

Wombles Pre-5 Centre Day Care of Children

Hunter Primary School
Crawford Drive
Calderwood
Glasgow
G74 3YB

Telephone: 01355 242 323

Type of inspection:
Unannounced

Completed on:
6 February 2025

Service provided by:
Wombles Pre-5 Centre

Service provider number:
SP2003001522

Service no:
CS2003006667

About the service

Wombles Pre-5 Centre is a day care of children service located within Hunter Primary School, in a residential area of Calderwood, East Kilbride. The service is registered to provide care for a maximum of 24 children aged three years to those not yet attending primary school.

Children are cared for in a dedicated playroom, with access to an enclosed garden and gym hall located in the school.

The service is close to local shops, parks and travel links.

About the inspection

This was an unannounced inspection which took place on 05 February 2025 between 09:45 and 15:30. We returned to provide feedback on 06 February. 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 children using the service
- reviewed digital questionnaires from three families
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were cared for in an enabling environment where their voices were heard and play experiences enhanced.
- Kind and warm interactions helped children feel safe and secure.
- Staff were responsive to the needs of the children.
- The manager would benefit from revisiting best practice guidance to support quality assurance improvements needed within the service.
- Medication processes needed to be improved.
- Risk assessments needed to be developed.
- Children experienced relaxed, unhurried mealtimes.
- Children had access to a well resourced outdoor space.

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?	4 - Good
How good is our leadership?	3 - Adequate
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?

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 indicator 1.1 - Nurturing care and support

The keyworker system strengthened relationships between children, families, and the service. Staff demonstrated a deep understanding of individual children's needs, evidenced by their consistently attuned and responsive care. This was observed in all interactions between staff and children and contributed to good outcomes. For example, children demonstrated increased confidence in exploring new activities, such as blowing bubbles in the water, knowing that staff provided a safe base. Additionally, parents reported feeling more connected to the service and more informed about their child's development. One parent's feedback illustrated this, they stated they had "opportunities to share the children's skills, interests as well as areas we would like the nursery to develop with our child", while another stated "they feel like family". This resulted in the children having a sense of security, safety and confidence.

Staff provided physical and emotional comfort, ensuring children felt loved and secure in the setting. This fostered the development of loving, caring, and nurturing relationships, readily observed throughout the day. For example, staff offered gentle reassurance to a child who was anxious about the presence of inspectors.

Meal times were a positive experience for children. Children had the opportunity to self-serve, and could choose to try other items from the menu. Meals were nutritious and served in a relaxed, calm, pleasurable and safe environment. The environment, location and setting was well planned and promoted a sense of belonging and supported social interactions.

Personal plans were in place for all children which were stored securely, providing a foundation for individual learning. Development of these plans is needed to extend the impact on children's learning, ensuring that children and their families are involved in the planning and evaluation process. Additionally, these should be reviewed at least every six months in line with current legislation.

Systems were in place to administer medication. The management of medication could be improved to reflect best practice guidance, including key information to manage long term conditions such as asthma. This would contribute to children's safety and wellbeing, ensuring their health needs were met appropriately. (see area for improvement 1)

Child protection policies were in place. The manager agreed that these should be updated to reflect current legislation and best practice guidance. This would ensure clear procedures were in place to support the safeguarding of children in their care.

Quality indicator 1.3 - Play and learning

The children were confident and welcoming, proudly showing off their nursery, which demonstrated their sense of ownership and comfort within the play space. This was observed in children freely choosing their own activities and confidently interacting with both familiar and unfamiliar adults. Their positive comments about activities such as mixing paint and playing in the garden highlighted the nursery's success in providing engaging and enjoyable learning experiences. This contributed to children's overall confidence and self-esteem, which are essential for their future learning and development.

We observed children making informed choices about leading their play and learning through an enabling environment. They were happy and having fun with peers, staff and the environment. The use of effective questioning supported children's learning, with children being asked what they thought might come next in a number line. Staff used their knowledge of the children to provide creative experiences to support children's play and learning, resulting in many opportunities for uninterrupted play. Staff were enthusiastic and responsive with good understanding of child development and providing quality play experiences. This enhanced children's learning opportunities.

The service had started to implement in the moment and intentional planning. This approach provided children with opportunities to explore their own interests and lead their own learning. The manager advised this was at its early stages and needed to be further embedded to show the impact on children's learning experiences. Observations and documentation reviews demonstrated the journey the service was on in relation to planning for children. This should continue be further developed and reviewed to confirm its impact on enhancing children's learning experiences. Ensuring children's voices are heard throughout the planning and evaluation process will further develop their sense of ownership of their play spaces and learning opportunities.

The children had access to the outdoor play area for most of the day. Staff assured us that the children could request to go outside during times that the door was closed, such as first thing in the morning. Children were encouraged and supported to wear appropriate clothing when playing outside, developing their independence and problem solving skills. The outdoor area was well resourced, with many opportunities for physical and inquisitive play. Parents told us, "My child] plays outdoors every day. [They] love the pirate ship and when they make obstacle courses" and, "My child is encouraged to play outside each day, in all weathers".

Children were keen to demonstrate their multi-lingual skills, telling us they had been learning Spanish in nursery. This, along with visits from local services such as police and fire service, helped children to learn about their wider world, encouraging curiosity and inquiry.

Areas for improvement

1. To support the safety and wellbeing of children requiring medication, the manager should ensure that management of medication follows good practice.

This should include, but is not limited to:

- Ensuring all medication is labelled appropriately
- Signs and symptoms are recorded
- Any administration of medication signed by staff and parents

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me' (HSCS 1.19) and 'I experience high quality care and support because people have the necessary information and resources' (HSCS 4.27).

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 indicator 2.2 Children experience high quality facilities

The service was provided from a single playroom which benefited from natural lighting through large windows along a full wall of the nursery. This could be filtered by the fitted blinds, should it be required. On arrival the room was warm and comfortable. The outdoor area was accessed directly from the playroom. When the door was opened, the room was cold, reducing the comfort of those remaining indoors. Consideration should be given to how to mitigate the change in temperature, whilst enabling the children to flow freely between indoors and out. The manager agreed to address this as a priority.

The book area was softened with a canopy which allowed it to be used as an independent space. Consideration should be given to developing this and other cosy spaces, to enable children to relax and have the opportunity to self-regulate in a safe area. This would provide the foundation for children to manage their emotions, thoughts and behaviours, enabling them to navigate social situations as they grow and develop.

The premises were safe and secure, with access through a buzzer entry system. Staff were vigilant, only permitting those known to them to enter the building. Whilst using the outdoor area, the main door from the playroom to the cloakroom was opened. Children were encouraged to be independent when preparing to go outside, this was usually supported by a staff member. We discussed with the manager the low level exit button that released the front door. Whilst no children showed an interest in this during the inspection, we suggested the manager conduct risk assessment for the area and put in place any measures that may be required, therefore ensuring the safety of all children at all times.

The fire exit from the building leads to the garden. We noted the exit was padlocked. We asked the manager to seek advice from the local fire service about how staff and children exit this area in an emergency situation. Any agreed actions should be included in the service's emergency evacuation policy and associated risk assessments.

Staff visually assessed the environment throughout their daily practice. Establishing robust risk assessments would ensure the environment is safe and secure for children, whilst supporting staff to maintain a high quality environment that meets the needs of those who attend (see area for improvement 1)

Drop off and collection was made at the front entrance. Children arrived and departed using the front entrance where staff greeted them. Staff took the children to their parents at the end of the day. Parents had limited opportunities to access the nursery during these times. The manager confirmed that they planned to change this. Promoting parent involvement in the service will further enhance the already well established relationships parents told us about. This will enable true partnership working, ensuring families are involved in their child's journey through the service.

We found hand washing practices could be improved to provide consistency in supporting children to do this after self-care activities. Whilst staff reminded children, some would benefit from adult support. We also asked the manager to review the storage of children's personal care items in the toilet area in line with best practice guidance. This will help minimise the risk of spread of infection in the service. Additionally, we found that the door to the toilet area was ajar due to a misfitted finger guard. Appropriate action should be taken to ensure the door closes fully. This will ensure children's privacy and dignity and minimise the risk of contamination.

Areas for improvement

1. To support children's wellbeing, learning and development, management should ensure the environment is safe to allow children to explore freely.

This should include, but is not limited to:

- completing risk assessments for all areas of the nursery.
- ensuring staff complete and record daily checks.
- clarity sought from the local fire service in relation to emergency evacuation plan.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'my environment is safe and secure' (HSCS 5.16).

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Quality indicator 3.1 Quality assurance and improvement are led well.

The manager and staff were welcoming during the inspection and demonstrated a positive attitude to improving the service. They engaged in open and honest discussions, which helped to support improvement conversations. Staff had created a welcoming atmosphere and told us they felt supported by the manager and were happy to come to their work. This contributed to children experiencing a happy, safe and nurturing setting.

An improvement plan was in place which was displayed in the cloak room. Some of the priorities identified related to findings from previous inspection. There was clear evidence that the service were on a positive improvement journey. Meaningfully involving parents and children in the wider plan would further support engagement in the service, ensuring that all stakeholders were involved.

The service benefited from the support of the Care Inspectorate improvement team and additional support from the local authority. The changes within the setting were evidenced through floor books and reviewing previous inspection report. Staff were keen to share their progress with inspectors. The environment had been transformed, offering children play spaces which allowed them to play uninterrupted, supporting depth of learning, and new planning processes were in their early stages. This led to improved outcomes for children.

Informal quality assurance systems were in place. These required to be developed and formalised to ensure monitoring practices were meaningful and informed improvement. The manager agreed to date all documentation and ensure effective monitoring of all aspects of the service.

We found that the manager spent a lot of time in the playroom with the children and had keyworker responsibility. We suggested they reconsider how staff are deployed to maximise opportunities to focus on their manager role more effectively.

The manager would benefit from revisiting best practice guidance to refresh their knowledge and understanding. This would help them to lead, support and role model practice with staff, which would contribute towards improvements. (See area for improvement 1).

Areas for improvement

1. To support children's wellbeing, learning and development, the manager should revisit current best practice to refresh their knowledge and understanding.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I use a service and organisation that are well led and managed' (HSCS 4.23).

How good is our staff team?

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 indicator 4.3 Staff deployment

The staff's warm and responsive approach ensured that each child felt heard, valued, and nurtured. Parents were very happy with the care their children received, one told us: "I think [their] positive relationship with the staff has been immensely important; [they] feel safe and is well liked. I also appreciate the variety of engaging activities that help [them] to thrive".

Staff were deployed effectively around play spaces, ensuring they moved around as children's focuses changed. Staff engaged positively with children during their play and were particularly skilled in supporting their learning needs without interrupting their play. This allowed them to freely explore, experiment and creatively problem solve, which encouraged skills such as imagination, focus and self-regulation.

Staff recruitment checks were robust and ensured that the service adhered to the safe staffing legislation. Staff development could be further supported by the national induction resource. This is a useful tool to identify any learning needs and evidence the breadth and depth of knowledge of new and experienced staff.

Annual reviews took place, where targets were set for the year ahead. Staff and management would benefit from progress and reviews of targets being recorded. This should form part of the quality assurance processes going forward. Developing a culture of reflective practice would ensure constant review of the play experiences and environment to evaluate, and plan for, children's learning.

Communication with families was through newsletters and face-to-face contact. This helped to share information about the service. We discussed the importance of valuing the input from families and providing feedback on how their voices shape the experiences the children have.

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

1. To support children's learning and development, management should review planning systems to ensure children's experiences are reflective of child development, their interests and individual needs.

This area for improvement was made on 1 February 2024.

Action taken since then

We found that positive steps had been taken to improve planning systems since the last inspection. 'Planning in the Moment' had been introduced and although staff were still developing confidence in using this, we could see that children were benefiting from this more responsive approach. We provided advice on how this could be further improved, which the manager agreed to take forward.

This area for improvement has been met.

Previous area for improvement 2

To support children's wellbeing, learning and development, management should ensure the environment is supportive of children's learning, development and choices.

This area for improvement was made on 1 February 2024.

Action taken since then

Staff and management had worked hard to make positive improvements to the environment. For example there were defined play spaces and opportunities for children to freely access resources. The manager agreed to continue to evaluate children's play spaces, adapting where required. They agreed to consult with children about changes and give further consideration to the use of furniture for children's activities.

This area for improvement has been met.

Previous area for improvement 3

To support children's wellbeing, learning and development, the manager should revisit current best practice to refresh their knowledge and understanding.

This area for improvement was made on 1 February 2024.

Action taken since then

The manager had worked hard to make improvements to the service since the last inspection. There had been a focus on improving the environment and planning for children. However, we found it would be beneficial for the manager to continue to refresh their knowledge and understanding of best practice for early years and develop in their management role. We have therefore repeated this area for improvement in this inspection.

This area for improvement has not 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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - 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.