Lightburn Early Learning and Childcare
Day Care of Children

Mill Road
Cambuslang
G72 7QN

Telephone: 0303 1231015

Type of inspection:
Unannounced

Completed on:
24 May 2023

Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Service no:
CS2021000057

About the service

Lightburn Early Learning and Childcare is a daycare of children service provided by South Lanarkshire Council and located in Cambuslang. It is close to public transport links, schools and parks. The service is registered to provide care to a maximum of 160 children aged from two to those not yet attending primary school.

The service is provided from new, purpose-built premises. Playrooms have direct access to large outdoor play areas, which children can independently access throughout the day.

About the inspection

This was an unannounced inspection which took place on Tuesday 23 May 2023 between 08:30 and 16:00. We concluded the inspection on Wednesday 24 May 2023 when we also gave inspection feedback to a representative of the service provider, manager and depute. The inspection was carried out by three inspectors 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 throughout the inspection year.

In making our evaluations of the service we:

- spoke with some of the children using the service on the day of inspection and reviewed survey responses from 19 parents and carers;

- spoke with a representative of the service provider, the manager and seven staff. We also reviewed survey responses from 13 staff;

- had contact with two visiting professionals;

- observed practice and staff interactions with children;

- reviewed documents.

Key messages

- Children were encouraged to form positive relationships within the setting, by staff whose own interactions were warm, caring and nurturing.
- Children were supported to reach their full potential as the setting had strong links with other agencies for specialist support, such as speech and language therapy.
- Children experienced high quality facilities that supported their play, learning and development.
- To ensure children's safety, the service provider should ensure that appropriate security measures and accompanying risk assessments are in place.
- Staff felt supported and valued by the management team and really enjoyed working at the setting. This had contributed to a strong team ethos.
- Children benefitted from a service committed to continuous improvement.

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?	4 - 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? 5 - Very Good

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

1.1 Nurturing care and support

Children consistently received responsive care and support from nurturing staff who knew their personalities, needs and interests well. Staff modelled and supported kindness to each other, which helped children understand about building friendships. Almost all parents strongly agreed that children's needs were met by nurturing, responsive staff, which ensured their emotional wellbeing was supported. One said -

"All staff are positive and welcoming and take excellent care of my child. He enjoys interacting with them and telling them about things that happen at home".

Staff knew children well and planned their care and support in collaboration with parents. Each child had a personal plan in place to support staff meet their needs and keep them safe and protected. Strong links were in place with other agencies for specialist support, such as speech and language, to support staff plan how best to help children reach their full potential. We observed that some staff were familiar with agreed strategies and sensitively implemented these, for example to support a child's positive behaviour. This contributed to children feeling respected, included and loved.

The sensory room and nurture room gave scope for staff to provide individualised support for children who would benefit from a quiet calm space to self-regulate their emotions. We discussed the value of these rooms being more frequently accessible to all children. This would be in keeping with the setting's commitment to the principles of nurture and of benefit to children's social and emotional wellbeing.

Staff were clear about their role in safeguarding children and participated in annual refresher training to keep their knowledge up to date. This meant staff felt confident about the procedures to follow in the event of concerns for children's welfare, which supported children's safety and wellbeing. Under the section on 'How good is our leadership' we have highlighted information that should be shared with the Care Inspectorate when there are any protection concerns.

1.3 Play and learning

Children were able to explore their environment, both indoors and outdoors, freely moving between areas to follow their play ideas. Staff had organised resources to stimulate children's curiosity and independent learning. For example, children were motivated to be creative and problem solve in their play-based learning using real food in the outdoor mud kitchen. We observed children using lemons and measuring out water to make lemonade. Staff encouraged children to use their senses to express what they could smell and feel during this experience, therefore challenging their thinking and developing conversational skills.

Staff planning followed children's interests and curiosities, providing opportunities for developing their language, literacy and numeracy through play. Staff told us they had rotational responsibility for a designated play area. They explained how they used their observations of children to enrich future play experiences, such as recipe books being added to the home corner to introduce literacy. The team evaluated where children would benefit from further support or challenge, which ensured continuity in children's learning. We could see that children's voices were valued by staff. Evidence within floor books highlighted that older children had been consulted on the development of topics and activities so that these

reflected their needs and interests. Floor books, together with online learning journals, helped parents find out what their children had been learning about and how this could be extended at home. This was appreciated by two parents, who added comments to our survey about the staff's positive contribution to their child's learning and development:

"(Staff are) creative in their approach to teaching"
"Lovely staff, interested in the children and engaging with them and their individual interests to create activities all of the group can join in with and learn about".

How good is our setting? 4 - Good

We evaluated this key question as good, 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's experiences.

2.2 Children experience high quality facilities
Playrooms were bright with large windows for natural light and ventilation. There was separate comfortable adult space, which contributed to staff feeling valued and nurtured. Playrooms were safe, secure and well maintained with high quality children's furniture and resources. However, we asked the service provider to consider the placing of release buttons for external doors to make them less accessible to children, promoting their safety. We acknowledged that risk assessments were in place throughout the building, for example, this had identified the need for playroom doors to have a safety mechanism to prevent children jamming their fingers. However, risk assessments needed to be more dynamic to assist in identifying new risks, we observed children were attracted to the perimeter fencing and used adjacent equipment to help them climb and have a better view of their world. (See area for improvement 1.)

A good balance of information was displayed for families at the entrance, within the multipurpose room and in the setting corridors, about the life and work of the service. This helped parents find out about how their child spent their day at the setting as well as support available for their family within the wider community. It would be beneficial for children to have more child centred displays at their height to give them a sense of belonging.

Staff had organised resources to stimulate children's curiosity and independent learning. Children had the opportunity to play and learn outdoors in all weather; the setting provided outdoor suits and spare sunhats to ensure children were appropriately dressed for the climate. We observed that children were able to explore their environment and make choices for their play based on the range of experiences and natural resources freely available to them indoors and outside. More cosy areas and soft furnishings, particularly in the three to five playroom would support the setting's nurturing ethos. We acknowledged that staff had been fundraising to purchase these type of resources and this will support children's comfort and emotional wellbeing.

We observed how care routines and furnishings were used to nurture children and help them to feel safe and secure. Mealtimes were relaxed, where attractive table settings, including real cutlery offered children a homely experience. We suggested that children's experience would be enhanced if staff sat and ate with children, modelling social skills and healthy eating habits. Families were requested to use the rotating menus to choose children's preferred meals on a termly basis but staff tried to offer more flexibility in choice to children on the day of serving. The management team agreed that it would be more responsive to request menu choices on a weekly or daily basis and planned to consult with families and staff. Management should continue to evaluate children's lunchtime experience.

Areas for improvement

1. To ensure children's safety, the provider should ensure that appropriate security measures and accompanying risk assessments are in place. This should include, but not be limited to external release buttons for the main door not being easily accessible by children and equipment not being placed near the perimeter fencing.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My environment is secure and safe' (HSCS 5.19).

How good is our leadership? 4 - Good

We evaluated this key question as good, 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's experiences.

3.1: Quality assurance and improvement are led well
The service had a culture of continuous improvement. The management team and staff spoke positively about the inclusive ethos of the setting. It was evident that both staff and parents believed their views were valued within the development of the service. Staff demonstrated a commitment to continuous improvement planning that placed children and families at the centre of service delivery.

The management team and staff used self evaluation tools, including the Care Inspectorate's 'A quality framework for daycare of children, childminding and school-aged childcare' to discuss what they did well and how they could improve. This was having a positive impact and helped identify strengths within the setting and improvement priorities, which included developing staff leadership roles and responsibilities.

This was the first inspection for the service, the manager and staff engaged well with the process and professional discussions with inspectors. The manager had created quality assurance systems that encouraged staff to be reflective and initiate informed change. Staff had taken on champion roles and participated in leadership groups that built on their individual strengths and interests. Regular meetings, staff training opportunities and peer assessment helped staff to further reflect on their practice, learning and development and how this impacted on the quality of children's experiences.

Families were part of the improvement journey. Staff welcomed families into the setting; drop in sessions, play and stay, fundraising, informal and formal meetings and chats had enabled staff to build strong relationships with parents. All parents in our survey felt meaningfully included in the setting and some offered examples in their comments:

"Parents are encouraged to have input on policies as well as attend various information sessions at the nursery regularly".

Existing quality assurance systems needed time for the team to embed, particularly for new staff joining the team. This will help everyone work together to bring about positive change to outcomes for children and families.

We discussed the responsibilities of registered providers and managers in relation to regulated services and referred the management team to 'Records that all registered care services (except childminding) must keep and guidance on notification reporting.' For example, any incident that is considered a child protection

matter. We acknowledged that relevant information to support children's welfare and wellbeing was recorded within the setting and stored confidentially. (See area for improvement 1.)

Areas for improvement

1. To ensure children experience a high-quality service and promote their safety, the provider should ensure that leaders are clear about their role and responsibility in relation to notifications that must be made to regulatory bodies.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS), which state that: 'I use a service and organisation that are well led and managed' (HSCS 4.23).

How good is our staff team? 4 - Good

We evaluated this key question as good, 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's experiences.

4.3 Staff deployment

The level and deployment of staff within the setting ensured children's needs were met by the right number of people. Two team leaders had been appointed, who told us that good systems had been put in place to help them understand their responsibilities and support their playroom team. All staff used their skills and knowledge to effectively support both colleagues and children. Staff also worked in partnership with parents, carers and external professionals such as the educational psychologist and speech and language therapist. This collaborative approach ensured all staff had a good understanding of outcome focussed strategies to support children's care, learning and development.

There was both informal and formal supervision in place that helped identify any additional professional development that would be of benefit to individual staff, impacting on positive outcomes for children. The manager explained how policy and guidance, such as the national induction resource were used as tools to support individual discussions with staff and to promote reflective practice.

We observed that staff communicated well with each other when a task took them away from their designated area. They informed each other when leaving the room for something or attending to a child's personal care needs. Staff believed relationships and communication were a strength of the service and perceived themselves as a strong team. This promoted a happy and secure environment for children. All parents in our survey strongly agreed there was always enough staff in the setting and also that staff had the appropriate skills, knowledge and experience to care for their child and support their learning. Their comments about staff attributes included:

"From the 2-3 and 3-5 room, my child has a great relationship with all the staff and feels comfortable to go to them all. It doesn't matter who is in the room, they will all communicate what's been happening and how the day has went".

"The staff are all awesome and down to earth they treat our kids with love and they nurture them all in different ways which allows (my child) to be himself".

"All staff are positive and welcoming and take excellent care of my child. He enjoys interacting with them and telling them about things that happen at home. Equally, they share moments from his day with me at pick up/drop off. If he has been hurt or unwell I am always informed and he is well taken care of".

In our survey and in discussions with staff, it was highlighted that some believed that the setting would benefit from extra staffing to fully meet children's additional support needs. We observed that there was a mix of staff skills and experience in recognising when additional support was needed by children. The management team was monitoring staff practice within the playrooms to assess whether there was quality engagement with children throughout the day and that children were safe. They had planned staff training that would fill gaps in staff knowledge and build confidence. The service provider was in the process of recruiting additional support staffing, which will help ensure the staff team can fully meet children's needs as the service grows in size.

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?	4 - Good
2.2 Children experience high quality facilities	4 - 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?	4 - Good
4.3 Staff deployment	4 - 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 cànain eile ma nithear iarrtas.

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.