Overlee Family Centre
Day Care of Children

Overlee Park
Moray Drive
Clarkston
GLASGOW
G76 8NL

Telephone: 0141 570 7740

Type of inspection:
Unannounced

Completed on:
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Service provided by:
East Renfrewshire Council

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HAPPY TO TRANSLATE

About the service

Overlee Family Centre operates within a newly custom-built building within the Clarkston area of East Renfrewshire. The service was registered with the Care Inspectorate in June 2021. The service is located within a rural area with access to local open space, local transport links, and a small selection of local shops and amenities. The service is registered to care for a maximum of 120 children from three years of age to those not yet attending primary school. The service operates Monday to Friday and is provided by East Renfrewshire Council.

About the inspection

This was an unannounced which took place on 31 May and 1 June 2023. The inspection was carried out by two 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 since the last inspection. In making our evaluations of the service we:

- spoke with children using the service and 26 of their family representatives;
- spoke with nine staff and management;
- observed practice and daily life;
- reviewed documents; and
- spoke with visiting professionals.

Key messages

• Children benefitted from warm, caring, nurturing staff who knew their needs well.
• Children were engaged in meaningful play and were supported and challenged by staff effectively.
• Staff had developed highly effective relationships with each other, families, and children.
• Staff were using current early learning and childcare theory and evidence-based approaches to support children's play and learning.
• The service had a strong vision, values and aims that were celebrated and encouraged daily.
• Children benefitted from access to a wide range of stimulating resources and a custom-built facility.
• Excellent parental engagement was benefitting children and families
• The manager and staff team were successfully using digital platforms to share information and support effective consultation.
• The manager and team had developed excellent improvement planning and self-evaluation practices.
• The management and staff team engaged with the inspection process well and were keen to take forward any suggestions for 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?	5 - Very Good
How good is our leadership?	6 - Excellent
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.

1.1 Nurturing care and support

Staff were nurturing and caring in their approach. The pace and balance of the day and the sensitive interactions fostered an approach that put children at the centre, and allowed them to truly lead their play and learning. All parents who provided feedback strongly agreed, "Overall, I am happy with the care and support my child receives in this setting." This meant that children benefitted from sensitive interactions that were nurturing and promoted their confidence, sense of security and overall wellbeing.

The staff team had developed a rolling lunch time service where children could stop their play at a natural time to attend for lunch. We observed staff and children sitting at tables that were attractive with tablecloths and napkins. Children were able to self-select their own lunch and drinks. The staff team had introduced a transition support where children were able to bring photographs of their family with them to the table. Children enjoyed talking to the staff and their friends about their families. The staff team had recently developed the experience to allow children to have lunch indoors at the nursery café or in the garden. The lunch time experience was creating rich opportunities for high-quality interactions that were supporting children's choices, relationships and independence.

The service had established a safe and comfortable place for children to sleep. This was in a quieter room away from the busy playroom. All staff told us they were trained in safe sleep practice and a safe sleep policy was in place. We observed a child being offered time to sleep in this area. We concluded children's sleeping arrangement to be safe, in line with best practice, and children care routines.

Children benefitted from a staff team who knew their individual needs, likes, and preferences well. We observed staff responding to children in line with the information that was recorded within their personal plans. We sampled personal plans and found they link to the wellbeing indicators well, and that plans were updated in line with current best practice. We found that parents were highly informed about their children's progress, and staff valued their input within children's personal plans. Parents who provided feedback all strongly agreed they were involved in their children's personal plan. One parent said, "I feel that all the staff know my daughter very well."

We reviewed the administering and storing of medication on the first day of inspection. Overall, medication was stored and administered safely. When sampling medication records, we found the proforma did not include confirmation parents had administered the first dose of any medication, prior to it being administered within the nursery setting. When speaking with staff and management, they confirmed this was part of their process, and agreed adding this to the medication proforma would be helpful. We noted that on day two of the inspection, the suggested change to the medication proforma had been made. We were satisfied the service was storing and administering medication in line with best practice guidance.

1.3 Play and learning

An extensive range of resources and experiences were on offer to support children's play and learning. The well thought out areas and resources were supporting children to have choice, and develop their

independence and creativity. All parents who provided feedback strongly agreed, "My child has access to a good range of quality toys and play materials." We found the high-quality range of experiences and resources supported children to extend their vocabulary, and develop skills in numeracy and literacy.

Children's opportunities for play and learning were enhanced by strong community links and opportunities for play beyond the setting. This included visits to parks, open spaces, and the local care home. Children's visits beyond the setting were recorded within the children's floor book. This allowed for children to revisit their learning, and chat about their community links with staff, families, and their peers.

Staff were using a planning in the moment approach that involved them observing children's interests, stages of development, and responding to these by facilitating experiences that scaffolded, and extended their learning and thinking. We observed staff using effective questioning to extend and challenge children's learning and thinking. We observed staff developing the play areas by offering inviting provocations that stimulated and sparked children's curiosity in line with their chosen play projects. The nursery teacher told us how he analysed and evaluated data gathered from children's learning opportunities. This information was then shared with the staff team daily to inform intentional planning experiences. We concluded the staff were skilfully empowering children to be fully involved in their play and learning through a highly effective planning approach.

Floor books were in place to record learning linked to children's play interests, they gave children opportunity to reflect and consolidate their previous learning. Children's individual observations were recorded and shared with families through an online app. We sampled observations within the floor books and online app. We found that staff were highly skilled in analysing children's play and planning for their next steps. The app allowed for parents to extend learning and share learning from home. Feedback from parents suggested they feel involved and informed about their children's learning. This encouraged genuine partnerships that respected parent's input and supported a holistic approach to supporting children's play and learning.

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

Children had access to a newly custom-built setting that was comfortably furnished to a high standard. The playroom was warm and welcoming; the use of soft furnishings and low lighting supported a homely feel. The playrooms had plenty of natural light, and ventilation through open doors and windows. Parents who provided feedback strongly agreed, "The setting is well furnished, comfortable and homely." One parent said: "It is a beautiful building with a great garden. A fantastic place which is calm, welcoming and safe." This was effectively meeting children's needs, and encouraged them to feel safe, secure, and valued.

Children accessed indoor and outdoor environments that were coordinated to spark their curiosity and support their play and learning. Zoned areas within the nursery provided provocations for different types of play. Children benefitted from free flow access to outdoors and had ownership of their environment. We observed a fantastic example of this where children were painting their new outdoor house. We noted children had autonomy over this experience, staff stood back, and allowed them opportunity to develop their curiosity and creativity. Parents provided many encouraging comments about the positive use of the

environment and resources. One parent said, "The setting provides a stimulating environment for the learners and our daughter often talks about the range of activities and toys available." We concluded children had access to a wide range of high-quality resources, and were supported by a staff team who skilfully facilitated play within a developmentally appropriate environment.

The team had established systems to ensure children were always accounted for. Children were confidently moving between the indoor and outdoor spaces, which showed us they felt safe and secure. We observed children self-registering outdoors by putting their name up on a wipe board. We also observed staff undertaking head counts and checking the board and registers were correct throughout the day. All parents who provided feedback strongly agreed, "My child is safe whilst in this setting." This meant staff kept children safe and they were always accounted for.

Arrangements were in place for monitoring, maintenance and repair for the new building. Cleaning procedures were also well established. Staff completed daily risk assessments. They highlighted a range of potential risks, and detailed clear mitigations and measures that were in place to support the environment to be safe. This meant children benefitted from being in a safe, secure and well maintained environment.

Infection prevention and control measures were in place in line with current best practice guidance. The service had a clear infection prevention and control policy and procedures to reduce the spread of infection within the setting. On the first day of inspection, we noticed hand washing for children eating outdoors could be improved, and some equipment was stored in the outdoor toilet that was causing a cross-contamination risk. We highlighted these infection prevention and control issues with the team, and it was rectified on the second day of inspection.

How good is our leadership? 6 - Excellent

We evaluated this key question as excellent, where performance was sector leading with outstandingly high outcomes for children.

3.1 Quality assurance and improvement are led well

The service had a shared vision values and aims that reflected the high aspirations of children, their families, staff, and the wider community. The core values of curiosity, respect, kindness, and unity had been agreed in partnership with all stakeholders. The values were continually revisited as new cohorts of children and families enrolled within the service. Children were actively encouraged by staff to live by the values throughout daily practice, and we saw evidence of this throughout our observations. Children were encouraged to be curious, kind, and respectful towards their peers and staff. Wall displays celebrated children's achievements linked to the values. This meant that the management and staff team had successfully embedded a shared vision, that was positively informing the service's practice.

Children and families were meaningfully involved and influenced change within the setting. Varied excellent consultation methods were used as a starting point for improvement. This included: marble drops, quick response (QR) codes to online questionnaires, daily conversations, and records of parents' views that had been recorded at planned events and the well-established parent committee. Almost all parents who provided feedback strongly agreed, "My child and I are involved in a meaningful way to help develop this setting and our ideas and suggestions are used to influence change." We saw evidence showing the manager skilfully shared feedback with all staff, children, and families. The feedback clearly outlined what the service could do to meet suggestions and requests for improvement. Children's views were highly

valued by staff. One staff member said, "Children are at the heart of everything we do." Floor books, wall displays and videos demonstrated the manager and staff team were committed to valuing and responding to children's views.

The highly skilled management team ensured high-quality learning through play was at the heart of their improvement planning. A well understood, comprehensive and meaningful improvement plan was in place. The manager and staff team were meaningfully utilising Education Scotland's guidance: How good is our early learning and childcare, Care Inspectorate's guidance: A quality framework for daycare of children and school-aged childcare, and other current best practice guidance to successfully self-evaluate the service. Both staff and family feedback demonstrated they were regularly involved in improvement planning and self-evaluation activity. The manager and staff ensured recorded self-evaluation activity had been made available to all stakeholders. This was done through various methods including the excellent use of digital platforms. A highly robust quality calendar was in place to support the self-evaluation and improvement plan actions. The calendar tasks included: audits, evaluating children's progress data, facilitating staff quality conversations, scheduling playroom practice, staff monitoring, and peer monitoring. We reviewed the evidence the management team had gathered, and the process used to self-evaluate the service. We found this to be a sector leading approach to self-evaluation practice. The management's excellent use of data was supporting them to make positive improvements to the outcomes for children, and to share an evidence-based rationale behind the changes they had made or had planned.

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.

4.3 Staff deployment

Children were supported in a service that was appropriately staffed to meet their individual health, wellbeing, and safety needs. We acknowledged the service was not at full capacity. We noted the current staffing quota was appropriate for the capacity levels of children. The manager told us more staff would be recruited to support the service to increase its capacity, when required. This would continue to support service to effectively meet the needs of children safely.

Continuity of care and effective communication was promoted by the senior leadership team and staff, which minimised the impact of staff breaks on children's experiences. A welcome board was visible at the front entrance and indoor corridor which showed the individual staff pictures and names. This meant the manager was effectively communicating the staffing arrangements with families, and staffing was arranged in a way that promoted continuity of care for children throughout the full day.

The team utilised differing skills, knowledge, interests and strengths to ensure positive experiences for the children throughout their day. For example, staff who had a passion for baking and outdoors helped lead, develop and skill share to enhance children's experiences across the day. Staff had regular opportunities to discuss their skills, interests and professional development with the manager. Almost all staff who provided feedback strongly agreed, "I have regular individual support and supervision with my manager." We found the manager was using individual staff skills and knowledge positively to ensure children received high-quality play and learning.

The manager and staff team recognised when children required higher levels of interaction and

engagement. This was supported through one-to-one intensive interaction and bucket time. We observed staff communicating with each other when they moved away from areas to complete tasks or respond to children's requests. Staff were proactive and flexible in their deployments throughout the day; they followed the children between the indoors and outdoors. This meant children continued to lead their play and were engaged in free flow opportunities whilst remaining safe.

Staff were passionate and motivated in their roles, and keen to support the new service to continue to develop and improve. We found staff worked well together within the playrooms. They were respectful in their interactions with each other, creating a positive ethos and role models for the children. Parents' feedback about the staff team was highly complementary. One parent said: "A professional, compassionate, caring and friendly team. We always feel very welcome there as does our child." Staff told us they worked well as a team to achieve high-quality experiences and ensure relationships with children and their families were at the heart of everything they do. This demonstrated staff worked well together to create a positive experience and build effective relationships with families and children.

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?	6 - Excellent
3.1 Quality assurance and improvement are led well	6 - Excellent

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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