

# Isobel Mair Family Centre Day Care of Children

Crookfur Roundabout  
58 Stewarton Road  
Newton Mearns  
Glasgow  
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Telephone: 0141 570 7600 / 7615

Type of inspection: Unannounced  
Inspection completed on: 29 September 2017

**Service provided by:**  
East Renfrewshire Council

**Service provider number:**  
SP2003003372

**Care service number:**  
CS2011281988

## About the service

The Care Inspectorate regulates care services in Scotland. Prior to 1 April 2011, this function was carried out by the Care Commission. Information in relation to all care services is available on our website at:

[www.careinspectorate.com](http://www.careinspectorate.com)

This service was registered with the Care Inspectorate on 17 August 2011. Isobel Mair Family Centre is registered to provide care for a maximum of 59 children from six weeks of age and over, but not yet attending primary school.

The service is provided by East Renfrewshire Council and operates 50 weeks a year between the hours of 8am and 6pm Monday to Friday. Children can attend on a full-time or a part-time basis as each day is split into sessions as follows:

08:00 - 09:00 - early morning wrap around

09:00 - 12:00 morning session

12:00 - 1:00 - lunch wrap around

1:00 - 4:00 - afternoon session

4:00 - 6:00 - evening wrap around (parents can choose one or two hours)

The Family Centre is based within the Isobel Mair School, a newly built facility. Children are cared for within a purpose-built wing of the school, adjoined by a corridor, with its own main entrance. Playrooms are bright and spacious and open out onto an enclosed garden area. There is a fully equipped sensory room.

The service also has use of facilities within the school including the school grounds, gym hall, soft play room and various other areas, as and when required.

The service's vision, values and aims include the following:

- promote children's learning through play by providing a challenging and dynamic curriculum
- provide a stimulating and motivating learning environment which supports children's independence, problem solving and decision-making as they become confident individuals, successful learners, effective contributors and responsible citizens
- work in partnership
- provide a healthy environment that compliments the important contribution of families and supports the development of healthy lifestyles
- maintain an ethos that recognises, promotes and celebrates diversity, ensuring that all members of the learning community feel safe, valued, included, respected and treated fairly
- enable children to learn from and care for their environment
- provide a quality service through committed staff, management and leadership
- ensure that the provision is continuously improving and evolving to meet the needs of children and families.

## What people told us

Eight parents/carers completed and returned our Care Standards Questionnaires (CSQ) giving us their views of the service. All indicated that they were very happy with the quality of care their children received.

Comments received from the CSQ's showed that parents/carers found the service to be welcoming, friendly and happy. All found the quality of staff to be very good, and praised them for the strong relationships that they had formed with their children.

They felt included in the nursery life and valued the quality of parents classes, groups and activities. They also confirmed they were kept well-informed about their children's progress. Those parents for whom their child received additional support gave high praise for the quality of care given. They spoke about the anxiety they felt when their child first started the service, but also about the reassurance and support offered by the staff and management.

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at the service's improvement plan and quality assurance paperwork. These demonstrated how the service was monitoring the overall quality of the service and outlined their priorities for developing the service further.

## From this inspection we graded this service as:

<b>Quality of care and support</b>	6 - Excellent
<b>Quality of environment</b>	6 - Excellent
<b>Quality of staffing</b>	not assessed
<b>Quality of management and leadership</b>	not assessed

## What the service does well

The keyworker system and relatively consistent staff team meant children had developed secure attachments with staff which helped support children's emotional wellbeing. A settling in routine facilitated a smooth transition for children into the service and from room to room, then onto school. Staff told us about the arrangements that were in place to go and meet the children and their parents in their own home prior to the child starting at the service. This meant that staff could gather information about the child's likes, interests and stages of development in advance and plan accordingly for them coming to the service. This meeting also allowed staff to observe and assess parents understanding of their child's condition or development, and possibly consider what support the parents may require.

Very high staff ratios meant the deployment of staff in the care and support of all the children was excellent. Staff were willing to undertake training and update their skills. They used their learning from training to enhance experiences and positive outcomes for the children and management readily supported them to do so. Staff also undertook training above and beyond what was required for example, "popp" (psychology of parenting project) and "mellow parenting". Both course were aimed at supporting parents.

Through our discussions with staff, we concluded staff worked closely with other professionals within the main school to ensure children's transitions were seamless. The service had highly efficient arrangements for accessing and providing specialist support for the children. Detailed information was contained in children's personal plans to support children's individual needs. In our questionnaires parents confirmed that where necessary, the staff had helped them to access specialist services.

Children had access to various rooms and outdoor areas including a dining area, multi sensory rooms, activity room, assembly hall and a pool if required. Resources were plentiful and well maintained.

Walls and notice boards have a range of information relevant for parents but also children's art work through the nursery.

Staff were very responsive to children's needs in relation to the environment, furniture was moved to accommodate their needs or personal choice. Children were also accommodated in rooms dependent on their needs rather than ages, and staff reviewed this regularly. A fully inclusive approach was promoted and we saw excellent examples of where this had supported children. Staff told us about one child who had been accommodated within the specialist room for 2 years allowing staff to work with and support him before a successful transition to mainstream education.

Staff's use of resources and their encouragement enhanced the quality of children's experience. We saw one child repeatedly attempt to climb a very slippery, muddy hill and fall down numerous times. However with staff's encouragement and praise he persevered and successfully made it to the top. We also saw staff use visual and sensory aids to make experiences more enjoyable for the children, for example water sprays and shaving foam were used with the children to enhance a sensory approach to describing weather i.e. water spray represented rain and shaving foam represented snow.

## What the service could do better

No areas for improvement were identified during this inspection visit. The service should continue to maintain existing high standards.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings	
12 May 2015	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
2 Jun 2014	Announced	Care and support Environment Staffing Management and leadership	5 - Very good 3 - Adequate 5 - Very good 5 - Very good
19 Oct 2012	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 5 - Very good 4 - Good

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