Kirkshaws Tiny Tots Playgroup
Day Care of Children

25 Haddington Way
Kirkshaws
Coatbridge
ML5 5BF

Telephone: 01236 426 200

Type of inspection:
Unannounced

Completed on:
6 October 2022

Service provided by:
Kirkshaws Neighbourhood Centre an unincorporated association

Service provider number:
SP2016012840

Service no:
CS2016352954

About the service

Kirkshaws Tiny Tots Playgroup is registered to provide a day care of children service, to a maximum of 23 children aged from two years to those not yet of an age to attend primary school. Of those 23 children, no more than twelve are aged under three, and no more than nine are aged under two years.

The service is provided from Kirkshaws Neighbourhood Centre, in Coatbridge, North Lanarkshire. Children receive care in a large ground floor hall which has direct access to a secure garden. Toilets and changing facilities are also easily accessible to the rear of the hall. The service is close to shops, parks, schools, transport links and other amenities.

About the inspection

This was an unannounced inspection, which took place on 4 September 2022 between 09:30 and 12:30. Feedback was provided on 6 September 2022. The inspection was carried out by two inspectors 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 children using the service and seven of their family members.
- Spoke with five staff and the manager.
- Observed practice and daily life.
- Reviewed documents.

Key messages

- Children attending the service were happy, settled and confident within the playgroup environment.
- Staff knew children and their families well, and worked with them to meet children's needs.
- Staff worked well as a team, creating a positive environment for children and families.
- Children's play could be further developed to support their curiosity, creativity and problem solving.
- Approaches to self-evaluation should be further embedded to secure continuous improvement for 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?	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 evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

1.1 Nurturing care and support

Children attending the service were happy and settled. They received nurturing care and support from staff who were kind and responsive to their needs. This helped children feel loved and secure. Parents commented "my child loves it" and "my child has a wonderful time".

Staff worked closely with families to involve them in decisions about their child's care and support. Children's personal plans reflected their needs and set out how they would be met. This meant that children were supported to be safe, healthy, active, nurtured, respected, responsible, included and achieving. Parents confirmed this stating, "I have seen my child's personal plan, and am always asked for in-put" and "they let me know when and what my child needs help with, and what I think my child needs too".

Staff were aware of factors that could place children at potential risk. They used this knowledge to support families in a way that built resilience. Good working relationships had been formed with other external professionals, to ensure that everyone was working together with the children's best interests at heart.

Nappy changing was carried out sensitively in response to children's needs. The changing rooms had recently been refurbished, creating a pleasant and comfortable environment for children to receive personal care. This supported children to feel confident and secure at nappy changing times.

Children had the opportunity to relax, sleep and refresh throughout the course of the day. Whilst sleeping arrangements involved the use of buggies, the manager planned to develop sleeping facilities to help maximise children's comfort and ensure their safety.

Snack time was a relaxed experience for children. The food available was nutritional and met individual dietary requirements. Water was available at all times to ensure children were hydrated. To help develop independence and skills for life, children could be further involved in the preparation and serving of snack.

1.3 Play and learning

Children were having fun as they participated in a variety of play experiences that met their interests and reflected their stage of development. For example, drawing, climbing, reading, hiding, and digging. Parents said "I believe my child has high quality play" and "my child is always doing something different".

Staff interacted positively during play to support children's ideas and curiosities. Laughter and chatter were plentiful as staff played with children, read stories, and supported them to get what they needed.

Planning approaches helped to ensure that children were busy developing their learning. Play areas were developed in response to children's interests. For example, a jungle area had been created in response to recent curiosities about animals. This meant that children were stimulated and progressing their learning.

Staff were in the early stages of expanding children's exposure to sensory play. They had made a positive

start in developing some experiences, including the addition of a sand pit and mud kitchen. We discussed with the manager the importance of developing this further to promote creativity, curiosity and problem solving.

Staff had participated in learning that had enhanced their understanding of child development. This had impacted positively on the quality of children's experiences, and in particular had helped to develop child led play. Staff were committed to developing their skills and knowledge, and planned to reflect further on best practice to help extend children's learning.

How good is our setting? 4 - Good

2.2 Children experience high quality facilities

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

The setting was comfortable, well ventilated, and furnished to a good standard. The playroom had been recently decorated, and the changing facilities refurbished, creating a welcoming environment for children and their families.

Cosy spaces were accessible to children throughout the day. These areas supported children's wellbeing by providing them with opportunities to relax, refresh and regulate their emotions. Children made good use of the story area, and some enjoyed squeezing into smaller spaces, such as a cardboard box, for security and comfort.

Outdoor play and learning strengthened children's health and wellbeing. Children could access the all-weather garden directly from the playroom. When outside they participated in joyful experiences such as running, climbing, exploring, and digging. Parents told us that they especially liked the garden.

Accidents and incidents were recorded and shared with parents and carers. Audits of these led to action which prevented repetition, contributing to keeping children safe.

Children were protected from harm through a variety of safety measures. These included, secure entry to the premises and safe storage of hazardous materials.

Infection control procedures mostly minimised the potential spread of infection, creating a safe environment for children. The premises and toys were clean, but we referred the manager to best practice guidance in relation to handwashing to further enhance practice.

How good is our leadership? 4 - Good

3.1 Quality assurance and improvement are well led

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

The warm, caring, inclusive, and community based environment reflected the vision of the setting. Families told us, that they were very happy with the way care was delivered, confirming that it met their needs and wishes.

Families were involved in the life of the centre. For example, fundraising to develop the quality of resources available to children. Parents told us that communication from the service was good, and they felt comfortable to approach the staff team to share their views. We were confident that the manager would act upon any comments received to improve the service and meet children's needs.

Staff were in the early stages of developing lead roles within the setting. For example, organising play spaces and assessing risks. This was encouraging staff to learn new skills that contributed to improved experiences for children.

Some monitoring processes had contributed to improvements for children and their families. These included, developing the play environment and children's personal plans. Staff recognised the positive impact of reflecting on practice and commented, "I'm proud of how far we've come". The manager should continue strengthening and formalising approaches to self evaluation, to ensure that they impact positively on improving outcomes for children. This should include updating the service improvement plan.

The manager regularly met with staff to discuss their wellbeing, achievements, and goals. Staff told us that supervision meetings were positive and motivational. They led to the creation of individual personal development plans, which focused on identification of learning goals. This contributed to improved experiences for children.

How good is our staff team? 4 - Good

4.3 Staff deployment

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

Staff were enthusiastic about their roles and committed to the development of the service. They were fully supported by the manager and worked well together to create a positive and welcoming environment for children. Staff commented "I'm proud of how far the group has come in the last few years, I think we have progressed a lot" and "we work well together." Another added "I'm proud of how well we work as a team."

Parents and carers knew who was caring for their child. They described staff as "brilliant", "friendly", "welcoming" and "accommodating." At collection time staff chatted with families about their child's day, strengthening communication that supported meeting children's needs.

Staffing levels took account of the needs of children. They were able to respond to children's individual needs, and offer one to one care when needed. However, there were times where staff could have been less task focused. For example, during snack time and during outdoor play. At these times there were some missed opportunities to support children's development.

Team meetings provided focused time for discussion about children's needs. Staff used opportunities to plan strategies to support children, and consider developments needed at the service. Staff confirmed that this was a useful opportunity for meaningful reflection. One said "the meetings are important to get it right for every child", and another added "it's important to communicate with each other."

An induction programme supported new staff to develop a better understanding of their roles and

responsibilities. However, better support was needed for volunteers at the service, to support quality interactions with children.

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

Toilet and changing facilities should be refurbished to bring them in line with current guidance and prevent the spread of infection. Consideration should be given to the removal of urinals (https://hub.careinspectorate.com/media/1558/nappy-changing-guidance-for-early-years-andchildcare-services.pdf)

This is to ensure that care and support is consistent with the Health and Social Care Standards when it states as a child, I experience and environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment (HSCS 5.22)

This area for improvement was made on 13 August 2021.

Action taken since then
The toilet and changing facilities had been refurbished. They were in line with best practice guidance, and minimised the potential spread of infection.

This area for improvement is met.

Previous area for improvement 2

Staff should become familiar with the Scottish Government best practice document, Realising the Ambition (https://education.gov.scot/improvement/learning-resources/realising-the-ambition/). This will support them to provide experiences for children which promote curiosity and creativity and support them to lead their own learning. This should also include opportunities for staff to enhance their skills to observe, reflect and respond. As a result, there will be a better balance between child-led and adult-led experiences, resulting in better outcomes for children.

This is to ensure that care and support is consistent with the Health and Social care Standards, which state: 'I experience high quality care and support based on relevant evidence, guidance and best practice'. (HSCS 4.11) and 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

This area for improvement was made on 13 August 2021.

Action taken since then
Staff had been developing their knowledge and skills by attending training, and reflecting on best practice publications. This was supporting them to deliver good care and support to children.

This area for improvement is met.

Previous area for improvement 3

The service should improve their current quality assurance processes to ensure the recording systems in place are used effectively to support the work of the service. These should include, but not be exclusive to, areas such as:

- A clear and manageable process to look at the quality of provision
- Self-evaluation
- Staff practice
- Using direct observations of children's experiences, including interactions with staff
- Proactive systems to source and research recent guidance and legislation.

This is to ensure care and support is consistent with the Health and Social Care Standards which state: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 13 August 2021.

Action taken since then

The manager had developed quality assurance processes that contributed to continuous improvement of the setting.

This area for improvement 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?	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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