

Tender Loving Childcare Centre Ltd

Day Care of Children

Kilsyth Road
Kirkintilloch
Glasgow
G66 1RP

Type of inspection:
Unannounced

Completed on:
2 February 2024

Service provided by:
Tender Loving Childcare Centre Ltd

Service provider number:
SP2020013577

Service no:
CS2020381058

About the service

Tender Loving Childcare Centre Ltd is registered to provide a care service to a maximum of 49 children at any one time aged not yet attending school as follows:

- of those 49 no more than 9 are aged under 2 years
- no more than 11 are aged 2 years to under 3 years.

The service is located in a converted building in a residential area of Kirkintilloch. Children have access to large open plan playrooms, conservatory and large outdoor areas. The service is near to local schools and community spaces.

About the inspection

This was a full inspection which took place on 1 and 2 February 2024. 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 people using the service and their families
- Spoke with staff and management
- Observed practice and daily life
- Reviewed documents

Key messages

- Children were having lots of fun and enjoying their play.
- There were good settling arrangements in place for children, with staff adopting a caring and sensitive approach.
- There were lots of warm, caring interactions between children and staff and positive relationships.
- Children were able to play outdoors every day and explore loose parts and natural play materials.
- The manager provided good direction to staff who were committed to providing children and families with positive experiences.
- The leadership team should support staff with opportunities to further develop their skills in self-reflection and evaluation to improve 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?	4 - Good
How good is our setting?	5 - Very 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?

4 - Good

We found a number of important strengths in aspects of the care provided and how these supported positive outcomes for children and young people, therefore we evaluated this key question as good.

1.1: Nurturing Care and Support.

We observed lots of warm, caring interactions between children and staff and positive relationships. Care provided to children was personally responsive to their needs, for example, younger children were provided with physical affection to help them feel safe and secure. Older children had access to quiet spaces and corners to allow reflection time and to support self regulation.

Staff were respectful towards children, taking time to listen and respond. Staff knew children well and had developed meaningful relationships which enabled them to support their learning and development.

Staff were implementing new personal plans for children which helped them to identify children's individual needs. The leadership team should continue to support staff to effectively use the new plans to provide positive outcomes for children.

There were good settling arrangements in place for children with staff adopting a caring and sensitive approach. The settling in process provided opportunities to build positive relationships with parents and support children to feel safe and nurtured. A nursery welcome pack was available for parents, providing them with comprehensive information about the nursery. Staff were compassionate and reassuring towards children, strengthening connections and trust.

Transition arrangements for older children in the service were effective with staff maintaining links with primary schools. Stay and play sessions were being arranged for parents to encourage parents to stay, play and learn with their children. This helped children to adjust to change and feel more confident.

Staff were being supported to improve their skills in planning, tracking children's learning and development and self evaluation. A new local authority document had been introduced to help staff with this process. We discussed with the manager that more meaningful next steps for learning could be identified to support children's stage of development. This would also help staff to provide challenge for children.

We observed children's lunchtime experience and found that children enjoyed a nice sociable experience with staff sitting with them to assist. Children's independence was promoted at lunchtime, for example, self serving food and tidying up. This helped to give children a sense of importance, belonging and self awareness.

Children had the opportunity to sleep when required. Staff knew children's sleep preferences and were responsive to ever changing routines. This supported children's overall wellbeing.

We looked at medication procedures in the service and found that these were satisfactory. Medication was appropriately stored and paperwork was in place to support safe administration of medication.

Parents' evaluations of the care their children received were very positive. Parents were complimentary about the level of consultation, feedback and involvement they had within the service. They were confident that sharing of information about their child each day enabled staff to provide individualised care and learning and consistency and continuity of care.

Parents commented:

"I feel safe to leave my son there, knowing I am kept up to date with each part of his day and his care, the nursery is easy to contact throughout the day and quick to respond. His care and teaching feels personable to him and that he is cared about".

"The nursery staff are great about welcoming my child with a big smile each morning and about updating how my child has been at the end of every day. They've all built a great bond with my daughter and she speaks highly of them all at home".

"The staff team are like extended family. They are so gentle and caring, and always willing to chat and listen to any worries or questions I have about my child".

1.3: Play and Learning.

Children were supported to learn and develop through their play.

We saw children having lots of fun with a good balance of spontaneous and planned play experiences. Children were actively leading and shaping their play with support from staff. Staff were responding in a meaningful and engaging way with some staff using effective questioning to scaffold and extend children's thinking and learning. We observed some skilled interactions that helped children to develop and extend their play, be creative and curious and make their own decisions. There were free flow play experiences and stimulating and challenging resources for children to develop their skills. We could see that staff had carefully considered the presentation of play areas and resources.

We looked at floorbooks which showed evidence of children's experiences including children's voice and skills learned. Electronic Learning Journals documented children's individual learning including next steps. We noted that some posts were generic and the child's voice was not included on journals or reviews of learning. We asked the leadership team to support staff to provide children with opportunities to express their views, feelings and wishes. This would help planning approaches to be more child centred and support progression.

There was a focus on natural and loose parts play across the nursery to promote curiosity and experimentation, to help children to develop creative and critical thinking skills. We discussed the benefits of this approach and encouraged staff to source useful toolkits to support further development in this area, particularly in the outdoor play spaces.

Younger children had access to a variety of play materials to support curiosity and discovery, for example, heuristic play basket with wooden brushes, spoons and coasters to explore. Babies engaged in sensory play, helping them to understand the world around them, for example, exploring different textures. We asked the leadership team to encourage staff caring for younger children to consciously get down to children's level to show the child that they were trying to understand their feelings and help them feel secure.

Staff understanding of child development and schemas was varied across the setting. The leadership team should continue to support staff with theory and practice relating to child development and encourage staff to use national and current best practice guidance to plan play, for example, Realising the Ambition, My Active World, Growing my Potential. This would help staff to provide a creative environment and provide challenge for children.

We asked the leadership team to support staff to provide children with opportunities to express their views, feelings and wishes. Promoting children's voice and involvement in play would help children to identify their own learning and progress.

Parents commented:

"Stable staff, caring atmosphere with a variety of learning opportunities".

"I would like more stuff put on the app for us to see as sometimes I find out they've been doing activities that I wasn't aware of and it's nice to see, but the app isn't great so I understand why they don't always do it".

"My daughter has learned so much from counting to her speech from being in nursery! I know she is well looked after as she constantly talks about the staff even when she is not in nursery".

"Both my husband and I work in education and have spent considerable time teaching in the early years setting. We are continually impressed with the care, learning and play opportunities that our child is provided with".

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 people, therefore we evaluated this key question as very good.

2.2: Children experience high-quality facilities.

The new premises were spacious, bright and well maintained. The setting was well planned, comfortable and welcoming. Management and staff had created a home from home environment with space for children to relax. A neutral colour palette created a calm and soothing environment for children. A range of homely resources and furnishings enhanced play spaces and supported children to feel safe and comfortable.

The large garden areas and outdoor spaces were safely enclosed and provided different surfaces for play, for example, undulating grassy areas, digging area, tree swing.

Play areas were planned well to support children's active play and learning. Spacious areas were designed with zones such as block construction, imaginative play, book corner. There were good quality resources to meet different stages of children's development and to encourage children to explore their ideas and interests. Children had opportunities to choose their own learning and enquiries through play in a free flow environment. The leadership team had a clear vision for further development and expansion of the setting.

Children could access toilet facilities next to the playrooms. Where children needed support, this was carried out in a designated changing area, meaning children's dignity and personal preferences were respected.

There were playroom quality assurance checklists and risk assessments in place to monitor areas and ensure safety and security for children. Staff worked well together to identify and minimise risk to children within the setting, both indoors and outdoors. This meant that children's activities were not compromised and they were supported to enjoy challenging, fun experiences.

There were effective cleaning systems in place with a cleaner employed throughout the day. We observed robust food practices. Environmental Services had visited the setting in January 2024 and awarded a gold pass award.

Accidents and incidents records were completed and shared with parents. Monthly audits were carefully completed to identify any areas of potential risk or concern.

Children's information was stored securely within the office and children were monitored by staff when using IT equipment. Children's personal information was safe and protected. The premises and resources and equipment were well maintained.

Parents commented:

"The building is amazing and the children have wonderful facilities and outdoor space. I love to see out little boy playing in the conservatory and different rooms".

"The facilities are well equipped & the children experience a variety of education, sports and fun activities".

"Clean environment, well resourced".

"Really delighted with the new building- such a great place, with the variety of rooms and outdoor space. Fantastic".

"The new setting for TLC is a lot better the kids have more space to play and better outdoor play areas".

"The setting is great with many things for the kids to do".

"Can't fault any of the rooms, they all have different areas for children to have a moment to themselves if need be which I think is lovely. It's all decorated lovely and clean".

"Amazing outdoor space and the conservatory".

"I love the new building they are in as my girl attended the old setting as well but this new build has a lot more space".

"TLC have worked incredibly hard to ensure that this new setting is the absolute best provision possible".

How good is our leadership?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

3.1: Quality Assurance and improvement are led well.

We found the leadership team engaged well during the inspection process, taking on advice and support, demonstrating a commitment for improvement.

The leadership team had made very good progress with the areas for improvement and action plan from the previous inspection.

The recent move to the new premises had provided a fresh start and the opportunity for the leadership team to work closely with staff to develop the new nursery. This resulted in staff taking ownership of their nursery and being instrumental in initiating positive change. A number of significant improvements helped children to experience positive outcomes, for example, bright, spacious playrooms and large outdoor play spaces resourced with loose parts and open ended play materials. The leadership team were ready to involve parents and staff in the development of their new improvement plan.

There was a focus on transitions for children as the nursery continued to develop and expand. The manager was supporting staff to confidently manage transitions. Establishing and building positive relationships with parents and families was an important element of this with staff implementing a key person approach. This helped staff to work in partnership with parents and provide continuity of care for children. Staff were beginning to engage with children and parents to encourage them to contribute to learning journeys, share in their child's learning and inform planning and development of the service. Plans were in place to involve children and parents in creating a shared vision for the service.

The leadership team were working on a range of quality assurance processes to assure and improve quality. Staff were being supported to reflect on and evaluate their practice. The leadership team should support staff with opportunities to further develop their skills in self-reflection and evaluation to improve outcomes for children.

New personal plans for children had recently been developed and were being implemented. These helped staff to capture and share important information about children's individual needs.

The leadership team should continue to support staff to effectively use the new personal plans to provide positive outcomes for children. A new planning system had recently been introduced for children aged under three years to help staff to observe and record relevant information, ensuring that gaps in children's learning were easily identified. The leadership team should continue to provide support to staff in this area.

The manager provided good direction to staff who were committed to providing children and families with positive experiences. We could see, and staff told us, that there was a strong sense of teamwork and an open and honest ethos in the service. There was good staff morale which impacted positively on children's experiences. Staff told us they welcomed increased involvement in service development and the opportunity to use all of their skills. One staff member commented, "need more support from management". Staff would also welcome increased time for collegiate working and regular professional development opportunities.

Parents commented:

"The manager is great and very personable".

"I have zero concerns that my daughter will never not be surrounded with staff/ managers who are more than capable of their job".

"Kathrine (manager) is very warm and welcoming. She spent time with both myself and husband showing us around prior to our child starting. I think I spent an hour there. She has been very accommodating with our

childcare needs and appears a very hands on manager".

"The manager helps with anything I need help with and knows all parents and kids by name what means she takes great pride to get to know the children and parents".

"Leadership has been effective and efficient when dealing with us as parents".

"Again, we couldn't be more delighted and confident in the team".

"All the staff are great and really take the time out to speak to my child even if they are not directly linked to him".

"Great new nursery with lovely staff and management. I feel lucky to drop my daughter off each day with confidence she will be safe and happy".

"We could not be more happy with the nursery".

How good is our staff team?

4 - Good

We found a number of important strengths in aspects of the care provided and how these supported positive outcomes for children and young people, therefore we evaluated this key question as good.

4.3: Staff Deployment.

Staff were welcoming and engaged well in the inspection process. They were committed to providing the best care to children and their families.

Staffing levels supported delivery of good care. The leadership team recognised the importance of ensuring that the service was appropriately staffed during the day as essential to the wellbeing of children in the service. This meant that children received one-to-one care when needed. Children benefitted from having a consistent staff team. This helped to promote continuity of care for children with staff sharing information and observations of children with other staff.

Staff were well deployed based on expertise and experience to ensure that their differing experience, knowledge and skills were well used to support children. Effective staff deployment also ensured very good supervision of children, for example, staff communicated when a task took them away from their responsibilities, ensuring children were safe. Some staff held leadership roles and there were plans to extend roles for all staff.

Overall, staff felt valued, well-supported and appreciated the support of their colleagues and the accessibility of the manager.

Staff told us that they were well supported by the leadership team. This helped to build positive working relationships. An induction process and mentoring system for new staff was in place. Staff were generally happy, engaging and sharing tasks through working as a team. Staff breaks and lunches were organised to minimise disruption, ensuring the day ran smoothly to support the play, care and learning of the children.

Staff told us:

"The staff team work well together and support each other".

Key person arrangements were in place to promote continuity of care across the day. This ensured positive transitions for children and good communication with families. Key persons were available to chat and exchange information with parents.

Staff told us:

"Main strengths would be we work amazing as a team to provide the best care possible to each child and ensure their individual needs are met to the highest standards".

Parents could contribute to children's learning journals and easily follow play and learning activities.

There was a very respectful ethos in the service with staff treating children as individuals. Staff communicated well with each other and worked together to ensure effective supervision and quality engagement with children across the day.

All staff had a clear understanding of their responsibility to keep children safe and protected. Child protection training had been completed, supporting staff to keep their knowledge up to date. Staff were clear on reporting and recording procedures.

Staff were safely recruited and were registered with Scottish Social Services Council (SSSC) to protect children and keep them safe from harm and abuse.

Parents commented:

"The staff are fantastic with my wee girl. Such a friendly staff team".

"I love the staff who are so kind and caring towards our child. They make every effort to accommodate her dietary requirements and are vigilant regarding food around her. They are knowledgeable and provide an excellent range of activities which engage and excite our child who regularly talks about them at home. Our child is extremely comfortable with the staff and has been at ease in both settings since she began attending over a year ago".

"The staff are very caring and have a very good relationship with the child. They offer varied and interesting activities".

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

Children and their families should experience high quality care and support that is right for them and have confidence in the people providing that care and support. Management and staff should work with parents to ensure that they have the information they need to care for children and the time to assess and plan for children's needs effectively.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: 'my care and support is consistent and stable because people work together well' (HSCS 3.19).

This area for improvement was made on 15 February 2023.

Action taken since then

This area for improvement is in process of being met.

New care plans have been developed and are currently being implemented.

Previous area for improvement 2

Management and staff should provide low chairs for children to ensure the lunchtime experience is more sociable and inclusive.

This is to ensure 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).

This area for improvement was made on 15 February 2023.

Action taken since then

This area for improvement has been met.

Previous area for improvement 3

The manager should implement Scottish Cot Death Trust Safe Sleeping Guide to ensure that children are kept safe at all times.

<https://hub.careinspectorate.com/media/1314/reduce-the-risks-of-cot-death-early-years-safe-sleepingguide.pdf>

This is to ensure 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).

This area for improvement was made on 15 February 2023.

Action taken since then

This area for improvement has been met.

Previous area for improvement 4

Management and staff should consider how children's play experiences could be more spontaneous, stimulating and challenging by introducing loose parts play and more natural resources, involving children in identifying and assessing their own learning and progress and supporting staff to use open ended questioning to extend children's thinking and communication.

This is to ensure 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).

This area for improvement was made on 15 February 2023.

Action taken since then

This area for improvement is in process of being met.

Children's voice is reflected in learning journals and is displayed in playrooms. More natural resources and loose parts play materials have been provided. The link support teacher is assisting staff to involve children in identifying and assessing their own learning and progress and supporting staff to use open ended questioning to extend children's thinking and communication.

Previous area for improvement 5

The manager should review the service procedure for administration of children's medication in accordance with Care Inspectorate guidance:
<https://hub.careinspectorate.com/media/1549/management-of-medication-in-daycare-of-children-andchildminding.pdf>

This is to ensure 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).

This area for improvement was made on 15 February 2023.

Action taken since then

This area for improvement has been met.

Previous area for improvement 6

The provider should ensure that the setting is properly and sufficiently maintained to provide a suitable environment for children.

This is to ensure 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)

This area for improvement was made on 15 February 2023.

Action taken since then

This area for improvement has been met.

Previous area for improvement 7

The provider should support the manager to further develop service monitoring processes by providing time and resources to enable her to do this.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.15).

This area for improvement was made on 15 February 2023.

Action taken since then

This area for improvement has been met.

Previous area for improvement 8

The manager should provide staff with leadership roles and responsibilities to help them to develop skills in self reflection and evaluation.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.15).

This area for improvement was made on 15 February 2023.

Action taken since then

This area for improvement is in process of being met.

Some staff have leadership roles. Most staff have had appraisal meetings.

Previous area for improvement 9

The provider should give more structured support to the manager to enable her to have the appropriate time to lead the staff team in planning, training and self development.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.15).

This area for improvement was made on 15 February 2023.

Action taken since then

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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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