

# Spateston Early Learning and Childcare Centre Day Care of Children

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Johnstone  
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**Type of inspection:**  
Unannounced

**Completed on:**  
3 March 2023

**Service provided by:**  
Renfrewshire Council

**Service provider number:**  
SP2003003388

**Service no:**  
CS2003014778

## About the service

Spateston Early years Centre is a day care service for children provided by Renfrewshire Council. The service is registered to provide a care service to a maximum of 124 children aged 3 years to those not yet attending primary school at any one time.

The outdoor space has been taken into account when agreeing the maximum number of children aged 3 to under school age. Children must have access to the outdoor space at all times.

The service is located in Johnstone, 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 28 February 2023 between 08:30am and 16.45pm. The inspection was carried out by two inspectors. 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 using the service
- spoke with five staff and management
- observed practice and the facilities
- reviewed documents
- received feedback from 15 parents/carers via email.

## Key messages

- Children were confident and motivated to play and learn making progress in their development.
- Children experienced kind compassionate and nurturing care.
- Staff worked effectively as a team to meet children's individual needs.
- Leaders have successfully led staff to have a strong shared vision values and aims.
- Children experienced high quality facilities.
- Children benefitted from a service committed to continuous improvement.
- Open ended and natural resources indoors and outdoors provided children with rich opportunities to extend their play and learning.

## 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?	6 - Excellent
How good is our setting?	6 - Excellent
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?

**6 - Excellent**

We evaluated this key question as excellent where performance was sector leading with outstanding quality outcomes for children.

### 1.1 - Nurturing care and support

Children experienced high quality responsive, nurturing, and compassionate care. It was evident through observations and documentation that the principles of nurture were embedded and at the heart of the service delivery. This was supported by staff who interacted with children in a meaningful way, for example, we observed consistent practice from all staff as they positioned themselves at children's level and used encouraging positive body language, calm voices and actively listened to what the children had to say. Staff effectively supported children to self-regulate in an inclusive manner respectful of children's rights. The caring, and respectful ethos created by staff resulted in children feeling safe, secure, loved and confident.

Children and their families benefitted from a keyworker system. Management had further enhanced this by creating family groups meaning if staff were absent other staff within this group had the same working knowledge of each child enabling children to receive consistent and targeted care.

The personal plans in place were reflective of children's current needs and stages of development and staff were highly skilled in using the information within the plans. This meant that children's nurture, care and support was responsive and reflected their individual needs. We were satisfied planned monitoring by the management team would ensure gaps are identified and acted on.

Management and staff supported children who required additional help extremely well. Where children required additional support, this was quickly identified. Staff worked proactively with children, families, and other professionals to implement individualised programmes that identified appropriate next steps and strategies based on individual children's needs.

Staff were developing children's awareness of their rights and those of others by promoting the United Nations Convention on the Rights of the Child. They had consulted with children to discuss what having rights meant to them and were using this to develop a children's charter. As a result, children were well supported to have a voice in the setting. Their views and ideas were valued and acted upon in a meaningful way.

A robust medication process was in place to keep children safe. Staff had undertaken a range of targeted training to allow them to effectively support children with additional health and wellbeing needs.

Lunch time was a pleasant and sociable experience managed in a way that supported children to choose when they would like to eat, and children were given a choice in their meal. Children were offered some opportunities to be independent, for example self-serving their meal, however water was poured for children by staff and then taken to the table. We asked the manager to review this and also consider how the outdoor space could be used at this busy time.

### 1.3 Play and learning

Children were enthusiastic learners, eager to play and learn whilst having fun. They were confident,

motivated and excited by the wide range of high quality, stimulating and challenging play and learning experiences on offer.

Children were able to direct their own play from a wide range of suitable experiences and natural resources freely available to them indoors and outdoors. Planning approaches took account of children's interests. It was evident that children's voices were highly valued. Staff encouraged children to be curious, imaginative and to be creative in their play-based learning using natural objects. We observed children engaged in a range of high-quality play experiences. For example, creative play outdoors making their own 'magic potions', role play taking their dolls to a pretend toddler group, and using block play to plan, create and review their development of their "motorway".

Children freely accessed the outdoor play space. This enabled them to direct their own play from a wide range of suitable experiences and natural resources freely available to them outdoors. We observed staff facilitating and guiding children to be curious, imaginative and creative in their play-based learning as they talked with children how they could develop a fairy garden.

Within each play experience on offer children had opportunity for developing language, literacy and numeracy. Baking bread and making scones was a daily occurrence. Children confidently explained to us how they would measure out the ingredients, before cooking them in the oven. This meant children had opportunity to learn in a holistic way with opportunity to make real life connections.

Through play children were developing relationships. Children were supported to express their thoughts and feelings. This helped children to be confident, feeling safe to communicate their preferences whilst developing relationships with other children. Staff supported children and acted as positive role models as they actively listened to children and encouraged conversations to extend play. Responsive skilled interventions from staff supported children to sustain their interest for extended periods of time. They joined in play showing a genuine interest knowing when to intervene and when to step back promoting children's own thinking and problem-solving skills.

## How good is our setting?

**6 - Excellent**

We evaluated this key question as excellent where performance was sector leading with outstanding quality outcomes for children.

### 2.2 Children experience high quality facilities.

Children were cared for in a new purpose-built modern building. Secure access operated by staff ensured no unauthorised entry or children leaving the building unnoticed.

Children benefitted from an environment with natural light, ventilation, and clean décor. This provided a hygienic, safe, and welcoming space for children and their families. A very good balance of information was available for families to access at the entrance including learning home links. Children had their own cloakroom space giving them a sense of ownership within the setting. The design of the building allowed children to have free flow access to the outdoors whilst maintaining the temperature indoors on the day of inspection.

Spacious learning zones created inviting play and learning areas. Children were confident in planning for their play, led by their interests. Staff skilfully ensured children could move resources across zones to build on previous learning. Children were also encouraged to be responsible for their environment by tidying up and taking care of the outdoors as they tended to their plants and vegetables. Children were encouraged to

be responsible.

A separate lunch area with a kitchen, part of the social zone, meant children could make connections with home and the environment for eating and drinking.

The layout of the playroom was set out to enable children to engage in a wide variety of play activities on their own, in small or larger groups. Spaces reflected children's interests and were resourced very well to support play and learning. Consideration had been given to allow children to access these independently with open storage units. Quiet areas using soft furnishings and lamps created a cosy home like, safe space for children if they wished to have some time on their own or with a friend.

New natural furniture and resources helped create a calming space for children. Staff had creatively accessed traditional furniture and used it meaningfully to create interesting home like play areas.

A rich outdoor play area influenced by the Froebel approach offered children lots of opportunity for active exploratory play. This included a shelter creating a cosy space, loose parts, large walk-in block play, sand pit creative area and space for physical and energetic play. Children had the opportunity to play and learn outdoors in all weathers. A sheltered area and toilets allowed children's play to continue without being interrupted should they need the toilet or to wash hands. Children were confident in assessing and managing their own risk as they played on the climbing hill.

Children's confidential information was stored securely and the management team were clear in their responsibilities to maintain this.

## How good is our leadership?

**5 - Very Good**

We found significant strengths in aspects of the care provided and how this supported positive outcomes for children, therefore we evaluated this key question as very good.

### 3.1 Quality assurance and improvement are led well

Strong leadership ensured a shared vision, values and aims was sustained within the staff team. There had been recent changes to the leadership team, further time will enable them to fully reach their potential.

The management team spoke positively about the philosophy of the setting, and it was evident the vision and values of the service were embedded into staff practice. For example, children's right to play was clearly upheld. The management team and staff plan to further develop this by continuing with the children's charter and applying for the Rights Respecting Schools Award committing to promoting and realising children's rights and encouraging staff and children to respect the rights of others.

We observed positive relationships between the whole staff team. Staff demonstrate a commitment to continuous improvement placing children and families at the centre of the service delivery.

Leaders had created systems for staff to initiate informed change. All staff were involved in priority groups, for example the eco group and many staff had been involved in play projects. This supported staff to develop their knowledge and skills contributing to positive outcomes for children and families.

Regular meetings enabled professional discussions to take place. Self-evaluation and reflection were underpinned by consultative relationships between the staff team and management. Respectful professional

communication enabled staff to identify priorities for improvement. Staff used self-evaluation tools including A quality framework for daycare of children, childminding and school-aged childcare to discuss what they do well and how they can improve. This had a positive impact and allowed staff to identify key areas of strength and areas they felt could improve.

Although feedback from a few parents identified communication and information on their child's day could be better, we assessed the service to be well placed to make improvements as planned. Management and staff strived to work in partnership with all families accessing the service. Parental engagement with all families to support children's wellbeing, development and learning was identified as part of ongoing improvement.

## How good is our staff team?

**5 - Very Good**

We found significant strengths in aspects of the care provided and how this supported positive outcomes for children, therefore we evaluated this key question as very good.

### 4.3 Staff deployment

The setting's caring ethos promoted a climate of respect. Staff used praise effectively to promote positive attitudes to play and learning. As a result, we observed happy confident children going at their own pace, making progress in their individual development.

Children were supported by a staff team with a range of experience, skills and knowledge. Staff were enthusiastic about their role, recognising the benefits of lifelong learning. As a team they presented enthusiastic and motivated to share skills and ideas with their colleagues.

Effective staff deployment across the service meant children's individual needs were being met and ensured staff ratios were maintained consistently throughout the day. Any absence, planned or unplanned, was managed well and wherever possible used staff within the team. The keyworker system supported by the family groups approach meant any impact from staff absence was limited.

Staff breaks were managed well and did not impact on children's experiences. This allowed staff time to refresh while ensuring staffing levels were maintained.

Staffing arrangements promoted continuity of care across the day and mostly ensured that necessary tasks and routines did not impact negatively on children's care. Additional staff supported children during lunch times; however, we observed inconsistent practice from some staff, at times they appeared task focussed, and not all staff sat at the table with children. We discussed this with the management team who plan to continue to monitor this supporting staff practice as needed.

Feedback we received highlighted that almost all families felt the staff team were approachable and regularly available for discussion. One parent commented: 'The staff are always on hand to chat about activities/progress. We have never had a negative word to say, and grateful we've never had any issues.'

## 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).



## Detailed evaluations

How good is our care, play and learning?	6 - Excellent
1.1 Nurturing care and support	6 - Excellent
1.3 Play and learning	6 - Excellent

How good is our setting?	6 - Excellent
2.2 Children experience high quality facilities	6 - Excellent

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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