# Oakburn Early Years Centre
# Day Care of Children

North Campbell Drive
Milngavie
G62 7AA

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**Type of inspection:**
Unannounced

**Completed on:**
15 September 2023

**Service provided by:**
East Dunbartonshire Council

**Service provider number:**
SP2003003380

**Service no:**
CS2020379069

## About the service

Oakburn Early Years Centre is registered to provide care to a maximum of 101 children not yet of an age to attend primary school at any one time. No more than 15 are aged under three years. No more than 86 are aged three years to those not yet attending primary school.

Care is provided from a purpose-built building, located within a residential area of Milngavie. The service is close to shops, schools and transport routes. Children are accommodated in two indoor play areas, a covered outdoor courtyard with a mezzanine level and an outdoor play space at the rear of the property.

## About the inspection

This was an unannounced inspection which took place on Wednesday 13 September 2023 from 09:30 to 18:00 and Thursday 14 September 2023 from 09:30 to 18:00 . 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 people using the service and their family representatives
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals

## Key messages

- Children benefitted from exciting and stimulating play spaces.
- Staff worked well as a team to provide a welcoming ethos based on positive relationships.
- Children experienced rich and meaningful play opportunities to develop their skills in literacy, numeracy and health and wellbeing.
- Children experienced warm, nurturing care from adults who knew them very well.
- Staff were passionate about leading improvements in the service.
- The manager should now implement robust quality assurance systems.

## 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? | 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? 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 1.1: Nurturing care and support**

Children experienced warm, nurturing care from adults that knew them very well. Children received support from adults when needed and positive relationships were resulting in children feeling loved and happy. One parent told us, "I feel the staff are all excellent. Every time I drop my child off, we are both welcomed warmly, I have no doubts that my child will be well taken care of and encouraged throughout the day."

Mealtimes were calm and unhurried. Nutritious meals were provided and there was a variety of foods and choice available for children. Independence was encouraged, for example, children served themselves and poured their own drinks. Staff sat with children which provided children with a time to develop their language and social skills, facilitated by skilled and caring adults.

Children benefited from a staff team who knew children very well and spoke confidently about their care needs. Information from parents was recorded in personal plans when children started the service. Some next steps, with a focus on literacy, numeracy and health and wellbeing were recorded on online journals, where parents could access and comment where appropriate. However, some key information was not recorded. The service should develop their personal plans to show how children's health, welfare and safety needs are to be met and these must be reviewed at least once every six months.

Children were treated with respect and dignity, this included where children required support with personal care needs. For example, a mirror was provided for children after lunch to help them identify themselves if they needed to use a face cloth. This meant that children felt safe, secure, and confident in the setting.

Children were able to sleep at a time that suited them. Cosy spaces were also available throughout the nursery to aid rest and relaxation. We saw children cuddled up with staff reading stories throughout the day. This meant that children's emotional security and wellbeing needs were being met.

Appropriate forms and permissions were in place for the administration of medication. Medication was stored appropriately, and all staff were aware of children's medical needs. The provider should ensure clarity around the first dose of medication given by parent. This will ensure that children receive the right support at the right time.

**Quality Indicator 1.3: Play and learning**

Children were having fun in exciting and well thought out play spaces. They were able to confidently move around the nursery. One child was excited to show us that his picture was on the wall at the malleable area. This showed us that children felt valued.

Children were meaningfully and actively involved in leading their play and learning through a balance of spontaneous and planned high quality play experiences. The outdoor spaces allowed children to follow a 'seed to plate' experience with their allotments. As a result, children were developing lifelong learning skills.

Planning approaches were responsive and child-centred. For example, a group of children were helping their friend celebrate their birthday by baking cupcakes. The staff team were supported with planning approaches by a teacher who was knowledgeable and passionate about play and learning in the early years. This meant that children were supported to reach their full potential.

Children experienced rich and meaningful play opportunities to develop their skills in literacy, numeracy and health and wellbeing. For example, children's writing was highly visible throughout the setting, there were opportunities to learn about patterns in the woodwork area and children enjoyed dancing in the courtyard. One parent told us, "In terms of learning I have been amazed how much my daughter has come on this year and how much she has been getting to do and the advances in things like counting, simple sums, letters and developing writing skills." Staff were knowledgeable about child development. This allowed play experiences to be matched to the children's level which ensured progression in learning.

Children had varied opportunities throughout the day to reflect on their learning. Pictures and documentation of children's previous experiences were visible through accessible wall displays and floor books. This allowed children to review their learning and set their own next steps with the support of staff.

Staff had a very good understanding of Children's Rights. The child's voice was evident throughout all play spaces. A home link teddy, Belle the elephant, provided opportunities for children and families to explore children's rights in their everyday life. This gave a strong message to children that they were respected and valued.

## 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.

**Quality Indicator 2.2: Children experience high quality facilities**

The setting was comfortable, furnished to a high standard, and provided plenty of natural light. This made children feel welcomed in the setting. Children had a variety of play spaces including indoor playrooms, a courtyard, outdoor play spaces and a mezzanine level for physical play. As a result, children were developing independence as they freely moved between spaces.

The unique building provided open air in the courtyard area which became very drafty and wet during bad weather. One parent told us, "I wonder about the staff comfort during winter months in the exposed areas but certainly my daughter has all the facilities and equipment she needs to keep her warm, dry and looked after in any weather." The staff and management risk assessed these areas throughout the day and ensured children were suitably dressed for the conditions. This ensured children felt safe and comfortable.

Play spaces, both indoors and out, were creatively structured and matched the learning and development stages of children attending. The well planned indoor and outdoor spaces provided welcoming, interesting, and exciting areas for children to explore. The play spaces and resources had been set out and presented to the children in creative ways that invited them to learn. This showed children that they were valued and mattered.

Children had access to a wide range of resources that were very organised and tidy. The creative play spaces sparked curiosity, enquiry, imagination, and problem solving. For example, we observed children taking part in a number of experiments, including how mould grew on different types of foods. As a result, children were encouraged to use their creative thinking strategies.

The committed and passionate staff team were excited about the experiences and plans they had on offer for children. They told us that they are continually review their learning environments to be fun exciting spaces for the children to play and learn. This meant that children experienced high quality environments to play and learn.

Children had a variety of opportunities to assess and manage their own risks, particularly outdoors. This was supported by staff that encouraged and supported children at the right level. For example, children were walking through thick mud on a very wet day. This was recognised by staff as an opportunity to learn and discover. As a result, children were confident in their surroundings.

Risk assessments were in place and regularly reviewed by the whole staff team. Effective arrangements were in place to monitor and maintain the setting and the equipment used. Robust infection prevention and control practices were evident, including when preparing and serving food. This meant that children were kept safe and healthy.

## 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 are led well**

The manager had recently led a review of the vison, values, and aims of the setting. This included the views of parents, staff, and children. Staff spoke about the importance of relationships, and they felt connected to the vision of the setting. This meant that children were cared for by adults who wanted to provide the very best early learning and childcare experience.

Since the last inspection, staff told us they now feel able to initiate change. They spoke passionately to us about their leadership roles, for example, family champion, children's rights, and community links. This demonstrated a distributed leadership model in which all staff have responsibilities for ensuring improvements are implemented and sustained.

An improvement plan was in place. We could see the beginning of these improvements and the positive impact it was having on outcomes for children. For example, the service was striving to become a language and communication friendly establishment. As a result, children benefitted from an inclusive setting.

The manager delegates quality assurance duties within the management team. However, there were some gaps in identifying areas for improvement throughout this process. The manager should now put systems in place that allows a general oversight of quality assurance. See area for improvement 1.

### Areas for improvement

1. To ensure continued positive outcomes for children , the manager should ensure they take a key role, along with the management team, in implementing a robust quality assurance system. This should include, but not be limited to, monitoring children's personal plans, medication, and staff practice and engagement.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

## 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 children benefitted from being cared for by a committed staff team who were passionate and proud to work at Oakburn Early Years Centre. Staff were kind, warm and nurturing to the children and their families. One parent told us, "A wonderful, charismatic, energetic staff. All members seem to know my child thoroughly and can often be seen encouraging children or praising them." This ensured positive relationships were formed between staff, the children, and their families.

There was an appropriate number of staff throughout the day to ensure the wellbeing of all children. Staff were deployed to areas that best met their skills, knowledge, and experience. For example, staff who were knowledgeable about nature were outdoors. This meant that children benefited from high quality experiences and positive engagement.

The staff team had established positive working relationships with each other, creating an inclusive, motivated and solution focussed team. Ongoing reflection on their practice ensured an ethos of continuous improvement. This meant that staff were able to develop professionally and provided children with a happy and supportive environment.

Arrangements were in place to support smooth transitions throughout the day. Staff worked effectively together to ensure effective supervision and quality engagements with children. For example, staff lunches were well planned to minimise the impact on the children while enabling staff time to rest and be refreshed. The service had a positive ethos of attendance. The management team supported staff absences effectively through wellbeing check-ins with staff. As a result, there was continuity of care for children by staff who knew them very well.

# What the service has done to meet any areas for improvement we made at or since the last inspection

## Areas for improvement

### Previous area for improvement 1

To ensure that children receive high quality care, the leadership team should create conditions where staff feel confident to initiate well informed change and share responsibility for the process. This should be supported by working collaboratively to implement the vision of the service.

**This area for improvement was made on 26 July 2022.**

#### Action taken since then

Staff have been involved in reviewing the vision values and aims and feel connected to these. Staff now have delegated responsibilities for aspects of the service which they are supported to deliver. See section 3.1 for further details on this area for improvement.

We are satisfied with the progress the service had made on this area for improvement.

# 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? | 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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