families. Staff told us how important the support of their peers was to them in their daily routine.

Staff communicated well with their colleagues throughout the day in a way that was sensitive to the needs of children. Necessary housekeeping tasks were carried out with minimum disruption to the children's experiences, especially when a task took staff away from their responsibilities. This allowed staff to work co-operatively together to ensure effective supervision and positive engagement with children across the day.

Staff were very confident in their roles and committed to providing quality outcomes to children, their families and the local community. They were confident and well-trained in their roles and responsibilities in protecting children from harm.

Keyworking arrangements were in place to promote continuity of care across the day. We could see that children had developed strong attachments with their keyworkers and other staff within the setting. This ensured positive transitions for children and good communication with families. There was a stable and consistent core staff team within the setting, which ensured families always knew which staff were supporting their children. Families agreed that their children had developed very positive relationships with their children, commenting: "The staff are always lovely and very helpful. My child adores the teachers and loves nursery and is always talking about them at home and away" and "The staff are approachable, understanding and go out of their way to help parents and children."

Weekly meetings provided staff with opportunities for professional dialogue around local and national best practice guidance, self-evaluation and discussion of practice issues. Staff told us that these meetings were a valuable forum to share information about children's needs and progress. We noted the important role of the leadership team in ensuring that, staff working on a part time contract who could not attend these meetings, were kept up-to-date.

All staff were registered to practice with the Scottish Social Services Council (SSSC) and the General Teaching Council for Scotland (GTCS), had undertaken qualifications relevant to their roles and engaged in continuous professional learning to ensure their practice was underpinned by relevant theory and guidance.

Throughout our visit, staff treated children with respect and we could see that children had very positive relationships with staff. Staff knew children very well and responded considerately and patiently to their needs, conversations and questions. Staff interactions with children were observed to facilitate and celebrate their learning throughout the day.

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

The management team and staff should ensure that purposeful individual observations and clearly identified next steps are recorded for each child. Staff should ensure that spontaneous observations are carried out, where appropriate. This will give clear information on children's individual learning and support each child's keyworker in identifying individual next steps in learning for each child in their group. Children's personal plans should be reviewed every six months, or when appropriate with parents.

This area for improvement was made on 7 November 2017.

Action taken since then

This area for improvement had been made five years prior to this inspection and we were satisfied with the actions taken forward at that time.

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?	4 - Good
2.2 Children experience high quality facilities	4 - 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

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