Petersburn Family Learning Centre
Day Care of Children

Petersburn Road
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Type of inspection:
Unannounced

Completed on:
17 June 2022

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2020379517

About the service

Petersburn Family Learning Centre is registered to provide care to 72 children aged from two years to those not yet attending primary school. Of those 72 children, no more than 15 should be aged two years to under three years old.

Care is provided from a purpose built single storey property, located within Airdrie, North Lanarkshire. The service is close to shops, schools, transport routes and other amenities. Children were accommodated within a large playroom that led directly to a secure garden.

About the inspection

This was an unannounced inspection, which took place between 15 June 2022 and 17 June 2022. Two inspectors carried out the inspection. To prepare for the inspection we reviewed information about the service. This included, registration information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluations we:

- Spoke with children using the service and eight of their family members
- Spoke with staff and management
- Observed practice
- Reviewed documents.

Key messages

Staff interacted with children respectfully and positively, helping them feel valued, loved, and secure.

Children were developing their curiosity, imagination, and problem solving through high quality play experiences.

Children's wellbeing and health was promoted from opportunities to play outside.

A communication friendly environment helped children to understand, express their wishes and communicate their needs.

Communication and consultation with families strengthened connections and supported meeting children's needs.

Staff deployment ensured that children's needs were met.

Leaders shared their vision for high quality care and support.

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.

Children attending the service were happy, settled, and secure. They received nurturing support from warm and caring staff who knew them well. All children spoke positively about the people caring for them. One child commented "I love the teachers, they are kind, they help us get ready, they ask us what we want to do, and they help us if we get hurt".

Staff worked closely with families, involving them in decisions about their child's care and development. Children's personal plans reflected these discussions, and recorded strategies that were being used in practice to help children achieve.

Parents and carers were valued as their child's first and most important carer and educator. Staff invited families to stay and play sessions and parent groups. These strengthened connections between parents, their children, and the service, and created ideas about ways to further support children's development at home.

Staff worked closely with other professionals to ensure children with complex needs were well supported. Expertise gained from services such as speech and language therapists and educational psychologists helped develop 'getting it right for me plans'. These plans ensured children's individual needs were met.

A communication friendly environment supported inclusion for all children. Consistent use of strategies such as, pictorial cards and translation services helped to support good wellbeing and give children and their families a voice.

Children's health was protected through very good sun safety procedures. Children were made aware of the risk of too much exposure to the sun and were supported to apply sun cream and encouraged to wear a sunhat. Staff encouraged this life practice by also wearing hats when outdoors.

Children benefited from a relaxed meal experience. Children had the choice to eat inside or outside, and staff sat with them facilitating sociable chat and strengthening attachments. One child said "we always sit next to people, like friends, that's what lunch time is all about, being with your friends". Children were developing independence in eating and confidently poured their own drinks, set the table and cleared their plates. Some children did not eat the food on offer, and no alternative was available. We asked staff to develop processes to communicate with each other and families when children did not eat. This would support menu planning at home to ensure children are not hungry.

Children participated in high quality play and learning experiences that met their interests and promoted their development. They excitedly shared the experiences available, commenting that they were 'so good', 'fun', and 'my favourite'. Experiences included, building, crafting, pretending to cook, and making a long jump in the sand pit.

Staff interacted skilfully during play, to support children's interests and curiosities. Children's ideas were followed, extending their thinking and wonder about the world. For example, when a group of children excitedly found an insect outside, staff facilitated a bug hunt which led to stories about insects, counting

and discussions about life cycles.

Planning approaches were child centred and supported children to progress. Staff had been well supported to develop a deeper understanding of Curriculum for Excellence and were using it to scaffold children's learning and help them progress.

The environment supported high quality play. A large selection of natural and open ended materials challenged children's thinking and encouraged them to solve problems. Toys and materials were transported across the room and garden helping children develop their ideas and reach their goals. For example, one child made use of a variety of materials including, logs and cork mats to create the perfect base for balancing a tower made of small blocks.

The service should continue developing approaches to positive risk taking, to enable children to develop resilience and confidence.

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.

Children received care in a new purpose built premises. The design of the garden and building took account of children's needs. Facilities such as an outdoor bathroom, outdoor seating, canopy, and boot changing room maximised children's choices and minimised interruptions to play. For example, children could eat outdoors or visit the bathroom without having to come indoors.

Quiet spaces were available across the playroom and garden to support children's wellbeing. For example, a cosy book area, outside den, and wicker tepees. These spaces helped children to relax, self-regulate and feel safe.

Children's health and wellbeing was promoted as they accessed outdoors freely. The garden provided lots of space for development of physical skills and exploration. Outdoors children had the freedom to explore on a larger scale and experiences such as cooking in a mud kitchen, sand, and water play helped children to learn through their senses, making sense of the world.

Children were protected from harm through a variety of safety measures. These included, safe storage of hazardous materials, risk assessments, supervision, and a secure entry system.

Infection control practices minimised the potential spread of infection, supporting a safe environment for children. The nursery was clean, and handwashing took place regularly. We asked the service to consider relocating sleep mats (which were stored in the changing room) to further prevent the spread of infection.

How good is our leadership? 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.

Leaders promoted a clear vision that helped staff understand the aspirations of children and their families. The nursery aims and objectives had been developed in consultation with staff and families, to help shape the service in a way that meets children's needs.

Staff were initiating well informed change by taking on lead roles at the service. Staff spoke enthusiastically about their champion roles and how they had positively influenced the way children received care. For example, the health and wellbeing champion had developed nurturing approaches by helping children manage emotions using breathing techniques.

The views of children and families were sought to support development of the service. Families were consulted on all aspects of service delivery and their views impacted on positive additions to children's care. For example, information about children's interests informed planning, and communication methods were adapted to meet families' individual needs.

Successes and achievements were communicated with families, strengthening partnership working that met children's needs. All parents we spoke with, felt involved in developments at the setting. One parent said, "communication is second to none" and another commented "I am involved in decision making".

Self-evaluation was underpinned by current best practice and supported the delivery of high-quality care and support. Professional dialogue and environment audits had helped to develop children's play, progress in learning and wellbeing. Staff should continue developing their knowledge of best practice guidance, to build knowledge and aid future reflection.

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.

Staff were respectful towards one another, working well together. This created a positive and predictive environment for children in which they felt safe and secure.

The service was appropriately staffed to meet children's needs. Staff had time to listen, respond, and care for children, helping them feel valued and loved.

Staff were deployed in a way that ensured children had positive experiences across the day. Staff had a mixture of skills, knowledge and expertise and offered support to each other where needed. The management team were also visible and played a key role in promoting good practice.

Staff worked as a team, communicating about children's needs. They met regularly to plan play and learning and made good use of a communication diary, to share important information about children's day to day needs.

Parents knew who was caring for their child and had the opportunity to build trusting relationships with staff. Communication strategies such as, online journals, social media updates, face to face meetings and stay and play sessions provided opportunities to discuss how best to meet children's needs. One parent commented "my child and I both receive fantastic support in regard to my child's needs well-being choices and wishes".

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?	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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