Woodhill Early Learning and Childcare
Day Care of Children

Thornton Road
Kirkmuirhill
ML11 9QE

Telephone: 01698 454 465

Type of inspection:
Unannounced

Completed on:
28 July 2022

Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Service no:
CS2020379021

About the service

Woodhill Early Learning and Childcare is a daycare of children service and is registered to provide care for 63 children at any one time aged 2 years up to entry into primary school.

The service is located in the rural area of Kirkmuirhill, close to shops, travel links and other amenities. Children are cared for in two dedicated playrooms with access to toilets. Additional spaces include a sensory room and an enclosed outdoor garden.

About the inspection

This was an unannounced inspection which took place on 26 July 2022 between 09:40 and 15.50. 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 registration information, information submitted by the service and intelligence gathered since the service registered. In making our evaluations of the service we:

- spoke with four people using the service and 21 of their family members
- spoke with 10 staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Staff and management were very good at developing positive relationships with parents, supporting them to feel included in their child's nursery.
- Children's individual needs were met through effective personal plans, strategies, and very good working with external agencies.
- Management and staff valued children and parents' voice and their views were gathered to support decision making.
- A well developed and shared vision meant there was a positive ethos in the service where children felt loved.
- Further enhancements could be made to the lunchtime experience to maximise a relaxed, peaceful time 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?	5 - Very 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? 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

Children were happy, content and confident. To help children feel secure, safe and loved, kind and caring interactions between staff and children were plentiful.

Each child had a personal plan in place, which held clear information about each child, their individual needs, and the supports and next steps in place to support their development. To support children's development, personal plans also highlighted close working with external agencies. We found these were reviewed with parents on a regular basis. Parents told us they had regular meetings to review targets and discuss new ones.

Communication with parents took place through a variety of ways. For example, verbal discussions, face to face discussions, emails, through technology and regular newsletters. This helped to ensure information sharing was consistent and regular, supporting parents to feel included in their child's nursery. Parents told us they get to know every day what their child had been doing.

Parents were welcomed into the service. This had a positive impact on parents and children creating a sense of belonging. The service had worked hard to build positive relationships with parents. Staff greeted parents and shared daily information about their child's day.

Mealtimes took place in a dedicated area of the playrooms. Children had opportunities to self-select their meals, supporting their choices and wishes. Staff interactions over the mealtime period were kind, gentle, and encouraging. Children chatted to their peers and were having fun socialising with each other. We discussed with management ways to further enhance the lunchtime period to ensure children have a relaxing, peaceful experience, as the numbers of children increase.

Medication was stored safely and appropriate medication forms were in place to support the safe administration of medication. We discussed with the service developing the forms further to show parents acknowledging their child received medication during their nursery day. Before this report was written, management had addressed this.

1.3 Play and Learning

Children were having fun and socialising with their peers, supporting positive relationships. A child led approach to delivering high quality care was evident throughout our visit. This included free flow play for children, with experiences supporting their interests. A balance of adult led, and child led experiences took place to support children's learning. Parents told us there was always a range of activities for the children to expose them to different experiences and life skills.

Staff used best practice documents to support the planning of experiences. For example, Curriculum for Excellence and the local authorities document Together we can and we will. Staff demonstrated a very good understanding of both documents to support their practice. Children were involved in the planning process

through consultations. Staff carried out observations to help ensure children's interests were catered for and children were supported to progress in their learning. Staff met regularly to share information and have professional discussions to identify children's individual needs and how these could be met.

Staff recognised children's rights as important and children were supported in developing an understanding of these. To help support children feel valued and respected, regular consultation took place with the children to gather their views on daily nursery life.

Both indoor and outdoor spaces boasted a range of experiences and toys and materials available to children to stimulate their natural curiosity. For example, blocks, play dough, cable drums and sensory items. Staff encouraged children and they were supported to extend their learning through a variety of natural materials. Children's progress was tracked through the use of online learning journals. To support parents to feel included within their child's learning, this information was shared with them.

Management told us of their plans to enhance transitions within their learning community to strengthen community links and help children build further positive relationships. We encouraged them to continue with this. Transitions from home to nursery and between playrooms were carried out sensitively. To contribute to successful transitions, these were individual to each child and family.

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 environment was clean, bright, well ventilated and spacious. Children moved freely around the play space with ease and comfort. Overall, the environment was safe and secure, helping to prevent children coming to harm.

There were opportunities for older children to access soft furnishings, tents and cosy spaces to support self-regulation and maximise relaxation for children. We discussed with the service enhancing these opportunities for younger children. Management recognised this needed to be developed and there were already plans in place to address this.

Children's choices and wishes were respected through furnishing the environment with toys and materials they wanted to use. Outdoor spaces included opportunities for use of different surfaces. For example, grass, concrete, hills and mud. Opportunities for planting and growing experiences for children to be involved in were plentiful. There were plans in place for a future orchard to be created in some space the service had access to. This will continue to enhance the opportunities available for children.

Risk assessments and daily checks were in place to support a safe environment for children. Accident and incident forms were recorded in an effective way and systems were in place to carry out audits of these to identify patterns or risks to children's safety.

A sensory room within the nursery had been developed to provide children with opportunities to support their emotional development. We discussed with the service further developing this area with additional equipment to maximise children's health and wellbeing. Management had purchased the equipment needed to fulfil the purpose of the room. Plans had been made for adaptions to be made to the environment to support the purpose of the space.

To help reduce interruptions to children's play, there is an outdoor toilet available for children to use. This was very clean and warm for children to access. Good hand hygiene was promoted through children regularly washing their hands before and after eating, and after using the toilet. To reduce the spread of infection, staff wore gloves and aprons during nappy changes.

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 improvements are led well

Management were new to their roles and both had a variety of supports in place. For example, support from the local authority. Quality assurance systems were in place to support the delivery of high quality care and learning. The current improvement plan was developed through consultation with staff and parents. Best practice documents were used to support quality assurance systems. For example, How Good Is Our Early Learning and Childcare (HGIOELC) and the Care Inspectorate's A quality framework for daycare of children, childminding and school-aged childcare. The service were very familiar with these documents and there were plans in place for the new term to enhance the use of these.

Some systems were in a period of being reviewed. For example, policies and the staff handbook. We encouraged the management team to continue with reviewing these as their effectiveness would highlight any changes needed and enhance these.

There was a strong partnership working with parents in the service. The management and staff recognised the importance of parents' health and wellbeing. To support positive relationships and provide support to parents, responsive care was tailored to each parent and family depending on their needs and wishes. Parents told us management are hands on and available if they are needed.

There was a shared vision between parents, management and staff. Management valued the voice of the staff team and the creation of this vision was created through consultations with staff. This vision is reviewed and continually shared with parents and new staff that join. This shared vision supported a warm and welcoming ethos in the service, promoting a positive atmosphere for children. Parents told us now that they are allowed in the service, they can feel the lovely atmosphere and friendly staff is a strength.

Strong relationships between staff and management were evident and management strived to support staff individual needs, promoting a shared and comfortable way of working for all, supporting the vision and ethos. Staff told us they felt supported at their work through an open door policy.

Peer observations amongst the staff provided opportunities for staff to have professional discussions and further develop their practice. Staff spoke of best practice documents used to support their practice. For example, Realising the ambition as well as some training around this to help support and enhance their understanding.

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

There were enough staff present on the day of inspection and staff deployment indoors and outdoors helped to ensure children's individual needs were met. Staff communicated very well together sharing their movements to support good supervision. Parents told us they felt staff cared for the children and wanted them to do their best and succeed.

Daily tasks were completed with minimal impact on children. For example, staff breaks took place with little disruption to children's experiences. To contribute to staffs' health and wellbeing, this provided opportunities for them to rest and recharge.

Staff communicated through a variety of ways. For example, staff meetings and communication books. This supported consistent information sharing and provided opportunities for staff to have professional discussions to support practice. For example, planning of experiences or children's individual needs.

A variety of training had been completed by staff. For example, nurture training and Makaton communication. Staff shared learning from these with their colleagues to support consistent care and learning for children. Staff members had lead roles within the service. For example, transition champion, mentoring programmes and room champions helping to ensure practice supported good outcomes for children and empowered staff within their role.

There was a positive and supportive ethos within the service. Both management and staff spoke of the positive relationships that had been formed between the team. Opportunities for team building and getting to know each other took place to support these relationships. An induction programme for all staff was in place and this contributed to staff feeling secure and happy at their work.

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?	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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.