

Little Flyers @ Ingliston Day Care of Children

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Type of inspection:
Unannounced

Completed on:
17 April 2025

Service provided by:
We Care for Children Limited

Service provider number:
SP2010011353

Service no:
CS2011280315

About the service

Little Flyers @ Ingliston is registered to provide a day care of children service to a maximum of 21 children between the ages of birth and not yet attending primary school. The service is provided by We Care for Children Limited. The service is in partnership with City of Edinburgh Council to provide funded places for eligible children.

The service operates from premises located close to Ingliston Royal Highland Centre and Edinburgh Airport. The accommodation consists of two dedicated playrooms and an additional playroom, which is currently used as a free-flow sensory room. There is a kitchen where children can dine, toilets and a changing area. The nursery benefits from a large garden area on three sides of the building. There are on site parking facilities.

About the inspection

This was an unannounced inspection which took place on Tuesday 15 April 2025 between 09:45 and 16:30 and Wednesday 16 April 2025 between 09:00 and 16:00. The inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, 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 to two parents and received electronic feedback from eight parents
- spoke with staff and management and received electronic feedback from one staff member
- observed practice and daily life

As part of this inspection we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting

This information will be anonymised and analysed to help inform our future work with services.

Key messages

Children's resilience and self-worth were promoted with support from skilful staff who enabled them to try new experiences.

As part of the Little Flyers organisation, the service benefited from very good training and guidance from the central management team.

Well considered innovations and creative approaches successfully engaged children's imagination and enriched their play and learning.

Consultative planning was on a journey of improvement. Management planned to support staff to plan experiences, with more focus on supporting children's specific next steps to further enhance progression in learning.

Children enjoyed freedom to explore the exciting outdoor play space, where they choose activities and resources that challenged them physically and mentally.

The management team were successfully creating conditions where all people could feel confident to initiate well-informed change and share responsibility for the process. As a result, several improvements had positively impacted on outcomes for children.

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 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.

Quality indicator 1.1: Nurturing care and support

Staff were kind and caring, valuing children's rights. This meant that children were nurtured throughout their daily experience. Children's resilience and self-worth were promoted with support from skilful staff who enabled them to try new experiences. Conversations between staff and children showed high quality interactions. This focused on giving children the skills they needed to become confident, independent learners. For example, when children were hesitant to try new tasks, staff were heard saying, "I believe in you." Similarly, where children needed support with personal care, interactions were respectful. This helped children to feel valued and respected and resulted in happy and confident children.

The management team had invested time and support to improve the personal planning approach to enhance outcomes for children. As a result, children's overall wellbeing was well supported through effective use of personal planning, taking account of the wellbeing indicators. Children and families were central to this process and information was effectively used to promote consistency and continuity of care. Support plans showed that children were making good progress.

Management of medication was very good. Almost all staff had been trained to administer lifesaving medication which resulted in children being well supported to keep them healthy. Management audited medication procedures to ensure that information was updated to reflect any changes to children's health needs or medication requirements.

Improvements to children's mealtime experiences included the introduction of rolling meal and snack times. The free-flowing lunch time allowed children to choose when they wanted to eat. This meant their play was not interrupted unnecessarily and they were able to immerse themselves fully in their chosen activity. Older children mostly chose to eat outdoors in the covered decking area. Independence skills were promoted through self-service and clearing away dishes and cutlery. Food was nutritious, and children ate well and enjoyed the sociable mealtimes where staff sat and chatted with them. This helped them to know that they mattered. Similarly, it meant that children were kept safe while eating because staff provided support and close supervision.

Quality indicator 1.3: Play and learning

Fun featured highly in play experiences, creative approaches successfully engaged children's imagination and enriched their play. Staff embraced and engaged in children's play, at their request. For example, during the inspection children were playing an imaginative game about dragons. Staff and children enjoyed pretending to be flying dragons. Developing imagination and language skills were supported through rich conversations.

Outdoor learning was highly valued, and children benefited from high quality outdoor learning experiences. Outdoor play focused on abundant natural materials and loose parts. Children enjoyed vigorous physical play as they ran, jumped, and climbed. This helped promote wellbeing and confidence in their abilities.

Children were curious about their environment and many asked staff questions about the world around them. Staff engaged enthusiastically in these conversations, their thoughtful interventions helped children think for themselves and problem solve.

Children benefited from high quality woodwork sessions where they experienced risk and challenge. Staff empowered children through creating a "can-do" mindset approach. Staff said, "everyone has different skills and talents," and "you can do this." This positively impacted on children's self-esteem and confidence while learning important life skills. One child said, "This is us learning so if we are a builder we won't need to learn," and "we are building a house so we can live in it." There were opportunities for children to develop creative design and critical thinking skills as they tinkered and experimented with the possibilities of wood and tools.

There were plentiful opportunities for children to develop language, literacy, numeracy, and maths skills. This was facilitated through rich conversations, skilful interactions with staff and exciting play experiences. Staff were heard engaging with children discussing and comparing different measurements and weight of play materials.

Planning approaches were child centred and responsive to children's interests and life experiences. This resulted in them being meaningfully and actively involved in leading their play and learning. An interactive learning wall showed the quality of learning experiences which linked to planning.

Recent training had supported staff to develop their skills in recording significant learning and progression in children's individual learning journals. As a result, we sampled records of children's learning which showed significant learning and progression. Consultative planning was on a journey of improvement. Staff were being supported to develop their practice to effectively evaluate the impact and outcomes of planned experiences. This could enable them to plan experiences, with more focus on supporting children's specific next steps to further enhance progression in learning.

Staff recognised the importance of engaging families in understanding how to support learning in the child's home environment. Staff regularly shared children's daily experiences with families, through the online App. There were opportunities for parents to become involved in the life of the setting. For example, stay and play sessions. As a result, parents felt involved and included in their child's learning.

Parents were positive about the relationships they had with staff and the feedback they received about their children's progress and told us:

"I am very lucky that my child is a little flyer, what a wonderful place for me to entrust with their care."

"Children are treated as an individual and encouraged to develop at their own pace. They took me through my child's most recent updates to their care plan and to say I was impressed by how well they knew my child would be an understatement. Bravo!"

How good is our setting?

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.

Quality indicator 2.2: Children experience high quality facilities

The setting was furnished to a good standard, well-ventilated with plenty of natural light, which created a welcoming atmosphere. Children confidently moved around the spaces available which allowed them to choose where they spent their time.

The outdoor environment was of a very high quality. Children enjoyed freedom to explore the exciting outdoor play space, where they choose activities and resources that challenged them physically and mentally. We saw children working together to build structures from loose parts and natural materials, sharing ideas, and solving problems. Although the weather during the inspection was cool and sometimes wet, the abundance and quality of experiences in the outdoor area meant that most children chose to play there most of the time.

Children were kept safe and protected when attending the service. The setting was safe and secure, potential safety issues had been carefully considered and measures put in place to remove hazards. For example, on the second day of inspection, high winds meant that branches and acorns could fall from trees, so children played indoors. Children were supported to develop an understanding of risk and how to keep themselves safe. Staff used the, keeping children safe: Look, Think, Act campaign (Care Inspectorate, 2021) to raise awareness of children's safety in the service and at home with children and families. SIMOA the elephant mascot supported them with this, and the toy elephant went home with children to help them to assess risks with their families.

The poly tunnel in the garden allowed children to be involved in fun and interesting opportunities. Children had recently sown wildflower seeds which would facilitate their interest to pick and use their flowers in their play. Pumpkins and vegetables were growing to support their learning about seed to plate. Herbs were planted and children enjoyed making a variety of teas from the herbs. Staff enhanced their learning by discussing the planting process. These experiences supported children's sensory development and helped them to learn about responsibility for the environment and caring for nature.

Infection control was well managed. Children and staff washed their hands at key points in the day. Effective outdoor hand washing facilities had been introduced. Regular routines helped embed good habits for life and was used as an opportunity to remind children how washing away germs could help them to stay healthy. There were no handwashing facilities in the babies playroom. On occasion children and staff used baby wipes to clean hands, for example after wiping noses. Moving forward, everyone should wash their hands using running water and soap provided in the bathroom.

The manager implemented a clear process to identify any maintenance or repair requirements. As a result, repair requirements were reported and rectified promptly, resulting in a safe environment for children.

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.

Quality indicator 3.1: Quality assurance and improvement are led well

The management team were in their first year in their current posts. They were successfully creating conditions where all people could feel confident to initiate well-informed change and share responsibility for the process. As a result, several improvements had positively impacted on outcomes for children. These included, improvements in children's personal plans, enhanced learning environments, and mealtime experiences.

As part of the Little Flyers organisation, the service benefited from very good training and guidance from the central management team. This resulted in a shared vision with identified priorities for further improvement which included continuing to develop consultative planning.

A well-planned quality assurance and self-evaluation process was in place, guided by a quality assurance calendar to support the journey of improvement. There had been a clear plan to spend time laying foundations for sustainability. Observation of staff practice and audits monitored the work of the service. Monitoring was carried out in line with best practice frameworks and the Health and Social Care Standards (Scottish Government, 2017). This helped management to identify what was going well and to respond to areas for development. Management should continue to embed procedures in place to evaluate monitoring and audits. This will ensure that changes made have positively impacted on outcomes for children.

Children were asked their views when changes were planned. For example, being consulted when improvements were made to the learning environment. Management planned to enhance opportunities for families to be more meaningfully involved and influence change within the service. This included plans to introduce a parents' committee. This could enhance partnership working with parents around the life of the service and involve them in future improvement plans.

Parents told us:

"We are involved through questionnaires, chats, stay and play, personal plans regularly updated."

"We were asked about feedback on certain activities as well as updated on new ones. For example, wood working which the children have just started, which is just great."

The management team were in a strong position to embark on future improvement plans. These included further developing distributed leadership in self-evaluation, which will include peer monitoring opportunities for staff. Similarly, plans were in place to enhance staff knowledge to develop consultative planning.

Moving forward, management and staff should continue to embed their very good practice in leading quality assurance and improvement well.

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.

Quality indicator 4.3: Staff deployment

The dedicated staff team shared a joint vision for the ongoing development of the service which put supporting and empowering children at its heart. Staff were aware of one another's strengths. This, together with their professional knowledge of children's needs and interests, helped ensure they were deployed effectively. This helped children to thrive and make the most of the activities and experiences available to them.

Management recognised the importance of ensuring that the service is appropriately staffed throughout the day. They regularly monitored and advised to enhance practice to ensure very good outcomes for children. For example, to ensure that staff are positioned well in the large outdoor play space to be able to effectively

supervise children to keep them safe.

Staff had taken part in a wide range of training opportunities which helped them to reflect on and continuously develop their practice. This included developing the personal planning approach, risk assessments, and attachment training. Following training staff share how they plan to take new learning forward to develop their practice and enhance outcomes for children.

Induction, team meetings and access to training were used to develop the staff team. These opportunities helped identify staff skills, areas of interest and supported professional development. This included opportunities to meet with staff from other services within the organisation to support best practice sharing to develop staff skills. Leadership training was delivered to managers, and staff who were keen to consider career development were given opportunities to join the 'step into leadership' course.

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 ensure they are supported to achieve their potential, the provider should ensure children's personal plans include individual strategies of support where required. These should be regularly reviewed and updated.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state 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 10 July 2024.

Action taken since then

The management team had invested time and support to improve the personal planning approach to enhance outcomes for children.

As a result, children's overall wellbeing was well supported through effective use of personal planning, taking account of the wellbeing indicators. Children and families were central to this process. Staff were well informed about children and families' needs, wishes and preferences. This information was effectively used to promote consistency and continuity of care. Support plans were effective and showed that children were making good progress.

This area for improvement has been met.

Previous area for improvement 2

To ensure the safety and wellbeing of children, the provider should ensure there is a clear process to identify any maintenance or repair requirements. These should be rectified in a timely manner.

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

'My environment is secure and safe' (HSCS 5.17).

This area for improvement was made on 10 July 2024.

Action taken since then

The manager implemented a clear process to identify any maintenance or repair requirements. As a result, repair requirements were reported and rectified in a timely manner.

This area for improvement has been met.

Previous area for improvement 3

To enable children to access a service that meets their needs, wishes, and choices, the provider should introduce ways for children and their families to meaningfully engage in their self-evaluation processes.

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

'I am supported to give regular feedback on how I experience my care and support and the organisation uses learning from this to improve' (HSCS 4.8).

This area for improvement was made on 10 July 2024.

Action taken since then

Children were asked their views when changes were planned. For example, being consulted when improvements were made to the learning environment.

Parents told us that their views were verbally sought about changes and planned improvements to the service. They told us that they felt well informed.

Management planned to enhance opportunities for families to be more meaningfully involved and influence change within the service. This included plans to introduce a parents' committee. This could enhance partnership working with parents around the life of the service and involve them in future improvement plans.

Improvements were recognised, therefore 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.

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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