

# Budhill Family Learning C E C Day Care of Children

Education Centre  
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**Type of inspection:**  
Unannounced

**Completed on:**  
19 November 2024

**Service provided by:**  
Glasgow City Council

**Service provider number:**  
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**Service no:**  
CS2003014817

## About the service

Budhill Family Learning CEC is registered to provide a care service to a maximum of 122 children aged between birth and those not attending primary school.

There are four playrooms, an additional multi use playroom and large outside play areas which all children have access to. The service is located in the east end of Glasgow close to local amenities such as parks, schools and shops.

## About the inspection

This was an unannounced inspection which took place on Monday 18 and Tuesday 19 November 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 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 children using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from 12 parents/carers.

**Key messages**

- Children were happy, confident and settled in the service.
- The setting was comfortable, spacious and stimulating for children.
- Children benefitted from direct access to a range of learning opportunities outdoors.
- Staff had positive relationships with children and families.
- Staff worked well together to deliver positive outcomes for children.
- The management team were friendly, visible and approachable, which strengthened relationships with 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?	5 - Very 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

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

### Quality indicator 1.1: Nurturing care and support

Staff were warm, kind and nurturing in their approach with children. Children were confident and happy within the setting. Staff knew children well and were attentive to their needs. One parent commented, "The staff are brilliant! They have great relationships with the children and parents and make a warm, caring and stimulating environment for your child." This contributed to the positive relationships children had with staff and supported children to feel respected and valued.

Mealtimes were a relaxed and unhurried experience. A rolling lunch and snack experience for children supported a natural end to children's play before going for meals. Older children had the opportunity to develop independence and life skills through self-serving and clearing their own plates. Staff were sitting with children during the mealtime experience and children were engaging in quality conversations with staff. This made it a sociable experience for children.

Personal plans were in place for children using wellbeing Indicators; safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI). Plans contained the information staff needed to meet children's individual needs. Plans were regularly updated in collaboration with parents and carers to reflect progress and changes in children's lives. This recognised the importance of valuing parents and carers knowledge of their child. Targets, and strategies to achieve these, were agreed to promote children's development.

Staff worked proactively with other professionals and families to support children to reach their full potential. Strategies and goals for children with additional support needs had been identified through meetings with professionals and families. This positive collaborative working meant that staff were supported to offer better outcomes for children.

Children's rights were respected as personal care routines were carried out using sensitive and warm interactions. This meant children's needs were taken care of in a way that respected their privacy and dignity.

Staff understood the importance of sleep for children's overall development. Routines were reflective of individual children's needs and family wishes and promote good habits around sleep.

### Quality indicator 1.3: Play and learning

We observed children having fun and being fully engaged in their play and learning. Children experienced a balance of spontaneous and planned activities and had opportunities to lead their own play and learning. This had a positive impact on their development and wellbeing.

We saw that children had access to a range of resources, which promoted their curiosity, imagination, and problem-solving skills. These included water play, loose parts and large block play for older children and musical instruments, dressing up clothes and small world animals for younger children. One parent commented, "There are many stations within the nursery room with different activities daily for example painting, drawing, sand or water play, story area and dress up." Play opportunities supported children's development of literacy and numeracy skills. For example, when in the house corner staff skilfully introduced numeracy by encouraging children to count and recall how many sugars and milk they were to put in the "tea" they were making.

Children benefited from free flow access to outdoors. Children made good use of all the space in the outdoor area. Older children also had access to a sheltered outdoor area, the yard. One parent commented, "My child loves the outdoor space this is where they spend most of their time given the option." Children were confident in leading their own play outdoors and were fully engaged in play. The play experiences supported children to develop their physical skills and movement. For example, younger children explored balance equipment and climbing frame. Older children were using bikes and rolling down the small hills.

Planning approaches were child centred and were based on children's interests and individual learning needs. Clear curricular planning systems were in place to ensure experiences offered met the stages of development for individual children. For younger children, staff used observations of children's interests and needs to plan next steps. Children had individual learning journals showing their learning development which was shared with parents. This supported parents to feel included in their children's learning.

Older children benefitted from being included in planning for their own play and learning. An example of this was children voting for the story they wanted to learn more about. Children had the opportunity to reflect on their play and learning through their individual learning journals. Learning and development was consistently recorded, monitored and tracked to establish children's individual progress and allowed meaningful next steps to be identified and actioned. As a result, children were progressing well in their individual development.

## How good is our setting?

**5 - Very Good**

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

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

Children were being cared for in a bright, clean, and welcoming environment. Safety measures were in place to keep children safe and where we identified potential risks, staff actioned this. There had been significant work done on developing the environment and the best use had been made of space across the indoor and outdoor environments. Consideration had been given to the play spaces and changes had been made to support children's needs and interests. This included creating corners and more defined areas for children's play which had resulted in better engagement for children.

The environments were structured to take account of children's stages of development and learning. Resources were easily accessible for children which promoted their independence and gave them the opportunity to lead their own play. Resources were of a high quality and offered lots of opportunities for open ended play. A sensory space for children to explore was opened throughout the session and this ensured that children had the opportunity to take some time out from the busy main space.

Large physical play indoors was well supported by staff. The block area was well resourced and staff had attended training which had enhanced the play opportunities for children.

Older children could free flow into two outdoor play areas throughout the day. There was a covered "yard" and a space children played on bikes and a grass area called "the hill". Children benefited from regular access to these spaces. They were well equipped with loose parts and resources that supported risky and challenging play. One parent commented, "My child loves the outdoor space this is where they spend most of their time given the option." The spacious area for changing boots and jackets allowed children to be independent in accessing outdoors freely. We discussed with management that staff should continue to monitor room temperatures while offering free flow outdoor play to ensure the indoor areas are not too cold.

Rooms designated for younger children were homely, with soft lighting and high quality furniture. Children were settled and relaxed in the environment and there were cosy places for children to rest and relax. Play spaces were fully resourced and supported a range of learning opportunities, engagement and purposeful play. The outdoor area for younger children had been developed and offered opportunities for risky and challenging play. This supported children's health and wellbeing.

## How good is our leadership?

**5 - Very Good**

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

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

The management team were friendly, approachable, and engaged well with the inspection process. There was a positive ethos within the service and staff shared that they were valued and included in developing and improving the service which had supported improved morale within the team.

An improvement plan was available which highlighted strengths and areas for improvement within the service. There were small working groups formed within the team to assess, plan and develop identified areas within the improvement plan. These included additional support needs, transitions and family engagement. Distributed leadership roles contributed to staff feeling empowered and valued. Staff confidently shared the areas they had been developing. We could see progress had been made in outdoor play development and family engagement. Staff worked with parents to secure funding and linked with community groups to enhance outdoor opportunities for children and families.

Intergenerational links were established within the community and children benefited from visits to the local day care centre meeting people from the community and sharing experiences. Parents were involved in development groups to support transition, family partnerships and outdoor areas. This supported families to feel involved in the setting.

Staff spoke enthusiastically about recent training on Video Enhanced Reflective Practice (VERP). They told us about the positive impact this had made for staff in enhancing communication and interactions for children. The staff saw the benefit of this and shared findings with parents where they were supporting individual children's needs.

There were systems in place for quality assurance. As part of the quality assurance process, monitoring and auditing took place. This included areas such as accidents and incidents, personal plans and medication.

Management should review procedures to ensure personal plans are reviewed by all staff and for accidents and incidents audits to be more robust.

Overall feedback from families using the service had been positive. Families felt more involved and most parents felt welcomed and had enough information on their child's life at nursery. Management understood the value of parents and staff contribution in quality assurance processes. Where parents felt they wanted more information, the management team took this on board and had developed a plan to enhance family engagement.

## How good is our staff team?

**5 - Very Good**

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

### Quality indicator 4.3: Staff deployment

We found that effective staff deployment within the setting meant that children's individual needs were being met by the right number of staff. The management team had been responsive to the needs of the children. In some areas the number of children attending had been reduced which meant that the service could offer continuity of care to the children. The service was managing a number of staff changes due to staff moving on to other roles and developing their career. The service were continually assessing the needs of children and adapting deployment as part of the dynamic risk assessment for the service. This ensured there were enough staff to meet children's individual needs.

Staff were responsive to the children and where staff were supporting children that needed extra support, they communicated well as a team to ensure that children received this. Staff had autonomy to make decisions and plans in relation to managing the children's session and the environment, and this was impacting positively on outcomes for children.

Staff shared positive responses in relation to staff deployment and we could see that communication and team work had improved to allow a more coordinated approach to managing the day. The use of radios enhanced the way they communicated, offering an additional way of monitoring children using the free flow to the garden and the free flow to the lunch room. It also allowed management to be on hand when people needed extra support.

There was a good mix of skills and experience in the staff team which helped to deliver positive outcomes for children. Recent changes to leadership roles had meant that staff had taken forward areas where they had particular skills and made changes and developed the experiences for children.

A keyworker system was in place, which meant that children knew who they could go to if they needed help or support. Staff were vigilant of children moving around the building and to the outdoors. They noted children entering and leaving the building. This helped to support children's safety and ensure enough staff to meet their needs.

## 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 support children's wellbeing and development, the provider should enhance personal plans to ensure they contain the information needed to meet children's individual needs.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

"My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices". (HSCS 1.15)

**This area for improvement was made on 20 July 2023.**

#### Action taken since then

When assessing this area for improvement we found that new personal plans had been developed and contained the information staff needed to meet children's needs. Plans were developed with parents and updated when new information was received. This supported children to receive care which met their individual needs.

This area for improvement has been met.

#### Previous area for improvement 2

The service should ensure there are more robust monitoring systems in place to contribute towards improved outcomes for children. This is to support children's care, support, health and wellbeing and the improvement focus within the service.

This includes:

- playroom monitoring - children's experiences, both indoors and outdoors
- monitoring of key points in the day, for example, lunch times and snack times
- monitoring of children's personal plans
- monitoring of learning journals
- monitoring of medication.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that:

"I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes." (HSCS 4.19)

**This area for improvement was made on 20 July 2023.**



**Action taken since then**

When assessing this area for improvement we found that robust monitoring and auditing systems were in place. Staff had roles of responsibility for different areas including accidents, playroom monitoring, medication, personal plans and learning journals. This supported staff to deliver positive 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?	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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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

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