

Myot View Early Learning and Childcare Centre Day Care of Children

Glasgow Road
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Type of inspection:
Unannounced

Completed on:
23 February 2023

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003015557

About the service

Myot View Early Learning and Childcare Centre is in Denny, Falkirk. It is registered to provide a care service to a maximum of 133 children as follows: 12 children under 2 years, 65 children aged 2 to under 3 years and 56 children from 3 years to those not yet attending primary school.

Children have access to designated play spaces for their age group, enclosed gardens, toilet facilities, a sensory room, and dining area. The service is close to local green spaces, parks, shops and can be accessed by transport links.

About the inspection

This was an unannounced inspection which took place on 23 February 2023 between 09:15 and 16:30 . 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 and observed their play
- spoke with families and received their views by email.
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children benefitted from a team that were nurturing, caring, and committed to their role.
- Staff engaged in continuous professional development to support positive outcomes for children and families.
- Families benefitted from an inclusive approach to family learning.
- Children led their play and interests for their session.
- Children were supported to reach their potential at a pace that was right for them.
- The service was well led with a clear vision on improving children's experiences through play.
- Children and families benefitted from a Marvellous Mealttime approach to developing healthy foods habits at a pace that was right for the child.
- Staff engaged in regular self-evaluation for improvement to ensure they continued to provide high quality fun and learning for children.

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 evaluated this key question as very good where significant strengths supported positive outcomes for children.

Quality indicator 1.1-Nurturing care and support

Children experienced genuine warm, caring, and nurturing approaches from a team that was committed to supporting their individual needs and wellbeing. Staff were mindful of children's preferences and worked closely with families to ensure consistency in care routines. As a result, children developed close attachments with staff who supported their interests.

Children were supported to develop independence skills from a young age through daily experiences and mealtime routines. The service followed the local authorities 'marvellous mealtime' approach where children independently collected their dishes, selected foods of their choice, poured drinks and recycled waste. This was done at a pace that was right for the child. Children were consulted and had ownership over when and where they ate. This meant that staff valued children as individuals and recognised the importance of children's right to choose.

Mealtimes were relaxed, unhurried and provided rich opportunities for children to be involved in the planning and making of some foods. Staff enjoyed eating with children and used this opportunity to promote healthy food habits and language development through meaningful conversations. Families also enjoyed taking part in the mealtime experiences offered through their family learning programme. One parent commented "I love how they involve parents".

Personal plans detailed children's progress and how the team will support development. These were reviewed regularly with children and parents in line with the wellbeing indicators. Parents commented "the individualised support is fantastic". "They identify children's strengths and build on them".

Children's journals also included meaningful learning stories that documented their journey in the setting across the curriculum with a strong focus on 'what matters to me'. This meant that children were valued as individuals and supported to make progress at a pace that was right for them.

Sensitive, calm, and comfortable arrangements for sleep and rest ensured children's emotional wellbeing was supported. For example, children had access to cots and low-level beds. Staff sat with children, gave cuddles and comfort as they rested. This meant that children's individual care routines supported their overall development.

The service had systems in place for the effective management and administration of medication. Staff were confident in their practice. This meant that children's health and wellbeing was supported by a team that followed guidance to keep children safe.

Children and families benefitted from a service that valued the importance of partnership working. For example, staff were skilled at recognising where a family would benefit from additional interventions. This was managed sensitively to ensure children received the support that was right for them in a timely manner. Parents felt these supports were invaluable and comments included

"Myot View continually get it right for my child".

"They ensure support for the family, we are respected and heard".

"Our thanks and praise for Myot View is immeasurable".

Quality indicator 1.3-Play and learning

Children benefitted from a child-centred approach to play and learning that created an ethos where children were valued and their right to play and have fun was promoted. Children were actively involved in leading their play and learning through the skilful approaches of staff. Staff observed children's play, extended learning through effective questioning, and responded, building on interests. For example, younger children explored patterns of play through transporting sand. Staff recognised this as an important stage of their development and provided materials to allow them to continue this interest. This meant that children were engaged in play for sustained periods of time.

Planning approaches valued where each child was at in their stage of development. Staff ensured children made progress as they genuinely knew their keyworker children, their preferences and ensured activities met their needs. This meant children were at the centre of fun and play. Nearly all parents felt children were having fun, developing confidence and independence, and were helped to find their voice to lead their learning.

Children and families benefitted from a staff team who had a very good understanding of child development and practice. Parents felt staff were attuned to children's needs. Staff made use of relevant theories and training to support high quality play and learning. Play experiences were rich and child led. For example, a group of children had created a large, structure in the block area. Resources were plentiful and allowed them to add detail using loose parts. Staff valued this area and had organised the large space, so children were able to develop their mathematical understanding and creativity through building their ideas.

Staff worked with children to create their learning about wildlife. Children made hedgehogs using playdough and resources were provided to help them represent their thoughts. Effective use of questioning ensured children were able to recall learning as they talked confidently about this topic.

Children benefited from frequent learning in their wider community. This included visits to parks, green spaces, and local shops. Children regularly took part in recycling at the local supermarket and gained tokens that they were able to spend on books and seeds to extend their learning about the environment. The service had been awarded their seventh Eco Schools green flag. This meant that children learned about the importance of caring for the environment and their wider community.

How good is our setting?

5 - Very Good

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

Quality indicator 2.2 -Children experience high quality facilities

Children and families benefitted from a service that was well maintained, inviting, and furnished to a high standard. Playrooms were spacious and reflected children's interests and planned learning experiences. Most play spaces were warm and cosy. We asked the service to look at how the cabin could be made warmer as we found the temperature lower due to the free flow access to the outdoors.

Outdoor spaces were secure and supported children's overall development. Staff were creative in their approach to ensuring a breadth of experiences and recognised the garden was an ongoing area of development.

The service had a system in place for the monitoring and repair of equipment and resources. Most playrooms had benefitted from new flooring which created light play spaces. One parent felt the facilities could be improved. There were plans for work to be carried out in the large playroom. This would ensure the room reflected the natural spaces that were in keeping with the rest of the building.

Children benefitted from embedded infection prevention and control measures as the service had arrangements for regular cleaning. Staff were confident in their practice to ensure children's health and wellbeing as good hand hygiene took place at key times.

Staff had created learning environments with purposeful areas and quiet, nurturing spaces. For example, there were cosy areas indoors and outdoors with soft furnishings where children could rest. This promoted a sense of relaxation and wonder of the world.

A wide variety of learning and fun in different weather conditions was experienced by children. Staff valued the importance of outdoor play in all weathers and were able to tell us that some children prefer to play outdoors as this supports their emotional wellbeing. The service provided all weather suits and wellies. As a result, children's health and wellbeing was supported.

Clear policies and procedures were in place and staff were involved in reviewing these. This ensured a consistent approach across the team that supported positive outcomes for children.

How good is our leadership?**5 - Very Good**

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

Quality indicator 3.1 -Quality assurance and improvements are led well

The service that had clear aims, vision, and values embedded where children's rights to nurturing, inclusive and creative environments were at the heart of the setting. These were promoted through staff working effectively together to create a welcoming ethos that valued children as individuals. As a result, children were supported to make progress at a pace that was right for them.

Children and families were consulted regularly through questionnaires, face to face chats and coffee sessions as the service valued their views. Their views and suggestions supported the services ongoing improvement journey. Staff took part in monthly self-evaluation of the provision. They used best practice guidance such as 'How Good is our Early Learning and Childcare', 'A Quality Framework for Daycare of Children, Childminding and School Aged Childcare' and 'Realising the Ambition: Being me. This ensured children needs were met as staff engaged in continual reflection using current guidance. We encouraged the service to re-visit areas identified as next steps and evidence progress to support the cycle of improvement.

Staff were clear about their roles and expectations in the service as they had high aspirations for children. A strong leadership and a committed staff team ensured the smooth running of the provision. As a result, staff felt valued and included as they had a clear understanding of the important part, they played in improving outcomes for children. One parent described the service as a "well-oiled machine".

We recognised the commitment from the team who had taken on additional roles of leadership. These included family learning, marvellous mealtimes, staff wellbeing, and woodwork as a rich provision. Staff spoke with confidence about the positive impact these professional development opportunities had on them as practitioners and the wider experiences for staff and children. As a result, children, families and staff benefitted from a team that were forward thinking in their approach to improving outcomes for all.

The service valued the importance of working in partnership with families through clear communication and building positive relationships. Parents received regular updates through newsletters, an online platform, daily face to face updates, emails and journal meetings. This helped parents feel included in their child's learning. Parents commented "staff also check we have received information", "communication has always been very good".

The service had an effective quality assurance system in place for the monitoring of children's journals and planning to ensure children benefitted from a breadth of experiences across the curriculum. This meant that children's learning and development was recorded and they made progress at their pace.

How good is our staff team?

5 - Very Good

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

Quality indicator 4.3 -Staff deployment

The deployment of staff within the service was well managed and effective to meet children's needs. Staff worked well together and ensured children were able to access the full provision. Staff skills, knowledge and interests complimented one another and resulted in quality experiences for children. Staff told us they felt supported by each other and the management team. As a result, staff were happy and felt valued in their role.

There was a consistent approach to communication through regular staff meetings and detailed minutes were recorded. This ensured all staff received communication updates and had a clear understanding of developments within the service. As a result, children and families experienced continuity of care and support.

Children and families were supported with transitions at a pace that was right for them. For example, staff visited children at home, taking time to build positive relationships and getting to know the child. This meant that families were fully involved in planning for their child's individual needs and wishes.

Staff were committed to ongoing professional development and accessed a wide variety of training to enhance their knowledge and learn new skills. For example, some staff attended training to raise their awareness of understanding additional needs and how to support these needs within the environment. This meant that children received the support that was right for them.

We observed staff use Makaton, sign along and symbols consistently to promote children's communication and language development. For example, staff signed to support children in understanding the routine of mealtimes and move from one activity to another. This supported children's understanding and helped them to make choices and follow their interests.

Staff worked effectively as a team as their skills and experiences promoted children's learning and fun. For example, staff sat with children or supported their learning where they played. As a result, children experienced quality interactions that gave a strong message that they matter.

Across the whole day, staff communicated very well together. For example, staff breaks were well managed to ensure their wellbeing without disruptions to children's care and learning. This supported children's sense of security and overall wellbeing.

Regular team meetings provided opportunities for staff to come together and discuss the service. For example, information on individual children, best practice documents and planning for a breadth of experiences. This created opportunities for staff to reflect on practice and ensured they were meeting the needs of children.

Staff had opportunities to develop skills in mentoring colleagues using the national induction resource with their staff handbook. This meant that staff received individualised support in line with best practice guidance at a pace that was right for them.

Children benefitted from a very good service that valued their rights to play and have fun through quality interactions, positive relationships, and enabling environments. As a result, children, families, and staff were very happy at Myot View Early Learning and Childcare Centre.

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?	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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