

Aileymill Nursery Class Day Care of Children

Norfolk Road
Greenock
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Telephone: 01475 715 996

Type of inspection: Unannounced
Inspection completed on: 24 January 2018

Service provided by:
Inverclyde Council

Service provider number:
SP2003000212

Care service number:
CS2003016350

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it Right For Every Child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it Right for Every Child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it Right for Every Child. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

Aileymill Nursery Class operates out of a wing within the primary school in the town of Greenock in Inverclyde. The service is provided by the local authority during term time only and is registered to cater for 80 children aged three years to those not yet attending primary school.

The whole school aims include:

- To actively develop our children's skills and knowledge, developing their understanding of what successful learning looks like and how to develop this as a skill to enable them to become successful, lifelong learners

Full details of the school's Vision, Values and Aims are on display within the service.

What people told us

We observed the children taking part in various activities both indoors and outside and following routines. We spoke with some of the children who were comfortable to interact with us and they were happy to share their experiences with us. They told us about going out to see the fire engine which was visiting the service, demonstrated their balancing skills, recounted the 'Three Little Pigs' story and told us "I'm star of the week".

We spoke to six parents/carers who shared their and their children's experiences with us. Positive comments were made about different aspects of the service including the range of activities, visits to the forest, improvements made to outdoor play opportunities, the integration of the nursery with the school and the friendliness and approachability of staff. Comments made included "Great nursery", "Best in the area" and "All staff know all children and their families".

Ten parents/carers completed and returned our Care Standards questionnaires. They were happy, overall, with the quality of care their children received. We provided the lead practitioner with a copy of our questionnaire summary sheet with the responses received. Comments made included:

"I cannot fault the staff or nursery. I am very pleased with the service"

"I would highly recommend the nursery. My son loves attending every day and has formed great relationships"

"I find that my child has come on leaps and bounds since starting this nursery. I have noticed how his learning and confidence has grown and that's thanks to the great staff"

"Each child is provided for and celebrated as an individual"

"My child is happy and growing with confidence with each week she attends"

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

What the service does well

The children were cared for in an inclusive environment by staff who understood their individual needs. They were happy and busy and most were engaged in their play with their chosen activities. There was evidence of some children concentrating well on tasks, for example, making play dough.

Independence and responsibility was promoted. The children were free to choose from resources and take on the role of helpers with specific tasks to carry out. The ample space and free-flow through each of the three playrooms gave the children access to a wide variety of activities, providing them with choice and challenge dependent on their stage of development and learning. Appropriate infection control procedures were practiced with the children following routines well such as hand washing prior to eating and following outdoor play opportunities.

The needs of individual children were identified and support provided where required. Wellbeing assessments took account of the GIRFEC wellbeing indicators and parents/carers were fully involved in the process and their views sought. The children's profile folders we sampled contained good examples of progress and achievements. Consultation with the children attending ensured they were included in planning their own learning.

Staff were kind and caring and were aware of their individual roles and responsibilities. Senior staff members provided them with good role models and encouraged them to develop their own areas of interest

and take on leadership opportunities. Areas staff were taking responsibility to progress included GIRFEC, Children's Rights and PATHS (Promoting Alternative Thinking Strategies).

Monitoring and evaluation was on-going. There was evidence of where this provided effective guidance for staff which led to improvements in outcomes for the children and also in staff practice. Activity planning was evaluated which led to next steps being identified for individual children requiring support. Self evaluation was being progressed through the use of the 'How Good is our Early Learning and Childcare' (HGIOELC) framework which assisted the staff team in reflecting on their performance in providing positive outcomes for the children, their families and the service as a whole.

Senior staff included all staff members in developing the service improvement plan. There was clear evidence of where identified priorities were being progressed by staff.

What the service could do better

We shared some areas with the manager, lead practitioner and senior staff member in which the service could make further improvements. These included:

- Providing more opportunities for children to be involved in the preparation and serving of snack which would promote independence and a sense of achievement.
- Allowing staff time to sit alongside children at lunch times making these more sociable events
- Improving outdoor play opportunities along with the time children take to get ready, promotion of independence and the deployment of staff
- Further developing the children's personal plans and involving parents/carers in the process to meet the requirements of regulation. (Management advised that this was being progressed by the local authority for all their services)
- Re-assessing the pace of the day as we observed children sitting for prolonged periods of time in small or large groups
- Continuing to progress with improvements with the inclusion of staff
- Contacting the Scottish Social Services Council (SSSC) for advice on the registration status for volunteers

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.

Inspection and grading history

Date	Type	Gradings
20 Nov 2014	Unannounced	Care and support Environment Staffing Management and leadership
		5 - Very good 5 - Very good 5 - Very good 5 - Very good
23 Nov 2011	Unannounced	Care and support Environment Staffing Management and leadership
		4 - Good Not assessed Not assessed 4 - Good
12 Jan 2011	Unannounced	Care and support Environment Staffing Management and leadership
		5 - Very good Not assessed Not assessed Not assessed
28 Oct 2008	Unannounced	Care and support Environment Staffing Management and leadership
		5 - Very good 5 - Very good 4 - Good 4 - Good

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