# Broomlands Family Learning Centre
# Day Care of Children

Broomlands Road
Carbrain
Cumbernauld
Glasgow
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Telephone: 01236 632196

**Type of inspection:**
Unannounced

**Completed on:**
13 July 2023

**Service provided by:**
North Lanarkshire Council

**Service provider number:**
SP2003000237

**Service no:**
CS2020379269

## About the service

Broomlands Family Learning Centre service is provided by North Lanarkshire Council. The service is registered to provide care to a maximum of 48 children not yet attending primary school, of which no more than 10 children are aged two years to under three
years.

The service is provided from a stand alone, purpose build premises with designated parking in the Carbrain area of Cumbernauld, North Lanarkshire. The internal playroom is open plan and has a designated preparation kitchen, separate toilets and changing facilities. There is a welcoming reception area and a multipurpose room and office. The outdoor space can be accessed directly through sliding doors from the playroom. The outdoors provides a variety of all weather play surfaces and resources.

## About the inspection

This was an unannounced inspection which took place on 11 and 13 July 2023. 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 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 the children present
- gathered views from six families of the children using the service
- spoke with staff and management present during the inspection
- gathered views from 10 staff through surveys and emails
- observed staff practice and children's experiences
- reviewed documents
- we gathered views from visiting professionals.

## Key messages

- Children were settled, comfortable and having fun.
- Staff had created a welcoming and friendly space for families.
- Staff knew the children well, understood their needs and how they supported these.
- Staff interactions were caring and compassionate.
- Children's mealtimes were relaxed, unhurried, and they met the needs of the children.
- Play experiences provided good opportunities for the children to be creative and support their own thinking.
- Staff worked very well with professional agencies to meet children's needs
- Staff were making good progress implementing a more child led approach.
- The service was part of the local community, supporting families where needed.

## 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? | 4 - Good |
| How good is our staff team? | 4 - 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 found several strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as good.

**1.1 Nurturing care and support**

Children were settled, comfortable and happy. Children and families wellbeing was at the heart of the service and staff worked hard to create a welcoming and nurturing environment for all.
Home visits and well planned transitions for children when they started, helped staff get to know the children and plan the right care and support. Parents told us they were very happy with the quality of the staff. They told us they were welcoming, friendly and supportive.

Staff interactions were warm, caring and compassionate. Staff recognised, and found time to support and welcome families at the start and end of each day. Families were welcomed into the service and staff planned various events to meet their needs. This included opportunities for families to meet each other and share experiences and meet with staff to discuss their child's progress. Parents told us staff kept them well informed about their children's experiences. A newly appointed family engagement practitioner will be based in the service, providing more opportunities to enhance and build meaningful relationships with families.

The service recognised the needs of the children and when they would benefit from additional support. Staff adjusted their communication and interaction styles, they used visual supports such as Makaton and Boardmaker, to supports children's understanding and ease transition times. Staff worked closely with families and the other agencies to agree children's personal plans to ensure they got the right care and support.

Each child had a personal plan in place to identify their health and wellbeing needs. These plans included agreed strategies for staff to follow to support consistency and continuity of care. All staff had access to information they needed to support children's personal preferences.

Children received daily meals and snacks. The service had worked hard to create mealtimes that were right for the children. They had introduced different eating areas to support children's personal preferences. For example one being outdoors and another in an area with less distractions. Mealtimes were sociable, more relaxed and staff ate with the children, creating the opportunity to sit at the tables sharing stories about their day.

**1.3 Play and Learning**

Staff were using a more child led approach to plan children's play and learning experiences. Through more meaningful interactions, staff were growing in confidence listening and responding to children needs and interests. For example, as some children had shown an interests in bugs, we saw staff encouraging children to hunt for them. They were having great fun learning all about them including building homes for them.

The open plan and free flow throughout the building allowed children to make choices in their play. For example, if they wanted to play inside or outside. Staff evaluated each play area to ensure the resources were meeting their needs. Each area was well resourced, providing a variety of resources to support children's personal preferences. We found children to be engaged and concentrating on their play and having fun learning. One child was keen to show the inspector the bugs they had found and showed them where to find out about them, using the bug information wall they had created.

Almost all the children were having fun and learning using their senses. We saw some children engaged in transporting water to different play areas, some children exploring how objects moved and others relaxing on soft furnishings reading books. Staff had responded to ensure children, no matter where they played, had access to good sensory resources.

The service was in the early stages of implementing a new planning system that was more child led and would help staff monitor and track children's progression. Staff had a good understanding of child development and were making good progress. With the additional support planned, staff confidence in planning, using what matters to the child should continue to develop. We did discuss the need for further support for staff in evaluating children's learning and how they used this to influence the direction of future play and learning experiences. The service agreed to incorporate this into their plans.

## 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**

We found the premises entry system to be secure and well monitored at drop off and collection times. The entrance provided a welcoming and secure area, where the receptionist was on hand to help families. The service had made good use of this space, in addition to the cloakroom, to provide families with easy access to essential resources provided by local community projects.

Children had access to an open plan playroom that had direct access to the outdoor area. A small. multipurpose room was mostly used as a quiet, mindful space. The indoor play areas had lots of natural light through the large windows of various sizes and shapes, at children's height.

The staff continuously reflected on how the play areas were being used to meet children's needs. They had made significant changes to how the play areas were designed and how the overall space was being used. The play areas were well designed and reflected the children's needs and interests. For example, they had increased the cosy, quiet covered areas to provide more opportunities for children to explore with water and more real life resources in the house corner.

The service recognised the need to provide effective communication support to aid children's understanding and support transitions throughout the day. We saw staff and children using visual supports throughout our visit. Signage throughout the building was consistent, clearly visible and accessible.

The large open plan design of the facilities did provide some challenges however, staff were vigilant about how they supervised the space to ensure children's safety and wellbeing. To support the needs of the children, layout and daily routine they continually reflected on how the children used the space. At times, if needed, inside they had gates to divide areas, reduce the traffic flow and create less noise and distractions. They were currently waiting for a gate to be installed in the outside area, to have the same flexibility.

Overall, we found the cleanliness and good hand hygiene and infection control practices being followed. The service risk assessed the facilities and resources to ensure appropriate safety measures were being followed.

## 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.

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

The staff had achieved their shared vision to be a valued community resource. They worked hard to become part of the local community and support families by enabling them to access valuable resources. The service had been successful and created an environment where families felt comfortable accessing support and guidance. To further support the strong links within the community, the service was looking forward to be working closely with additional staff, with a focus on community support next term.

Self evaluation was becoming well established within the setting. With support from other professionals and their commitment, leaders were more confident using tools to assess the outcomes for children. Using these tools had provided leaders with accurate information to identify what worked well and where outcomes for children could be improved. For example, to ensure mealtimes had a positive impact on children's wellbeing. The service involved all those in the service to share their views and opinions. The service was committed to continue to embed new practices and ensure positive changes made were maintained and, where possible, further enhanced.

We found robust quality assurance systems to be in place to ensure the service provided followed good practice guidance. For example in management of medication and infection, prevention and control.

The senior management team had been proactive to support staff implement the changes within the service. They had achieved this through good role modelling, providing training and development and support and guidance. Staff were committed to providing high-quality service. To support staff achieve their goals, a staff welfare officer was made available to them. Staff appreciated this support and told us they felt very supported by the senior management team.

## How good is our staff team? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### 4.3 Staff deployment

The staff employed within the service to deliver direct care and support to the children, were registered with the appropriate professional body, the Scottish Social Service Council. The staff were supported by other professionals, such as an education psychologist and speech and language therapist. We found staff to be committed, caring and compassionate. When they spoke of children and families they did so with respect and love.

The staff team provided a mixed range of skills and experience of working in early learning and childcare settings. They worked well as a team and they told us they were very happy in their roles. Staff had additional roles to promote specific areas of the curriculum, such as wellbeing through delivering mindfulness sessions.

Smaller groups of staff were able to meet regularly to reflect on what worked well and identify where positive changes could be made. However, it was difficult for all staff to meet up together, due to staff and children's pattern of attendance. Staff felt that opportunities to meet could be further improved and would help communications.

The staffing levels met the recommended adult to child ratio. Staff communicated well to ensure children were well supervised. The layout and design of the play areas was challenging for staff, especially when not at full staff capacity. On occasions, this impacted on the service provided. For example some planned play experiences not being offered and planning not been completed. Staff prioritised tasks, putting children's health and welfare first.

The deployment of staff was different during school term and holiday periods. Resulting in fewer staff during holidays, with less children attending, but with the same size of setting to supervise. The staff had reflected on this and made changes to the daily routine and pace of the day at these times to minimise disruption to children's experiences. Staff felt the changes made for this summer had been positive and were able to provide a better service.

## 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 support children's wellbeing, the provider should ensure children experience a calm and relaxed mealtime. This could include, but not be limited to:

- children being involved in the preparation of meals
- children helping to set up for meal times
- children being able to self serve
- children being involved in the tiding up after meals
- staff sitting with children helping with feeding if needed

- staff creating a calm and social mealtime.

This is to ensure the quality of the care and support is consistent with the Health and Social Care Standards, which state that as a child, if I need help with eating and drinking, this is carried out in a dignified way and my personal preferences are respected and I can enjoy unhurried snack and mealtimes in as relaxed an atmosphere as possible (HSCS 1.34 & 1.35)

**This area for improvement was made on 12 September 2022.**

### Action taken since then

Service had undertaken a North Lanarkshire Council development project focused on improving loving lunches offered. They focused on improving children's experiences through monitoring the impact of the transitions, waiting times and overall wellbeing. They used the Early Childhood Environment Rating Scale and Leven scale to gather evidenced base data.

They had improved the outcomes for the children significantly and staff were more confident delivering a lunch experience that supports children's needs. This included:
- some children accessed a small, mindfulness room
- children aged two years had a separate space
- other eats together but they had changed the timings of settings- more social, routine
- some children chose to eat outside.

We observed lunch we saw significant improvement for children since last inspection. Children were sitting together, chatting with staff alongside, a good social time.

Some of the younger children did wander but staff kept them in view and they did return to the table.

Manager discussed they plan to keep mealtimes under review, which will include a review of children's experiences. They will make changes when needed. Overall. mealtimes much more responsive to children's needs. This area for improvement had been met.

## Previous area for improvement 2

To support children's wellbeing, learning and development the provider should ensure the children have access to a high-quality environment that is well designed. This should include, but not be limited to:

- children being cared for within an environment that is the right size, well laid out and furnished to meet needs following good practice guidance
- internal and external doors should have safety measures in place to reduce possible risk to children
- children should be able to easily access and select resources to support their interests and needs
- appropriate staffing to support the layout and design of the facilities.

This is to ensure the quality of the environment is consistent with the Health and Social Care Standards, which state that as a child, the premises should be adapted, equipped and furnished to meet children's needs and wishes, and i am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices. (HSCS 5.18 & 5.23)

**This area for improvement was made on 12 September 2022.**

### Action taken since then

The service had undertaken a review of the environment using the Early Childhood Environment Rating Scales tool. They had been truthful and made some significant changes, they had removed the segregated two years area, all children now play together. Each area within the service had been developed to include a range of resources for all needs.

The sensory room they had created in an outdoor cupboard had been removed and been returned to storage. The parent's room was now multi purpose, mostly used for mindfulness.

Sensory resources had been included throughout the playroom so no matter where children selected to play they could access these types of experiences

Outdoors: Barriers had been removed, staff were more vigilant when outdoors to supervise play area, children were more aware to stay insight. The door to enter the garden area were kept fully open, removing the risk of fingers being jammed. The service has had someone out to measure a divider to be put in garden to reduce its size and help with placement of children in such a large area. For example, if only one member of staff is outside. This has been approved and now just waiting for job to be done.

Each space had been redesigned giving more variety, creating more curiosity, more real life and natural resources. Overall the play space was calmer, more relaxed and children more engaged. Literacy was being encouraged throughout the playroom with books, mark making etc

Outside areas were more established and additional shelters had been used. This had helped to create a outdoor lunch space.

This area for improvement had been met.

**Previous area for improvement 3**

The provider's should ensure that staff deliver quality care and learning experiences for all children. This should include but no be limited to:

- staff having the relevant skills, knowledge and ability
- varying the ratios to meet children's individual learning and support needs.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that as a child, my needs are met by the right number of people, they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes and my care and support is consistent and stable. (HSCS 3.14, 3.15 & 3.19)

**This area for improvement was made on 12 September 2022.**

Action taken since then

The service had focused on supporting staff develop their skills and knowledge in child development and planning to support their needs, they had been working on ways to improve teamwork.

Support from the lead practitioners and other professionals had helped staff gain knowledge and confidence..

Staff were more settled at this inspection, we saw more nurture, caring interactions. Using signing and signage to support communication needs, care provided was more responsive to children's needs.

Ratios and deployment were better organised to support children. Change to morning or afternoon attendance over the summertime has provided a better routine for the children.

Personal passports had been introduced to help staff and new staff become familiar with the children needs, in a clear and easily accessible format.

Planning had been under review, a new system had been introduced in April. Staff told us they found it easier to follow, they were liking it. They were at the early stages of putting into place a true child-initiated approach.

We discussed how the evaluation of children's experiences still needed further support and the Senior Management Team agreed. However, this evidence supported this area for improvement had been met.

## 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 | 4 - Good |

| How good is our setting? | 5 - Very Good |
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| 2.2 Children experience high quality facilities | 5 - Very Good |

| How good is our leadership? | 4 - Good |
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| 3.1 Quality assurance and improvement are led well | 4 - Good |

| How good is our staff team? | 4 - Good |
|---|---|
| 4.3 Staff deployment | 4 - Good |

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