

St Margaret's Early Learning and Childcare Class

Day Care of Children

St Margaret's Primary School
Quarrelton Road
Johnstone
PA5 8RX

Telephone: 01505 321682

Type of inspection:

Unannounced

Completed on:

10 October 2019

Service provided by:

Renfrewshire Council

Service provider number:

SP2003003388

Service no:

CS2003014775

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.

St Margaret's Early Learning and Childcare Class operates from an annex building within St Margaret's Primary School. The service has its own entrance area, secure outdoor play areas, children aged three to five years old have access to two playrooms and two year old children have access to one playroom. All children have lunch within a designated room based within the primary school building. The service provider is Renfrewshire Council.

The service is registered to provide a care service to a maximum of 75 children, 15 children aged from two to under three years and 60 children aged from three years to those not yet attending school.

St Margaret's Early Learning and Childcare Class aim to offer the highest quality service they seek to:

- provide a curriculum consistent with local and national guidelines which is broad, balanced and responsive to children's needs, development and interests
- in consultation with parents/carers and through high quality play experiences, support children in reaching their full potential
- provide a flexible service which is responsive to the specific needs of children and their families
- develop positive partnerships with parents/carers, outside agencies and the wider community to support children's development and learning
- promote a welcoming and positive ethos which reflects equality, fairness, inclusion, respecting and valuing all members of the nursery
- provide high quality resources to support effective development and learning
- establish an effective staff team, which continually strives to provide the highest quality of service.

We check services are meeting the principles of 'Getting it right for every child' (also known as GIRFEC). This is Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

We compiled this report following an unannounced inspection carried out on Thursday 26 September 2019 by two Early Learning and Childcare inspectors.

What people told us

Prior to inspection, we sent out 33 care standards questionnaires to the service to distribute to parents/carers of children that used the service; seven questionnaires were returned before the inspection. We spoke with four parents during the inspection. Feedback provided from parents was positive. Comments included:

'St Margaret's is a nursery I feel very happy leaving my children at. They have a safe, caring environment where they feel at home.'

'The staff are all so passionate about what they do and this is shown through the wide variety of activities and different forms of play the children have access to.'

'As a parent, I find comfort in knowing how well they look after my children.'

'Fantastic personalisation and choice. Supportive to all parents.'

'Promotes modern languages.'

'Recent changes in staff, look forward to getting to know them.'

'My child has only been at the nursery for two weeks but already feel she is more outgoing and is happy to go in every day. The staff are all so friendly and take an interest in my child and what she is interested in.'

'They keep me up to date about lunch and activities, the progress my child has made and continues to make. They tell me everything, even if it is small.'

'Can't thank the staff enough at St Margaret's nursery on how far our son has come along in such a short period of time. The team are friendly, approachable and always willing to help and answer any questions we may have.'

'The staff are very welcoming to both me and my child and very forthcoming about how he has been that day. I always have time to discuss with the staff anything I need to. My child feels confident and happy going in each morning.'

'Both my girls have come to this service and both girls' confidence has improved significantly.'

'It's a great nursery and I don't have any concerns, I'd feel happy to approach all staff. I don't have any concerns at all.'

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection.

From this inspection we graded this service as:

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

What the service does well

During the inspection, we found management and staff had effectively established a friendly and welcoming ethos for children and families. We observed children in a caring and nurturing learning environment where children were supported to reach their potential. Children were visibly happy and very confident, actively accessing all areas on offer and meaningfully engaged in play. Children were confident at approaching staff for support, help and reassurance at appropriate times. As a result, children had formed strong attachments.

Staff knew children and their families well and understood the importance of building trusting relationships. We found relationships with parents to be positive. Staff valued the connections they had with families and endeavoured to involve them in the life of the centre. Parents had regular opportunities to be involved with their child through attending play and stay sessions, Woodland Walks and attending workshops linked to children's development. Families commented positively on the staff team and the care and support their child received. Parents told us they could approach staff with ease and that staff and management were kind and friendly. We found that staff and parents were effectively sharing information, supporting the children's wellbeing and development.

The flow of the day for children provided a balance of indoor and outdoor play opportunities. All children had access to the outdoor play areas and were encouraged to play outside daily. Older children confidently chose when they wanted to go outside and when to return indoors. The outdoor areas were well organised, stimulating and interesting, providing varied and rich experiences.

Throughout the service, we found learning was supported by staff who understood their role in children's play, using their skills to extend children's thinking and offer appropriate support and challenge. We observed how children led their own play indoors and were confident in decision making. Children had fun and were developing skills in understanding, thinking, investigation and problem solving, including through lots of imaginative play. This meant that staff had the right level of resources and activities in place that suited the needs of the children attending the service.

We observed children during lunch and found this to be a positive experience for most children with some opportunities for independence. We have discussed, with management, monitoring lunch to ensure children continue to develop positive experiences during this time. We found snack was a very sociable experience for children. Children were confidently self-serving and preparing their own snack, promoting independence and conversation.

Staff supported children baking bread for snack which was developing math's and literacy skills through counting quantities of flour and following ingredients. Following steps in the recipe also supported listening skills and teamwork between peers. We found this provided opportunities to gain a sense of accomplishment. We

discussed displaying and sharing allergen information with parents ensuring clear, accurate information on foods made or supplied is shared.

We sampled personal plans throughout the service, information was gathered for children prior to starting nursery which helped staff to get to know the children and support individual health and wellbeing needs. This contributed to them being included and nurtured. We found most information was updated and reviewed which ensured continuity of care while respecting the changing needs of children. We have asked management to review the template in place as plans did not identify 'how' staff would meet health, welfare and safety needs. We have asked that significant changes are recorded and that plans are accessible to staff and parents. Parents should also review all paperwork and update accordingly.

All staff were registered with the Scottish Social Services Council (SSSC). Staff showed commitment to their professional development and learning and demonstrated a good knowledge of current best practice. Staff had accessed some effective training with learning undertaken beginning to influence change and improvement. Staff were also successfully leading aspects of learning throughout the service embarking on Froebel training, forest schools and social enterprise. We found this was impacting positively on outcomes for children.

Staff were aware of the child protection policy and were well supported by senior staff in this area. Staff attended regular child protection training and demonstrated they had the right skills and knowledge to ensure children were protected.

We recognise there have been changes within the staff team since the previous inspection. Staff were positive and felt they were being led by a conscientious management team who promoted a culture of reflection and self-improvement. We found training needs were identified and discussed with staff with support given to assist ongoing professional development. Regular team meetings were facilitating effective professional dialogue, supporting staff expectations and standards, providing a consistency in the quality of experiences, care and support provided for children.

We found management and staff were committed to the development of the service, working together to establish a shared vision.

What the service could do better

We found accident and incident records were in place and shared with parents. We have asked management to update the format in place to include location, time of incident or accident and audit these on a regular basis to identify common or reoccurring concerns. Audits should include any actions in relation to the environment, resources and individual children to identify any common patterns. Appropriate action should be taken where required.

During the inspection, we sampled medication templates in place. We found these did not reflect best practice guidance. Templates should include signs and symptoms for when medication should be required, when medication is not given or refused, form of medication given and when medication has been returned to the parent. We discussed with management implementing an audit system and this should be reviewed every three months. Management agreed to update policy and processes to reflect administration recording of medication procedures in line with the current health guidance 'Management of Medication in Daycare and Childminding Services'. (See recommendation 1)

Management should continue to support the staff through developing and sharing good practice, building links with families and focusing on continued improvement in relation to taking the service forward.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. Management to review medication templates, policy and processes in line with best practice guidance and should refer to "The Management of Medication in Daycare and Childminding Services" which details the information required.

This is to ensure that 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) and "I experience high quality care and support because people have the necessary information and resources" (HSCS 4.27).

Complaints

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

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings
21 Feb 2017	Unannounced	Care and support Environment Staffing Management and leadership
		5 - Very good Not assessed Not assessed 5 - Very good
12 Mar 2015	Unannounced	Care and support Environment Staffing Management and leadership
		4 - Good 4 - Good 4 - Good 4 - Good
25 Jan 2013	Unannounced	Care and support Environment Staffing Management and leadership
		4 - Good 4 - Good 4 - Good 4 - Good
2 Jul 2012	Re-grade	Care and support Environment Staffing Management and leadership
		Not assessed 3 - Adequate Not assessed Not assessed
5 Mar 2012	Unannounced	Care and support Environment Staffing Management and leadership
		Not assessed 2 - Weak Not assessed 4 - Good
1 Oct 2010	Unannounced	Care and support Environment Staffing Management and leadership
		5 - Very good Not assessed Not assessed 4 - Good
19 Mar 2009	Unannounced	Care and support Environment Staffing Management and leadership
		5 - Very good 5 - Very good 5 - Very good 5 - Very good

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