Springlaw Early Learning and Childcare
Day Care of Children

Cruachan Road
Rutherglen
G73 5HW

Telephone: 0141 561 7015

Type of inspection:
Unannounced

Completed on:
16 September 2022

Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Service no:
CS2020379026

About the service

Springlaw Early Learning and Childcare is provided by South Lanarkshire Council. The service was registered as a care service on 22 March 2021, to provide early learning and childcare to a maximum of 68 children at any one time aged two to entry into primary school at any one time. Of those 68 no more than 20 are 2 years to under three years.

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

About the inspection

This was an unannounced inspection, which took place on 12 September 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 12 positive responses. Some of these statements are within the body of this report, we spoke with seven staff and management. We observed practice and the environment, reviewed documents and we chatted with a visiting professional.

This was the service's first inspection.

Key messages

- Children and families were valued and nurtured by the service. Parents told us they were supported and well informed.
- Children led and directed their own play and learning. 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 include the promotion of independence and social skills.
- Every child must have a completed personal plan and meaningful learning journal. This should detail support and learning needs and strategies in place to meet these. (See Area for Improvement 1).

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 setting had introduced 'belonging time' which supported children's communication and language skills, through unhurried, sensitive and nurturing interactions. This supported children to feel valued, included and develop a sense of belonging.

All staff interacted positively, giving cuddles, singing and story telling. When carrying out personal care, this was done with privacy and dignity. The younger children's personal routines mirrored home routines, this meant that each child had their individual needs met. This was a nurturing environment that children could grow and thrive.

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 support needs. This ensured a holistic view of children's needs were captured including when children are supported by other agencies. Some learning journals were not up-to-date. They did not meaningfully track children's progress. However since the inspection the management had submitted a monitoring calendar to audit all personal plans. (See Area of Improvement 1).

A visiting speech and language therapist told us she was "Astonished with care and support. I made a recommendation on my first visit and when I returned, this was implemented"…. "I feel the nursery is very organised and wants the best for children."

A parent stated "I cannot praise Springlaw ELC enough and I am looking forward to watching my son's growth and development thrive with the support of the staff within this establishment."

Staff had a good understanding about the management and administration of medication. Medicine was stored safely, and children's medical needs were well understood to support their health.

As noted earlier in this report: The lunchtimes should be further reviewed to provide unhurried and sociable lunch time. This experience should prepare children to develop life skills, to promote independence and choice. The service are participating in the Care Inspectorate's improvement session to further support this development.

1.3 - Play and learning.

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 gross and fine motor skills with outdoor loose parts. They enjoyed the physical risk versus benefit challenges. This enabled them to problem solve and negotiate space and balance. Children were involved in a variety of enjoyable experiences. For example, staff facilitated children's block play with loose parts and role play opportunities. These activities helped to build their self esteem and emotional resilience.

Children had a voice and took part in a children's consultation, this empowered them to direct their own learning journey. The nursery had an emphasis on a human rights based approach to be loved and comforted. This enabled the child to realise their own potential and go on to live healthier lifestyles.

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 when children asked to use chalks and shapes outdoors. A member staff used higher order thinking skills to maximise this opportunity to extend children's learning experiences. For example, when children asked to chop fruit in the house corner the member of staff immediately facilitated and responded to this and further extended learning. This led to children asking "I wonder" questions. They were delighted to be told that the chopped fruit would be used as a snack for their friends.

Areas for improvement

1. The management team should continue with their plans to monitor and evaluate children's personal plans to ensure they contain the required content. They should ensure every child has an effective and meaningful learning journey recorded.

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 5.1).

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.

2.2 Children experience high quality facilities.

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 were assured children were safe in the service.

Playrooms were bright, well organised and with high quality resources and equipment. There were 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 materials that supported curiosity and imagination. Children made good use of this and were confident when using all areas of the outdoor space.

Children benefitted from a safe and secure setting with a range of safety measures in place to 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 child led interest, for example whilst enjoying the large loose parts equipment. They had to negotiate balance and space. This contributed to children developing their confidence, becoming aware of their abilities and celebrating their achievements.

Play areas were well defined and laid out to offer an inviting space for children to investigate and explore.

We asked the service to further review spaces within the 2-3 playroom, to include cosier spaces for children to self regulate.

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.

3.1 Quality assurance and improvement are led well

Management and staff shared the same vision and passion, creating an ethos of shared thinking, enthusiasm and commitment. The service was well led and and all staff wanted the very best outcome for children and families that attended Springlaw Early Learning and Childcare.

Staff valued children's and parents' views and opinions in relation to their experiences, thoughts and feelings. Floor books are used for children, this enabled them to make, draw, and record their own ideas, thoughts and learning. This enabled staff to identify children's interests and next steps to be able to support children in their development and progression.

There was a mix of experience, knowledge and skills within the staff team to meet the needs of children. Formal staff appraisals were in place to record staff strengths, interests, development and training needs. Although an open door policy was in place, the manager knew the value of carrying out one-to-one regular staff supervision sessions formally to discuss their general wellbeing, views and suggestions.

This assisted in improving communication and contributed to staff feeling valued, respected and included within the service.

The manager had developed a monitoring calendar. This meant there was comprehensive monitoring and evaluation procedures in place. 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 bed time storytelling home links, children's rights and nurture. 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.

4.3 Staff Deployment

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."

"At the induction I was made to feel very welcome by management and the rest of the staff team creating a friendly and positive environment to work in."

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

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.

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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