

LASC Childcare Services Ltd (Rosewell) Day Care of Children

Rosewell Pavillion
Rosewell Park
Rosewell
EH24 9DN

Telephone: 01314 480 103

Type of inspection:
Unannounced

Completed on:
29 July 2022

Service provided by:
LASC Childcare Services Ltd

Service provider number:
SP2003003106

Service no:
CS2013322032

About the service

LASC Childcare Services Ltd (Rosewell) is one of six services provided by LASC who are a voluntary organisation operating in the Midlothian area. The setting is registered to provide a day care of children service to a maximum of 79 children at any one time aged from 6 months to currently attending primary school. Of those 79 no more than 8 are aged under 2; No more than 15 are aged 2 to under 3 and; No more than 16 are aged 3 to those not yet of primary school age: No more than 40 are of primary school age. School age children may only be cared for before and after school hours during term time only.

The service operates from Rosewell pavilion close to local schools, parks, and shops. The service comprises of three nursery playrooms with additional space currently used as a dining area. A further playroom provides an out of school service term time only. Children have free flow access to a secure outdoor space, directly accessed from the playrooms.

About the inspection

This was an unannounced inspection which took place on 28 July 2022 between 09:15 and 15:45 One inspector carried out the inspection. 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. To inform our evaluations we:

- spoke with children who attended the setting and 14 of their family members
- spoke with staff and management
- observed staff practice and daily life
- reviewed documents.

Key messages

- Staff provided children with nurturing interactions which helped them feel safe and secure.
- Children's health and wellbeing was promoted through regular opportunities for outdoor play.
- Children had fun as they experienced quality play and learning.
- Partnership working supported children and their 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.

We evaluated this quality indicator as very good.

Children were happy and content and benefitted from the warm and responsive approach of staff. This contributed to them feeling safe and secure. Children told us that staff were "nice" and "get things" for them. Parents told us they were happy with their child's care and one commented "the staff really know and care for the children and make sure they have the best possible experience".

Staff knew children well and provided a very good level of nurturing care. We saw comfort and reassurance offered to help children settle on arrival and for children transitioning through playrooms. Staff worked closely with parents and gathered information of children's routines, interests and needs. These informed personal plans to ensure individual needs were met and were regularly reviewed. Effective strategies were in place to support children's individual care needs and where children needed additional support this was well planned in partnership with parents and other professionals.

During regular routines of the day including toileting and sleeping arrangements children were treated with dignity and respect. We saw staff chatting with children and telling them what was happening prior to nappy changing, and staff quietly singing to babies while on the changing mat to soothe and settle them. Sleeping arrangements were well planned and children were settled and comforted to sleep. Staff responded quickly to waking children and offered physical comfort. This supported children's safety, emotional security and wellbeing.

Children enjoyed a relaxed and unhurried positive experience at lunchtime. They sat and chatted together along with staff who supported and encouraged good eating habits. The menu was varied and took account of dietary needs. The manager told us that the menu was being reviewed and improved in line with best practice guidance and in consultation with parents. One parent told us "we recently were asked at a open evening our thoughts and suggestions on the nursery menu and I was delighted to see my child's choice was on the next menu".

1:3 Play and Learning.

We evaluated this quality indicator as good.

Children were confident and actively engaged in a range of play experiences and opportunities. Resources were easily accessible and meant that children could lead their own play and follow their interests and ideas. We saw examples of children's interests which included planting activities, sensory experiences and dinosaur play. A balance of spontaneous and planned experiences promoted choice and independence which meant children were able to explore, be creative and use their imagination.

Staff were responsive during interactions with children however at times there were some missed opportunities to challenge children's learning. The manager told us that regular team meetings and supervision sessions helped to support practice and build further knowledge and skills of staff.

Planning was informed by best practice guidance which followed children's interests and was tracked through observations, floorbooks and learning journals. These were regularly shared with parents. One parent told us of adding an observation to their child's online learning journal to share their child's interest of rainbows. Staff had followed this interest from home to extend the child's play and learning. Some parents told us it would be good to have more frequent updates of children's learning. We discussed this with the manager and she would review this to ensure parents received regular information of learning and experiences.

Children had opportunities to be included in their local community which helped to develop social skills and confidence. They visited a nearby woodland area where they developed their curiosity and learned about nature and their wider world.

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.

We evaluated this quality indicator as good.

Children benefitted from an environment that was comfortable, clean, well maintained and had plenty of natural light. Staff and children followed good hand hygiene practices and we were satisfied that the service had appropriate infection control procedures in place to minimise the potential spread of infection.

Playrooms provided homely spaces with cosy areas for rest and relaxation. Parents told us they were happy with the environment and one parent told us "I love how bright the rooms are with large windows and doors that open straight out into the outdoor space". The free flow approach to the indoor and outdoor space meant children could move around at their own pace and make decisions throughout the day of where they wanted to play.

We saw children enjoying a range of activities including sensory play art and crafts construction play and role play. The home areas were well used across all playrooms and provided a range of natural and real life resources which promoted curiosity and imagination. Children told us they liked to "make tea" and "play with my friends".

Children's health and wellbeing was supported through daily access to be outdoors. There was a range of activities which supported children to use their imagination, and we saw them practicing and developing their physical skills. The construction area had a range of diggers and spades but the ground was too hard for children to dig which limited their experiences to challenge and stimulate their curiosity and imagination. Staff should continue developing the outdoor space and ensure there is always sufficient challenge and a sense of adventure for children's play.

The management team were clear of their role in the storage of information. It was held on secure computer systems and paper files were kept in secure filing cabinets. The service used the Family App to communicate with parents which was password protected. Parents were informed of how the nursery kept their information safe through the General Data Protection Regulation (GDPR) policy.

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 improvement are led well.

We evaluated this quality indicator as good.

The service was well led by the manager who was supported in her role by the operations manager. Staff told us they felt very supported, and their ideas and views acknowledged, "the manager trusts our decisions and allows for us to air concerns". This contributed to the development of the service and positive outcomes.

The service had established strong relationships with parents which ensured they were included in their child's care. Methods of communication included the Family App, online journals, newsletters and direct conversations. Parents told us they were happy with the service and comments included "they have exceeded my expectations" and "we particularly appreciated the chance to participate in the LASC Annual General Meeting and hear about progress made and plans for the service going forward".

The service improvement plan reflected their key priorities and was developed in partnership with the local authority. These included developing quality learning, parental involvement and quality observations and planning. We saw the development of these priorities in practice through a range of opportunities and learning experiences. Displays in hallways gave information about the key priorities and good practice documents and principles used in the centre. Staff had a clear understanding of the key priorities and identified tasks for their ongoing development and improvement.

The manager had a good understanding and overview of self evaluation and had introduced the 'Quality framework for day care of children, childminding and school-aged childcare.' Some staff were unaware of the framework and needed time to familiarise themselves with it. This would help develop the service and embed consistency to the quality of children's experiences and ensure continued improved outcomes for children.

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.

We evaluated this quality indicator as good.

Staff were warm and caring in their approach and worked well as a team. They understood the importance of developing nurturing relationships and listened to children's ideas and experiences. This meant that children were valued and respected.

New members of staff told us that the induction programme had made them feel welcome and part of the team. They felt confident in their understanding of their responsibilities and were motivated to provide positive outcomes for children.

Parents comments were positive about staff and included "staff are fantastic, welcoming and friendly", "all the staff are absolutely amazing" and "the staff compliment each other well".

Staff had completed core training of child protection, first aid and food and hygiene. They were encouraged to develop their skills and knowledge further. and shared examples of training opportunities they had completed which included for some staff PICL (parents Involved in their children's learning programme). This provided opportunity to support parents to build their knowledge in developing and extending their child's play and interests at home.

The service had appropriate staff to child ratios with all staff either fully qualified or in training. Staff supported each other well and used their different abilities and experiences to share tasks to meet the needs of children to provide a good quality of care.

Staffing arrangements promoted continuity of care and rotas were well managed to ensure that there was always enough staff to meet the individual needs of children. This provided consistency for children and supported their wellbeing. Staff breaks were planned to minimise disruption and to ensure appropriate levels of staffing during children's lunch time.

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

In order to ensure a better experience for children at snack times we recommend they review their procedures for this time.

National Care Standards for Early Education and Childcare up to the age of 16. Standard 5 - Quality of experience.

This area for improvement was made on 12 September 2017.

Action taken since then

The service had reviewed their systems and acquired suitable seating for children to interact and sit together during snack time. Children had opportunities to self serve and be involved in the preparation of snack.

Previous area for improvement 2

In order to ensure children and staff are aware of how best to keep themselves safe and minimise the risk of hazards a full risk assessment should be written for the service.

National Care Standards for Early Education and Childcare up to the age of 16. Standard 2 - A safe environment.

This area for improvement was made on 12 September 2017.

Action taken since then

A full risk assessment has been completed by the manager and lead practitioner for both indoor and outdoor spaces. Children were involved and consulted to help them understand and how to keep themselves safe.

Previous area for improvement 3

In order to ensure children are supported for play the service should write a Play Policy which reflects the ethos and aims of the service and links in with other service policies.

National Care Standards for Early Education and Childcare up to the age of 16. Standard 5 - Quality of experience.

This area for improvement was made on 12 September 2017.

Action taken since then

A suitable play policy has been completed with children involved in its process.

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?	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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