Andrew B Cameron ELCC
Day Care of Children

Broomhill Drive
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Telephone: 01389 773 910

Type of inspection:
Unannounced

Completed on:
10 November 2022

Service provided by:
West Dunbartonshire Council

Service provider number:
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Service no:
CS2018365058

About the service

Andrew B Cameron Early Learning and Childcare Centre is a service provided by West Dunbartonshire Council.

The service operates from purpose-built premises located in Dumbarton, West Dunbartonshire. Children have access to a large playroom, off-set areas and a secure outdoor space which offers a range of play and learning opportunities for children. The service is located in a residential area with transport links to local amenities and schools.

Andrew B Cameron is registered to provide care to a maximum of 64 children aged from 3 years old to not yet attending primary school.

About the inspection

This was an unannounced inspection which took place on 2 November 2022 between 09:45 and 14:45. 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 several children using the service
- sent out a family questionnaire and received 10 responses
- spoke with staff and management
- observed practice and daily life
- reviewed documents

Key messages

- Staff knew the care and support needs of children in their care very well and ensured their individual needs were met.
- The indoor and outdoor environments reflected children's stage of learning and development and encouraged children to explore and have fun.
- Families told us they were well informed of their children's daily experiences and felt part of nursery life.
- The staff team who were enthusiastic, motivated and committed in ensuring positive outcomes for children in their 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?	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? 4 - Good

We made an evaluation of good for this theme, as several important strengths taken together clearly outweighed areas for improvement. The strengths will have a positive impact on children's experiences and outcomes. However, some improvements are needed to maximise wellbeing and ensure that children consistently have experiences and outcomes which are as positive as possible.

Quality Indicator 1.1: Nurturing care and support

We found that staff used warm, caring and nurturing approaches to respond to children's needs. This included providing lots of cuddles and reassuring words and gestures when required.

Staff worked closely with families to gather information which reflected their personal preferences about the care of their child. Staff used this information to prepare for children starting the service. This was noted within children's care plans, with their routines, preferences and individual targets recorded. This approach supports the overall wellbeing, health and safety of children. One parent told us, "I have been very involved with my child's personal plan, having been given time to come into the nursery and create this with a member of staff. I also feel comfortable I could ask to review this at any time".

Various methods of communication were used to share information between families and staff. These included an app, phone calls, emails, regular conversations and meetings. Families told us there was effective information sharing, parents said, "Every Friday I get an update on the app with what they have done, achieved and a few photos. I personally love this part it's the highlight of my week to see what has been done" and "there is a strong level of communication from the nursery, not only from my child's keyworker but from all staff."

Children were involved in aspects of preparing for mealtimes, they happily told us they were lunch helpers. To identify them as 'helpers' children wore a badge and could wear a small chef's hat and apron, they supported staff with lunch set up. This approach allows children to build self-esteem, independence and have fun. Children sat with their groups and had lunch with staff at tables in the playroom and off-set areas. We found the location and position of the tables could be cramped and overcrowded and did not offer all children a comfortable and relaxing experience. We did highlight to the manager that we observed some children wander and look for some reassurance, especially before lunch.

When seated the children's lunch experience was unhurried and sociable with most staff taking time to engage and chat with children. Some children had the opportunity to be independent and develop their self-help skills. We saw them serving themselves, pouring their water and clearing away their dishes. These interactions help develop strong attachments and social skills.

We found children's food choices reflected their dietary and cultural preferences, this information was easily accessible and known to staff. This contributed to children's health, wellbeing and safety.

We spoke with the senior leadership team and discussed areas where the lunch experience could be developed further, this included the time children were waited to be seated and adding a third lunch sitting. We did acknowledge there were challenges around accommodating children with different patterns of attendance. The leadership team advised this was an area they were actively working on to improve. Additional guidance can be found at the Care Inspectorate Hub including; Setting the Table Nutritional

guidance and food standards for early years childcare providers in Scotland and Realising the Ambition: Being Me.

We reviewed the setting's medication policy and procedures. We found medication was stored securely, labelled and out of reach of children. Documentation was accurate and reflected children's individual health needs. Details included the type, strength and dosage of medication. We found families had regularly reviewed, updated and signed off this information.

Quality Indicator 1.3: Play and Learning

Children could freely access a range of resources and play zones both indoors and out. This prompted, encouraged and stimulated their play and learning. They included construction, social media and home.

We noted most children had decided not to go out due to the poor weather conditions. We did highlight the noise level within the playroom was excessive, which meant children and staff raised their voices to be heard. To reduce the noise levels in the main playroom we suggested staff use the quiet room and off-set areas for children.

We saw interesting play in the construction area with children hammering nails and screws into their old pumpkins at the workbench. These opportunities develop children's creative and critical thinking skills. Staff extended children's numeracy skills in the home zone. They joined in children's imaginary play, encouraging them to use their imagination and discuss how many people were coming to dinner.

We found a good balance between spontaneous and planned play and learning experiences. Planning approaches were child centred and reflected children's interests. This included visits to local forests where children, families and trained practitioners explore the environment. This approach builds children's independence, self-esteem and a positive attitude towards 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 children, therefore we evaluated this key question as very good.

2.2: Children experience high quality facilities

The setting was comfortable, furnished to a high standard and welcoming. It was clean, tidy and well-maintained. The indoor and outdoor environments reflected children's stage of learning and development. Children had space to move freely and cosy places, sofas and dens, to relax and rest. This created a pleasant and homely environment. Additional areas, rooms and spaces were used effectively to provide quiet times and sensory play for individual or smaller groups of children.

Staff observed children's play and interests. This included outdoors where they developed children's curiosity in the book of the week "Lunch on a Pirate Ship" and word of the week "aroma". Staff introduced provocations (something that provokes and invites learning, interest and creativity) to stimulate children's imagination. Children told us they had made a pirate ship obstacle course with wood and potions with teabags to smell the 'aromas'.

The outdoor area was well equipped and due to the layout, offered slopes and stairs which provided children with good opportunities for physical challenge. Children were having fun balancing and walking across the 'pirate ship'. Staff guided children in their risky play and knew when to step in to support and when to step back. This approach helps children to build resilience and know their limits.

To support the health and wellbeing of children, we found a range of risk assessments in place which were regularly reviewed and updated. Staff confidently discussed the importance of risk assessment for the health and wellbeing of children. They included off-site forest school sessions, where children, families and staff explore the forest. Children are involved in the risk assessment process and are encouraged to risk assess as they go. This builds children's self-esteem, confidence and gives them an understanding of the world around them.

Infection prevention control measures were in place to ensure consistent approaches to health and safety across the setting. We saw staff positively reinforce the need for good hygiene with children by offering words of encouragement and praise "well done and good for you" when washing their hands.

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.

3.1: Quality assurance and improvement are led well

The manager and lead early years practitioner took a whole team approach to improving outcomes for children and families. Quality assurance measures, self-evaluation and improvement plans were in place and regularly reviewed by the staff team. Staff told us they were confident and encouraged to suggest changes to the service. This included proposing a visual timetable to support children throughout the day. This was in the process of being implemented at the time of our inspection.

We found children and families were meaningfully involved in influencing change. Families were regularly asked for their feedback and thoughts on the service, this included suggestions to improve the nursery communication app. Families told us they had suggested improvements which had been implemented, this included more notice for nursery events.

Family engagement was strongly encouraged. Families told us they were positively involved in nursery life. These opportunities included parents participating in sports days, reading challenges and bake and plant sales which enabled children to use coins in a real-life context. This approach builds families' trust in the setting and supports positive outcomes for children.

Staff shared examples of where they had led initiatives and implemented change to ensure positive outcomes for children. This included growth mindset training which supports and builds children's independence and self-esteem. We observed the impact of this training, with most children independently trying to put on wet suits and wellies. Staff told us children are now more independent and getting ready themselves, one said, "I can see an improvement in a short time, and the children showing a sense of pride when they can do it for themselves."

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.

4.3: Staff deployment

We observed quality interactions between staff and children. Staff spoke gently and respectfully with children, with their care and support being the main focus. Staff were flexible, supported each other and communicated with colleagues and children when having to attend to another task. This ensured minimal disruption to the children's day and built trusting relationships.

There were sufficient numbers of staff in place to meet the varied needs and number of children in attendance. We found staff were specifically deployed to nurture and support children with focused learning time, including numeracy and literacy. Families told us they had seen improvement in their children's numeracy and literacy since attending the service.

To support the continuity of care across the day, the senior leadership team planned staff breaks to minimise the impact on children's play and learning. We found children's access to outdoors and opportunities to have fun were not hindered during break times.

A significant strength of the service was the opportunity for staff to participate in professional development and undertook lead roles. These included eco and community involvement. Staff told us these opportunities had positively impacted their practice and the learning experiences they offered children and families. This was reflected in the nursery participating in 'Keeping Bellsmyre Beautiful' where children picked up litter from their local community.

To support the continuity of high-quality care for children, we found existing staff used their skills and knowledge to mentor and support each other. One staff member told us, "I am a new member to the team and I feel very supported by the staff and management team, the staff all work well together and all have the same nurturing approach, we support each other and can adapt quickly when required too."

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	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

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