# Calderview Family Learning Centre
# Day Care of Children

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Airdrie
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Telephone: 01236 632219

**Type of inspection:**
Unannounced

**Completed on:**
29 June 2022

**Service provided by:**
North Lanarkshire Council

**Service provider number:**
SP2003000237

**Service no:**
CS2020379260

## About the service

Calderview Family Learning Centre is a daycare of children service situated within the village of Chapelhall, Airdrie, North Lanarkshire. It is registered to provide care to a maximum of 40 children aged from two to those not yet attending primary school. Of those 40 children, no more than five children are aged between two and three years of age.

Care is provided from a purpose built single storey building. The children have direct access from the playroom to a large outdoor play area. There are shops, schools, parks, public transport links and other amenities in the local area.

## About the inspection

This was an unannounced inspection which took place on 27 June 2022 between 09:30 and 13:15. The inspection was carried out by one inspector 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 was registered. In making our evaluations of the service we:

- spoke with 12 children and eight of their parents
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with two visiting professionals.

## Key messages

- Staff were caring, nurturing and responsive and knew children very well. This created a secure, supportive play and learning environment for children.
- The environment offered many opportunities for child-led, free flow play, both indoors and outdoors.
- The manager and depute provided strong leadership. They supported the staff team to provide high quality care and support for children.
- There was a focus on self-evaluation, quality assurance and a clear vision in place to ensure ongoing service development and positive outcomes for children and their families.
- The overall lunchtime experience for children was relaxed, pleasant and sociable. However, procedures should be reviewed by the provider to ensure all children are offered lunch options in line with the local authority's policy.
- Sufficient staff were in place to meet the number and needs of children in attendance. However, there are staff vacancies which must be filled to ensure children's care and support needs continue to be met, as the numbers of children attending are due to increase after the summer holiday period.

## 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

We observed caring and nurturing interactions between children and staff throughout the day. Children were spoken with sensitively and given time to think and respond in conversations. Cuddles, hugs and time spent with children meant they felt safe, valued and loved. Staff knew children's individual care and support needs, personalities and preferences very well. Activities and experiences were responsive and planned to meet children's needs and interests. There was a strong focus on children's emotional wellbeing. This contributed to children feeling safe and secure.

Personal plans included a 'what matters to me' section which gave parents an opportunity to note and discuss their child's individual needs and preferences in more depth with staff. Agreed next steps demonstrated children's progress and development in play and learning. Detailed information was in place for children with additional support needs. Strong links had been built with visiting professionals which further supported children, families and staff in devising strategies and next steps to support individual children. This information was used consistently and effectively by all staff to ensure positive outcomes for children. One parent told us, 'I know that staff know my child, but more than that, they love my child.'

Lunchtime was a pleasant, sociable and calm experience. Children helped to set the table with tablecloths, flowers, cutlery and crockery. Children had the choice to eat indoors or outdoors with handwashing facilities in both areas. Children helped to fill jugs for water and milk and poured their own drinks. This included children and supported their independence. Staff sat alongside children engaging in conversation and sharing jokes. This created a fun, relaxed mealtime for children. Although children enjoyed their lunch of sandwiches and yoghurt, we noted that the usual menu of hot meals had not been provided for a few weeks. This was temporarily reinstated over the summer holiday period, but may not be in place for the new term when higher numbers of children are in attendance.
(See Area for Improvement 1).

Medication was stored in a central area of the playroom which meant this was easily accessed if required. We advised minor updates to paperwork which was actioned by management over the course of the inspection. This ensured all recorded information was clear, contributing towards children's health and safety.

Staff fully understood their roles and responsibilities in keeping children safe from harm and all management and staff had undertaken relevant child protection training. This contributed towards children's safety and wellbeing.

### 1.3 Play and learning

Management had supported the staff team by ensuring they had a good understanding of child development, theory and practice. Staff were confident in using their knowledge and skills to ensure there were quality play and learning experiences for all children, which promoted children's choice and independence. Staff observations and discussions ensured children's needs, interests and next steps were

addressed through a balance of structured and responsive planning. Staff gave assistance where required, used open questioning to promote children's thinking and provide challenge, praised and encouraged children. This created a happy, relaxed play and learning environment.

We saw that children were happy, confident and engaged in varied play experiences throughout the day, making their own choices of where to play and what to play with. A group of children were particularly engaged in imaginative play, baking cakes, having a party and travelling together on holiday. They confidently accessed many resources and areas, both indoors and outdoors to extend their play.

Children were exploring and investigating sensory activities outdoors with sand and water, choosing resources independently to extend their play. We advised the management team and staff to review the mud kitchen area. They should ensure additional resources are available and more accessible to children. This would support and extend children's sensory and imaginative play experiences.

### Areas for improvement

1. To ensure children continue to have the option of a hot lunch and varied menu in line with local authority policy and guidance, the provider should ensure appropriate systems and catering/lunch time cover staff are in place.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I can choose suitably presented and healthy meals and snacks, including fresh fruit and vegetables, and participate in menu planning' (HSCS 1.33).

## 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**

There was a welcoming, nurturing ethos on arrival to the service. A secure entry system with clear procedures for dropping children off and collecting them was in place. Fobs were required to access internal doors and staff ensured children were accounted for at all times. To further promote the importance of children's safety, staff had discussed and displayed the Care Inspectorate's recent campaign, SIMOA (Keeping Children Safe - Look, Think, Act campaign). More information can be found on our website www.careinspectorate.com.

The children had access to a spacious, bright play environment both indoors and outdoors. The layout of the building and equipment meant children could access all areas and resources independently and safely. This included defined areas such as a home corner and art area, as well as cosy, comfortable spaces for children to rest or relax. Children were confident and comfortable in accessing these spaces. A parent told us, 'I am more than comfortable leaving my child in their care. As it is a new building, this is well set up and safe for the children. I love that they have the garden outdoors and encourage outdoor play.'

A sheltered area outdoors was utilised well to meet children's needs, interests and preferences. This included areas for snacks, drinks and lunch, storage for children's outdoor jackets and boots, as well as table top activities and water play. The outdoor area offered challenge and opportunities to support more

energetic physical and risky play, with wooden pallets and other loose parts. Having access to food, drinks, toilet and handwashing facilities outdoors meant children's play was less interrupted. We asked the service to consider procedures for 'tidy up' and transition points in the day to ensure children could re-visit and continue their play and learning activities afterwards.

Children's health and wellbeing was promoted through staff following very good infection prevention and control procedures. Minor areas we highlighted were addressed over the course of the inspection and plans were in place to paint and refurbish some of the interior of the building as part of their maintenance plan.

## How good is our leadership? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported outcomes for children, therefore we evaluated this key question as very good.

**3.1 Quality assurance and improvement are led well**

There were clear visions, values and aims within the service. Views of families, children and staff had been actively sought to identify and address the improvement plans for the service. All consultations had been very positive. Parents told us, 'We had several parent consultations over the phone during Covid-19 restrictions, but more recently we had parents' day within the nursery. I am always getting updates when I collect my child at night and also pictures on Twitter. We are asked what we think and to share our views. We are included in everything. Our children are asked their opinions and ideas. The communication from this nursery in my opinion is faultless.' and 'The children had also been included in designing the nursery logo.' This gave children a sense of belonging and ownership and opportunities to share their views and suggestions.

The current staff team were all new to their roles in an early years setting when the service first opened. The management team initially committed most of their time to being in the playroom to model and share good practice. There was a particular focus on interacting with children, keeping children safe, supporting children's individual needs, creating opportunities to support and engage children in play and learning. Being visible created positive relationships between management and staff and improved staff knowledge and skills. It also offered informal monitoring opportunities to further support staff and identify areas for improvement within the service. Through our observations and discussions, we recognised this strong leadership had supported, informed and empowered staff to have high aspirations and confidence in supporting children to reach their full potential.

The management team had a clear vision for the service going forward. They were committed to ongoing self-evaluation and monitoring, creating a culture of continuous improvement to meet the needs of their children and families. They plan to re-establish forest visits, family engagement opportunities and links with local establishments, childminders and the community which would build upon their already very good practice.

## How good is our staff team? 5 - Very Good

We found significant strengths in the 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**

At the time of the inspection there were sufficient staff in place to meet the needs and number of children in attendance. The management team regularly had an active role in the playroom to support children and staff, which ensured there was minimal disruption to children's routines should staff be absent.
They recognised that staff deployment was key to ensure children's experiences were positive, their needs met and children were safe and secure.

Staff were observed to work well as a team, communicating well and supporting each other where required to ensure positive outcomes for children. Examples included members of staff moving to the indoor or outdoor area to meet children's needs or preferences of where to eat at lunchtime. There were systems in place for staff to answer the door to parents, which ensured children's care and support needs were prioritised.

Staff spoke highly of the support of management and colleagues and their personal experiences. Comments included, 'I absolutely love my job and feel great about coming to work. I love each child that I work with. They always make me smile every day. If I am struggling with anything, I know I have amazing support from management and other members of the team.....Due to the support I have received and different training, I feel my skills have improved so much and that I am becoming a better practitioner every day.'

Visiting professionals were keen to share their views about the service. Comments included, 'I have provided training on how to use the Picture Exchange Communication System (PECS) for the staff in the Family Learning Centre and have provided follow up visits to support the staff with the implementation of this. In my experience the staff are very welcoming to outside agencies and are keen to work collaboratively to support the children..... If I have given a suggestion the staff have acted on this and are able to discuss how it did or didn't work. They have also used their own initiative to try different ways to approach different challenges.'.... When I have visited the children all seem to be happy and engaged and staff are interacting well with them to support their learning experiences.'

Although there were sufficient staff in place on the day of the inspection, there were staff vacancies within the service. These must be filled to ensure the needs of all children are met when the numbers of children attending increase after the summer holiday period. We were assured by the local authority quality officer at feedback that recruitment processes were underway and that these positions will be secured as soon as possible.

## 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

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|---|---|
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| 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 |
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| 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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