

Barr Early Years Centre Day Care of Children

Changue Road
Barr
Girvan
KA26 9TT

Telephone: 01465 716804

Type of inspection:
Unannounced

Completed on:
29 May 2019

Service provided by:
South Ayrshire Council

Service provider number:
SP2003003269

Service no:
CS2003017389

About the service

We wrote this report following an unannounced inspection which started on 22 May 2019 and concluded on 29 May 2019, after we gave verbal feedback to the management team.

Barr Early Years Centre provides childcare and education to a maximum of 15 children aged 3 years and over. Other conditions of registration are:

The service will be provided at Barr Primary School, Changue Road, Barr, Girvan, KA26 9TT.

At all times the children cared for shall be supervised according to Annex A of the National Care Standards for early education and childcare. A minimum of 2 adults must be present at all times. Only adults in contact with children for the majority of the session should count towards the ratios.

The care service may operate Monday to Friday.

The service is provided by South Ayrshire Council and is managed by the head teacher, with support from the principal teacher. The service is staffed by two early years practitioners.

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.

What people told us

Before the inspection, we sent five questionnaires to the service to distribute to parents on our behalf. Two were returned which we used as part of the inspection evidence gathering.

Comments were positive about the service and how it met children's needs.

"Mrs Chesterman is a great teacher and has taught four of my children she is very kind hearted and goes above and beyond in her job".

Other responses confirmed parents were happy with the environment children used, the range of toys and experiences offered by staff and that they knew what their child was learning.

We made observations of children using the service and found they were happy, having fun and being well supported by staff who knew them and their families well.

Children told us about their time at the service.

"I'm selling books in my shop" a child enjoying imaginative play.
"We're looking for the Gruffalo" - children exploring the outdoor area.
"I'm making cakes in my kitchen" - a child using playdough.

Self assessment

Services of this type were not required to submit their self assessment to us. We looked at the school improvement plan which included some priorities for the nursery development. We saw the evidence of self evaluation and monitoring of performance which we were satisfied with.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	4 - Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

We looked at Care and Support and the Environment during our inspection and have graded both of these quality themes as Good.

We found staff to be welcoming and open in their involvement in the inspection visit. They were conscientious and worked hard to provide a nurturing environment for children using the service. Children responded well to them and were having fun playing with their friends.

Our observations were positive when we considered the relationships formed between staff, children and parents. We saw some friendly exchanges with parents at both drop off and collection times as staff shared feedback of their child's nursery experiences. Staff had established PEEP sessions to engage parents in the life of the nursery and parents had representation on the school council.

Staff worked well with children to plan ahead to offer a well-balanced snack time. We found that this could be improved by having staff routinely sitting at the table with children, modelling good table manners and making this a more sociable time. Staff were vigilant in encouraging children to keep well hydrated during play, providing easy to access fresh water both indoors and outside. Staff had started to consider how the expansion would impact upon the snacks and meal service. We recommended that they make a plan, using the 'Food Matters' document and 'Setting the table' to consider how to make both experiences into a well organised and nurturing time. They should consider involving parents in this endeavour.

Both staff had benefitted from attending training, which included Child Protection. They knew the signs and symptoms to be aware of and which concerns needed to be recorded. Chronologies, where appropriate, were in place. The head teacher was responsible for recording pastoral support and was the designated child protection officer.

Staff encouraged children to follow rules within the service and we saw how they supported them to share and take turns during the day.

Staff had prepared the environment with a range of toys and activities in readiness for children's arrival. Staff had considered the recent changes to the layout during building works. This meant that children had the benefit of a play space which was familiar to them. We suggested to staff that they should consider compiling a photographic catalogue of stored play equipment to encourage them to choose during planning.

Risk assessments were in place which meant that staff had worked to reduce unnecessary risks from the playroom. We saw good examples of staff encouraging children to consider risk, such as running with toothbrushes in the playroom. This helped children make better decisions and develop resilience. Parents told us, through our questionnaires, that they agreed the premises were clean, bright and safe.

Outdoor play was offered for a period of the first day of our inspection. We spoke with staff about ensuring the option of going out to play is made from the earliest opportunity and on a daily basis.

Staff offered children good opportunities to explore the local community, such as the shop and walks. Children were included in whole school events and played with senior children during outdoor play which helped with transition arrangements.

What the service could do better

We sampled some children's personal plans during the inspection. We found that, although staff had recorded some individual details and knew the children well, there were opportunities to continue to improve the content to ensure all relevant information relating to health, safety and wellbeing is used to meet children's needs. We are sending the service some sample templates to assist in these improvements.

Staff should reconsider the current arrangements which limits parents from entering the nursery space. This has the potential to limit the opportunities for parents to see children's work and where they play and the interests they were currently following.

We spoke with staff about managing unwanted behaviours. Staff should ensure clear information is included in personal plans to ensure appropriate support is planned to help children manage difficult situations and develop coping skills.

The 'My World Outside' and 'Out to Play' documents provide a wealth of research to show the benefits of children playing outdoor for whole sessions. Staff should plan to increase children's access to outdoor play. We spoke with staff about ensuring children have access to wet weather gear to reduce any barriers to playing outdoors. Although we saw that the planned use of the outdoors was supported by the janitor who set out the daily toys and equipment, we asked that staff provide clear instructions about what should be made available, following children's interests and stage of development. Staff were familiar with the best practice approach loose parts, however we found limited evidence of these type of resources either indoors or out. The 'Loose Parts Play-A toolkit' should be used to improve open-ended, challenging and inspiring play. These best practice documents are available in the Care Inspectorate online resource, The HUB.

We spoke with the head teacher about the information recorded following accidents and incidents. She agreed that the detail needed to provide greater clarity about these matters to ensure they can be audited effectively. We also reminded the head teacher of the importance of adhering to the conditions of registration, particularly in relation to minimum staffing limits. This ensures a safe environment for children.

Staff should ensure children are monitored to ensure infection control measures are followed. We saw children wipe their nose without washing their hands and not every child dried their hands after washing them for snack.

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.

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

Recommendation 1

The Head Teacher with staff should continue to develop responsive planning and service delivery. They should consider how best to maximise children's choices during each session and how to optimise opportunities for outdoor play. They should also involve the children in on-going evaluation of their experiences to promote curiosity, inquiry and creativity.

National Care Standards for early education and childcare up to the age of 16: Standard 4: Engaging with children & Standard 5: Quality of experience

This recommendation was made on 19 May 2016.

Action taken on previous recommendation

Staff had made some progress in improving the range of play experiences for children. We spoke with staff about continuing to add to open-ended, challenging and creative resources in the new build environment.

Recommendation 2

The Head Teacher with staff should now undertake work to involve families more in practical nursery activities.

National Care Standards for early education and childcare up to the age of 16: Standard 7: A caring environment.

This recommendation was made on 19 May 2016.

Action taken on previous recommendation

Staff told us of some initiatives which were held to engage parents in the service, such as PEEPS.

Inspection and grading history

Date	Type	Gradings	
19 May 2016	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 5 - Very good 4 - Good 5 - Very good
11 Jun 2013	Unannounced	Care and support Environment Staffing	4 - Good 4 - Good 4 - Good

Date	Type	Gradings	
		Management and leadership	4 - Good
6 Oct 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed Not assessed
4 Nov 2008	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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