

# Glenfield Early Learning and Childcare Centre Day Care of Children

c/o Langcraigs Primary School  
Glenfield Road  
Paisley  
PA2 8QE

Telephone: 01416 183 620

**Type of inspection:**  
Unannounced

**Completed on:**  
13 March 2024

**Service provided by:**  
Renfrewshire Council

**Service provider number:**  
SP2003003388

**Service no:**  
CS2003014785

## About the service

This service was registered with the Care Commission in April 2002 and transferred its registration to the Care Inspectorate in April 2011.

Glenfield Early Learning and Childcare Centre is provided by Renfrewshire Council to provide a care service to a maximum of 115 children not yet attending primary school at any one time. No more than 15 are aged 2 years to under 3 years and no more than 100 are aged 3 years to those not yet attending primary school full time.

The centre is based across two buildings. In both premises, children have access to one large playroom and an enclosed garden. The service is situated within the grounds of Langcraigs Primary School in the Glenburn area of Paisley.

## About the inspection

This was an unannounced inspection which took place on Monday 11 March and Wednesday 13 March 2024 between 08:30 and 18:00. Feedback was provided on Wednesday 13 March 2024. 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 service's last inspection.

In making our evaluations of the service we:

- Spoke with children using the service.
- Spoke with four staff and management.
- Observed practice and the facilities.
- Reviewed documents.
- Received feedback from 19 parents/carers.
- Received feedback from 14 members of staff.

## Key messages

- Children's rights were valued and interactions ensured children were treated with respect and dignity.
- Staff had considered children's interests and spaces outdoors supported children to be creative and problem solve.
- Good communication and sharing of information supported parents to be informed and involved in their child's care and development.
- Children benefitted from good processes to ensure their safety and wellbeing.
- The settings values of respect, nurturing, fun, creativity, compassion were imbedded and at the heart of staff interaction and practice.
- Regular professional review and development meetings ensured all staff felt professionally and personally supported by the management team.

## 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/people and clearly outweighed areas for improvement.

### Quality Indicator 1.1 - Nurturing care and support

Staff were warm, kind and nurturing in their care of children. During our visit we saw children children approaching staff for comfort and cuddles. Staff told us they had taken part in the local authority initiative 'Renfrewshire Nurturing Relationships Approach' and we could see some of the nurture principles in practice. As a result, children were supported to form secure attachments and build positive, nurturing relationships.

Children's rights were valued and interactions ensured children were treated with respect and dignity. Some staff supported children to have an understanding of their rights, for example reminding children of their right to be safe during play. The management team told us supporting all children to have a good understanding of their rights is currently something there are developing within the service.

Children benefited from a staff team who knew them very well and spoke confidently about their care and wellbeing needs. One parent told us "All of the staff are amazing with all the children. They're all so caring and patient and definitely do their best for all the children". Where staff or parents had identified children as needing additional support, this was planned for effectively and strategies were implemented collaboratively with external agencies, for example speech and language therapy. This supported children to receive care and support that was right for them.

Children's wellbeing was supported by staff who knew them very well. Staff spoke confidently about children and their individual needs and some strategies to support them. Some information gathered from parents was used to form children's personal plans. We discussed with the management team that these plans should include clearer next steps to outline how staff plan to meet children's needs. This will continue to support personal plans to be used effectively.

Strong relationships with families was a strength within the service. Staff spoke positively about how spending time getting to know children and their families allowed them to put in place more individualised support if needed. As a result children and families benefitted from a more holistic approach to supporting their overall health and wellbeing.

Medication processes in place supported children to be cared for safely. We asked the management team to ensure forms for recording the administration of medication reflected current Care Inspectorate guidance 'Management of medication in daycare of children and childminding'. This was actioned prior to the conclusion of this inspection.

Children experienced calm and unhurried mealtimes. Staff supported children to develop their independence skills, for example self serving and clearing away their own crockery. Staff were attuned to children's individual needs during the lunch time experience and put in place strategies to support individual children. This supported all children to experience a quality mealtime.

Good communication and sharing of information supported parents to be informed and involved in their child's care and development. One parent told us "The staff are amazing and keep me updated with every aspects of my child's development". The digital platform 'Seesaw' supported staff to share children's individual learning and progress and offered parents the opportunities to comment on their child's experiences.

### Quality Indicator 1.3 - Play and learning

During our inspection visit children were having fun with staff and their peers. We saw children make potions, dig for treasure and singing songs. Children actively invited staff into their play and valued the contributions that staff made. As a result children and staff developed secure, respectful relationships.

Some staff were confident in promoting and facilitating children to lead their own learning. To further support all children to reach their full potential staff should continue to consider children's level of engagement and individual interest when structuring the environment and play experiences.

Planning approaches for children's play and learning had been recently reviewed and adapted. Staff told us they were still at the early stages of development in the planning cycle. Staff and management should continue to develop and embed the new systems. This will support effective planning for individual children and show progression breadth and depth in children's learning.

Children enjoyed playing and exploring the outdoor area. Staff had considered children's interests and spaces outdoors supported children to be creative and problem solve. One member of staff told us; "The children have been in the heart of changing our outdoor environment as we encourage them to take part in caring for our environment". Parents spoke positively about children having daily opportunities to play outdoors and the benefit this had for their children. One parent commented; "My child has the opportunity to play outdoors regardless of the weather, he is provided with a waterproof suit to keep him dry, my child loves the outdoor area he says "it's just like the park"".

Children benefitted from some opportunities to develop their skills and learning in numeracy and literacy. We saw some children confidently measuring their own height, matching resources by colour and shape and mark making. We discussed with the management team how these areas could be further developed and enhanced to support and challenge children.

Community links supported children to develop a sense of belonging and understanding of the wider community around them. Children had the opportunity to visit local parks and shops. To further enhance children's experiences, staff told us this is something they are hoping to continue to develop.

## How good is our setting?

**4 - Good**

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

### Quality indicator 2.2: Children experience high quality facilities

Play spaces for children were bright, uncluttered, and well ventilated. Children's work and comments were displayed throughout all play spaces. This gave the message to children that they mattered and were valued.

Resources promoted children's enquiry and problems solving. A good mix of loose parts and real resources supported children to explore, build and be creative during their play. It was evident from discussions with staff and children that staff were responsive to most children's individual needs and interest and had taken this into account when structuring their zones. One parent told us "They are benefiting from the toys and materials available to them and I often make comment of how much I want to get involved and explore what is available". As a result, children were engaged in their play.

Children benefitted from good processes to ensure their safety and wellbeing. Risk assessment and maintenance procedures ensured that the environment and resources were safe for children and that careful consideration had been given when planning outings. We discussed with management that some improvement was needed in relation to staff infection control practices, for example; hand hygiene, which they agreed to monitor.

Most children had free flow access to outdoor play. Where this was not possible for children in the 2-3 room, staff were skilled in recognising children's verbal and non verbal cues and facilitated their access to the outdoor areas. This supported all children to explore and have regular access to fresh air and exercise.

## How good is our leadership?

**4 - Good**

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

### **Quality indicator 3.1: Quality assurance and improvement are led well**

The management team engaged well during the inspection process and showed a commitment to improving outcomes for children and families. As a result, some suggested actions had been reviewed and changes had been made prior to the conclusion of this inspection.

The settings values of respect, nurturing, fun, creativity, compassion were imbedded and at the heart of staff interaction and practice. Staff told us that the management team had also consulted children and families when reviewing their vision, values and aims. This supported an inclusive approach to care and learning.

The management team and staff valued the strong relationships they had built with parents and spoke positively about some of the ways they encouraged parents to be involved within the setting. New initiatives including 'fruity Friday' supported parents to come into the setting and have snack with their child at a time that was suitable to them. This further supported staff and parents to build meaningful relationships.

The settings improvement plan was reflective of the current needs of the service as identified by staff, management and children. Targets were manageable and achievable and outlined clearly areas of responsibilities. Staff told us they had identified the environment as a priority and we would agree staff should continue to develop this to promote positive outcomes for children and families.

Self evaluation and quality assurances processes were evident in practice. Children benefitted from responsive staff who notably made changes to their day and practice as a direct result of children's engagement and views. One member of staff told us; "I think we are trying hard at the moment with all these changes and are very supported from management as they listen to us and involve us in all these changes". We discussed with the management team how a more formal approach to self evaluation would continue to support positives changes within the setting.

Consultation supported parents and staff to be involved in improvement and implement changes. One parent commented; "Management at Glenfield ELCC and constantly engaging parents/carers and young people in their development. They seek our opinions via text prompts, seesaw and email. Recent changes to management have allowed for everyone to be involved in the settings development".

## How good is our staff team?

**4 - Good**

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

### Quality indicator 4.3: Staff deployment

Parents told us staff were an asset to the setting and that staff really cared for their children. One parent commented; "All staff members that work with my child are very approachable and friendly. They are very loving towards my child, I have saw several of them give my child a cuddle Hello or Goodbye."

The use of zones supported staff to work together and ensure ratios were adhered to and that children were cared for safely. The senior management team supported staff during periods of absences of staff breaks. As a result, children experienced continuity of care as they knew the management team well and were visibly happy to see them when they came into their play spaces.

Staff had developed good working relationships and they were supportive and respectful of each other. Good communication ensured that staff worked collaboratively together to ensure they met the needs of children within their care. One member of staff told us; "The staff in the playrooms work together to form a strong team, sharing ideas and communicating effectively. We support each other".

Regular professional review and development meetings ensured all staff felt professionally and personally supported by the management team. The management team told us they valued this time with staff and used any information to further support staff, for example in assigning leadership roles.

Staff had regular opportunities to develop their skills and knowledge through training and in-service days. We discussed with the management team that training evaluations could be further developed to encourage staff to reflect in more detail. This will support staff to think about the impact of these opportunities and promote positive outcomes for children and families.

Busier times of the day, for example mealtimes and collection times were recognised and planned for. Lunch time cover ensured there was a suitable number of staff to meet children's needs. This supported children to be cared for safely and allowed staff suitable time to rest and enjoy an uninterrupted break.

## 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?	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

## 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](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto: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 ਵਿੱਚ 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.