

Oakburn Early Years Centre Day Care of Children

North Campbell Drive
Milngavie
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Type of inspection:
Unannounced

Completed on:
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Service provided by:
East Dunbartonshire Council

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SP2003003380

Service no:
CS2020379069

About the service

Oakburn Early Years Centre is registered to provide care to a maximum of 101 children not yet of an age to attend primary school at any one time. No more than 15 are aged under three years. No more than 86 are aged three years to those not yet attending primary school.

Care is provided from a purpose built building, located within a residential area of Milngavie. The service is close to shops, schools and transport routes. Children are accommodated in two indoor play areas, a covered outdoor courtyard with a mezzanine level and an outdoor play space at the rear of the property.

About the inspection

This was an unannounced which took place on Wednesday 8 June 2022 and Friday 10 June 2022. The inspection was carried out by three inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with people using the service and 15 of their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were happy and settled at nursery; they had developed positive relationships with staff and their peers.
- Children were supported to make progress through effective planning systems and support from the teacher.
- Staff were committed to their roles and keen to secure improvements for children and their families.
- Children benefited from regular access to outdoor play spaces.
- Management should continue to address identified issues within the new building to ensure it is safe and children enjoy can full access to play spaces.
- Management should review and implement the service's vision, values and aims to create conditions where staff feel confident to initiate well informed change.

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?	4 - Good
How good is our leadership?	3 - Adequate
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 found significant strengths in aspects of the care provided and how these supported positive outcomes for people. Therefore, we evaluated this key question as very good.

1.1 Nurturing care and support

Children attending the service were happy, settled and having fun. They experienced warm, nurturing care to support their wellbeing. Staff were kind and respectful towards children, taking time to listen and respond. Staff knew children well and interacted positively with them to support their needs. This helped children feel secure.

Staff worked closely with families to support children's care and development. This was reflected in children's personal plans which recorded how children were being supported based on their individual needs. Children's learning was recorded and shared with parents in e-learning journals, and parents could share achievements from home. A "families champion" offered advice to families, supporting their wellbeing. For example, by sharing hints and tips relating to sleep or toileting routines.

Children enjoyed mealtimes that were relaxed and unhurried, ensuring a positive, sociable experience. Meals provided by the service were nutritious and met children's individual dietary requirements. Children developed their independence skills as they served their own lunch and poured their own drinks. One child told us, "pizza is my favourite". Fresh drinking water was available for children throughout the session which they could access independently to keep them hydrated.

Staff had a good understanding of children's health needs. Several staff were trained in first aid should children require medical assistance. Medication was stored securely, and permission had been sought to administer medication. Management should continue to monitor medication records to ensure that any gaps are quickly identified and addressed.

Children's wellbeing was supported through sensitive sleep routines. A cosy, calm sleeping area ensured that children benefited from rest or sleep when needed. Opportunities to participate in yoga sessions supported children to relax and regulate their emotions.

1.3 Play and learning.

Children were engaged in high quality play experiences that promoted their development. They were keen to share their favourite activities with us which included building using real tools, baking, pretend play and playing outdoors. One child told us, "I love playing outside but I've got to put a suit on first".

Children were actively leading their play; they could make choices about what they wanted to do. This was supported by staff who skilfully interacted with children to promote their creativity and curiosity. They used effective questioning to extend children's thinking and learning.

Planning approaches were child centred and supported children to progress. For example, staff used provocations (resources or activities that promote thoughts, creativity and learning) to shape children's play and learning. Staff worked closely with the teacher to assess children's abilities and identify any support children required. This ensured that children were making progress in their learning.

Children had access to lots of resources and play experiences that helped develop their language, literacy, and numeracy skills. For example, we saw children creating their names by hammering nails into blocks of wood, and they excitedly produced a cake that they had baked. Children's writing was displayed throughout the nursery which built their self-esteem and encouraged them to talk about their learning.

Strong connections in the community extended children's opportunities for play and learning. For example, a joint project with local schools and nurseries in science, technology, engineering and maths (STEM) gave them the opportunity to engage with other children in the local area and supported relationships for starting school.

How good is our setting?

4 - Good

We made an evaluation of good for this key question, as several strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements are needed, the strengths identified had a significant positive impact on children's experiences.

2.2 Children experience high quality facilities.

Children were cared for in a new purpose-built building. It was designed to a high standard, with lots of natural light. Children had lots of space to move around freely, indoors and outdoors. Quiet spaces were available throughout the building to support their wellbeing.

The ramp leading to the mezzanine became slippery during wet weather, limiting children's access to this area. The senior management team were aware of this and were exploring a safe solution. They should continue to investigate this to maximise children's play opportunities within the building.

Children were kept safe through a variety of measures. For example, secure entry system, supervision and the use of radios to communicate children's whereabouts.

Risk assessments identified potential hazards and put protective measures in place.

Spaces, toys and resources had been carefully planned, taking children's needs and interests into account. For example, 'interest tables' were set up to provide appropriate resources and materials to support children's learning, taking account of their likes and interests.

Children were learning about risks through a wide variety of play opportunities. For example, we saw children climbing, balancing, swinging, and using real tools.

Infection prevention and control practices needed reviewed to prevent the spread of infection. For example, toilet doors leading to playrooms should be kept closed and laundry should be stored away. We discussed this with staff on the first day of the inspection and were satisfied that action was being taken to address this quickly. Management should continue to monitor this to ensure a safe environment.

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

3.1 Quality assurance and improvements are well led.

The service had experienced significant changes in leadership over recent months and were therefore at the beginning of their improvement journey.

Some staff felt that the management team could better support them. For example, by acknowledging good practice, becoming positively involved in staff meetings, and being a more visible presence in playrooms.

A clear vision had been created for the service. This helps staff know what is important to meet children and family's needs. Staff were aware of their role in promoting this. Management should now consider their part in advocating the service vision to ensure a positive working ethos within the service. See area for improvement 1.

Overall, parents were happy with the level of care and support their children received and they felt confident to raise any concerns. Emails, newsletters and e-learning journals were used to share information about their children's progress. However, some parents felt that communication could be improved and wished for greater involvement with the service. We discussed this with the management team and were satisfied with the ideas they had to increase parental involvement. They should continue with plans to implement this.

Areas for improvement

1. To ensure that children receive high quality care, the leadership team should create conditions where staff feel confident to initiate well informed change and share responsibility for the process. This should be supported by working collaboratively to implement the vision of the service.

This is to ensure that children experience care and support that is "well led and managed" (HSCS 4.23), and "experience a warm atmosphere because people have good working relationships"(HSCS 3.7).

How good is our staff team?

5 - Very Good

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

4.3 Staff deployment

The service was appropriately staffed to meet children's needs. Staff were kind, nurturing and respectful towards children, helping them feel loved and secure.

Parents knew who was caring for their child and they told us that they were happy with the level of care their children received. One parent commented, "the staff within the nursery are amazing and know my daughter very well. They know her likes and dislikes, and encourage and support her to try new things as well as encouraging further interests". Another parent said, "I feel like the nursery staff know my child very well, especially the key worker. My child speaks fondly of all staff which to me is a good sign".

Staff were deployed in a way that ensured children's safety and enhanced their learning experiences. For example, one staff member was positioned outdoors long-term, in line with her interests and skills. This allowed her to extend children's learning through sustained projects such as growing vegetables and building a fence.

Staff worked well as a team. They met regularly to discuss children's needs, and plan learning opportunities. A mentoring system ensured that new staff were well supported and knew what was expected of them.

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?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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