

Glendevon Early Learning and Childcare Centre Day Care of Children

Glendevon Drive
Maddiston
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Telephone: 01324 506 752

Type of inspection:
Unannounced

Completed on:
13 March 2025

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003043647

About the service

Glendevon Early Learning and Childcare Centre is registered to provide a care service to a maximum of 104 children aged from three-years to those not yet attending primary school.

The service is located in Maddiston, Falkirk and is set within a purpose-built building. The environment consisted of an open plan playroom over two levels. There were additional spaces that supported the needs of staff, children and families. These included garden spaces that were accessed by children directly from the playroom.

About the inspection

This was an unannounced inspection which took place on 11 March 2025 between 08:30 and 17:00. We provided feedback to the service on 13 March 2025. The inspection was carried out by two inspectors from the Care Inspectorate.

This inspection was part of a pilot to test the 'Quality improvement framework for early learning and childcare sectors' developed jointly with Education Scotland. Because this inspection was part of a pilot, no new evaluations (grades) have been awarded.

During the inspection we:

- spoke with several children using the service
- observed practice and daily life in the service, including staff interactions with children
- spoke with staff
- spoke with family members
- spoke with two visiting professionals
- received 21 responses from families through a Microsoft Forms survey sent to families
- reviewed documents relating to children's care and management of the service.

Key messages

- Strong leadership impacted positively on the wellbeing and development of staff and positive outcomes for children and families.
- The quality assurance journey was inclusive and meaningful, resulting in a shared approach to making sustainable improvements to outcomes for children and families.
- Children felt valued, loved and respected because their care and support was delivered in a warm, kind and compassionate way.
- Staff respected children's choices and worked with them to build on their learning together.
- The service continued to review and develop mealtimes to ensure they delivered positive, high-quality experiences that supported all round child development, and provided opportunities for children to develop key social skills.

Leadership

Quality Indicator 1.1: Leadership and management of staff and resources

The vision, values and aims continued to be reviewed and developed by the service focusing on improvements and positive outcomes for all. Families told us about the trusting relationships they had with staff. The happy and welcoming ethos in the service promoted a positive atmosphere for children to play and learn.

Strong leadership in the service supported staff to develop confidence and knowledge in their roles. We heard the views of a passionate, motivated staff team who described their improvement journey. They were aware of their accountability and responsibilities in caring for the children in the service and developing relationships with families. The leadership team were supporting staff as they continued to develop professionally and were ensuring staff wellbeing was protected through offering various support strategies. This created a positive culture across the team. Staff said, "The help I get with my wellbeing means I can deliver positive support to children and families. If my wellbeing was unstable, how could I listen to families and support them."

The leadership team was passionate about delivering quality experiences for children and families. They recognised that inclusive and meaningful quality assurance and self-evaluation was resulting in a shared approach to making sustainable improvements to the service. Staff told us about reflecting on their practice through peer review. Reflective questions had been used to gather the views of staff to enable them to reflect on how the service was doing, how they knew and what they would do next. Regular opportunities to have professional discussions and to continuously reflect on practice brought about positive changes to outcomes for children and families.

The views of children and families were gathered in a variety of ways. Children were asked for their views when developing the nursery spaces. This gave them a sense of belonging. Families told us they had an opportunity to feedback on their experience when they attended stay and play sessions. A parent said, "I do make a point of always filling out surveys and feedback, and always feel it is listened to and taken on board." Children and families' views were valued and influenced improvement in the service.

Safer recruitment procedures had been implemented to ensure that the service had the right people in the right jobs. A newly recruited member of staff talked through their experience of the recruitment process. This confirmed that practice guidelines had been implemented. The provider had combined their induction programme with Scottish Government Early Learning and Childcare: National Induction Resource. This supported staff in their new role. The safety and wellbeing of children was protected through staff being recruited well.

Children are supported to achieve

Quality Indicator 4.1: Nurturing Care and Support

Children were nurtured and supported throughout their daily experiences. Staff showed kindness and compassion as they warmly welcomed children and took time to listen to them. Staff's positive body language, facial expressions and tone of voice, sent a message to children that their voice mattered.

Children's emotional wellbeing was promoted by a staff team who recognised that secure attachments and quality interactions supported children to feel safe. Children were confident as they sought comfort and cuddles, and staff respectfully asked permission when children needed help with personal care. Children felt valued, loved and secure. A parent said, "The staff are amazing and really supportive to my child. He has come on leaps and bounds and that's thanks to the staff's constant support and the routine they provide."

The indoor and outdoor spaces were well planned enabling children to choose from a variety of experiences that supported them to achieve. A child said, "I like making playdough with Mairi, I like going to the woods, I like the home corner downstairs and I love to make things with wood and boxes." Quiet and sensory spaces supported rest and relaxation and some children used alternative quiet rooms to support their emotional wellbeing. Staff respected children's interests and choices responding well to their needs.

Most children were familiar with the mealtime experience. Children helped with food preparation and helped to set the tables indoors and outdoors. Staff aimed to support a safe, unhurried, sociable experience for all children. However, some of the children found the routine unsettling and staff recognised that they needed to develop mealtime routines to support individual children's needs. The leadership team were reflective and responsive as we shared our observations. They aimed to continue reviewing and developing practice with staff. This will support staff reflection and improve outcomes for children.

Personal plans were detailed and contained information about children that was gathered in consultation with families. Families told us they had been involved in the development of the personal plans and that they met regularly with staff to formally review them. This meant that children received care and support that was tailored to their needs. A parent said, "Get reviews every couple months to let me know how my child is getting on which I think is great."

Planning was responsive to the interests and needs of children supporting them to make sustained progress in their learning. Tracking and monitoring children's individual learning evidenced the progress children were making, at a pace that was right for them and identified next steps. Quality assurance ensured that staff were reflective to ensure planning supported children to develop and foster deeper engagement, spark their imagination, and enrich their play and learning. Children were being supported to achieve their potential. A parent said, "Our son is always coming home telling us of new things he has learnt. He is such an inquisitive little boy and the nursery staff take his ideas and interests on board."

The safety and wellbeing of children was supported through well managed systems and processes. Staff were clear about their roles and responsibilities in safeguarding children, and medication was managed well. The staff team had responded to the Care Inspectorate keeping children safe, look think act (SIMOA) campaign by reviewing and developing the systems in place to keep children safe. They included children in considering risks across the service. This meant they were becoming responsible as they learned to stay safe.

Staff knew children and families well and recognised that strong connections supported children's wellbeing. The leadership team and staff were visible at drop off and collection times. This created a warm and welcoming environment where children and families felt valued and supported. A parent said, "I love the friendly welcoming staff they listen to me when I have had a hard time they take the time to sit down and listen to me help me see a way through it all." Families were invited along to stay and play sessions and other groups, and could join children on their woodland walks. Children had a sense of belonging in their service and families could experience valuable time with their children in their nursery setting. A parent said, "Staff make the effort to get to know the parents as well as the child and are always there to offer support/advice when needed. Will keep me up-to-date frequently with how my child is getting on."

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com

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