Millburn Early Learning and Childcare
Day Care of Children

Newton Brae
Cambuslang
Glasgow
G72 7UW

Telephone: 01698 454 465

Type of inspection:
Unannounced

Completed on:
15 July 2022

Service provided by:
South Lanarkshire Council

Service provider number:
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Service no:
CS2020379023

About the service

Millburn Early Learning Centre (ELC) is provided by South Lanarkshire Council. The service was registered as a care service on 17 November 2020, to provide early learning and care to a maximum of 140 children not yet attending Primary School at any one time. Of those 140 no more than 20 are aged 2 years to under 3 years.

The centre is situated in a single storey purpose built building in the Cambuslang area of South Lanarkshire.

About the inspection

This was an unannounced inspection, which took place on 5 July 2022 and carried out by two inspectors from the Care Inspectorate. The remainder of the inspection was carried out virtually by one inspector. To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service and intelligence gathered. In making our evaluations of the service we:

Spoke with 25 children using the service and emailed all of their parents or carers, we received 28 positive responses. Some of these statements are within the body of this report, we spoke with 14 staff and management. We observed practice and the environment reviewed documents, we corresponded with a visiting professional.

This was the service's first inspection.

Key messages

Millburn ELC provides a high quality environment and resources to children, this enabled children to feel safe, happy and engaged.
Children were well cared for and their achievements celebrated. This meant children felt confident, valued and built self esteem. The innovative ideas for learning and enjoyment were creative. Visionary thinking was apparent throughout the nursery, for example the large scroll displayed at the reception area of Vision Values and Aims.

The staff team were highly motivated, knowledgeable and genuinely cared for children and families. The management team were strong and led the service to provide the best outcomes for children. The team were driven and had established robust monitoring and evaluation systems and procedures.

The outdoor areas were very good and used extensively, these areas were well laid out, children enjoyed, fresh air, physical, role play, numeracy, literacy, creative and health and wellbeing play.

The manager agreed to further review the lunchtime experience. This should included the promotion of independence and social skills. Every child must have a personal plan. This should detail support needs and strategies in place to meet these. (See Area for Improvement).

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, clearly outweighed areas for improvement. The strengths identified had a significant positive impact on children's experiences.

1.1: Nurturing Care and Support.

Children were happy, and settled in their environment. They moved freely between the indoor and outdoor environment with ease throughout the day. Children were confident. To support children to feel secure and loved, interactions between staff and children were kind, caring and warm. Children were offered support when washing hands and toileting. The newly established nurture and sensory rooms offered a calm, warm and homely space for children to relax and chill. We saw children enjoying role play and turn taking with their friends.

The service worked closely with universal specialists to support staff to work with children who may face challenges. They are in partnership, working with a speech and language specialist.

Their comments included:
"We have held several video call staff drop in sessions where we pre-arrange a time usually for 1 and a half - 2 hours where each staff member that has a query has 10 minutes allocated to them to discuss a particular area they are interested in or if they are looking for advice on how best to support a child or group of children. These drop in sessions are generally very busy with several staff attending. I find that staff are genuinely interested in how best to support the children's speech, language and communication skills and are able to list strategies that they have already put in place as part of staged intervention. I have also delivered training sessions on Languageland which is one of our interventions along with Makaton sign and share sessions. Our Healthcare support worker has also modelled sessions of Languageland to the peripatetic teacher and a couple of the early years practitioners so that the nursery are able to run this intervention independently to support children's speech and language skills as it does not need to be delivered by a Speech and Language Therapist."

Consideration could be given to the period before lunchtime to support a natural transition, minimising the potential for interruptions to children's play. The children were sitting in large groups for a lengthy period. The service should ensure all children experience a relaxing, unhurried and sociable lunch. The management agreed this experience is work in progress. They are monitoring the balance and flow of the day. (See Area for Improvement 1).

Staff recognised children's individual needs and they supported these through a variety of useful strategies. For example, picture cards, interest folders and wall displays, these were shared with parents. Parents told us they have good relationships with the nursery staff team. They are invited to air their views/comments on children's learning logs, parents' committee and on the nursery App.

We observed the medication was stored correctly and safely within the playroom and staff were clear on the procedures to administer medication correctly.

We saw that children had a voice and took part in a children's consultation, this empowered them to direct their own learning journey. Younger children were nurtured with lots of cuddles, songs and storytelling. The nursery had an emphasis on a human rights based approach to be loved and comforted. This enables the child to realise their own potential and go on to live healthier lifestyles.

Not all children had an up-to-date completed personal plan in place. This meant that at a quick glance you were unable to find out the child's needs, support to be offered or strategies in place for that individual child. Specialist information was recorded in some children's personal plans with additional needs. This ensured a holistic view of children's needs were captured including when children are supported by other agencies. The management team agreed to audit and review all personal plans. (See Area for Improvement 1).

1.3 - Play and learning.

Children learned new skills, staff facilitated sessions entitled, 'Timber, Tools and Tinkering 'Bringing the Froebel Approach to Early Years Practice.'
"The implementation of woodwork in Millburn ELC exceeded the practitioners' expectations of the children's interest, creativity, self directed activity and risk awareness. The children were intrinsically motivated to learn, worked at their own pace and set their own challenges and goals. The most significant observation was the children's high levels of engagement and sustained thinking. Many photographs were taken of the children in a 'state of flow' with their tongue out, concentrating, making decisions, persevering, solving problems. (Evaluation statement from the visiting teacher South Lanarkshire Council).

A parent stated: "My daughter loves the outside facilities, the areas in the nursery she can imaginatively play and the story corner too. She has made lots of friends at nursery, has been supported very well whilst toilet training, speaks of the key workers in her room fondly, is comforted if and when she is upset and she loves the stations that are set out to challenge her such as threading pasta onto string, shape matching and regular painting. My daughter really enjoys her time at nursery and she has definitely become more confident and self assured. Nursery has really helped to plug the gap caused by lockdown/Covid. My daughter is a bright cookie and she is supported in her continued development in many areas. Yes, I am happy with my daughter's learning journey to date. The regular communication via the learning journals is one of the best ways I gain regular insight to the happiness and development of my daughter."

Children had fun during play, mainly facilitated by staff. Children chatted and laughed with their peers supporting positive peer relationships. They responded positively to adults involvement and at times, were seeking further involvement from them to extend their play. They practised their cooking skills making soup with fresh vegetables in the 'mud kitchen.' Children were involved in a variety of enjoyable experiences. For example, staff facilitated block play with loose parts experiences and role play opportunities. These activities helped to build their self esteem and emotional resilience.

Some discussions between children and adults during experiences and throughout the session supported children's play and their thinking skills. Children were involved in a variety of enjoyable experiences. They took turns played independently or in a group. This supported their curriculum learning.

The staff team planned in the moment, we saw this on the day of the visit with shapes and chalks outdoors. A member staff used higher order thinking skills to maximise this opportunity to extend children's learning experiences.

A parent stated: "The nursery constantly surprises me with the opportunity available to the children to explore their interests."

Areas for improvement

1. The provider should review and audit the paperwork relating to personal plans for learning and observations to ensure that the information being recorded was meaningful, individualised and allowed effective monitoring of children's learning and development needs and progress.

This ensures care and support is consistent with the Health and Social Care Standards, which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice.' (HSCS 4.11).

How good is our setting? 5 - Very Good

We made an evaluation of very good for this theme, as important strengths, clearly outweighed areas for improvement. The strengths identified had a significant positive impact on children's experiences.

Children benefited from a comfortable, welcoming environment with plenty of fresh air and natural light.

To maintain a safe, hygienic environment, the procedures for infection prevention and control were in place and followed well by staff. This included effective hand washing, routine cleaning and enhanced cleaning of high touchpoint areas. The manager had carried out a detailed Covid 19 risk assessment of the environment. This identified triggers to lessen the risk of the spread of infection. We are assured children are safe in the service.

Playrooms were bright, well organised and well resourced. There was a good variety of loose parts for children to engage with. This supported their problem solving and creative skills. The outdoor area offered a range of natural, loose parts and open-ended material that supported curiosity and imagination. Children made good use of this and were confident when using all areas of the outdoor space. The inclusion of an outdoor toilet and handwashing facilities ensured children's play was uninterrupted whilst playing outdoors.

Children benefitted from a safe and secure setting with a range of safety measures in place ensure children didn't come to harm. This included secure entry systems, clear boundary fencing, secure gates as well as regular headcounts and communication between staff.

The setting also had clear risk assessments in place, with staff regularly checking and completing risk assessments. Staff were aware of the Care Inspectorate SIMOA campaign.

The play space offered a range of opportunities to support differing stages of development, with staff responding to individual children, adapting play experiences to offer challenge and elements of risky play, for example, children were developing their co-ordination and gross motor skills whilst enjoying the large loose parts equipment. This contributed to children developing their confidence, becoming aware of their abilities and celebrating their achievements.

How good is our leadership? 5 - Very Good

We made an evaluation of very good for this theme, as important strengths, clearly outweighed areas for improvement. The strengths identified had a significant positive impact on children's experiences.

We saw a vast amount of evidence of stakeholder's consultation, this was collated and published for all to see. If any suggestions or views were acted on this would be communicated to children and parents. There was a parents' committee, this enabled a few parents to air their views and make suggestions for improvement. They are currently involved in supporting the development of a sensory garden. This will used as part of the nurture programme. Children will enjoy a calm, open and natural space to grow and plant, listen and look at the world around them.

The manager had developed a robust monitoring a calendar. This meant there was comprehensive monitoring and evaluation procedures in place. Staff told us they were asked to contribute to the vison, values and aims mission statement. The management and staff team demonstrated their intent to provide a high quality environment and ethos for children to be active, creative and investigative to maximise their own learning potential.

The manager distributed leadership to the staff team. They were encouraged to lead on nursery initiatives for example creativity, children's rights and attachment. This meant staff took ownership and were empowered to develop these initiatives.

How good is our staff team? 5 - Very Good

We made an evaluation of very good for this theme, important strengths, clearly outweighed areas for improvement. The strengths identified had a significant positive impact on children's experiences.

Staff are flexible and supported each other to work as a team to benefit children. Staff told us:

"I love my wee group", "I love my playroom", "I like working here, it is just like one big family."

We know that people who work well together enable children to relax and enjoy holistic play. There was human rights displays and photographs throughout the nursery. This enabled children to feel included, valued and empowered.

Staff told us:
"It was important to build positive relationships with families and the wider community. Parents' relationships are vital as we have to have mutual respect for them and their children to work together to get the best outcomes for their child."

Staff were well trained and highly motivated. They demonstrated a very good ethos and value base, they said they had secure attachments with the children in their care. They spoke with very good child development knowledge and empowered children by "planning in the moment" to scaffold individual learning and progress. We observed this technique throughout the inspection. This placed value on the child's interest. Learning could be further maximised for children to achieve their own learning potential.

The management team recognised the importance of good adult-to-child ratios to support children's individual needs. They organised staff breaks to minimise disruption to children's day whilst also enabling staff to rest before returning refreshed to engage with children. This promoted everyone's wellbeing and safety.

Staff met together regularly, in small team meetings and as a large team to discuss improvements, the life of the nursery etc. They told us that the management had an open door policy but also enjoyed their twice yearly one-to-one sessions with the manager to discuss continuing professional development.

All staff are registered with the Scottish Social Care Service, the national regulator for childcare staff.

Staff told us who the child protection coordinator was in the nursery and were well aware of their duty to safeguard children.

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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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