

Community Playgroups - (Fauldhouse) Day Care of Children

Fauldhouse Partnership Centre
Lanrigg Road
Fauldhouse
Bathgate
EH47 9JD

Telephone: 07985 645 791

Type of inspection:
Unannounced

Completed on:
17 September 2021

Service provided by:
Community Playgroups SCIO

Service provider number:
SP2012011983

Service no:
CS2017360724

About the service

Community Playgroups Fauldhouse registered with the Care Inspectorate in April 2018. Conditions of their registration state that an early learning and childcare service can be provided to a maximum of 13 children aged from two years to those not yet attending primary school, at any one time.

The service is part of Community Playgroups SCIO (Scottish Charitable Incorporated Organisation), which delivers playgroups throughout West Lothian. Based in Fauldhouse Partnership Centre, the service is close to residential areas, local bus routes and amenities. The service has the sole use of a playroom and an outdoor area accessed directly from the playroom. Shared toilets are in a nearby corridor.

The aims of the service are to:

- provide a stimulating, caring and safe environment for all the children in our care
- actively develop confidence and self-esteem
- work in partnership with parents, carers and other professionals
- provide a quality child centred service to meet the needs of each child
- promote equal opportunities for both children and adults
- be actively involved in our local community
- continue to develop our approaches and provide the highest quality provision for all children.

We carried out an unannounced inspection on Thursday 16 September 2021 between 9:00 and 13:00. Further information was gathered by email from the manager. Feedback was given virtually on Friday 17 September 2021.

As part of this inspection, we took into consideration Key Question 5 - Operating an early learning and childcare setting (including out of school care and childminders) during Covid-19 with a specific focus on Quality indicator 5.2: Infection prevention and control practices support a safe environment for children and staff. We will report on the overall performance of this indicator in Theme 1 Quality Care and Support.

What people told us

Nine children were in attendance during the inspection. They looked contented in the setting and accepted comfort from staff. They were busy exploring the resources and space available to them. Whilst their language was still developing, children were enabled to make choices and express themselves. Some comments included:

"I draw that for mummy".

"Two?" (when asking for two pieces of toast)

"Look, look". (when showing us what they were doing)

We asked the service to distribute information to parents about the inspection. Parents were invited to give feedback about their child's experiences with the service. We did not receive any responses from parents.

Self assessment

The service was not asked to submit a self-assessment prior to the inspection. We did view different ways the service was reflecting on practice and planning for improvements.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	4 - Good
Quality of management and leadership	4 - Good

Quality of care and support

Findings from the inspection

Children experienced warm and nurturing relationships with staff. They were supported to leave their parent or carer in a sensitive and individual way. Staff helped them to work through and regulate their emotions, resulting in children feeling secure in the setting. Children were encouraged to use the things which comforted them because staff knew them well. For example, a child was reminded of his favourite toy when feeling upset. Physical comfort was offered freely. This was reassuring for children and created a homely and familiar environment for this young age group. Children took comfort from the staff which allowed them to play and be contented.

Children looked intrigued by the resources and experiences available to them. This encouraged them to be curious about the resources, experimenting to discover what could be done with them. Children had the space and time to play alone or alongside their friends. They had fun working together to achieve their goal.

Strong relationships with parents meant that information was shared between home and the service. Children's needs were known and understood because staff kept their personal plans up to date in partnership with parents. Knowledge of each child was used to plan their care and monitor progress. Staff were clear about how they were supporting each child and why. This offered children consistent positive outcomes.

Snack time was very much a part of children's learning experiences. They led the provision of snack as staff noticed when they were getting hungry and responded to that. Children helped in the preparation of snack which encouraged independence and the practising of new skills. They chose food, poured their drink and washed dishes. The natural transition from playing to eating, empowered children to confidently make choices.

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children and staff. For example, we saw that staff supported children effectively to understand the need for good hygiene. Appropriate handwashing was carried out by all staff and children regularly throughout the session. Staff maintained distance from each other and kept the setting well ventilated.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

The playroom was one large space with a small kitchen area. It was well ventilated and visibly clean. As the sole users of the room, the service could leave the room set up each day. Children's photographs were displayed on walls, along with their art work. This created a familiar space for children which they had ownership of.

Children's independence was considered in the room design. They could see what was available to them and choose what they wanted to play with. The range of play spaces offered a variety of learning opportunities. For example, sensory play, painting, water and sand, a house corner and construction. The addition of loose parts supported children to be creative and allow their imaginations to lead their play. The environment also supported young children's need to repeat actions in order to learn. For example, filling and emptying of boxes or transporting items around the space.

The service used shared toilets within the partnership centre. Children were in control of their toileting because staff asked permission and involved them in decision-making. Children's dignity and privacy were respected as a private space was used.

The service had developed a rest area which was cosy and inviting. Children used the space to look at books or to be by themselves. They were able to sleep here if needed and were given blankets for warmth and comfort.

Children had the freedom to be outdoors or inside. Direct access from the playroom to the outdoor area allowed children to move between the spaces easily. The outdoor space was a courtyard, enclosed by buildings. It offered a safe place to play with paving, astroturf and stone chip areas. Children used these areas as part of their play. For example, the stone chips were slid down long tubes and moved around in cars. We encouraged the service to consider using the community more. Children would benefit from enhanced opportunities to engage with the natural environment around them.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of staffing

Findings from the inspection

Staff were recruited safely and registered with the SSSC (Scottish Social Services Council). This contributed to the protection of children's welfare as staff adhered to their professional standards.

The team had a varied mix of skill and experience which was complementary to each other. They challenged, inspired and supported each other to do their best for children in their care. The team was consistent each day, providing familiar faces for children and parents. Secure relationships were built and maintained as staff were friendly, empathic and insightful.

Staff understood the play needs of this age group which enabled them to recognise the learning in children's choices and activities. Children were supported to experiment in their play and consider their actions through open questions and commentary. Staff were also skilled at noticing children's individual cues. This meant children's needs were responded to in a timely and sensitive manner.

Staff engaged in good teamwork and communication, however Covid-19 restrictions had impacted on the regularity of formal meetings. The manager had recently reintroduced regular meetings to support staff to reflect on their practice. We saw the impact of this on improvements made in the service.

Opportunities to engage in training had also been affected by the pandemic. The manager was committed to continued professional development and was working with the team to identify training needs. We were confident a training programme would be planned for staff over the coming months.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of management and leadership

Findings from the inspection

A relaxed flow to the day reflected the calm and nurturing approach of the manager. Staff were aware of their role and responsibilities, showing initiative and collaboration. This shared leadership approach demonstrated commitment and passion for the service, resulting in positive outcomes for children.

A detailed improvement plan outlined targets for the service as identified by parents, children and staff. It was used to continually reflect on and review progress, ensuring realistic targets were leading to improvements. A combination of formal and informal quality assurance processes were in place to support this. We discussed how the manager could make small changes to quality assurance to further support staff in their professional development.

Recommendations made at the last inspection had been considered and used to improve aspects of the service. For example, staff were now recording information about children's welfare in more detail. This kept all staff better informed of children's circumstances.

The manager was developing opportunities for parents and children to be more involved in planning and decision making within the service. The planning tree encouraged staff to capture children's ideas and interests throughout the day; whilst a floorbook encouraged children to reflect on their learning. Parents were consulted with about snack and resources, using an accessible online app. This feedback from children and parents was being used to inform future plans.

Day to day management support was available from the provider. The manager felt this was beneficial for keeping her up to date with changing guidance and discussing issues arising in the service. We encouraged the provider to reinstate formal meetings with the manager. This would offer a regular structure for monitoring quality and assessing the progress of planned improvements.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

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

Recommendation 1

It is recommended that the service develop their monitoring and evaluation systems to ensure that this takes account of best practice guidance and legislative requirements. Consideration could be given to:

- The consistency in recording in children's personal plans and learning journeys.
- Children's experiences in the service.
- Staff interactions.
- Infection prevention and control.

This will ensure that care and support is consistent with the Health and Social Care Standards, which state that:

4.11 I experience high quality care and support based on relevant evidence, guidance and best practice.

4.19 I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.

This recommendation was made on 8 January 2020.

Action taken on previous recommendation

The provider had developed an annual calendar to map out quality assurance activities for the manager. This will contribute to consistency across all aspects of the service.

Recommendation 2

It is recommended that the service develop their safer recruitment procedures to ensure that these are consistently applied and recorded to ensure children's safety. Consideration could be given to:

- Monitoring the records to ensure that all checks have been completed and recorded.
- Developing the reference questions to ensure that these gather information which supports you to make informed decisions about staff skills, experience and suitability to work in the service.

This will ensure that care and support is consistent with the Health and Social Care Standards, which state that:

4.24 I am confident that people who support and care for me have been appropriately and safely recruited.

This recommendation was made on 8 January 2020.

Action taken on previous recommendation

The provider had reviewed the safer recruitment procedure and has introduced auditing to ensure all documents are recorded.

Recommendation 3

It is recommended that the service develop staff knowledge of current child protection procedures to ensure that they consistently apply this in the service to ensure children's safety. Consideration should be given to monitoring all records to ensure that these are tracked, reported and notified appropriately to ensure children's safety.

This will ensure that care and support is consistent with the Health and Social Care Standards, which state that:

3.14 I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.

3.20 I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities.

This recommendation was made on 8 January 2020.

Action taken on previous recommendation

Staff were knowledgeable and insightful about recognising concerns and managing them according to best practice. A system had been introduced to record significant conversations or observations around children's welfare. This contributed to all staff being up to date with children's plans.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings	
3 Dec 2019	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate

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