Fly High Early Learning & Childcare
Day Care of Children

13-19 Main Street
Monkton
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Telephone: 01292 475 360

Type of inspection:
Unannounced

Completed on:
19 October 2023

Service provided by:
Fly High Early Learning & Childcare Limited

Service provider number:
SP2018013255

Service no:
CS2018372338

About the service

This service registered with the Care Inspectorate on 8 April 2019

Fly High Early Learning and Childcare provides a daycare for children service in the village of Monkton, South Ayrshire. The early years service operates in partnership with South Ayrshire Council. The nursery is situated close to local amenities, including; shops, parks and schools.

About the inspection

This was an unannounced inspection type which took place on 17 October 2023 between 09:00 and 17:00. 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.
- Spoke with staff and management.
- Gathered the views of twenty families using the service.
- Observed practice and daily life.
- Reviewed a sample of relevant documents.

Key messages

- Children experienced warm nurturing care from staff who responded to their individual needs.
- Children were happy, confident and having fun with their friends.
- Staff were kind, caring and nurturing in their approach with children.
- Staff promoted and respected children's rights.
- The management team had led the team very well.
- The team was well established and cohesive.
- A clear plan for improvement was in place.
- Further development of quality assurance systems should continue as planned.

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 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

Quality Indicator 1.1: Nurturing care and support

Children experienced warm, caring and nurturing approaches from staff who knew all children very well. We observed strong positive relationships between staff and children which contributed to a warm and welcoming environment enabling children to feel safe and secure.

Staff interacted with children in a calm and responsive way ensuring children were listen to and their needs and interests were fully understood and met. Children were very confident, happy and responded to staff in a positive way, asking for hugs and help when needed. There was a strong ethos of mutual respect between staff and children.

Children rights were at the centre of the service and there was a strong focus on promoting and respecting children's rights. Children were asked for permission before staff intervened to support and meet children's personal needs. We observed small reminders such as a hanging ornament placed on the changing room door which stated that children have a right to privacy. Children's rights were an overarching theme and consideration when planning for their learning. A different article from The United Nations Convention on the rights of the child was documented on the monthly planning records ensuring children's learning and rights were integrated.

Every child had a personal plan which was up-to-date and reflected their health, safety and wellbeing needs. Staff communicated with families on a regular basis ensuring any changes to children's lives and needs were known. Families were involved in reviewing the plans and almost all families strongly agreed that they were involved in their children's care, including developing and reviewing their personal plans.

Children who required additional support were well supported and strategies were in place to promote children's independence allowing them to participate fully in the service and reach their potential. Staff worked in partnership with external agencies to ensure children were fully supported with specific targets identified enabling agencies to work seamlessly.

Staff were using Makaton language programme throughout the day to communicate with all age groups. They used symbols, signs and speech which promoted an inclusive environment for children.

High quality lunches were provided and delivered by an external food company. Younger children stayed in the service for lunch and this worked well as staff ensured a caring and positive social experience. Older children walked to the local café due to limited space available at the service. The café is part of the community hall which was well set up and equipped to accommodate the children's lunch time experience. At the time of inspection, this arrangement had changed as some children were struggling to cope with the transition arrangements. Staff provided an alternative arrangement for children to have lunch in the outdoor playroom which presented some challenges. We spoke with the manager about ensuring a quality lunchtime experience for children and they agreed to monitor and review the lunchtime situation with a view to children returning to the café for lunch.

We observed staff setting up the lunch tables and serving children's lunches and clearing up afterwards. We ask the service to consider how to further promote children 's independence through self-serving and selection and helping to set up and clear the dining area. We signposted the service to the care inspectorates practice note, supporting positive mealtime experiences to help staff reflect on practice and use the reflective questions to assess the environment.

Effective arrangements were in place to meet children's dietary requirements and allergies. Staff were well aware of children's individual needs and the catering company prepared and packed the meals individually to ensure children's dietary needs were met.

Sleep routines and arrangements were well established and cosy areas had been designed to meet children's emotional needs, particularly the younger children. Older children enjoyed a quiet, enclosed and comfortable space for them to relax and read if they chose.

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

Quality Indicator 1.3 Play and learning

Children were happy, confident and very engaged in their play and learning. A broad range of learning opportunities were available for children to support and develop their curiosity, imaginative and creative skills. Children led their own play and learning and staff were available to extend and challenge their learning using skilled interactions and encouragement. Staff asked open ended questions and challenged children's thinking skills, encouraged them explore new ideas and problem solve together.

A good range of resources were available in each of the three playrooms enabling children to play on the floor or at tables to participate in experiences such as games and puzzles. Babies and toddlers had space to experience messy play, imaginative play and investigate some natural materials.

There were some limitations in relation to available space in the three to school age playroom. Access to some resources and learning areas were slightly cramped. A small home area was available, however we observed children using the table to build a bridge with cardboard, glue and collage materials from the nearby art area to decorate their bridge.

The creative area could be extended to provide children with more opportunities to explore arts and crafts experiences. Children were learning to design, create solutions to problems and change their ideas. Staff were scaffolding their learning keeping children very engaged by supporting their language, literacy and numeracy skills. More available space would promote further learning.

Children had several opportunities during the course of the day to access the open and spacious outdoor environment. The areas had been sectioned off to accommodate different age groups and resources which reflected children's stages of development. Younger children were developing their physical skills and enjoying playing with ride on and push along toys as well as the large soft play equipment. Older children had access to some risky play, role play and had good opportunities to run, jump and climb. Children were taking risks and staff were available to ensure their safety and talk with them about their safety, potential hazards, risks and accidents. Children were also learning about risk benefits.

The outdoor environment had a few defined areas for children to play and learn, for example the allotment which provided some opportunities for children to plant and grow vegetables. We spoke with the manager about defining other learning areas so that they flowed, allowing children to make connections to their play

and learning for example using water, mud and furniture to enhance the mud kitchen. We asked that children's learning experiences are more balanced to provide focussed planned learning experiences as well as spontaneous play.

The outdoor space was under further development and the management team had started to consult with staff, children and families to gather their views on how the environment could be enhanced to provide children with a broader range of resources and learning experiences. A separate outdoor play area for the babies and toddlers was also in the planning process to ensure appropriate age and stage learning experience and for them to enjoy the benefits of outdoor play.

Children had good access to their local community for example, visits to the local school, café and participating in community events such as litter picking, giving children a sense of belonging.

Detailed monthly planning sheets were displayed on the walls which outlined weekly planned experiences with children's interests, preferences and stages of development included to ensure responsive planning. Resources were carefully thought out to promote children's language, literacy and numeracy skills. Staff were knowledgeable about children's individual stages of development and were able to support their learning appropriately.

How good is our setting? 4 - Good

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

Quality Indicator 2.2 Children experience high quality facilities

The service was warm, welcoming, calm and well maintained. It was on two levels and lifts had been installed to allow easy access to the second floor. There were three playroom which were well furnished and resourced to reflect children's ages and stages of development. Good use was made of the available space to ensure children had opportunities and choices to play on the floor or at suitable sized tables and furniture. Children's toilets had been refurbished and could be accessed from the main foyer. All children had their own peg to hang their jackets and bags giving children as sense of belonging and that they matter.

A new baby and toddler playroom had been recently built which helped enhance the service. Staff had made significant and timely progress in setting it up as a home from home environment. It was well furnished with natural materials and resource and designed to meet children's needs including a cosy area and a separate baby changing area. Staff were committed to ensuring the playroom was a comfortable, calm, relaxed homely environment and they had achieved this by introducing the hygge approach into their practice which provided children with a sense of security and wellbeing.

The Balloon room was set up for two and three-year-olds and was well laid out with appropriately sized furniture and resources for children to learn and develop their skills. The cosy area could be further developed with soft furnishing and soft lighting enabling children to feel more comfortable and relaxed. An adjoining changing area was located within the playroom to ensure children's privacy and rights were promoted and respected. Due to the position of the playroom within the service, the playroom had to be accessed through another playroom which caused some interruptions when children were moving to other areas of the services, for example when children were going outdoors to play.

Three year old children to school aged children had access to a good range of resources and play

opportunities, however there were some limitations in relation to the space and layout of the playroom. Staff made good use of the space, however we asked the service to consider ways of scaling back some of the play equipment and possibly relocate them to the outdoor area, freeing up more space to enhance children's learning experiences.

The outdoor play area was spacious and sectioned off with mid height fencing to meet the needs of the different age groups. A cosy cubby house and another outdoor playroom with heating was available for children to freely access as well as a covered open plan area for shelter and quieter activities such as drawing. Risky play and other challenging activities were encouraged by staff supporting children to lead their own play and make their own decisions about risk taking.

The outdoor space had huge potential and planning had begun to further develop and define areas such as the allotment in consultation with staff, children and families. A separate baby and toddler play area was also in the planning stages. We signposted the service to the Care Inspectorates practice notes and documents, My world outdoors and Space to grow.

Security to the building included secure gates and an intercom system as well as security cameras. High fences surrounded the outdoor play areas and entry to the service providing safety and privacy.

Children's information was securely stored and the management team understood their role in keeping children's information confidential.

How good is our leadership? 4 - Good

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

Quality Indicator 3.1 Quality assurance and improvement is led well

The management team had a clear vison, values and aims in place and this was documented in the parent handbook and the service's annual improvement plan. Staff were well aware of these and we observed that the values were embedded in staff's practice contributing to an inclusive ethos.

Staff were well led and opportunities were available for staff to step into leadership roles and champion some developments within the service. The manager had demonstrated strong leadership skills and was focussed on continuous improvement and improving outcomes for children and families. Feedback from staff and families was very positive about the manager's leadership as well as the involvement and commitment of the service provider. Almost all families strongly agreed that they were confident the service was well managed.

The service was in partnership with South Ayrshire Local Authority who provided regular support from a peripatetic teacher and Quality Improvement officer to help improve, monitor and review the quality of the service. The management team had developed an annual improvement plan which outlined targets for improvement, including tracking children's progress in literacy, numeracy and wellbeing. Strategies were identified to ensure improved outcomes for all children and that they were progressing well, including children who needed additional support.

The management team had recently developed a robust electronic quality assurance system which involved the use of an electronic monitoring calendar to help plan and review the quality of the service. Hyperlinks

were sent to staff with relevant forms to complete for example prior to appraisals and for families to complete surveys to gather information and evidence on specific aspects of the service. In addition, dates were planned in advance to ensure the manager was actively monitoring and reviewing priorities identified for the service at key points across the year. This included reviewing children's personal plans, monitoring staff training requests, observing staff interactions and practice and keeping families up to date with daily issues such as accidents and incidents. We spoke with the manager who told us that the new system should provide a more systematic framework to support continuous improvement and ensure positive outcomes for children.

An informal self-evaluation process was in place which included staff taking time at the end of most days with the manager to reflect on successes and identify future improvements ensuring positive outcomes for children. We asked the service to consider formalising their self-evaluation processes to ensure the quality of the service and support improvement using three evaluative questions, How are we doing? How do we know? and What are we going to do now? The views of some children had been sought which reflected their ideas, suggestions and enabled them to provide feedback about their experiences, needs and choices. Families could be more involved in the self-evaluation process to help develop and improve the service, influencing how it could be tailored towards the particular needs of children and families.

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

Quality Indicator 4.3 Staff deployment

The management team ensured that the service was well staffed and that individual staff members were deployed according to their skills, knowledge and experience. Staff and management had identified and agreed which staff were best placed to work within the new baby and toddler room ensuring a smooth transition and continuity of care. Each playroom had a designated lead practitioner who ensured the quality of children's care, role modelled best practice and supported staff in their role.

Effective systems were in place to deploy staff in the event of staff absences. The service operates a key worker system and on the day of inspection there was one planned and one unplanned absence. The manager was able to deploy staff effectively to ensure that there was minimum disruption to children's routine and their care needs were consistently met. All staff knew children very well and, therefore were able to confidently adapt to the changes, ensuring children were well supported.

The team was very well established and cohesive. They were very supportive of each other and flexible to ensure children experienced high quality care. Staff told us that the team was a strength of the service and that everyone supported each other and their main focus was putting children and family's needs first.

Effective communication strategies were in place and the use of walkie talkies meant that all staff were aware of any movements, for example children moving between areas or if anyone was in need of help. The manager was included in all communications and was available to support when needed.

Valuable time was allocated at the end of each day for staff to come together and reflect with the manager and, where necessary identify any improvements. Staff meetings were scheduled monthly and this provided an opportunity for the team to come together, plan and receive any updates. This meant that everyone was kept up-to-date with any recent developments and as a result staff knew what was expected of them. There

was a sense of shared responsibility which contributed to the positive culture we observed during our inspection.

Good training opportunities were available for staff. We spoke with the manager about ensuring further access to on-going training opportunities for all staff and to continue monitoring training needs or gaps particularly for children under three years. The manager had identified eLearning modules as well as internal opportunities to build staff's skills, knowledge and leadership capacity to help improve outcomes for children and families.

Families were kept well informed and regularly updated on their children's learning and development via a social media app. Opportunities at the start and end of each day were available to families to ensure continuity of care and build positive relationships between staff and families. This contributed to promoting an inclusive and welcoming ethos for children and families. One family commented "All the staff are very friendly and caring ."

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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