

Fasque Family Centre Day Care of Children

9 Ladyloan Avenue
Drumchapel
Glasgow
G15 8LE

Telephone: 01419 440 566

Type of inspection:
Unannounced

Completed on:
15 October 2024

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014827

About the service

Fasque Family Centre provides early learning and childcare to a maximum of 56 children from birth to not yet attending primary school in the following categories: -

- 12 children, six weeks to under two years;
- 20 children, two years to under three years;
- 24 children, three years to not yet attending primary school.

The service is based in the Drumchapel area of Glasgow. There are four main playrooms, a family room and a dining room, three of which, have direct access to an enclosed courtyard. A garden area is available for the children to use directly opposite the building. The service is close to a wooded area, other nurseries and local amenities can be reached by public transport links.

About the inspection

This was an unannounced inspection which took place on 14 and 15 October 2024. 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, data 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 and six parents on site
- Spoke with staff and management on site
- Received electronic feedback from 15 families whose children attended the service
- Received electronic feedback from seven staff who worked in the service
- Observed practice and daily life
- Reviewed documents.

Key messages

- Children and families were at the heart of everything at the centre.
- Staff were warm, caring, and nurturing, which helped the children feel loved, safe, and secure.
- Strong and effective leadership supported a culture of continued reflection and improvement.
- Interactions were individualised to meet the needs of each child.
- The environment would benefit from some minor adaptations to enhance the children's independence.
- Skilled staff with a knowledgeable and experienced management team, ensured positive outcomes for children and families.

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?	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?

5 - Very Good

Quality Indicator 1.1: Nurturing care and support.

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

Children experienced warm, nurturing care from responsive staff, which contributed to them feeling secure, safe, and loved. On the day of the inspection, one staff member had just returned from a period of leave. Children and the staff member were delighted to see each other and shared lovely stories of their time apart.

A commitment to wellbeing and nurture ensured children were settled and content within the service. As a result, staff had successfully promoted a supportive ethos within the setting, ensuring that all children and families felt nurtured and cared for. One parent told us "Staff are extremely helpful, not just for my child but for myself too. I have great support from every member of staff."

High levels of communication between families and staff ensured targeted support was provided. For example, conversations and strategies implemented to support children learning to use the toilet ensured a consistent approach. Staff were all aware of the children's preferences and shared specific information with each other at key points throughout the day ensuring continuity of care. Children's nappy changing and sleeping arrangements were in line with best practice, ensuring they remained safe and healthy whilst their privacy and dignity were protected.

Personal plans were in place which detailed children's likes and dislikes, allergies and areas of support. They included procedures to support meeting children's needs. This ensured the right support was offered to children when they needed it. Children were, as a result, safe, respected, and healthy. Children's health and wellbeing needs were carefully considered through safe and well-organised medication storage, administration and staff understanding of medical needs. Consent forms were completed with families. One parent told us "I am always updating my child's care plan and staff are mindful to ask for updates to this regularly as he changes through his life. They follow his care plan very well based on his needs and likes and help cater his day to what is in his care plan."

Staff had a very good understanding of how to support children's overall wellbeing and tracked children's progress using wellbeing indicators and pre-early level Milestones. This inclusive approach enabled all children to celebrate success. Information was shared with families through a digital app which celebrated children's achievements. One parent told us "Seesaw keeps me up to date on my child's progress."

Children in the 3-5 room enjoyed snacks and lunches together in the dining room. They benefitted from a rolling snack which afforded children the opportunity to eat at a time that was right for them. Younger children enjoyed snacks and lunches in their playrooms. Children knew when to wash their hands and staff ensured eating spaces were clean to reduce the risk of the spread of infection. Children and staff sat together at mealtimes, creating an unhurried experience that was fun and relaxed. We discussed how the mealtime experience could offer children more opportunities to be independent and responsible at mealtimes. For example, serving up their own meals and pouring their own drinks. This could help them to develop skills for life.

Staff were proactive in working with external professionals including speech and language therapists and health visitors, to identify appropriate next steps and strategies. Staff kept very good records of significant events and changing needs of children to support with decision making. This ensured that children got the support they needed to reach their full potential.

Quality Indicator 1.3: Play and Learning.

Children enjoyed rich, meaningful, and fun play experiences that supported them to learn and achieve their potential. Staff had a very good knowledge of children's patterns of play and utilised opportunities to extend the learning, for example, providing additional resources for transporting schema, which enhanced children's development. Staff supported children to share and negotiate, offering sensitive and responsive support when resolving conflict. This helped to build children's emotional resilience and self-regulation.

Children's voices were strong in influencing all aspects of the service. This respected children's choice and independence in play. Staff used observations, mind maps and floor books to record and keep track of their views and opinions. To do this, staff used different strategies. These included, simple language, signing and gestures. This impacted positively on all children's learning and development.

All children were able to lead their own play as the environment promoted choice and independence. As a result, children were happy and fully immersed in their play and learning. One child told us "I enjoy coming to see my favourite staff and my friends and there's lots of toys for me to play with. I also love the baking". Another child added "I like learning new things and playing with my friends". Areas both indoor and outdoor were rich in literacy and numeracy affording children opportunities to engage in a learning environment with developmentally appropriate resources. We observed children engaged in a cup cake activity. This afforded them the opportunity to use mathematical language, counting skills and extend their vocabulary. This resulted in children having experiences to develop their communication and numeracy skills.

Staff interacted with children skilfully and sensitively during play to challenge their thinking. Staff's use of effective communication and questions were tailored to suit individual children's stage of development. This informed approach ensured that they were supported to progress their learning and develop new skills.

How good is our setting?

4 - Good

Quality Indicator 2.2: Children experience high quality facilities.

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

Children were cared for in a bright, comfortable, and welcoming environment. Staff had undertaken the task of painting the walls to provide a more natural environment. This created a calm space where children could concentrate and relax. The setting was secure and well-maintained, respecting children's rights to safety. The building was secure and staff were vigilant regarding children's movements. In addition, children were enabled to consider risk in their outdoor environment, supporting the development of their decision-making and critical thinking skills.

The indoor environments were developmentally appropriate spaces for children of different ages. Resources reflected children's interests and stages of development which encouraged their engagement.

Children particularly enjoyed building a dam and colour matching with rainbows. This ensured that the learning was child led and they actively participated. Children could access the courtyard throughout the day. This ensured that they had access to fresh air and exercise, promoting their health and wellbeing.

We discussed with management the current use of the indoor environment. We suggested securing a more beneficial space for children to change for outdoor play. This would promote children's self help and independence skills. Further discussions took place around the possibility of changing the rooms currently in use. This would afford children the opportunity to access the outdoor area freely, promoting children's voices and rights.

Where children needed personal care, staff wore disposable gloves and aprons to help minimise the spread of infection. Overall infection prevention and control procedures were followed with children and staff washing hands when coming inside and before and after meals. Although children washed their hands after coming in from outside, the facilities used for this were not close by. This meant that children were touching several doors and surfaces before reaching sinks. We discussed with management how the sinks closer to the outdoor space could support better infection control.

How good is our leadership?

5 - Very Good

Quality Indicator 3.1: Quality improvement and are led well.

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

The management team were friendly, approachable, and engaged well with the inspection process. Staff told us they found the management team to be supportive and approachable. One staff member commented "I feel I can discuss any issues with my Head of Centre who has been and is very supportive." This created a warm and nurturing environment for children as staff and management worked well together.

Strong leadership at all levels resulted in staff being confident in their own capacity to improve. Leadership roles, such as digital leader of learning and numeracy champion, gave staff ownership within the setting. They skilfully shared and applied their learning to ensure any changes positively impacted on children's outcomes. For example, children were better supported to explore and manage their emotions because a staff member led.

Staff were committed to continuous professional development and self-evaluation, discussing training needs and sharing skills on a regular basis. This ensured children's care, play and learning needs remained at the heart of decision making. One staff member told us "I try to think about the importance of why I am carrying out experiences and the benefits this will have to the child." Staff continually evaluated the quality of provision, reflecting on best practice and the needs of children and families. This resulted in positive changes that ensured the service got it right for individuals.

Meetings between staff and management provided an opportunity to reflect on their practice and identify development needs. This meant that staff could identify any gaps in their practice to deliver the best care for children and families. This afforded them the opportunity to pursue areas of strength, take initiatives forward and embed them within the setting.

Managers carried out room monitoring which identified strengths and areas for improvement. We discussed with management that auditing and monitoring systems should be more robust.

Most monitoring systems contributed positively to securing positive outcomes for children. For example, medication, planning and self-evaluation. The service recorded accidents and incidents. This helped ensure they had the right information to respond to any medical needs as the result of an accident. We discussed with leaders how further developing their accident audit processes, could help them to identify areas for change to keep children safe.

The voice of children and families were sought and informed positive changes at the setting. Views were gathered through floor books, daily interactions and observations. Staff responded to what families needed, listening carefully to their views. This enabled them to get it right for those attending the service.

How good is our staff team?

5 - Very Good

Quality indicator 4.3: Staff Deployment

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

Staff responded to children's stories, showing genuine interest in their lives. For example, some children had seen a horse at the weekend and were keen to share their excitement with staff. There were positive, friendly relationships between staff, children, and families. This meant that children felt safe and loved. One parent told us "Staff are extremely helpful, not just for my child but for myself too. I have great support from every member of staff."

Children benefitted from a key worker system where staff knew children well and consistently met their individual needs. Staff took time to meet with parents regularly, strengthening relationships that supported meeting children's needs. For example, making time for tea and chat when families needed it. One parent told us, "the staff could just tell I wasn't myself and asked me in for a cuppa".

Staff were flexible and supported each other to work as a team to benefit children. Effective communication meant staff knew each other's movements and ensured children were well supervised. Regular breaks ensured that staff were well rested and supported their wellbeing, This helped them to create a warm, friendly environment for children. Staff were enthusiastic, happy and engaged, which helped foster a positive atmosphere.

Management and staff communicated well to support children's needs. Staff meetings and detailed minutes ensured all staff felt included and informed. This ensured that they understood children's individual needs and changes that were needed to support their care, play and learning. This meant there was a consistent approach across the team to ensure each child reached their full potential.

The management team made effective use of the skills, knowledge and experience of staff. This provided opportunities for peer training and support to deliver a high quality provision. One staff member said "I am now engaging with Education Scotland's learning opportunities. This allows me to support staff with their development and growth as quality practitioners." Another staff member told us "I try to think about the importance of why I am carrying out the experience and the benefits this will have for the child." This ensured that the children's experience throughout the whole day were positive, and that they were safe.

Staff across the service worked well as a team to ensure the service ran well and children's needs were consistently met. Children were able to make choices about where they wanted to play and this was managed well by staff. Some children wanted to go outdoors while other children needed a calm, quiet space. Staff communicated warmly and effectively to ensure that there was minimal disruption to children's play. This contributed to children being respected, kept safe and created a positive ethos.

The service was led by a passionate staff team who wanted to get it right for children and families in the service. Staff were committed to ensuring they undertook regular training to keep their knowledge and practice up to date. As a result, children were cared for by a skilled team that communicated and worked well together. Management have implemented a buddy system for mentoring and support, utilising the skills and expertise of the existing staff team to deliver a high quality service to children.

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

The service manager should use the eForms system to notify the Care inspectorate of specific events, or changes, within the service. This is to ensure that the service meets the conditions of their registration under the Public Services Reform (Scotland) Act 2010. To support them with this task, the management team should refer to the Care Inspectorate document - Records that all registered care services (except childminding) must keep and guidance on notification reporting (Care Inspectorate, 2015).

This area for improvement was made on 15 October 2024.

Action taken since then

Notifications had been submitted when required, for example when changes or specific events happened within the service. This ensured that the service meets the conditions of registration under the Public Services Reform (Scotland) Act 2010. 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.

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?	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

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 iarrtas.

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.