

Leaps and Bounds Activities (LBA) Limited – Clermiston Day Care of Children

Munro Centre
6 Parkgrove Street
Edinburgh
EH4 7NS

Telephone: 01313 391 490

Type of inspection:
Unannounced

Completed on:
31 January 2025

Service provided by:
Leaps and Bounds Activities (LBA)
Limited

Service provider number:
SP2014012323

Service no:
CS2014327800

About the service

Leaps and Bounds Activities (LBA) Limited - Clermiston is registered to provide an early learning and childcare service to a maximum of 45 children at any one time who are currently attending primary school. The service can operate before and after school hours during term time and full days during school holiday periods. Leaps and Bounds Activities (LBA) Limited is the provider. Facilities are provided within the Munro Centre, with access to two main rooms and outdoor space. Local transport routes, shops and a school are all easily accessible.

About the inspection

This was an unannounced inspection which took place on Thursday 30 January 2025 between 14:00 and 18:15. We returned to complete the onsite inspection on Friday 31 January 2025 from 10:00 to 16:45.

To prepare for the inspection we reviewed information about this service. This included the last inspection report, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- received four responses from parents to our electronic requests for feedback
- received five responses from staff to our electronic requests for feedback
- spoke with and interacted with children
- spoke with the staff team
- observed practice and children's experiences
- reviewed documents relating to children's care, play and learning and the management of the service.

We provided feedback to the registered manager and a senior representative from the provider group on Friday 31 January 2025.

Key messages

Staff nurtured children's sense of self-worth and belief through positive relationships.

Children told us that they valued the relaxed pace of mealtimes, sitting alongside and engaging in conversations with staff and their peers and wanted to consistently experience this when the service is busier.

Responsive planning stemmed from insightful observations of children's play and acting upon children's wishes.

On day one of the inspection, the indoor environment was more attractively presented and stimulating in comparison to the outdoors. The service was committed to continuously reflecting upon the quality of both the indoors and outdoors to ensure these both consistently inspire children's play and spark their curiosity.

The service wanted children to have a strong sense of ownership of the club. This was reflected in the child centred planning systems.

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?	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?

5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality indicator 1.1: Nurturing care and support

Staff nurtured children's sense of self-worth and belief through positive relationships. Many of the children had established strong bonds with staff before they joined the club as they had attended nursery provision within the provider group. Staff proudly shared how they had helped to facilitate developmental progress and opportunities to share children's achievements with parents. In turn, children inspired confidence in their peers as they passed on their learning and skills. Examples included mastering the rope swing and chess.

Mealtimes enabled social development. Children and staff ate together, which provided a family feel and sense of belonging. Conversations flowed easily and were meaningful. For example, children expressed that they would like to take part in a blind fold food test. Sustained shared thinking took place between children and staff with ideas to extend this with a sweet and sour theme. During the inspection, children told us that they valued the relaxed pace of mealtimes, sitting alongside and engaging in conversations with staff and their peers and wanted to consistently experience this when the service is busier. The manager was committed to ensuring this happened and had already identified solutions to this. Children were familiar with the routine and confidently demonstrated their independence, for example by washing their dishes once they had finished eating. Food tasting celebrations had taken place for Burn's day and Chinese New Year; children had learned about different cultures and traditions and engaged their senses. Cooking experiences promoted children's literacy, numeracy and life skills. Children had wanted to make banana bread and had used technology to research recipes and wrote a list of ingredients.

Personal plans had evolved to become streamlined and purposeful. Consideration had been given to the type and amount of information gathered from children and parents, so this supported staff to be well equipped to understand and meet children's needs. The Getting it Right for Every Child (GIRFEC) (Scottish Government, 2022) wellbeing indicators were used to provide children with the opportunity to help shape their personal plans in an age-appropriate way. For example, children noted what helped them to feel safe and what their achievements were. In response to parents' comments, staff facilitated conversations to gather more extensive insight into children's needs. Support strategies were clearly documented which provided clarity and promoted continuity of care. Regular reviews demonstrated the effectiveness of strategies and progress achieved. Some strategies were written from the child's perspective, which reflected the service's child centred ethos and values of compassion and empathy. The service was committed to strengthening this approach so all documentation, where appropriate, amplified children's voice and rights.

Quality indicator 1.3: Play and learning

Children were empowered to lead their play and learning. A variety of play opportunities were attractively set out indoors which reflected different types of play and enabled children to develop a broad range of skills. Children had fun as they used resources, such as bean bags and hoops to inspire their own games. We observed children playing cooperatively and developing their social skills within this, including negotiating rules, taking the lead and following instructions.

Responsive planning stemmed from insightful observations of children's play and acting upon children's wishes. As an example, we saw how staff had skilfully extended children's interest in hairdressers by creating a role play area. References to literacy were promoted with hair magazines and writing materials. Staff were immersed in children's play. Children consulted with staff on their preferred style using hair samples. In this way, effective responsive planning enriched children's creativity and imaginary play.

Staff knew children well and could identify how play and learning opportunities had led to children achieving developmental progress. The service wanted to improve the ways in which they documented this. For example, by building upon the recording of significant observations. We viewed draft training materials for staff on evaluation, which will help to promote a culture of focusing on the impact of experiences on outcomes for children.

The service was building upon staff skills to facilitate interactions that resulted in children feeling heard, valued and experiencing appropriate developmental challenge. For example, children shared their illustrations with staff. In response, staff showed genuine interest and developed children's awareness of different types of art and artists. Quality assurance systems would continue to be used to promote high quality interactions.

How good is our setting?

4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Quality indicator 2.2: Children experience high quality facilities

The service was located within close proximity to the school. This helped to promote a smooth transition for children as the building was familiar and part of their community.

Staff worked hard each session to transform the multi-purpose building into a welcoming space that motivated children to engage in purposeful play. This helped to let children know that they mattered.

Natural, outdoor play opportunities complemented those provided indoors. For example, outside, children assessed and managed risk as they climbed trees and used sticks to mark make in the mud, pretending to find treasure. This natural environment empowered children to actively lead their play using their creativity and imagination. We heard how during the better weather, children preferred to spend the majority of their time outdoors. During the first day of inspection, the indoor environment was more attractively presented and stimulating in comparison to the outdoors. The service was committed to continuously reflecting upon the quality of both the indoors and outdoors to ensure these both consistently inspire children's play and spark their curiosity.

After the school day, the children appeared enthusiastic to be at the club, see their peers and engaged in purposeful play. During day one of the inspection when the service was busier, noise levels indoors were loud. While children did not appear adversely impacted by this, the service acknowledged the negative impact this could have on children's emotional wellbeing and sensory needs. Recent re-decoration of the indoors meant that new display boards had been ordered. Once these were displayed, staff were confident that this would help absorb noise. Within quality indicator 4.3: Staff deployment, we have made suggestions on improvements to staff deployment which could also help disperse noise.

The local authority had recently carried out a risk assessment to increase safety measures, and to enhance the appearance of the building. For example, there were plans to remove worn decking and planters and construct a new banister. The service improvement plan noted action that had been taken to promote children's safety outdoors. This included the use of communication devices to help staff to be able to account for children's movements and high visibility vests. Solutions continued to be explored to increase artificial lighting outside during the autumn and winter so that children could safely spend longer outdoors. This would help promote children's health and wellbeing and autonomy.

How good is our leadership?

4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Quality indicator 3.1: Quality assurance and improvement are led well

The service wanted children to have a strong sense of ownership of the club. This was reflected in the child centred planning systems. Staff actively sought and meaningfully acted upon children's wishes and preferences. Some children had requested pen pals and other children had aspirations that reflected their individual hobbies and passions; for example to develop their gymnastics skills. The service facilitated opportunities to progress these and noted how this enhanced children's wellbeing.

More creative ways to gather rich, constructive feedback had been explored. The service had recently used an independent platform which enabled children to electronically share their views anonymously. Within this, children had expressed that they particularly valued their peer friendships within the club and craft experiences. The service was committed to building upon these strengths and addressing children's suggestions for improvement, including more board games. Next, the service intended to gather parents' views.

The manager was beginning to delegate more tasks to help increase staff leadership skills and capacity. Having used a mixture of mentoring and role modelling, the manager was now developing a coaching leadership style within which they empowered staff to identify solutions. The manager should, where appropriate, continue with this style so regardless of their presence and direct input, positive outcomes for children are more likely to be secured consistently.

Improvement planning was leading to better experiences for children. The service had involved children in refreshing the service's values. Within this, children's awareness of their rights had increased along with what the GIRFEC (Scottish Government, 2022) wellbeing indicators meant for them. As a result, interactions with each other and the environment reflected greater respect.

The auditing process for medication was now more extensive and the review process was much clearer. This helped to ensure that the management of children's medication aligned with best practice guidance.

We made suggestions on how the service could make the documentation of their quality improvement journey more streamlined and robust. This included considering what can be seen, heard and read when identifying the desired and actual outcomes of any improvements.

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

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Quality indicator 4.3: Staff deployment

Staff told us that they thoroughly enjoyed their work with children. They gained a sense of fulfilment in building meaningful connections which helped enable children to achieve. One parent told us; "Staff are always very friendly and kind, always very interested in the children".

There was a commitment to continuous professional development, as staff had completed or were in the process of undertaking qualifications suitable for their role. The manager facilitated reflective conversations with staff on their practice and intended to build upon these. This would help to develop staff knowledge of the relevant policy and best practice guidance that underpinned their work with children.

We encouraged the service to reflect upon staffing levels and deployment to promote more seamless transitions in children's session. For example, due to the layout of the building, a certain number of children were able to be outdoors at any given time. This would help promote more fluidity to children's movements and enable children to spend longer at their preferred activity. Exploring different ways to communicate with children about transitions would also help to minimise potential disruption to children's play.

Regular staff communication and effective use of personal planning meant that staff knew children well and children experienced continuity of care, as staff adopted the same support strategies. As a result, children's sense of security increased and they achieved developmental progress.

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?	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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