

# Lochfield Early Learning and Childcare Centre Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
29 June 2023

**Service provided by:**  
Renfrewshire Council

**Service provider number:**  
SP2003003388

**Service no:**  
CS2021000046

## About the service

Lochfield Early Learning and Childcare Centre is provided by Renfrewshire Council to provide a daycare of children service to a maximum of 48 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 Paisley, 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 Tuesday 27 and Wednesday 28 June 2023 between 09:30 and 17:00. Feedback was provided on 29 June 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 nine staff and management
- observed practice and the facilities
- reviewed documents
- received feedback from 23 parents/carers
- received feedback from 11 staff.

## Key messages

- Staff were kind, warm and nurturing in their approach.
- Respectful interactions supported children to feel valued, respected and that their views mattered.
- All children were settled and happy in the service.
- Effective partnerships with parents ensured almost all parents felt consulted and included in their child's learning.
- High quality learning environments both indoors and outdoors provided children with opportunities to explore, be curious and develop their skills in problem solving.
- A shared vision, values and aims reflected the aspiration of children and families within the service.
- The strong leadership team valued the views of staff, children and families. This promoted a culture of respect and inclusion.

## 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?	5 - Very 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?

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 benefitted from warm, caring and nurturing interactions with staff. Strong, positive attachments had been formed between staff and children which contributed positively to their wellbeing. One parent told us, "The staff are more like family my little girl loves them all from being so caring to being truly invested in their development you can see they all love their job and setting."

Rights and responsibilities had been developed for the children within each zone in the playroom and staff were respectful in their approach. For example during play, some staff asked children if they could join in or sit with them. One parent told us: "I like that it's a really friendly, family orientated place. I like how my child is treated with dignity and respect at all times and the bond in general my child has with all the staff." This supported children to feel valued and that their views mattered.

Staff knew children very well and were knowledgeable about children's needs and preferences. Children with additional needs were supported and staff worked collaboratively with other agencies. As a result, children received care and support that was right for them.

Mealtimes were a sociable and relaxed experience. Children were encouraged to self serve and staff sat with children and engaged in quality conversations. Water was available throughout the day both indoors and outdoors to ensure children were hydrated.

Staff collected a variety of information to support children's individual learning and wellbeing needs. Most children had the opportunity for a home visit prior to starting at the service. This supported the settling in process for the child and their family. Personal plans were in place for children and staff used the SHANARRI (safe, healthy, achieving, nurtured, active, respected, responsible and included) wellbeing indicators to support their knowledge of children's individual wellbeing needs. We asked that all staff considered and documented what strategies they would put in place to support individual children. We discussed with management, the importance of ensuring these were reviewed and shared with parents. This will continue to promote a shared understanding of children's learning and wellbeing needs.

Systems were in place to ensure the safe storage and administration of medication. We asked management to review their current medication form and policy to ensure it is in line with the current Care Inspectorate guidance - Management of medication in daycare of children and childminding services. This had been actioned prior to the conclusion of this inspection

All staff had taken part in child protection training in August 2022. 100% of staff told us they were confident to take forward the child protection procedures. This supported staff in keeping children safe.

### Quality indicator 1.3 - Play and learning

We observed children having fun, playing together and building friendships. It was evident that staff valued the importance of play. One parent told us, "The setting goes above and beyond to make sure children have

the best early experiences possible. Nothing is too much trouble." A good balance of planned and spontaneous experiences encouraged children to express their own views and develop their independence.

Staff had a very good understanding and knowledge of development, theory and practice such as schematic play. Froebelian principles underpinned the ethos of the service and this was evident in staff practice and the environment.

Resources within zones and children's play experiences developed their skills in language, literacy and numeracy. For example, a variety of books was available for children and recipe cards for bread and scones were used confidently by children during our visit to measure the correct amounts of flour and yeast.

Curriculum trackers monitored children's progress in literacy, numeracy and health and wellbeing. These supported staff to have an understanding of children's abilities and allowed them to plan. We asked management to consider how the consistency of next steps would further support all children to reach their full potential.

Children's interests and learning were documented within floor books. We saw some evidence of experiences being linked to the Curriculum for Excellence and Realising the ambition - Being me. Skilled staff used observations and questioning to effectively support, scaffold and extend children's play, learning and development. Staff had recently begun to share children's learning with families on Seesaw. We would ask management that staff continue to do this consistently.

Strong connections to their own community enhanced children's play and learning. Children, staff and parents were currently taking part in a Food for Thought project. This project has allowed the staff and children to build invaluable links with parents and local services, for example plant nurseries and supermarkets. As part of this project, parents had been invited to attend a six week cooking course with staff and local chefs. Staff told us this had been greatly attended by parents and further promoted positive relationships with families.

## 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.

Children experienced an environment that was bright, homely and welcoming. Children's work and photographs were displayed at their level. This gave children the strong message that they mattered.

The layout of the learning environment took account of children's needs. Staff had created inviting, cosy spaces for children indoors and outdoors to rest and relax. Children had ample space to move around freely. The outdoor environment provided children with large spaces to promote and encourage physical play. One parent told us, "I think the nursery environment is especially beautiful, comforting and homely. I am always amazed at how much effort they put into making things interesting and inviting for the children."

Stimulating resources and materials influenced by the Froebel approach were considered to promote children's creativity, enquiry and curiosity. Almost all parents strongly agreed that their child had access to a good range of quality toys and play materials. One parent told us: "There is so much options for my child

and she loves to tell me all about the different corners there is to play in and the outdoor space is very special."

Staff had a very good understanding of the positive impact that outdoor play had on children's overall wellbeing. Children were supported to access their outdoor environment freely. Effective systems were in place to ensure staff had an understanding of how many children were indoors and outdoors. Children were encouraged to use their wood cookie to 'self register' outside. A sheltered area and toilets outdoors allowed children's play to continue without being interrupted should they need the toilet or to wash hands.

Robust infection prevention and control practices supported a safe environment. The setting was clean and well-ventilated. All staff and children had a very good understanding of good hand hygiene and we observed staff and children washing their hands at the correct times, for example before and after baking activities.

Effective processes were in place to keep children safe and secure. Risk assessments were regularly reviewed and updated by staff. Children benefitted from a risk benefit approach from the staff team which valued meaningful real-life experiences such as using real tools. Maintenance processes were in place to ensure any damaged items/areas were quickly repaired or removed.

Information for children was securely stored in the office and confidentiality was respected. This demonstrated the service's commitment to understanding and following guidelines on data protection.

**How good is our leadership?**

**5 - Very Good**

### **Quality Indicator 3.1 - Quality assurance and improvement are led well**

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.

A shared vision, values and aims reflected the aspiration of children, staff and families within the service. We saw evidence that staff, children and families had been consulted in setting and reviewing the vision, values and aims of the service. One member of staff commented: "I feel very proud of the two year journey we have had at Lochfield ELCC since opening. I feel that we provide a high-quality service as we have an agreed philosophy by all."

The enthusiastic team was committed to delivering high quality experiences for children and families. Staff spoke positively about their leadership roles within the service. These included Food for Thought project, Renfrewshire's Nurturing Relationships Approach (RNRA) and Forest schools. This supported staff to develop their skills and encouraged cohesive working with their team to promote positive outcomes for children and families.

The service valued the strong relationships they had built with families. Family and children's views were regularly sought through daily conversations, events, newsletters and evaluation and feedback sheets. One parent told us "the leadership team are very open and get us as parents involved in the future using parents' committees." This meaningful engagement contributed to a culture of continuous improvement.

The strong leadership team valued and supported staff to continue to develop their knowledge and skills. This promoted a culture of respect and inclusion. One member of staff told us, "I feel I have been supported

by the senior leadership team as they supported me as I completed my PDA and encouraged me to go on to complete the Froebel childhood practice course. They have continued to support me as I have decided to start my BA in childhood practice."

The management team ensured that high-quality learning through play was at the heart of improvement planning. Staff knew the service well and confidently discussed what they do well, how they know and what they could improve. We saw evidence that the current improvement plan priorities had positively impacted aspects of the service for children and families. For example, strengthening links within the local community and parental engagement. National guidance was used when planning for improvements. This ensured improvements were well-informed.

Quality assurance and self evaluation processes ensured management had a very good overview of all aspects of the setting, including, floor books, children's profiles and staff practice. Findings were shared with staff and supported staff development and celebrated staff successes and achievements. One staff member commented: "I feel strongly supported by senior leadership team and all practitioners. I continue to reflect on my practice and will adapt and make changes if required."

## 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.

Effective staff deployment ensured staff were confident and knowledgeable in their role. Staff worked collaboratively in family groups and zones and management told us that staff skills and experience were taken into account when planning these. This supported positive role modelling between staff and encouraged staff to build respectful and supportive relationships with each other.

Staff knew children and families well and valued the positive connections they had made. One parent told us, "The efforts the staff go to to get to know the children and tailor the learning to their needs. The variety of experiences open to the children, from cooking on the fire pit, growing their own food, baking and using a pottery wheel. Parents are very included and involved with the nursery in general and our child's learning."

Effective arrangements were in place to promote continuity of care across the day. Staff breaks were well planned and supported by staff who provided lunch time cover. Staff absences were well-managed with the depute and manager able to provide support if required. This ensured there was minimal disruption to children's play, learning and routine.

All staff told us they felt very supported by their management team and colleagues. New and temporary staff took part in an induction to support their learning. One member of staff told us "As a new member of staff I feel I have been fully supported in my role due to the induction pack that is given to all new staff, been allocated a mentor and also wellbeing meetings with senior leadership team. Even though I am temporary member of staff I have never felt that I am not part of the team."

## Complaints

There have been no complaints upheld since registration. Details of any upheld complaints are published at [www.careinspectorate.com](http://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?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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