

# Fun Little Education Day Care of Children

Fun Little Education  
Beech House  
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LIVINGSTON  
EH54 6AX

Telephone: 07729969989

**Type of inspection:**  
Unannounced

**Completed on:**  
9 August 2024

**Service provided by:**  
Fun Little Education

**Service provider number:**  
SP2021000049

**Service no:**  
CS2021000080

## About the service

Fun Little Education is registered to provide a care service to a maximum of 44 children aged between one year and entry into secondary school, at any one time. During term time care may be provided to a maximum of 44 children aged one year to entry into primary school, at any one time. During the school holidays care can be provided to a maximum of 44 children aged one year to entry into secondary school, at any one time.

Situated within a business estate in Livingston, the premises was previously a two storey office space. Two playrooms on the ground floor accommodate children at different stages of development. The upper floor accommodates school aged childcare during school holidays. A secure garden is accessed beside the front entrance. Local bus routes serve the area and parking is available.

## About the inspection

This was an unannounced inspection carried out on Tuesday 06 August 2024 between 09:15 and 15:15. One inspector from the Care Inspectorate carried out this inspection.

To prepare for the inspection we reviewed information about the service. This included previous inspection reports, information submitted by the service and intelligence gathered over time.

In making our evaluations of the service we:

- observed children using the service and received feedback from eight parents
- spoke with staff and management
- observed practice and daily routines
- reviewed documents relating to children's care and the management of the service.

We gave feedback to the manager, depute manager and provider by videocall on Friday 09 August 2024.

## Key messages

Children were nurtured and supported through responsive routines, personal planning and kind staff who knew them well.

Children's play and learning opportunities had improved since the last inspection. As a result children were starting to lead their own play through enhanced resources and intentional interactions with staff.

Medication management should be consistent across the whole service to ensure all children have their health needs planned for and met.

Children were benefiting from a consistent core staff team which was deployed effectively throughout each day.

Overall the quality of service had improved for children since the last inspection. This demonstrated the teams drive to quality assure, self-evaluate and plan for continuous improvement.

## 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 and clearly outweighed areas for improvement.

### Quality indicator 1.1: Nurturing care and support

Children were nurtured and supported throughout their daily experiences by kind and familiar staff. Routines were responsive and child-centred which enabled children to lead the pace of the day. For example, mealtimes were flexible and outdoor space was accessible throughout the day. Children were treated with respect, as their opinions and permissions were sought and responded to. As a result, children had autonomy over their care and play. A parent said, "My child likes going there, eating food, teachers showing him how to do things, it is nice at nursery and quieter than the other nursery". Moving forward, the needs of younger children should continue to be a focus to ensure their care needs are fully met within the larger playroom, such as sleep time.

Mealtimes had improved for children since the last inspection. Children could choose when to join the table which meant their play was not interrupted. The experience was relaxed as children ate at their own pace. New skills were practised as children were involved in preparing food and serving themselves. Staff ate with the children making the experience sociable and safe. To further ensure children's safety, close supervision should be consistent and food should always be prepared to minimise choking risks. For example, apple slices rather than chunks.

Children benefited from the effective use of personal planning. Detailed information was gathered about children's needs and preferences, which staff used to provide consistent care. For example, the use of English and Polish languages in accordance to what children needed. Significant information was recorded and monitored to ensure the right support was planned for families. Staff reported feeling more confident to seek input from other agencies when appropriate. For example, working alongside a health visitor to support families on issues such as toilet training. Two parents confirmed they found support from the service very helpful. To further develop personal planning, the service should consider how to track the reviewing of plans with parents at least every six months. This will ensure all plans are reviewed alongside parents, keeping them current and relevant for children's care.

Medication and health needs were being managed effectively for nursery children. As a result, children got the support they needed. However, while staff were knowledgeable about the school age children's health needs, there was limited information recorded about their allergies. The service should now replicate the allergy action plans for older children to ensure their needs are planned for and consistently met.

### Quality indicator 1.3: Play and learning

Children had fun as they experienced good learning and development opportunities. They were happy, engaged in play and confident with the setting and resources around them. This was demonstrated by children laughing, chatting, playing for prolonged periods with their peers and using the resources as they wished. A range of planned and spontaneous activities offered children variety, enhanced interests and new skills. Literacy and numeracy opportunities were developing throughout the play spaces and routine tasks. Examples of this were, books and mark-making materials in play spaces, recipes and magazines, matching, measuring and comparing activities. In addition, children signed in each morning, allowing them to practise

name recognition. These opportunities should continue to expand. For example, using song and rhyme.

Children could lead their own learning through interactions and actions of staff. Recent training was having a positive impact, bringing a slower pace and intention to staff practice. For example, staff were being guided by the child, asking open questions, observing and responding to support the child's learning. This meant that children were following their own ideas and being enabled in their thinking skills. Parents had noticed progress with their children's learning and said, "My child is involved in very interesting types of play about nature, planets, ecology etc. All education is based on fun" and "Topics at nursery seem to vary and my child likes that they focus on something for a bit and I have noticed he knows a lot of new things outside of what we talk about, play at home".

Children's interests and developmental needs were starting to inform planning for play and learning. This meant that opportunities were relevant for children to help them to achieve their potential. Progress in learning was being tracked through online journals. These were informative for parents to continue the learning at home. A parent said, "Observations are uploaded for us to see, comment on and build on at home with outcomes and next steps identified. (Staff) also comments on any observations we upload from home showing a real care and interest in my child". Planning for and tracking of learning should continue to develop to ensure experiences are consistently stage appropriate for all children.

School aged children had a planned programme of activities and outings for the holiday period. This offered new experiences and informative projects, such as traditions and celebrations. In addition, children could influence the day by choosing their own activities, having space and time to make up their own games and deciding as a group when to go out in the local community.

## How good is our setting?

4 - Good

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

### Quality indicator 2.2: Children experience quality facilities

Children experienced a comfortable, home from home environment. It was prepared for children's arrival each day, with blinds and windows opened. It was visibly clean, calm and organised. Children felt welcomed and settled in the pleasant spaces.

The setting was safe, secure and well-maintained. Staff were vigilant to children's safety and wellbeing. For example, external doors were locked and internal doors had high handles. Children were supported to consider risks in play and how to reduce or manage these. This enabled children to develop their problem-solving and decision-making skills. Infection prevention and control measures were in place to reduce infection spread. For example, effective handwashing at relevant points of the day and the use of personal protection equipment at nappy changing. School aged children and younger children shared toilets on the ground floor level. Use of the toilets was always supervised by staff and the toilets were regularly cleaned. These measures contributed to keeping children healthy and well.

The setting was continually improving to be developmentally appropriate spaces. The indoor space had a changed layout, with more purposeful resources. Set ups and provocations were intentional and resources had a context, making areas more defined. Examples of this were: the home corner looked like a real home, while the water and sand areas were spacious and inviting. Real items and loose parts were being introduced to add an authentic element to play.

The outdoor space had improved since the last inspection, resulting in a higher quality of play experience for children. Defined play spaces offered children opportunities to continue their play and learning in a natural environment. For example, mark-making resources were available to draw and write. The service should continue to develop spaces in accordance with interests but also to inspire children to be curious and creative.

The school aged space was spacious and had a range of resources to choose from. Children could rest comfortably or be active. In addition, the local community was used for visits to the park and walks around the area.

## How good is our leadership?

4 - Good

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

### Quality indicator 3.1: Quality assurance and improvements are led well

The service was guided by inclusive values and so families were welcomed, supported and enabled. The service was taking steps to involve parents in their children's learning. Stay and play sessions invited parents into the playroom to engage alongside their child in play and learning. A book lending library was also used by families. To develop these further, the service should monitor the impact on children's learning. A parent said, "We are greeted enthusiastically every morning and in the afternoon we are told how my child's day has been and any activities he has completed". To extend parental involvement further, the service should enhance general access to the playroom for parents at drop-off and collection times. This would further engage parents in children's learning and also enhance their knowledge of the service which would aid improvements.

Quality assurance, including self-evaluation, monitoring and auditing, was informing improvement plans to enhance outcomes for children. The service had been committed since the last inspection to consider best practice in early learning in childcare. This helped staff to reflect on their current practice and plan for necessary improvements. Lead roles were created for staff to develop specific areas of the service, such as the garden, literacy and numeracy. These focused pieces of work were starting to have a positive impact on experiences for children. For example, the garden was well-resourced and literacy materials were added around the play spaces. Staff would benefit from accessing improvement resources from the Care Inspectorate's website The Hub, to support the development of their lead roles.

Improvements were a whole team approach with a shared responsibility taken. The use of various tools were developing such as quality audits and observations of practice to support this process. A monitoring calendar had been created to keep quality assurance as a focus for all staff throughout the year. Overall, the service had shown capacity for improvement and should now work to maintain the changes and seek continuous improvement.

Another improvement since the last inspection was the service being more accountable to the management board, which is the service provider. The board was kept informed of various aspects of the service management through quarterly reports. A new Chairperson specifically for the nursery was being inducted into their role. This change will provide an overview of the service to the provider and further support quality assurance of outcomes for children.

**How good is our staff team?****4 - Good**

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

**Quality indicator 4.3: Staff deployment**

Children's needs were met as management understood the importance of effective staffing and deployment. A core staff team provided familiarity and stability for children, as relationships were built and maintained over a period of time. Having more staff than was needed supported good deployment of staff as they could be more flexible and responsive to children.

The team continued to develop their knowledge and skills in early learning and childcare practice. Staff were working through or had completed their qualifications and were using their learning to enhance aspects of the service. Moving forward, management should continue to enable and empower staff to use their knowledge to guide and mentor unqualified staff. This would contribute to creating a cohesive, learning-focused team which provides continuity of care for children based on best practice.

Staff demonstrated relaxed and confident practice. They felt supported, listened to and inspired by the recent improvements. The impact of this was a fun, pleasant, energetic atmosphere for children.

The introduction of a more structured daily rota allowed tasks to be distributed equally and empowered staff to be accountable for their area. Examples of positive outcomes were: the garden was always available for children, snack and lunch were a part of children's learning and staff were clearer on their focus for the week. It also allowed staff to be more responsive to children and move more freely with them. This encouraged children to make choices based on their needs and wishes.

## What the service has done to meet any requirements we made at or since the last inspection

### Requirements

#### Requirement 1

By 22 September 2023, the provider must ensure children's health, welfare and safety are protected by monitoring the provision for children.

To do this, the provider must at a minimum:

- a) have a regular overview of all aspects of the service
- b) have an overview of what children should expect from an early learning and childcare service
- c) refer to 'Records that all registered care services (except childminding) must keep and guidance on notification reporting' (Care Inspectorate 2012) to ensure significant events are notified to the Care Inspectorate within timescale

This is to comply with Regulation 4(a) (Welfare of Users) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19) and 'I use a service and organisation that are well led and managed' (HSCS 4.23).

This requirement will remain from the last report with an extended timescale of 31 January 2024.

**This requirement was made on 4 October 2023.**

### Action taken on previous requirement

Action had been taken to ensure the provider had an overview of the service. Regular reports were provided for the management board. These kept them informed of how the service was functioning but also highlighted outcomes for children. A Chairperson had been recruited to focus on the nursery and was being inducted into their role. This included an overview of best practice in early learning and childcare so the service could be supported by external quality assurance.

**This requirement has been met.**

**Met - within timescales**

## 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

To improve outcomes for children in their care, play and learning, the provider should continue to develop the staff team's knowledge, skills and experience of best practice in early learning and childcare.

This would ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state, 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

**This area for improvement was made on 4 October 2023.**

#### Action taken since then

Action had been taken to develop the teams knowledge and skills. For example, training had been undertaken which had a positive impact on children's care, play and learning. Improvement continues as staff take the lead to develop aspects of the service to enhance outcomes for children.

**This area for improvement has been met.**



## 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	4 - 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

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