

# Ferguslie Early Learning and Childcare Centre Day Care of Children

Tannahill Centre  
76 Blackstoun Road  
Paisley  
PA3 1NT

Telephone: 0300 300 1464

**Type of inspection:**  
Unannounced

**Completed on:**  
5 December 2024

**Service provided by:**  
Renfrewshire Council

**Service provider number:**  
SP2003003388

**Service no:**  
CS2003014782

## About the service

Ferguslie Early Learning and Childcare Centre may provide a care service to a maximum of 93 children not yet attending primary school at any one time of whom;

no more than 9 are aged under 2 years;

no more than 20 are aged 2 years to under 3 years and;

no more than 64 are aged 3 years to those not yet attending primary school full time.

The service is provided by Renfrewshire Council and operates from a secure building which has three separate playrooms, a dance studio, family room and atrium area. In addition, children have free-flow access to individual, secure, enclosed outdoor gardens. The service is close to shops, schools, transport routes and other amenities.

## About the inspection

This was an unannounced inspection which took place on 4th and 5th December 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 and five of their family
- Gathered feedback from seventeen families through online questionnaire
- Spoke with staff and management
- Observed practice and daily life
- Reviewed documents
- Spoke with visiting professionals

## Key messages

- Children were having fun and engaged in a variety of play experiences on the days of inspection.
- Children were supported by a team that were patient, kind and compassionate.
- Children access a nursery that was warm, welcoming and inviting.
- Children's imaginations, curiosity and creativity was sparked due to the well planned indoor and outdoor environments.
- The staff and senior leadership team were committed to the continuous improvement of the service to ensure positive outcomes for children in their care.
- Staff promoted a positive team ethos and were respectful in their interactions with each other, families and the children in their care.

## 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?	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.

### 1.1 nurturing care and support

We made an evaluation of good for this quality indicator, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Children experienced warm, patient, and sensitive care from staff which supported their health and wellbeing. Staff were kind and respectful towards children, taking time to listen and respond to them. This helped children to feel valued and secure in the nursery. One parent told us "The service provides a warm welcoming environment with staff who are nurturing and caring towards the children within the setting."

Children were supported to develop their resilience and emotional wellbeing by a team who had focused on developing their knowledge, skills, and practice of the nurture principles. Staff had attended nurture and mindfulness training. We could see the impact of training within the nursery environment and in the responsive interactions between children and staff. One parent told us "The staff have all went above and beyond to help my child settle into and become comfortable within the setting."

Children experienced mealtimes that were unhurried, relaxed, and sociable. Children and staff enjoyed spending time sitting together eating and talking, which enriched the experience and supported children to establish healthy eating habits. Children were able to self-serve their own meals and drinks which promoted independence and developed their life skills. Water was available throughout the day to ensure children remained hydrated.

Children were supported by staff who knew their individual needs and personalities very well. Care plans were in place for each child attending the nursery. Information gathered within care plans supported meeting children's individual health, care, and behavioural needs. We suggested care plans could be further enhanced by expanding the "all about me" section giving more up to date information on children's likes, dislikes, and interests. We agreed with the nursery's plans to focus on embedding a consistent and evaluative approach to observations by the team through e-learning journals and monitoring by the senior leadership team.

Children were able to sleep and rest in response to their individual needs and routines. Staff recognised the importance of sleep to support children's health and wellbeing. Sleep was monitored and recorded in line with best practice guidance.

Children's health and wellbeing was supported well as all staff were knowledgeable about individual care needs. We recognised that improvements had been made since the previous inspection, we found that medication was accessible and stored correctly. We asked the senior leadership team to review the quality assurance checklist when monitoring children's records following current best practice guidelines 'Management of medication in daycare of children and childminding services. The manager had actioned this by the end of the inspection.

Children's wellbeing was protected by a clear and concise safeguarding policy. Staff were aware of their roles and responsibilities to keep children safe. They had recently attended child protection training and knew how to address any concerns appropriately.

We highlighted the senior leadership team should make appropriate notifications to the Care Inspectorate when certain events take place. They should refer to good practice guidance, "Records that all registered children and young people's care services must keep and guidance on notification" to identify events that require them to notify the Care Inspectorate.

### 1.3 Play and learning.

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

Children were meaningfully involved in leading their play and learning through a balance of spontaneous and planned high quality experiences that promoted children's choice and independence. They confidently moved around all the play spaces available which provided them with a variety of experiences from construction, storytelling, playdough, role play, stem and junk model making. One child told us "My robot, we made robots from junk modelling." Staff were responsive to children's initiations and ideas of play and helped scaffold learning by adding new resources and asking questions.

A broad range of play experiences organised, helping develop children's skills in language, literacy, and numeracy. Weekly philosophy, learning to listen and book bug sessions provided fun and stimulating learning opportunities for children of all stages. Opportunities were also naturally woven across the day, such as singing, baking, storytelling, counting, and mark making. Effective questioning by staff extended children's thinking and widen their skills throughout the day.

Children benefited from a variety of play-based learning opportunities within the nursery. Staff were committed to providing children with high quality early learning and childcare at the nursery. Outcomes and positive experiences for children were the focus of weekly collegiate meetings. The team regularly evaluated and reflected on activities they offered, the environment and range of resources available taking account best practice guidance, children's preferences and new learning from training undertaken. One parent told us "My child has the choice of a variety of experiences and areas to explore within the room."

Access to the local community enhanced positive outcomes for children as it helped develop their sense of belonging and confidence. The nursery had a real ethos of community, with parents and grandparents attending the nursery to join in with the monthly café and regular sewing clubs. The team planned activities to support children to make connections with their local community. This was achieved through walks, trips to library and dance classes, as well as visits to the local shops, cafes, parks, and local farms. One parent told us "The service has many community links such as elderly forum lunches, rainbow café and allotments."

### How good is our setting?

**5 - Very Good**

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

Children experienced an environment that was carefully considered and planned to meet their individual needs. The environment was comfortable, welcoming, clean, and well maintained. The room had natural light and was well ventilated with open doors. This gave a strong message to children that they mattered.

We found children were confident moving around the rooms and outdoor spaces which showed us children felt safe and secure in the nursery. There was lots of space for children to play together or alone if they chose to do so. The nursery had developed cosy, homely areas in each room for children should they wish to relax. This enabled children to self-regulate and learn to manage their emotions.

Children benefited from high quality resources and play opportunities that supported children's curiosity, enquiry, and creativity both indoors and outdoors. One child told us that 'I like all the things in the room.' Children could lead their play and learning across all rooms as they were able to access toys and resources at their level. Natural, open ended materials and loose parts were available which extended children's play and learning. Real objects in all rooms sparked children's creativity and imagination which further enriched their play. The service regularly evaluated the spaces and resources available with the children, to ensure it reflected children's current interests and individual support needs.

Individual, enclosed gardens allowed free flow across the day without compromising children's health and safety. This ensured their play was not interrupted, as they could transport materials and resources between the indoors and outdoors. The garden was thoughtfully created, with children of all stages of development in mind. Children were supported to engage in risk beneficial play experiences in the garden, we observed children having lots of fun climbing, jumping, and rolling. Children engaged for long periods in loose part play made of crates and guttering, which captured children's imagination and creativity. One parent told us that 'my child loves the outdoor play, I don't think they come in often, it's fully catered to their needs.' Staff were mindful that children's activities were not compromised and they were empowered to engage in fun, challenging and stimulating play experiences appropriate to their stage of development.

Infection prevention and control measures were in place in line with current best practice guidance. Children and staff were confident in hand washing procedures. Personal Protective Equipment was available when required. Cleaning schedules were in place. This supported children and staff's health and wellbeing in the setting.

Risk assessments were in place and regularly reviewed by the whole staff team. Effective arrangements were in place to monitor and maintain the setting and the equipment used. Children had opportunities to assess and manage their own risks. This was supported by staff who encouraged and guided children at a level that was appropriate for them.

## 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.

We found that the team and manager engaged very well with the inspection process. They were motivated and committed to providing a high-quality service for children, and their families. The service had created a vision, values, and aims that underpinned practice, placing children and their families at the heart of the setting.

High aspirations for the service were shared by all staff and promoted by the manager which showed us the service had a very good capacity for change. They had created conditions where all staff felt comfortable to share ideas and lead changes to support positive outcomes for children. Staff had a clear understanding of their roles and responsibilities, which supported the positive nursery ethos and continuous development of the service. Staff told us that they are fully involved in self-evaluation and took part in working parties. Staff had champion roles which they spoke passionately to us about and the impact on outcomes for children.

The manager of the service was visible, personable, and approachable to children, their families, and staff. This created a positive environment which focused on relationships and effective communication, creating conditions where people felt confident to discuss ideas, improvements, and issues. The manager was organised, accessible and positively influenced the delivery of the service. One parent told us "Leaders are very attentive and approachable when in need of help or advice."

Families were encouraged to give feedback, this included face-to-face, through the established parents committee and regular questionnaires and open-door policy which enable parents to promptly speak to the senior leadership team to discuss ideas and any issues arising. One parent told us coming into the nursery "is like home, it's a warm hug."

A quality assurance calendar was in place which helped to guide the manager throughout the year. We discussed with the senior leadership team how robust quality assurance processes help to improve the quality of provision. The senior leadership team should continue to streamline and embed these processes, as this will continue to support positive outcomes for children and their families who access the setting.

### How good is our staff team?

### 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.

Staff supported transitions well throughout the day, which allowed children to feel safe and secure when moving between areas. This enabled staff to follow children's needs and interests without compromising other experiences. One parent told us 'All the staff are welcoming and seem to have a genuine desire to make a difference in children's growth and development.'

Staff communicated respectfully with each other and as a result had built positive working relationships. This enabled staff to work flexibly across the setting to meet the needs of all children. This ensured children remained safe and their play was not interrupted unnecessarily.

Staff were driven and motivated in their champion roles and keen to support the nursery to continue to develop and improve. They worked well as a team to achieve high quality experiences for children in their care by sharing their skills and knowledge. Staff felt respected and listened to, which further supported a positive team ethos, which was evident on the days of inspection.

Staff in the service routinely engaged in a range of professional learning opportunities that built on and sustained their practice. Staff told us they had engaged in a variety of meaningful training that developed their knowledge, understanding of theory, and practice. Staff could tell us the impact of training on their practice and experiences for children. This showed us the service had an effective culture of learning and self-reflection in the team. The learning opportunities helped to provide assurance to children and parents that staff were well knowledgeable and skilled to fulfil their practitioner roles.

Throughout our visit, we observed staff treating children with respect. We could see children had built very positive relationships with staff. Staff knew children very well and responded considerately and patiently to their needs, conversations, and questions. One parent told us "It's like a second family, there no issues I wouldn't be comfortable going to them with.' Staff were kind and caring, listening to children's voice and valuing their views. This supported children confidence and self-esteem.

## 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

Management to review medication templates, policy and processes in line with best practice guidance and should refer to "The Management of Medication in Daycare and Childminding Services" which details the information required.

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

"I experience high quality care and support based on relevant evidence, guidance and best practice" (HSCS.4.11) and "I experience high quality care and support because people have the necessary information and resources" (HSCS 4.27)

**This area for improvement was made on 25 October 2019.**

#### Action taken since then

Children's health and wellbeing was supported well, as all staff were knowledgeable about individual care needs. We recognised that improvements had been made since the previous inspection, we found that medication was accessible and stored correctly. Medication templates, policies and procedures were in line with best practice guidance

This area for improvement has been met.

#### Previous area for improvement 2

In order to meet the support needs of children, the provider should ensure staff deployment within the room is effective.

This is to ensure care and support is consistent with Health and Social Care Standard 4.23 which state that: "I use a service and organisation that are well led and managed."

**This area for improvement was made on 23 February 2023.**

#### Action taken since then

We found staff were deployed effectively throughout the indoor playrooms and enclosed gardens which supported high levels of interactions and promoted the wellbeing and safety of 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	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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