

# Laburnum Family Learning Centre

## Day Care of Children

Laburnum Road  
Viewpark  
Uddingston  
Glasgow  
G71 5AB

Telephone: 01698 352562

**Type of inspection:**

Unannounced

**Completed on:**

29 November 2019

**Service provided by:**

North Lanarkshire Council

**Service provider number:**

SP2003000237

**Service no:**

CS2006114929

## About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at [www.careinspectorate.com](http://www.careinspectorate.com)

The service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Laburnum Family Learning Centre is provided by North Lanarkshire Council. It comprises of three playrooms, a large cloakroom area and allocated outdoor play space, and is registered to provide day care to a maximum of 87 children at any one time, of whom no more than 15 children are aged two to under three years and 72 children are aged three years to those not yet attending primary school.

The service operates 52 weeks of the year, providing a flexible service to young children and their families between the hours of 08:00 - 18:00.

A full statement of the centre's aims is available to people who use the nursery.

The Care Inspectorate is committed to improving the health and well-being of all children receiving a care service. We want to ensure that they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting It Right For Every Child (GIRFEC), Scotland's national approach to improving the outcomes for children, by offering the right help at the right time from the right people. It supports them and their parent(s) to work with services that can help them. There are eight well-being indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured active, respected, responsible and included.

## What people told us

During the inspection we observed children in the three playrooms and outdoor play areas. Children were happy and secure in the care of the staff, they accessed resources freely and had a very good range of materials to choose from indoors and outdoors. Children's individual needs were being met by caring and nurturing staff, who were compassionate and responsive.

We sent 28 Care Standards Questionnaires to the service to distribute to parents/carers of children that used the service, six of which were returned before the inspection. Six parents 'strongly agreed' that overall, they were happy with the quality of care that their child received at the service. We spoke with one parent and two visiting professionals during the inspection. Feedback provided was very positive, particularly the level of care and support the service offered. One parent told us that the service was a fantastic support, regular meetings were scheduled for their child, with set targets identified to support their children's individual needs. Another parent commented that staff were wonderful, catering for children's individual needs, their child's development and speech has dramatically improved since attending.

## Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at the service quality assurance systems and found that the management team and staff had a clear vision for how they would continue to support and care for the children and families using the service.

## From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	5 - Very Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

## What the service does well

Laburnum Family Learning Centre provided excellent care and support to children and families that attended the service, this was evidenced through the returned Care Standards Questionnaires, discussions with parents and relevant health professionals and observations during the inspection. Children experienced warmth, kindness and compassion and were supported and cared for by a staff team that knew them well. Staff were very fond of the children and supported parents that used the service, working well in collaboration with them and relevant multi-agencies.

During the inspection we spoke with two visiting health professionals for children and families, who told us that the collaborative working at the service was fantastic, they could not praise management and staff enough. They had taken on advice given, making the playrooms more neutral, with structure and routine, which supported consistency, predictableness and nurture for children, helping them to feel safe. Both health professionals told us that the staff were highly knowledgeable in child development and sensitive when involving them at the service, supporting children's nursery experience, social and emotional outcomes.

Having health professionals based at the service regularly was highly effective, the professional development sessions improved partnership working, both health professionals told us that they felt like part of the team, parents were aware as to who they were, which helped to reduce barriers and supported families when accessing relevant support. We found that management and staff were skilled in knowing timescales and processes for referrals, including recorded information to support this, which helped children and families in difficult and challenging circumstances.

Health professionals, management and staff attended the Hanen communication training programme together, this supported them when working with children and their parents, by having a shared understanding of children's language and literacy skills, children's individual needs were being identified quicker through robust identification using the evidence-based 'teacher talk' approach.

Staff had been trained in 'Video Enhanced Reflective Practice' (VERP) which supported them to reflect on their interactions with children, supporting attachment, gestures, speech and children's learning. We observed staff using a 'Picture Exchange Communication System' (PECS) throughout the session, the picture cards with symbols were a universal support to all children, depending on their individual development needs and supported very young children when making choices and decisions.

Children's wellbeing needs were being supported very well at the service, children were involved in Yoga, massaging and nail polishing experiences, during 'Wellbeing Wednesday' and 'Feel Good Friday'. Staff had introduced a soft approach to the start of the nursery session, using health and wellbeing, numeracy and literacy bags, supporting individual needs and experiences for children and helping them to settle at the service more easily.

Board Maker symbols were displayed around the playroom, staff used the symbols to support children at the start of session, helping them to understand what was expected within an area. Children were encouraged to use the symbols within an area when dealing with potential conflict with other children through negotiating skills, which supported them to develop and enhance their language, social and emotional skills.

A strength at the service was the caring approach and partnership working for children and families, this included signposting families to agencies within the area to support their emotional, health and economic situation. Food and clothing banks had been introduced, which were supported by parents and managed well by management and staff, providing short-term assistance for those who needed it the most.

Staff had recently introduced a parent and child room at the service, this supported families within the area to become familiar with the setting through positive interactions and learning experiences. We observed one child and carer using the room on the second day of the inspection, which supported staff in getting to know the child better and an opportunity for staff to discuss the child's individual needs and interests with the carer, reducing potential anxieties for the child.

We viewed the indoor and outdoor area as enabling. Children were engaged and productive in their play. We saw that resources were accessible to children, which supported their independence. Children played with activities of their choice. This included play dough and water play, which helped support their sensory development. Role-play experiences promoted children's imagination and cognitive development. Creative experiences, like decorating the Christmas tree and making salt dough decorations, helped children to learn about festivals.

Children had free flow access to the outdoors and were encouraged to put on their own wellies and puddle suits, supporting their independence. Staff had introduced a mud kitchen/pit, fairy garden with pinecone fairies, tyres with dinosaurs' grass and twigs, planters and a digging area, which helped to support children's imagination, self-directed discovery, curiosity and problem-solving skills. Staff told us that they were aware of best practice guidance documents, such as, 'Space to Grow, Indoor/Outdoor Settings' and 'Loose Parts Play', to support them when developing play experiences for children, helping children to engage further indoors and outdoors.

Staff were trained on the Play on Pedals initiative, which supported children's perseverance, safety and balance skills, whilst improving their safety, health and wellbeing. We saw children having fun on the bikes during the inspection, where staff were on hand to support children that were having difficulty or needed challenged.

Children had opportunities to visit the local forest, where they had the freedom to explore, investigate and create, making use of the natural materials. Staff told us that they had chosen a designated area for the forest visits, which they checked was safe before children visited.

Fundraising was in place to provide children with an outdoor pop up tent and toilet whilst at the forest, which will support children's dignity and independence. Staff that we spoke with shared their knowledge and skills, promoting the risk benefits of the forest visits and how it helps children to revisit previous learning, understand their limits, develop their large motor skills and learn important life skills, build resilience and persistence.

## What the service could do better

During the inspection the head of centre told us that they had recently ordered cushions, materials and soft furnishings to further support cosy, nurturing spaces for children to have space on their own to regulate their emotions and a time to relax, this will support children that attend for longer hours.

We are confident that management and staff are well placed to make further improvements on areas that they have identified within the service. The team should continue to provide a high level of care and support to the families that attend, this will assist them with maintaining their ethos, vision and aspirations for children.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## What the service has done to meet any requirements we made at or since the last inspection

## Previous requirements

There are no outstanding requirements.

## What the service has done to meet any recommendations we made at or since the last inspection

### Previous recommendations

There are no outstanding recommendations.

### Inspection and grading history

Date	Type	Gradings
5 Jul 2017	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing Not assessed Management and leadership Not assessed
14 Sep 2015	Unannounced	Care and support 6 - Excellent Environment 5 - Very good Staffing 6 - Excellent Management and leadership 6 - Excellent
22 Jan 2014	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
29 May 2012	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
28 Jun 2010	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing Not assessed Management and leadership Not assessed
11 Dec 2008	Unannounced	Care and support 4 - Good Environment 5 - Very good Staffing 5 - Very good

Date	Type	Gradings	
		Management and leadership	5 - Very good

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