

East Fulton Early Learning and Childcare Class Day Care of Children

East Fulton Primary School
Gilmartin Road
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Telephone: 03003 000 152

Type of inspection:
Unannounced

Completed on:
12 January 2024

Service provided by:
Renfrewshire Council

Service provider number:
SP2003003388

Service no:
CS2003014754

About the service

East Fulton Early Learning and Childcare Class is a day care service for children provided by Renfrewshire Council in the town of Paisley; it is located within East Fulton Primary School and comprises of two separate playrooms, a separate outdoor portacabin and allocated outdoor play spaces.

The service is registered to provide day care to a maximum of 10 children from 2 years to under three years old and 64 children from 3 years of age to those not yet attending primary school.

About the inspection

This was an unannounced inspection which took place on Wednesday 10 and Thursday 11 January 2024 between 09.30 and 17:30. 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 previous inspection findings, 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
- received feedback from 23 parents/carers
- spoke with eight staff and management
- observed practice and daily life
- reviewed documents.
- received feedback from 13 staff.

Key messages

- Children benefitted from staff who were kind and nurturing in their approach.
- Some staff were confident in extending and scaffolding children's play.
- Staff made good use of the outdoor space and children enjoyed playing outside with their friends.
- The service's values of kind, inclusive and committed, were embedded and reflective of the interactions and engagement we observed.
- All staff were passionate and motivated about the children in their care and committed to providing a quality service and positive outcomes for children and families.

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? | 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?

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 1.1 - Nurturing care and support.

Children benefitted from staff who were kind and nurturing in their approach. Relationships between children and staff were caring and children sought staff for comfort and cuddles. One parent told us; "The whole staff team are welcoming and nurturing." This supported children to feel safe and valued.

Staff knew children very well and could confidently discuss their individual needs and strategies they used to nurture and support children. Effective personal planning for children ensured that staff had the correct information needed to support children's health and wellbeing needs. Parents were consulted in reviewing children's personal plans and were aware of children's current targets. This supported parents to be involved in their child's care and development.

Where children required further support, comprehensive systems were in place. These included detailed wellbeing support plans and regular meetings and information sharing between knowledgeable staff who knew children well and other agencies, for example speech and language therapists. Staff spoke about how this collaborative approach had impacted positively and provided better outcomes for children and their families. One member of staff commented; "I feel we are a very nurturing setting who has children's rights, welfare, learning and overall happiness at the core of what we do." As a result, children received care and support that was right for them.

Appropriate systems were in place for the administration, monitoring and storage of medication. We discussed with the management team how recording forms could be further developed to ensure they are in line with Care Inspectorate guidance 'Management of medication in daycare of children and childminding'. This will ensure staff have the correct information needed to keep children safe.

The management team told us that developing good communication with parents had been a key part of their improvement journey. Staff used the online platform Seesaw and newsletters to support information sharing and communication with parents. Whilst most parents were happy with the level of communication some parents felt this could be improved. One parent commented they would like "more frequent and detailed feedback on what my child is learning or doing." We discussed this with the manager who advised they would monitor this. This will support all parents to feel included and involved in the setting.

Well planned transitions enabled children to feel secure and develop positive attachments. Home visits allowed staff to meet children and families in their own familiar environment prior to children starting at the service. One parent told us; "My child took a while to settle, the staff worked well with me to get my child to where they are now."

Since the last inspection staff had worked together to create a quality mealtime experience for children. The use of appropriate sized furnishings, tablecloths and centrepieces contributed to a homely atmosphere where children enjoyed a relaxed and unhurried lunch. Staff and children sat together and engaged in conversation about their day. Children were encouraged to be independent and develop life skills, for example, self serving and clearing away their own dishes.

Quality Indicator 1.3 - Play and learning.

Children were having fun and playing with their friends. We observed children taking part in a variety of experiences including, block play and a physical singing and action game. Staff interacted enthusiastically to support children's imagination and curiosity.

Planning approaches were mostly responsive to children's interests and needs. One member of staff told us; "Children are at the centre of our planning and we all understand the importance of play." We asked staff to consider where possible, lines of development had been identified, that it was clear, within children's plans where these have been taken forward. This will further support staff to provide breadth, depth and challenge in children's learning.

Some staff were confident in extending and scaffolding children's play and we heard some good conversations where children were encouraged to problem solve and make decisions. We discussed with the management team how some staff may benefit from opportunities to work with their peers and asked them to consider this as part of their monitoring process. This will support a more consistent approach across the service.

Most children were supported to access the outdoor area freely. The management team told us that recent vandalism to the outdoor area for the 2-3 room children meant they were unable to access their own space, however had been using other space within the school grounds. Staff within the 2-3 room were very responsive to children's cues, ensuring they could go outdoors when they wished to. This supported all children to have regular opportunities to play outdoors.

Children had some opportunities to develop their language, literacy and numeracy skills. Staff had recently taken part in 'talk for writing' training and primary six children from the school visited the nursery to read to the children. The management team told us that newly established champion roles will continue to further support these areas.

Staff had developed some good links within the local community, for example children had the opportunity to visit the local supermarket. Staff were enthusiastic about their plans for the future and how this would impact positively on outcomes for children and their families.

How good is our setting?**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 2.2: Children experience high quality facilities.

Play spaces for children were bright, uncluttered and well ventilated. Children's artwork and photographs were displayed within the playrooms. This supported children in feeling a sense of belonging in their environment and showed that they mattered.

Cosy, calm areas provided children with safe spaces to self regulate and rest if they needed to. Staff told us this is something they were continuing to develop in all play rooms. This will continue to support all children's emotional wellbeing needs.

Good infection control procedures supported a safe and clean environment for children and staff. Children were encouraged to maintain good hand hygiene as staff reminded them to wash their hands at key times, for example, before and after wiping their nose.

Most spaces indoors reflected children's current interests and curiosities. Children could access resources and materials that were appropriate and supported their learning. One parent told us; "The staff are fantastic - so patient and encouraging. The setting is also great and the staff do a brilliant job at making sure the kids are learning in a variety of different ways." As a result, children were fully engaged and having fun in their chosen experiences.

Staff made good use of the outdoor space and children enjoyed playing outside with their friends. One parent told us; "The setting particularly the outdoor space is great and the staff do a great job at constantly trying to refresh the areas to keep them entertaining for the kids."

Risk assessments were reflective of the current environment and reviewed regularly by staff. One member of staff told us; "The environments are frequently risk assessed, we consider child's interests and developmental needs whilst considering play experiences." Whilst some children were supported to consider their safety and manage their own risk, we discussed with the management team how all children's experiences could be further enhanced by children assessing their own risk in play.

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 improvements are led well.

The management team engaged well throughout the inspection and showed a commitment to making improvements in the setting to promote good outcomes for children. Since the last inspection the management team and staff had worked well and actions discussed for improvement had been carried out

The service's values of .kind, inclusive and committed, were embedded and reflective of the interactions and engagement we observed. This contributed to a positive ethos where children, staff and families were valued and respected.

Quality assurance and self evaluation practices supported the management team to have a good overview of most aspects of the service, including staff practice, mealtimes and parental engagement. Regular monitoring ensured that where improvements had been identified, these could be rectified quickly or supported management and staff to plan for change. One member of staff told us; "We have an amazing team who through self evaluation have identified how we can use our wider community to develop our children's learning, our community champions have already began seeking connections supported by management." We discussed with the management team how continuing to monitor and evaluate the impact of change would support improved outcomes for children, staff and families.

The improvement plan reflected current priorities that would improve outcomes for children. Staff confidently discussed where some priorities had began to have a positive impact, for example, increased opportunities for staff professional development. As a result, staff felt more confident and developed their skills in relation to supporting children with identified additional needs..

Staff told us they had regular opportunities to meet as a team to support professional discussion and collaborative working. For example, planning meetings allowed staff to have a good overview of children and the next steps needed to support them in achieving milestones. This supported them to feel valued and included.

There were some opportunities for parents to be involved in the service, for example stay and play sessions and a lending library. Staff told us this was something they were keen to develop. One parent commented; "The stay and play days are a great way of engaging families in their child's learning. My little girl loves when I come to spend time with her at nursery." This would further support parents to feel consulted and involved in their child's learning.

How good is our staff team?

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 4.3 - Staff deployment.

It was evident through discussion that there was a sense of pride amongst the team. All staff were passionate and motivated about the children in their care and committed to providing a quality service and positive outcomes for children and families. Staff spoke positively about recent changes to the management team and how this had affected morale. One member of staff told us; "We currently have a strong leadership which has vastly improved the service on an organisational level and I feel much more valued as an individual."

Staff were warm, welcoming and engaged positively in the inspection process. It was evident through discussions that they were committed and enthusiastic professionals who had the wellbeing of each individual children at the centre of everything they do.

Good communication and absence management ensured staff were deployed appropriately at all times. One member of staff told us; "I feel that staff support each other when others may be off sick or absent. This is shown through other staff supporting in playrooms when required. Additionally, deputies and seniors always provide on the floor and lunch time support in these instances." As a result, children were cared for safely.

The knowledge and skills of most staff across the whole day had a positive impact on children. Staff used their initiative to ensure children were safe and well supported. We discussed with the management team that some staff may further benefit from peer support in some areas, for example recording of meaningful observations and the quality of interactions with children. The management team agreed and discussed support they had planned. This will ensure all children receive high quality care and support.

Staff had opportunities to develop their skills and knowledge through in person training and in- service days. Reflective evaluations of training encouraged staff to consider the impact of their recent learning and supported them to think how this could further enhance outcomes for children and families. As a result, most staff were skilled and knowledgeable in child development.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To support children in receiving a high quality mealtime experience the management team should consider staff roles and level of experience during these time. This should include but not be limited to: a) Staff role modelling and sharing good practice b) Staff providing opportunities for children to develop their independence.

This area for improvement was made on 21 April 2023.

Action taken since then

Staff have worked together and used guidance to create a quality mealtime experience for children.

This area for improvement has been met.

Previous area for improvement 2

To enhance the development of the service and promotes positive outcomes for children, the management team should provide opportunities for staff to lead and be involved in initiatives within the service.

This area for improvement was made on 21 April 2023.

Action taken since then

Champion roles for staff are in the early stages of implementation. Staff spoke positively about planned improvements they have for the future in their new roles.

This area for improvement has been met.

Previous area for improvement 3

To ensure a consistent approach to children's care and learning, the management team and staff to consider their approach to communicating partnerships with parents. This should include, but not be limited to: a) Consultation with parents in reviewing children's personal plans. b) Engaging parents in aspects of self-evaluation of the service. c) Reviewing current methods of communication in relation to children's daily progress

This area for improvement was made on 21 April 2023.

Action taken since then

Communication approaches have been improved. Some new initiatives have been introduced, for example stay and play sessions to support parents to be involved.

This area for improvement has been met.

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

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| How good is our care, play and learning? | 4 - Good |
| 1.1 Nurturing care and support | 5 - Very Good |
| 1.3 Play and learning | 4 - 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 |

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