

Little Flyers @ West Calder Day Care of Children

5 Glebe Road
West Calder
EH55 8DF

Telephone: 01506 873 731

Type of inspection:
Unannounced

Completed on:
3 December 2025

Service provided by:
We Care for Children Limited

Service provider number:
SP2010011353

Service no:
CS2015337313

About the service

Little Flyers @ West Calder is registered to provide a daycare of children service to a maximum of 54 children up to entry of primary school at any one time. Of those no more than 29 are aged under three. The service is in partnership with West Lothian Council to provide funded childcare to eligible children.

Care is provided from a two-storey building located in a residential area of West Calder. The ground floor playrooms are occupied by children over the age of two years. The upstairs level is occupied by the children under the age of two years. Children also had access to a large secure garden and a sensory garden. The service is close to local amenities, schools and green spaces.

About the inspection

This was an unannounced inspection which took place on Wednesday 26 November 2025 between 09:00 and 16:00, and Thursday 27 November 2025 between 09:15 and 15:15. 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.

To inform our evaluations of the service we:

- spent time with children
- received two responses to our request for feedback from parents and three from staff
- spoke to staff and management
- observed interactions, routines, and children's experiences
- reviewed documents
- assessed core assurances, including the physical environment.

As part of this inspection, we assessed core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, improvements were identified relating to core assurances. We have reported where improvement is necessary throughout the report and have made an area for improvement within 'Leadership'.

During this inspection we gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work.

Key messages

- Staff understood each child's individual needs and responded in calm, caring ways to provide comfort and reassurance.
- Experiences were planned around children's interests, with staff actively participating when invited, for example with singing and action songs.
- Effective self-evaluation led to improvements. For example, personal plans for children were updated to better reflect individual needs, with added strategies to support learning and progress.
- Some play areas were under-resourced, limiting children's curiosity, engagement, and opportunities for challenging, purposeful learning.
- Effective recruitment safeguarded children and was helping to build a stable, skilled team.
- The décor of the premises should be improved to reflect a respectful environment where families and children feel valued.

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

Leadership	4 - Good
Children play and learn	4 - Good
Children are supported to achieve	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

Leadership 4 - Good

Quality indicator: Leadership and management of staff and resources

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The service was going through a period of staffing changes. Some staff had already started, and others were about to commence their role in the near future. Once the team is complete, leaders plan to review the service's values with staff, children, and families. This should help to ensure a shared vision, reflected in practice, to improve care and learning for children. Parents would appreciate having a consistent, established staff team because it ensures stability and continuity of care for their children. One told us, "A lot of the staff are new so it is hard to create meaningful relationships, but they do always make an effort," and, "Continuity of staff could be better."

Effective self-evaluation led to improvements. For example, personal plans for children were updated to better reflect individual needs, with added strategies to support learning and progress. Regular monitoring helped identify gaps and take action, such as improving medication procedures to protect children's health. While new staff were still developing confidence in self-evaluation, they recognised the positive impact of recent changes. For example, the creation of a dedicated play space for children aged 2-3 years helped them settle more easily and engage in an environment suited to their age and stage.

Leaders and staff had identified areas for development and worked together to make improvements. For example, staff received health and safety training on effective deployment to keep children safe. New systems included regular attendance checks and secure garden fencing. Safety was balanced with positive risk-taking through robust procedures and risk assessments using Keeping Children Safe: Look, Think, Act guidance (Care Inspectorate, 2021). Staff raised awareness, and the SIMOA toy elephant helped children learn to self-assess risk.

During the inspection, we noted that previous improvements aimed at creating high-quality care and learning spaces had not been maintained. To achieve lasting progress, management should support leaders at all levels to upskill staff while driving forward improvements. They should monitor progress regularly to ensure changes are maintained over time **(see area for improvement 1)**.

Leaders valued the importance of including children and parents' when planning improvements in the work of the service and children's experiences. They asked for their ideas and used them to make changes. For example, parents helped decide how playrooms for children over two should be set up. Children's views were sought and considered when planning activities and monitoring specific areas for improvement. Families were included and informed about standards and expectations of the service through the parent partnership group. They were also invited to contribute their views through surveys and an online messaging platform. Recently, parents were included in the staff recruitment process and interviewing for new staff. A parent told us, "There is an opportunity to join the parents partnership group."

Effective recruitment safeguarded children and was helping to build a stable, skilled team. Leaders carefully matched staff to roles, resulting in motivated, enthusiastic practitioners committed to improving their practice.

Staff had identified areas for development. Such as, planning approaches, developing the wellbeing garden, and improving displays to support literacy and numeracy learning in playrooms.

Management ensured new staff had the best start through a structured induction program based on national guidance. The induction was tailored to each role and included focused training to help staff understand standards and expectations to deliver high-quality care. Staff reported feeling supported, valued, and well-prepared. The manager reinforced this by providing hands-on guidance in playrooms and modelling positive practice.

Areas for improvement

1. For children and families to experience improved and sustained positive outcomes, the provider should support leaders at all levels to upskill staff while driving improvements and continue to monitor progress regularly to ensure changes are sustained over time. This should include, but is not limited to:

- improved play areas, which are maintained to enhance children's curiosity, engagement, and opportunities for challenging, purposeful learning
- defined, cosy, homely and quiet spaces for children to relax and rest, to help them feel valued and cared for
- improved décor and presentation of the premises to reflect a respectful environment where families and children feel valued.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

Children play and learn 4 - Good

Quality indicator: Playing, learning and developing

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Experiences were planned around children's interests, with staff actively participating when invited, for example with singing and action songs. This approach supported confidence, friendships, and communication skills. A parent told us, "The most positive aspects of my child's experience's in the service are social interaction, feeling comfortable with peers and having fun."

Story time was engaging, with staff using varied tones and voices. Throughout the service staff interacted down at children's level, asking questions to encourage discussions about their play and what they were going to do next. Staff actively engaged with children's activities, providing praise to reinforce confidence and achievement. Moving forward, they should enhance interactions by using open-ended questions and 'wondering out loud' to extend children's thinking and spark curiosity. Management were supporting this through ongoing training and guidance.

Observations informed planning and guided next steps for individual learning. For example, strengthening peer relationships, developing early counting skills, and improving self-help abilities. Management were coaching staff individually to enhance observation skills.

This should help staff to improve their ability to consistently provide evidence of progression, plan effectively, and celebrate children's successes and achievements.

Management demonstrated commitment to improving planning practices. A new approach was introduced that prioritised younger children's individual play patterns to extend learning. Best practice guidance supported this approach, emphasising nurturing care for younger children. Following changes in planning and staffing, some staff were not yet fully confident with the new models. However, staff and management were eager to develop these skills. Staff received guidance on planning for children over three years, including consistent use of progression pathways and newly introduced trackers. As these methods become embedded, staff should develop their ability to ensure that children are consistently making good progress.

Children had time and space to lead their play and explore interests such as reading, drawing, painting, and building. They engaged creatively with available resources, for example, making a junk model and using sand to create an 'ice road'. A parent told us, "The garden is great and children are out as much as possible." However, some play areas were under-resourced, limiting children's curiosity, engagement, and opportunities for challenging, purposeful learning. Younger children would benefit from a wider range of sensory play to build foundational skills, stimulate their senses, and support emotional regulation. Numeracy, literacy, and digital technology experiences also need enhancement. Management had identified through audits that the breadth and quality of resources should improve, and this action should now be implemented and sustained (**see area for improvement under the heading 'Leadership'**).

Children are supported to achieve 4 - Good

Quality indicator: Nurturing care and support

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Staff understood each child's individual needs and responded in calm, caring ways to provide comfort and reassurance. They supported children's emotional well-being by helping them feel secure and valued, for example through cuddles or comforters to aid self-regulation. All rooms were bright and well-ventilated. However, some play areas could be improved to feel more cosy and homely. Creating defined quiet spaces would allow children to relax, rest, and take time away from busy areas, helping them feel valued and cared for. The décor of the premises should be improved to reflect a respectful environment where families and children feel valued. For instance, chipped paint on gates leading into playrooms should be replaced (**see area for improvement under the heading 'Leadership'**).

Personal plans were in place for all children, developed in partnership with families. Plans included key details about routines, preferences, and health needs. Plans informed which particular aspects of care children needed support with. For children needing additional support, plans outlined specific strategies, and staff worked with other professionals to meet individual needs. Families were actively involved in reviewing plans and setting next steps. A staff member shared that personal plans were purposeful. This helped them to know the needs of their key children and how to support their care, learning and development.

Personal care was responsive and carried out respectfully to foster well-being. Children's routines were supported, and for younger children, nappy changes were done in a way that maintained privacy and dignity. Sleep routines were followed according to each child's personal plan.

Children were encouraged to be independent at mealtimes by pouring drinks and serving themselves. Older children washed their own plates and cutlery. Food was nutritious, and allergies and preferences were managed effectively to keep children safe. Fresh water was available throughout the day to support healthy hydration. Moving forward, some aspects of mealtime routines need improvement. For example, waiting times should be reduced by preparing tasks before inviting children to eat. Fewer unnecessary duties would result in staff being able to consistently sit and engage with children during meals. There should also be enough spaces for all babies to join lunch when ready, offering choice and respecting their preferences. Handwashing before and after eating was inconsistent and should be addressed to support health and wellbeing. One parent said, "The food on offer always appears healthy and the menu varies so children don't get bored."

Parents were regularly informed about their child's care, development, and experiences through updates on a digital platform and newsletters. Staff maintained positive communication with parents during drop-off and pick-up, sharing key information about their child's day. Regular meetings and events, including stay-and-play sessions, enabled parents to actively participate in the service and support their child's learning. A parent told us, "Staff are friendly, welcoming and always handover lots of relevant information about my child."

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

For children's health, welfare and safety needs to be fully met, the provider should continue to develop children's personal plans to be able to assess children's needs in greater depth. They should include information about strategies and techniques used to support children. This should include, but is not limited to, improving support plans to clearly detail the intended support strategies. These should be reviewed and adapted, in partnership with children and parents, to help children to make progress at a pace that is right for them.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

This area for improvement was made on 9 December 2024.

Action taken since then

The provider has continued to develop children's personal plans to be able to assess children's needs in greater depth. Strategies and techniques were in place and supporting children. These were adapted and reviewed in partnership with parents and specialists to help children make progress at a pace that is right for them.

Therefore, this area for improvement has been met.

Previous area for improvement 2

For all children to develop and learn at an appropriate pace staff should be supported to further develop planning. They should consider how they evaluate the impact and outcome of activities that children participate in. This would enable them to plan experiences, with more focus on supporting children's specific next steps to further enhance progression in learning. This should include current national practice guidance to deliver high quality play and learning experiences. Staff should then apply their training in practice to improve outcomes for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: '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' (HSCS 3.14).

This area for improvement was made on 9 December 2024.

Action taken since then

Ongoing training was supporting staff to develop their skills to observe and assess children's progress and achievements. This included additional supports for children being identified, planned for, and implemented. Planning approaches were currently being developed to support staff to plan experiences, in line with national practice guidance. This focussed on supporting children's specific next steps to further enhance progression in learning.

Therefore, this area for improvement has been met.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

Detailed evaluations

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.