Kirklandneuk Early Learning and Childcare Centre
Day Care of Children

36 Ness Road
Renfrew
PA4 9DE

Telephone: 0300 300 0300

Type of inspection:
Unannounced

Completed on:
5 December 2023

Service provided by:
Renfrewshire Council

Service provider number:
SP2003003388

Service no:
CS2021000074

About the service

Kirklandneuk Early Learning and Childcare Centre is provided by Renfrewshire Council to provide a daycare of children service to a maximum of 56 children at any one time aged three years to those not yet attending primary school.

The outdoor space has been taken into account when agreeing the maximum number of children aged three to those not yet attending primary school. Children must have access to the outdoor space at all times.

The service is located in Renfrew, Renfrewshire, within a residential area. Children are cared for within a spacious playroom and a secure outdoor play area.

About the inspection

This was an unannounced inspection which took place on Monday 4 and Tuesday 5 December 2023 between 09:00 and 17:00. Feedback was provided on Wednesday 6 December 2023. The inspection was carried out by two inspectors.

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 registered. In making our evaluations of the service we:

- spoke with children using the service
- spoke with eight staff and management
- observed practice and the facilities
- reviewed documents
- received feedback from 47 parents/carers
- received feedback from 10 staff.

Key messages

- Children's wellbeing was supported by staff who knew them very well.
- Children were supported to make progress in literacy and numeracy through well planned, and fun experiences.
- Outdoor and indoor spaces had been carefully planned by staff and were structured around children's needs and interests.
- The management and staff team were committed to delivering a quality service for children and families.
- Children benefitted from competent staff who were well trained.

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?	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 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.

Quality indicator 1.1: Nurturing care and support

Children and families benefitted from relationships with staff that were warm, kind and nurturing. Children confidently sought out staff for affection and attention. One parent told us; "I like that every member of staff make not only my child but our family feel so welcome." As a result, children were settled and happy.

Children's wellbeing was supported by staff who knew them very well. Staff could confidently discuss children and their individual needs and strategies to support them. Some information gathered from parents and staff observation were used to form children's personal plans. We suggested the management team should review some of the information in these plans to include clearer next steps that should be taken to continue to meet children's needs. This will continue to support personal plans to be used effectively.

Where children required further support, wellbeing plans were in place and staff were confident in their role in liaising with other agencies. One parent commented; "I feel really supported by every staff member. My child has additional support needs and I feel confident knowing that they are working as hard as they can to make their nursery journey as pleasant an experience for them as possible. I feel like I can turn to them for anything." As a result, children experienced a collaborative approach to their care and development.

Communication with parents was valued and Information was shared with parents through seesaw, daily conversations and newsletters. Whilst most parents commented positively on the level of communication, some parents felt this could be further enhanced. One parent told us; "Staff are lovely, but I feel we could be provided with more information on what they have done that day, what they have eaten etc. We receive the odd message on seesaw about something which is nice to see but it's not regular." We shared this with the management team who advised they would take this into consideration. This will further support all parents to be involved in their child's care and learning.

Children benefited from unhurried meal and snack times. Staff sat with children and engaged in meaningful conversations about their day. Children had opportunities to develop their independence, for example pouring their own water and clearing their plates. This contributed to a quality mealtime experience.

Where children required personal care, for example nappy changing, this was carried out sensitively and in a private area. As a result children's dignity and rights were respected. This was a positive and nurturing experience where children and staff sang together. This supported children to feel loved and secure.

Medication was stored securely and out of reach of children. We asked that medication records reflect more detailed signs and symptoms. This will further support staff to have all the necessary information to help meet children's health needs.

Quality indicator 1.3: Play and learning

Children were having fun and playing with their friends. We observed children enjoying activities such as, the promethean board where they could dance and sing along, volcano experiments where they enjoyed predicting what might happen next and using some craft materials to make snowmen. This supported children to be engaged in their play and promoted positive relationships with their peers and staff.

Children were supported to make progress in literacy and numeracy through well planned and fun experiences. For example, daily opportunities to bake supported rich learning conversations where children were encouraged to discuss techniques, weight and measurements. Children told us they enjoyed making scones and taking them home for their families. Children enjoyed stories and staff told us that a book of the month provided opportunities to discuss different types of books, authors and the layout.

Children benefitted from a skilled staff team who were responsive in their approach to planning experiences. Planning approaches were child centred and took account of children's individual needs and interests. Observations were well written and highlighted individual children's achievements and supported staff to identify possible lines of development. As a result, children were supported to actively lead their own play and learning.

Almost all staff had a very good understanding of child development and were knowledgeable about children's individual schemas. Staff provided quality experiences and provocations to support this. One parent told us; "Every time I enter the nursery staff are well engaged with the children and all children appear to be enjoying their experiences at nursery this makes me feel confident as a parent that my child is in a safe stimulating environment whilst I am at work." As a result, children were supported to learn in a context that was meaningful to them.

Spaces for children were well-structured and inviting. A range of quality open ended materials supported children to explore, be curious and investigate. Staff were confident in extending and scaffolding children's learning. Skilled conversations and interactions between staff and children encouraged children to think and problem solve.

The nursery had began building connections in the local community. For example use of the local community centre and library. Parents commented they felt this was an area which would further improve experiences for children. One parent commented; "More extra curriculum learning, I believe my child and other children would benefit from community outings and again more community engagement maybe some integration between the nursery and local groups would be an advantage to my child's learning". We shared this with the management team who advised they have future plans to fully embed more robust community connections.

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.

Quality indicator 2.2: Children experience high quality facilities

Play spaces for children were bright, clean and uncluttered. Quality furniture provided children with lovely homely touches. Decoration and child led displays showed children that their work was valued and that they mattered. Staff had created inviting, cosy spaces for children indoors and outdoors to rest and relax.

One member of staff told us; "Our environment offers a nurturing, welcoming and homely feel to it." This contributed to a warm environment where children felt safe and happy.

Outdoor and indoor spaces had been carefully planned by staff and were structured around children's needs and interests. A range of quality, open ended resources supported children to be curious, plan and design. Children were provided ample space for their play and this enabled them to access resources easily and lead their own play and learning. One member of staff told us; "The children are provided with a range of opportunities to play and to lead their own learning in our free flow environment that promotes curiosity, creativity and real life experiences both indoors and outdoors allowing children to make connections with nature."

Children benefitted from free flow access to a spacious outdoor area for play. Large equipment, open ended resources and opportunities for planting and growing offered children a variety of play experiences. One parent told us; "Beautiful nursery with lots of great areas for the children to play. The outdoor setting is the best I have seen in Renfrew my child adores it."

Risk assessments were in place and reviewed regularly by staff and management. We saw some examples of children being supported to manage their own risk. For example in the outdoor area, children were encouraged to make informed judgements about how safe they felt whilst climbing and jumping on larger equipment. This supported children's understanding of the benefits of risk in play and allowed them to manage their own risk.

Accidents and incidents were recorded appropriately and shared with parents. We discussed with the management team how a more detailed audit would further support staff to have an overview of where accidents and incidents occur and allow staff to manage this effectively. This will continue to support staff to keep children safe.

Children's safety was promoted as staff understood their roles and responsibilities around infection prevention and control. For example, staff supported children to wash their hands at appropriate times, demonstrating good practice. This minimised the potential risk of infection and supported a safe and healthy environment for children, staff and families.

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.

Quality indicator 3.1: Quality assurance and improvement are led well

The management and staff team were committed to delivering a quality service for children and families. It was evident through discussions that the management team were enthusiastic about making improvements and worked closely with staff to ensure their understanding. One member of staff told us; "Leadership team are very helpful when sharing knowledge and when support is needed it is easy to approach leadership staff with any questions and is a positive experience. Leadership staff are very supportive and accommodating." This contributed to an inclusive ethos where staff felt valued.

An improvement plan was in place and self evaluation had enabled management and staff to identify priorities to support well informed change. Priorities were reflective of the current needs of the service and

we could see where targets had led to positive outcomes for children. For example, as a result of consultation, changes had been made to current planning systems and opportunities for parental engagement. We discussed with the management team how continued opportunities for self evaluation practices to be embedded will impact positively on outcomes for children and families.

The management team and staff understood the importance of parental involvement, and the potential impact this had on outcomes for children. The service had welcomed parents back into the setting and had offered regular opportunities for families to to be meaningfully involved, for example, "stay and play" sessions and afternoon tea. The service should continue to evaluate the ways in which they consult with families to ensure it is meaningful and effective.

Quality assurance processes were in place and we could see some evidence of the positive impact these had. A quality assurance calendar was used to monitor important aspects of the service, for example observations of staff practice and auditing of children's journals. This enabled management to put in place targeted assistance for staff who may need further support. The management team agreed that further development of these processes and time to embed would support continuous improvement and development of staff practice.

How good is our staff team? 4 - Good

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

Quality indicator 4.3: Staff deployment

The staff team were welcoming, caring and worked well together. Respectful relationships and interactions supported staff to feel valued and included. One member of staff told us; "Our staff team are supportive and care for each other. We work well as a team and have developed open communication, trusting and positive relationships."

Staffing levels ensured there were sufficient staff to meet the needs of children. Across the day, staff communicated well as a team to ensure deployment was effective. The management team supported staff during busier periods, for example lunchtime. This provided children with continuity of care and helped to ensure there was minimal disruption to their play.

Children benefitted from a staff team where a good mix of skills, knowledge and experience was evident. Working together and role modelling supported newer staff to learn from each other and promoted positive outcomes for children and their families.

Staff had regular opportunities to take part in training relevant to their role. To further support staff development, we discussed with the management team how staff would further benefit from reflecting on how training will impact their knowledge and practice and ensuring this is recorded.

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?	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

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