

# Devonview Family Learning Centre Day Care of Children

Devonview Street  
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Airdrie  
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**Type of inspection:**  
Unannounced

**Completed on:**  
22 October 2024

**Service provided by:**  
North Lanarkshire Council

**Service provider number:**  
SP2003000237

**Service no:**  
CS2003015341

## About the service

Devonview Family Learning Centre is registered to provide a care service to a maximum of 69 children at any one time, of whom no more than six are under two years, no more than 25 children are aged two to under three years, and 38 children are aged three years to those not yet attending primary school. The outdoor space has been taken into account when agreeing the maximum number of children aged three to not yet attending primary school. Children must have access to the outdoor space at all times.

Care is provided from a detached one level premises, which is situated within a housing estate in Airdrie, North Lanarkshire. Facilities within the service include, spacious playrooms, a nurture room, family room and a large enclosed garden.

## About the inspection

This was an unannounced inspection which took place on 21 and 22 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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with a small number of children using the service
- gathered the feedback from 12 family members of children using the service
- spoke with staff and management present on the days we visited the service
- gathered feedback from 13 staff using a questionnaire
- observed staff practice and children's experiences
- reviewed documents.

## Key messages

- The service had an extremely welcoming and friendly environment. Staff had worked very hard to create a space where families feel valued and supported.
- Staff were extremely knowledgeable about the stages of child development. They used current research and thinking to provide the right care and support for the children and families.
- Staff interactions were especially caring and compassionate. They showed love and used a wide range of nurturing approaches to support the children and families needs.
- The premises was in need of some decoration and refurbishment to ensure it is well maintained, ventilated and heated.
- The provider should ensure they inform the care inspectorate of changes to the service and apply for variations in a timely manner.

## 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?	6 - Excellent
How good is our setting?	4 - Good
How good is our leadership?	5 - Very Good
How good is our staff team?	6 - Excellent

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

## How good is our care, play and learning?

6 - Excellent

We evaluated this key question as excellent, where performance was sector leading with outstandingly high outcomes for children.

### Quality Indicator 1.1 Nurturing care and support

Staff were extremely welcoming, they greeted each child and family with a smile. They truly cared about the children and families and showed the children love and affection. Staff interactions were overwhelmingly calm and respectful.

Children's personal preferences were respected. When they needed comfort and reassurance staff could be heard singing and humming, creating warm and comforting experiences for children. Staff were skilled at understanding children's wellbeing needs and provided the right support. Children were enabled by having the right tools to help them regulate their emotions and feelings.

Personal care was provided with privacy, dignity and respect. Staff asked children before helping them to wash their face or if they wanted changed. Appropriate communication strategies ensured all children had a voice and influenced the care they received. Staff provided an excellent nurturing environment, that was inclusive to all.

Parents told us the staff were outstanding, they were extremely supportive and provided extremely high quality care and support, not only to the children but to the families, as well. Parents were routinely involved in the service through workshops, outings and fundraising. The parents committee played a huge role in supporting staff meet the needs of the children. Families engagement was truly embedded into the service and their needs were valued and respected.

Children welcomed the inspectors and were interested in who we were and why we were there. They interacted with us, they told us that they felt safe and had fun at the service. Children were keen to show off the service, they were excited and proud of the setting. Children were empowered to make choices about the type of service they received. They felt safe and secure in the care of the staff.

Overall, a truly calm and relaxed setting that had families at the heart of service. Children were cared for by extremely skilled and competent staff that understood and recognised their needs. Staff assessed and planned child's care to ensure they received the best outcomes to enhance their quality of life and reach their potential.

### Quality indicator 1.3 Play and learning

Daily routines were calm, relaxed and noise levels throughout the setting were low. Play spaces had been created for children to access play and learning, with little interruption or distraction. Each playroom had been designed to meet the needs of the children. For example, one room having a sensory room to support emotional needs and another large climbing apparatus to support physical needs. Staff had made extremely good use of the space and materials available.

Children were engaged in a wide range of play and had fun playing and learning. They were confident and secure in making decisions and self selecting what they wanted to do. Staff knew the children well and provided experiences to support and extend children's learning, meeting their needs. Children were confident leading their own play and learning. Role play and construction materials were popular, as well as water and messy play. Staff knew when to intervene to best support children's play and learning. Praise and encouragement was given to support children's natural curiosity to learn and be creative.

All children had access to outdoor play. The service had made extremely good use of the outdoor space and local community. The children in the three-five room had all day access to the outdoor area, they were able to decide to play inside or out, without support from an adult. The children in the other playrooms were supported by staff to access the outdoors. Parents confirmed children had daily access to outdoors either in the garden or the local community. Staff recognised the importance of children being able to play outdoors and the positive impacts on children's wellbeing.

Staff were very knowledgeable about children's needs and used good practice guidance to support the assessment and planning of children's care, play and learning. Staffs reflective practice ensured they used planning systems that incorporated new research and thinking. Parents were extremely happy with how staff worked in partnership with them and other agencies. Parents were kept up to date and informed on their child's progress and development. They told us that they were in regular contact with staff and, if they needed, could contact them at anytime.

Staff were skilled in using a range of strategies to support children's communications. They used, for example Makaton and more recently had been learning British Sign Language (BSL). Staff told us they had training planned to further enhance the use of tools such as Boardmaker, a tool to support children's communication using pictures.

Staff planned and provided play and learning experiences to support children's early literacy, numeracy and wellbeing. This was supported through the use of moderation and assessment tools. Staff had an extremely good understanding of child development. They had worked very hard to ensure the curriculum offered, met the learners needs and the service goals to motivate and inspire all learners in an inclusive and nurturing environment.

## 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 indicators 2.2 Children experience high quality facilities

Inside, the main entrance is warm and welcoming. The service is well lit and painted in calming colours. The main entrance is secure and has a buzzer entry system, which is only opened by staff. There is a supervised reception desk at the entrance, providing additional security.

The hallway leads families to the children's designated play rooms. Each playroom entrance was inviting and had displays of the staff and children within the room. Children had a coat peg to keep personal items. The welcome areas created an environment for children that provided a sense of belonging and security.

Each playroom was welcoming, secure and had suitable lighting. They were well resourced and staff met weekly to plan the play spaces and materials, to ensure they met the needs of the children. Children's access to resources was risk assessed to ensure their safety without limiting their opportunity to have fun and learn.

Staff had worked hard to keep the setting welcoming and well presented. However, we did identify a few areas where improvements could be made. This included cleaning of floors after mealtimes, removal of staff coats stored in children's toilets and, on occasion, play spaces could have been more inviting for children. The manager agreed to look into these.

We identified areas in relation to the building, fixtures and fittings that needed to be improved. These improvements were outside of the staffs responsibilities. We noted that staff had informed the appropriate persons of these issues. However, action had not been taken to fully address these concerns, some were scheduled to take place soon. For example, the new heating system.

The nappy changing facilities for the youngest children had a very unpleasant odour. The provider informed us that they had taken measures to address this before the report was written. However, we have made an area for improvement that children have a right to be cared for in an environment free from avoidable and intrusive smells (see area for improvement one). At the time of the inspection the one changing unit in this area was used for children under two's and over two's. To meet current guidance, that children under two have a designated nappy changing facility, children under two were cared for in the afternoon and children over twos in the morning. The facilities were cleaned in between sessions.

Children and staff hand washing facilities did not promote good practice. The two children's handwashing sinks units in 3-5 room were not well maintained and had no hand drying facilities. As a result, children were regularly sent to toilets to wash hands. The newly fitted sink in the 2 -3 room had no soap dispenser or drying facilities. At the staff handwashing facilities, the paper towel dispensers were not working. As a result, we have made an area for improvement for all handwashing facilities to be improved to ensure children and staff can follow good hand hygiene (see area of improvement two).

We were informed the building has had issues over the years including a leaky roof. We were informed the work to prepare the roof had been successful. However, as a result of the water damaged the internal ceiling had been damaged. Most playrooms had a lot of water marks and rust on the ceiling tiles and some areas had tiles with holes or where missing. The provider gave us reassurance the the ceiling tiles were safe and the damages was cosmetic. We have made an area for improvement that the premises is better looked after and maintained (see area for improvement three).

## Areas for improvement

1. To support children's wellbeing, children have a right to be cared for in an environment free from avoidable and intrusive smells. This should include, but not be limited to, the nappy changing facilities.

This is to ensure care and support is consistent with Health and Social Care Standards (HSCS) which state: My environment is relaxed, welcoming, peaceful and free from avoidable intrusive noise and smells (HSCS 5.20)

2. To support children's wellbeing, good infection prevention control measures should be in place. This should include, but not be limited to, children and staff having access to well maintained hand washing facilities, that met current good practice.

This is to ensure care and support is consistent with Health and Social Care Standards (HSCS) which state: I experience an environment that is well looked after, clean, tidy and well maintained premises, furnishings and equipment (5.24)

3. To support children's wellbeing, children should be cared for in a environment that is well maintained. This should include, but not be limited to, damage to the premises as a result of water damage, being be address in a timely manner

This is to ensure care and support is consistent with Health and Social Care Standards (HSCS) which state: I experience an environment that is well looked after, clean, tidy and well maintained premises, furnishings and equipment (5.24)

## How good is our leadership?

**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.

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

Distributed leadership was evident within this setting. All staff were involved in the enhancement of the service. They had designated roles to lead improvement projects and were fully involved in making decisions in relation to the quality of service provided.

Staff were valued and listened to by the service manager. They all told us they felt fully involved in evaluating how well the service was doing and welcomed leading improvement projects. Staff worked extremely well as a team to ensure they provided a high-quality service. They continually reflected on their practice and the service provided. All those working in the service had a shared vision and understanding of the importance of providing high quality care. Staff knew the service strengths and areas for further improvement and were fully committed to achieving these.

Parents were extremely happy with their level of involvement in the service. There was a variety of ways for parents to become involved. This included the parents committee and improving the outcomes for children through fundraising for snacks and equipment. Parents told us they could contact management at any time, either by phone, online or in person, they promoted a true open-door policy. Parents were fully involved in planning their child's care and support and were kept informed of their child's care through regular updates. All parents were extremely happy with the care their child received and that they had been involved in a meaningful way to develop the service.

The service recognised the importance of listening to children and were working hard to ensure they used their feedback to influence the service they received. The planning system supported staff to recognise what was important to the children and use this to plan care meeting their interests and needs. Further tools were used to gather children's views including the child's committee. All children, no matter their age or stage, were given the opportunity to be involved and influence the direction of the service, promoting inclusion.

Effective systems were in place to monitor the quality of the service, which included how well they were doing in areas, such as tracking children's progress and providing quality play and learning experiences. The management team and staff had an excellent understanding of self-evaluation and routinely reflected on how well they were doing. They clearly understood the service strengths and identified where further enhancements could be made. For example, this year they were working on parental engagement and staff knowledge to provide high quality play and learning experiences.

However, through the planning and completion of the inspection, we identified some quality assurance systems that needed improved. This included, environmental concerns which we have made areas for improvements, however the provider had not informed the Care Inspectorate of changes to the management of the service before implementing these. We have made an area for improvement that the provider informs the Care Inspectorate of all changes that affect the service conditions of registrations (see area for improvement one).

## Areas for improvement

1. The provider should ensure the Care Inspectorate holds accurate information on the service. This should include, but not be limited to, when needed submitting a variation to change the service conditions of registration and ensuring it is completed in a timely manner.

This is to ensure care and support is consistent with 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)

## How good is our staff team?

6 - Excellent

We evaluated this key question as excellent, where performance was sector leading with outstandingly high outcomes for children.

### Quality Indicator 4.3 Staff deployment

The staff team had a wide range of skills and varied levels of experience working in a child care setting. They worked extremely well as a team and demonstrated they were dedicated to providing high quality care and support. They were committed to their professional development and continued to undertake training and development opportunities to ensure the provided the best outcomes for children.

Staff were extremely happy in their roles and they worked together to ensure they met the needs of the children and families. There had been a few changes within the staff team. However, staff had built strong working relationships. As a team they had identified their strengths and where further training and development could enhance the outcome for children For example, to support children with their communications and emotional needs.



Parents all agreed staff were a key strength in the service, confirming they had exceptionally strong bonds with their child's keyworker and the wider staff team. All parents were extremely happy with the care their child received and that they had been involved in a meaningful way to enhance the service they received. Parents shared the positives of parental engagement and how they felt a part of the service, as result of the staff.

Staff deployment met the recommended adult to child ratio. The ratio had been adapted to meet the needs of the children, for example, to support children's choice and free flow between the play areas. Staff positioned themselves well throughout the service and were able to appropriately respond to children's needs. The staff communicated well to ensure daily tasks were undertaken without interrupting the children's play.

Staff were extremely caring, kind and respected the children's rights. They listened to the children's voice which showed them that their views were valued and important. Positive relationships and nurture were at the heart of their practice.

## 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?	6 - Excellent
1.1 Nurturing care and support	6 - Excellent
1.3 Play and learning	6 - Excellent
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?	6 - Excellent
4.3 Staff deployment	6 - Excellent

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