

W.I.L.D. Forest School OSC Day Care of Children

Linn Park (Varying sites within Linn Park)
Linn Park
GLASGOW
G44 5TA

Telephone: 07495734274

Type of inspection:
Unannounced

Completed on:
10 July 2023

Service provided by:
Woodland Inspired Learning and
Development (W.I.L.D) CIC

Service provider number:
SP2021000028

Service no:
CS2021000048

About the service

W.I.L.D. Forest School OSC is located in Glasgow. The provider of the service is Woodland Inspired Learning and Development. The service is registered to provide a care service as follows: To provide a fully outdoor care service to a maximum of 32 primary school aged children at any one time.

Adult: child ratios will be a minimum of:

- 3 years and over - 1:8 if the children attend more than 4 hours per day
- 1:10 if the children attend for less than 4 hours per day
- if all children are over 8 years old and over 1:10.

The service was delivered in woodlands within Linn park access to the site was signposted. Shelter is created when required using tarpaulins.

About the inspection

This was an unannounced inspection, which took place on 5 July 2023. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection, we reviewed information about the service. This included registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- observed practice and daily life
- spoke with children using the service
- reviewed documents
- spoke with the manager and staff
- Microsoft forms parents/carers to gather their views and feedback.

Key messages

- Staff knew children well and had built up secure relationships with them.
- Children experienced a stimulating environment that was rich and varied in experiences.
- The outdoor setting provided a welcoming well-established environment for children with rich, natural opportunities to explore and investigate.
- The manager should develop processes to support staff to meaningfully reflect on their practice through monitoring, observations and engagement.
- Staff were motivated in their roles and keen to support the service to continue to develop and improve to ensure positive outcomes for the children in their care.

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?	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

Quality indicator 1.1: Nurturing care and support.

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children experiences.

Children were happy and confident throughout the inspection accessing areas within the site. Children were observed to be having fun with their peers and keen to show inspectors their environment in which they play and learn. They were confident within their surroundings, exploring and engaging in play. The children could tell us about the boundaries within their surrounding areas and why this was important. This supported children to feel safe, confident, and secure within their environment. All parents that provided feedback strongly agree staff knew their child well, including what they like and what was important to their care.

Staff were nurturing and respectful, caring and kind. Staff knew children well and had built up secure relationships with them. We observed children approaching staff for support and help when required. We observed staff facilitating children to resolve conflict through encouraging restorative practice. Staff supported children through approaching them in a calm, understanding and supportive manner, discussing situations and offering resolutions. This was enabling children to develop social skills, confidence and self-esteem when dealing with challenges or conflict.

The setting had two large hammocks which were available for children to rest and relax. These were well used by children during our inspection visit. One child shared, "Another hammock was the only thing that could make it better." This supported children to have a space to relax and rest.

Mealtimes were observed as a sociable opportunity. The children could choose to sit with their friends, which supported friendships and conversations. Children knew the routine, accessing their packed lunches which were supplied by the parents. This opportunity supported them in acquiring independence skills. Staff were good at positioning themselves so they could observe all the children. The engagement between children and their friends and staff help enhance children's experiences. Children had access to their water bottles throughout the day; this helped the children to stay hydrated.

Personal plans were in place for all children. Information gathered gave staff some relevant details to support them in meeting children's individual care needs. However, personal plans should continue to be developed and streamlined to ensure next steps for each individual child are clear and meaningful, with strategies to support children's health and wellbeing.

Management should continue to monitor personal plans to ensure these are being updated and reviewed at least every six months or when there is a change with a child's health, welfare, and safety needs. A few parents disagreed they were involved in reviewing and developing their child's personal plan and a few did not know if they had been involved. Staff should ensure parents and children are involved in the creations of personal plans. We signposted the manager to the Care Inspectorate 'Guide for Providers on Personal Planning, Early Learning and Childcare (see area for improvement 1).

The storage of children's medication, consent and administration of medication forms were in line with

current guidance. This contributed towards ensuring the health and safety of children who may require medication while at the setting. To support children's wellbeing, we advised improving the monitoring systems for reviewing medication with parents and alerting parents when their child's medication due to expire. On the day of inspection, a child's medication was out of date. This was actioned over the course of the inspection and new medication was put in place (see area for improvement, Quality Indicator 3.1 - Quality assurance and improvements are led well).

Management and staff had completed child protection training relevant to their role. They were clear and confident in their responsibilities in regards to following child protection procedures. This contributed towards children's health, safety and wellbeing. Within staff comments, all staff strongly agreed they were confident to take forward the child protection procedures.

The manager recognised that communication with families was important in meeting children's and families' needs. We observed a parent staying until their child was settled before leaving the woods. There was good communication between parents and staff. Parents shared with us: "The leaders are so nurturing and responsive to individuals, our three-year-old started going this year. For the few sessions I didn't stay present, the leaders messaged me if she got upset so I could come back and be with her. We've experienced other places where this doesn't happen."

Quality indicator 1.3: Play and learning.

Children experienced a stimulating environment that was rich and varied in experiences. Staff were responding to children's individual requests to support their interests and had created some inviting areas that were reflective of children's curiosity and promoted independence. For example, children were creating a shop which sold items from the woods made into other things. This helped them develop their imaginative play. For example, a stick became a dinosaur's tooth and staff joined in with the play. Children were actively involved in leading their play and learning. We observed children that were happy and confident in their play with friends and staff.

Risky play was encouraged and supported throughout the site. Children were enabled to risk assess their own play, which meant children felt empowered to make decisions when climbing trees and the rope balance beam. A parent told us, "The children can explore and play freely, learning from and about the natural environment. While it gives them the opportunity for independent, free play, and to learn to risk-assess, the staff are very good and we know the children are in safe hands."

Children had access to resources and play experiences that helped develop their language, literacy and numeracy. For example, staff took regular opportunities to read information cards placed throughout the site to children and in base camp staff took regular opportunities to read with children. Language development experiences throughout the day were good. We observed conversations between staff and children about the world around them. For example, one of the children talked about fungi and how it grows and spreads through the woods like a network. There were also opportunities to develop numeracy skills through play. For example, children set up a bank and staff joined in with them.

Floor books were used to capture and record children's participation in activities and experiences. Planning approaches had been developed but needed to include how they were responding to children's interests, evaluating and planning activities from this and linking it to the planning cycle. This would ensure children reach their full potential (see area for improvement 2).

Being outdoors surrounded by nature, access to fresh air and limited barriers to sensory overload helped to create a calm environment. This had a very positive effect on children's emotional regulation. Children were

happy, settled, relaxed and engaged. Children's comments included: "I like being in Nature - trees give you oxygen and that's really important," and "I like getting all muddy, and playing with my friends." A parent also shared, "It's not just childcare. My son learns about nature and wildlife and how to take care of and respect our environment. They undertake craft projects. They also sometimes bring in other experts to talk to the children about nature topics. The staff are friendly and seem to really engage with the children."

Staff understood the importance of children leading their play. Staff played alongside children, interacting enthusiastically with them and supporting them during their play. Staff used effective questioning well to extend and challenge children's learning. We encouraged management to continue to support staff to track, record and deliver quality play and learning experiences tailored to children's individual needs.

Areas for improvement

1. To ensure children's health and wellbeing is supported and individual needs met, the management and staff team should ensure detailed information is gathered for all the children. This information should be reviewed at least every six months, as is required through legislation, with children, parents and carers. Parents should sign and date when plans are reviewed or updated to confirm that the information within the plans is relevant to the child, and current.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

2. To support children's wellbeing, learning and development, improvements should be made to the planning for play and learning processes. Children's ideas, wishes and interests should inform planned play experiences and should be evident within the observation, assessment and planning cycle. The provider, manager and staff should ensure that information about children's development and learning is consistently recorded and shared with parents.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am supported to achieve my potential in education' (HSCS 1.27); and 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open-ended and natural materials' (HSCS 1.31).

How good is our setting?

5 - Very Good

Quality indicator 2.2: Children experience high quality facilities.

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.

The outdoor setting provided a welcoming, well-established environment for children with rich, natural opportunities to explore and investigate. Base camp provided a wide selection of opportunities for children to play and learn on their own or with others; for example, drawing on fabric bags, and information cards about butterflies. Children had a vast number of areas to run about, climb with different hanging equipment on the rope and the balance beam. This supported children's health and wellbeing through energetic play and learning.

Children used hammocks to rest and relax have a chat with their friends. This supported children to rest when they needed it.

Children experienced an environment that promoted imagination and curiosity. They had access to a large woodland area which was stocked with natural materials for children to play and learn with; for example, trees, shrubs, stones and sticks. All parents commented positively on the environment and one parent told us, "The camp is always well chosen, it is safe, sheltered and provides different environments and learning opportunities throughout the year."

Infection prevention and control measures were in place and in line with current best practice guidance. We found toilets were clean and easily accessible for children and adults. The setting had an adequate supply of personal protective equipment. Children were washing their hands regularly before and after mealtimes. Good hygiene practice was in place, helping to prevent the spread of infection.

Children were meaningfully involved in assessing risks whilst at the site. Staff encouraged children to be aware of risk including animal faeces, litter and glass by giving children small yellow flags to place near any risks they had identified. Risk assessments were in place and reviewed regularly by staff.

During our inspection, it was a mix of sunshine and showers. There was appropriate shading from the trees where children were playing. Staff explained if the rain comes on, they put up tarpaulin for shelter. The mealtimes were relaxed and unhurried children could choose the base camp, den, or a log to sit and have lunch or snack. Staff support children by placing themselves near to the children to supervise every child in case of choking.

Accident and incident forms were completed appropriately; however, there was no evidence of these being signed by parents. There should be an audit in place for any accidents and incidents that could be linked to an area or a child (see area for improvement, Quality Indicator 3.1 - Quality assurance and improvements are led well).

All resources were in a good state of repair. For example, the ropes, hammock and tools were all in good condition and a check list was in place to check the resources. This was helping to keep children safe.

How good is our leadership?

4 - Good

Quality indicator 3.1: Quality assurance and improvement are led well.

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children experiences.

Management were visible leaders who regularly spent time with children and staff. A shared vision between them contributed to a positive ethos in the setting, creating a welcoming and nurturing environment for children. Parents commented positively on this and told us: "I have absolute confidence in the management of the service and the other staff employed," and "Excellent, strong leadership, while remaining approachable, considerate and interested to constantly improve the support everyone involved can provide to the children."

The management team were open and honest throughout the inspection and promoted a shared vision

along with staff in delivering a quality service to all children and families. Management and staff reflected daily and had weekly staff meetings. As a result, the management and staff were knowledgeable about what was happening within the service and where improvements or developments were required demonstrating their capacity for improvement.

The manager should continue to progress with areas identified and create an improvement plan and consider reflecting on the Health and Social Care Standards and the Quality framework for daycare of children, child-minding, and school-aged childcare. This will support the service in reflecting and implementing positive outcomes and experiences for children and families.

The manager and team had a vision for the setting and should continue to implement effective quality assurance processes to help embed and sustain any changes. The manager should develop processes to support staff to meaningfully reflect on their practice through monitoring, observations, and engagement of children play and learning. This would enable the manager to monitor change and the impact to support more reflective practice and improved outcomes for children. This will also support sustained and continuous development for staff as individuals and the service as a whole (see area for improvement 1).

Policies and procedures were in place to support the day-to-day management of the service; however, we found some gaps in the auditing of medication and the auditing of patterns of accidents and incidents (see area for improvement 1).

Areas for improvement

1. To support a culture of continuous improvement, the provider should further develop and implement auditing systems to effectively monitor and evaluate service provision. In order to achieve this, action taken should include but is not limited to:

- a) Quality assurance monitoring staff practice observations of children and next steps.
- b) The development of an improvement plan with parents, staff and children.
- c) Self-evaluation using the quality indicators.
- d) The implementation of an effective auditing system. Auditing procedures should include the day-to-day operation of the service. Auditing procedures should include, but are not limited to, accidents and incidents, and medication records.

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

Quality indicator 4.3: Staff deployment.

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 clear about the routines of the day to support individual children's needs and preferences. Staff were motivated in their roles and keen to support the service to continue to develop and improve to ensure positive outcomes for the children in their care. Staff told us they worked well as a team to achieve quality care for children attending the setting. We found their skill mix and experience complement each other, resulting in good outcomes for children. A parent shared with us, "Every single person is calm, kind, knowledgeable, approachable and guides the children in a nurturing manner, never judging or undermining."

The team supported each other and the children. They shared information throughout the day. The small number of children in attendance and staff's knowledge of the children helped the service run well.

Ongoing training opportunities were available, as well as regular feedback on staff and team performance. This was reviewed annually through professional development sessions with the leadership team. Staff are asked to set SMART targets to help them achieve their learning goals and improve outcomes for children and families. This supports a strong focus on continuous improvement and recognition of individuals' strengths. Staff were taking on additional responsibilities to further their skills and knowledge, as well as further study.

Staff told us they were happy to be at their work, that they felt very well supported by management and were respected. A staff member said, "WILD is truly a magical place for adults and children alike." Children and their families benefitted from an evident ethos of respect within the team, which resulted in a positive working environment. Staff communicated well with each other to ensure children were accounted for within the area. Staff were observed sharing information regularly to communicate if help was required or children were moving areas. For example, a staff member shared she was taking four children to work with the tools to make nettle rope which they made into bracelets.

Regular meetings and in-service days were scheduled to allow the team to come together to discuss the children's progress and development. This provided opportunities for professional dialogue, reflective practice and peer learning across the service.

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	4 - 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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.