

Prestwick North Early Years Centre Day Care of Children

Sherwood Road
Prestwick
KA9 1EY

Telephone: 01292 473 452

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Unannounced

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South Ayrshire Council

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About the service

Prestwick North Early Years Centre is a daycare for children service situated in the town of Prestwick, South Ayrshire. The centre is registered for a maximum of 110 children aged from two years to those not yet attending primary school. Of these, a maximum of 20 children can be under three years of age.

The service operates from its own stand-alone premises. There is one large playroom with access to a quiet room and one smaller playroom. Both playrooms have direct access to secure outdoor areas. There is also a large entrance area where the majority of children have lunch and a parents' room.

About the inspection

This was an unannounced inspection. Inspectors visited the service on 23 and 25 January 2023 and provided feedback using information technology on 30 January 2023. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about the 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 children using the service
- spoke with one of their carers
- reviewed information we received via email from 10 parents/carers
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- The management team was leading staff in the development of high quality care, play, and learning approaches that reflected current best practice.
- Children were able to make lots of choices about their play and learning.
- Children were confident, happy, and having fun playing with their friends.
- Management and staff were working together to develop the service in partnership with parents and children.
- Management of medication should be improved.
- Self evaluation and monitoring processes should continue to be developed to ensure consistently positive outcomes for all children.
- Methods for providing daily feedback should be reviewed with families.

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?	3 - Adequate
How good is our setting?	4 - 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.

1.1 Nurturing care and support

We made an evaluation of adequate for this quality indicator. We identified strengths which had a positive impact, however, key areas of performance need to improve.

At the time of our inspection, the service had been operating from its newly-built premises for a relatively short period. Management and staff were working hard to create a homely, welcoming, and inclusive ethos for families. Parents and carers engagement was promoted through a range of events, such as stay and play sessions. Parents told us they valued these events, the daily discussions they had with staff, and the planned reviews of their children's plans. As a result of these approaches, positive relationships were being developed and families were included in planning for their children's care and learning.

Children were becoming confident, familiar with routines, and had fun playing with friends. Staff had formed positive relationships with children and their families and supported children to develop friendships. Staff were generally warm and nurturing. This supported children's wellbeing. We did, however, observe occasions where a few staff did not recognise children's cues for support and where children would have benefited from warmer tones and interactions (**see area for improvement 1**).

The majority of parents were happy with the approaches to supporting their children's care, learning, and development. However, some felt that this could be improved. Management told us that this was an area they were continuing to develop.

Effective personal plans were in place for all children. Targets were agreed with parents, with clear strategies identified to ensure children's needs were met. Parents told us they felt well involved in the personal planning process. One said: "I am currently in discussion with my child's keyworker to create a personal plan as they only recently started. I did have a verbal discussion prior to starting with their keyworker and we were happy with this approach".

The service worked effectively with families and specialist agencies to provide additional support, where needed. This collaborative approach was supporting all children to achieve their potential.

Children showed us their 'lab' books, which contained photographs and examples of their work and they excitedly told us about their experiences reflected in the books. These provided rich information about children's interests and progression. These helped children to reflect on their learning and to recognise and celebrate their achievements.

Children were familiar with the lunchtime routine which created a sociable time for children and staff to share stories. Children had plentiful opportunities to learn life skills. For example, by pouring their own drinks and using real cutlery and crockery. We did, however, find the hall, where older children had lunch, to be very noisy. This impacted on the ability to provide a calm and nurturing lunch experience. Younger children's snack and lunch experience could be enhanced by staff being less task-focussed and spending more time sitting with children. The management team agreed to review the lunch arrangements.

Administration of medication procedures were in place. However, some records were not fully completed. As a result, information was missing which meant the service may not have accurate information to safely

administer some medications. Improvement is needed to ensure safe medication procedures are followed (see area for improvement 2).

1.3 Play and learning

We made an evaluation of good for this quality indicator, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Children experienced good quality play and learning that was fun and met their interests. They told us about their favourite things to do, which included playing outside on the bikes and making things. We observed younger children playing with toys that they enjoyed, indoors and outdoors. Children were developing a broad range of skills through their play.

Staff organised the playroom and outdoor area to provide children with plentiful opportunities to investigate and be creative during play. Materials such as water, sand, cardboard, and wooden objects meant that children were able to develop their imagination and lead their own learning. For example, children had lots of fun making various structures from large cardboard boxes. We observed staff interacting well with children during play. They offered suggestions about things to add and asked questions that helped children to think about what to do next to extend their play. Staff joined in play in a fun way. They happily dressed up, sang, and played alongside the children. This was helping to strengthen relationships and making learning fun. Children told us that they liked the teachers. They said that they were fun and kind.

The staff team had developed, and was working on embedding, planning approaches that were play-based, child-centred, and focused on children's interests and needs. This meant that children were engaged in their play and progressing in their learning. Almost all parents were happy with the centre's approach to planning for children's learning. One told us: "I feel there are many engaging activities which would suit a variety of learners. There are designated areas for children who require a quieter space. Areas within the nursery look organised and well stocked with resources of varying challenge and choice". A few parents commented that they were not always sure what their children had been learning. The centre had developed a range of ways to share this information with parents. Consultation with parents regarding this will help identify areas for further improvement.

Children were developing links to their community through planned approaches, including visits to local care homes and green spaces. During our visit, children were very excited about outings to the swimming pool and an outdoor adventure. These visits were enhancing children's learning experiences.

Areas for improvement

1. To promote children's emotional wellbeing, the provider should ensure that staff interactions are consistently responsive, warm, caring, and nurturing.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child I feel valued, loved, and secure' (HSCS 3.10).

2. To ensure children's health and wellbeing, the provider should ensure that arrangements for the safe management of medication are improved.

This should include, but is not limited to, ensuring written permissions are clear, reviewed regularly, reflect the information provided by the prescribing professional or product information leaflet, and ensuring information about administration is easily accessible.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'Any treatment or intervention I experience is safe and effective' (HSCS 1.24).

How good is our setting?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, these were recognised and planned for. Strengths had a significant positive impact on children's experiences.

2.2 Children experience high quality facilities

The centre was warm and welcoming. The environment was clean and well ventilated with lots of natural light in each room. Management and staff were vigilant in ensuring that the secure entry system was effectively monitored. This helped ensure children were safe and secure. We noted some issues, for example door pads that were not working. Management had reported these issues for repair. Ongoing effective maintenance of the setting will ensure children are safe and respected.

Families told us they felt the centre had a good range of equipment and experiences available for children. Children showed us, and talked excitedly, about their favourite things to play with. One parent said: "The opportunities to me, appear well considered and stimulating. In the short time he has been there, my child is already showing developmental changes in terms of additional speech and confidence within his new environment. The opportunity to explore within a vast space is especially beneficial as is the opportunity to be outdoors at any time in the day".

Children sometimes appeared somewhat overwhelmed by the size of the space and were not always confident about where to find things. Staff and management should continue to ensure children are familiar with the environment and develop the spaces within the centre to incorporate more cosy spaces. This will provide children with space to relax and unwind, which will support good mental wellbeing.

Children's creations and photographs were attractively displayed throughout the premises. This showed children that their work was valued and helped them to develop a positive sense of self and confidence.

Overall, good infection prevention and control measures were in place to help keep children safe and healthy. We noted some minor issues, which management agreed to address.

How good is our leadership?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst ongoing development of quality assurance processes were planned, the strengths identified had a significant positive impact on children's experiences.

3.1 Quality assurance is well led

The management team had a clear vision for the development of the service and was working to involve children, parents, and staff in developing this. Involvement was being promoted through a range of ways.

This included the use of information technology and proactive approaches to consult and share views, meetings, and working groups. A focus for recent consultation was around the centre's vision and values. These approaches were supporting the development of a culture where everyone could confidently make suggestions for improvements and raise concerns.

As the management and staff team were fairly recently formed, teambuilding and ways of working together effectively were a priority. Management and staff told us about recent improvements, with staff feeling more confident and comfortable with the new setting and ways of working. Staff were involved in evaluating the centre through a range of approaches. This included playroom observations, which encouraged them to consider what they were seeing, feeling, and hearing. This had helped to identify strengths and areas for continued improvement. Staff were in the early stages of developing lead roles within the setting. Some staff had been learning new skills that contributed to improved outcomes for children. For example, in outdoor play and learning. This was helping staff to enhance experiences for children.

Improvement plans were in place and there was a clear focus on ensuring a collaborative approach to ensuring high quality experiences and interactions with children in all aspects of the curriculum.

The management team was committed to developing self evaluation processes to identify strengths and areas for improvement. They told us about plans to further develop these, to secure sustained improvement. We agree that the planned developments will support more reflective practice and improved outcomes for children.

How good is our staff team?

4 - Good

We made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement.

4.3 Staff deployment

The centre was appropriately staffed to meet children's individual health, wellbeing, and safety needs. Continuity of care and effective communication was promoted by management and staff. Consideration and organisation of staff deployment minimised the impact of staff breaks on children's routines and care. Overall, staff worked together to ensure effective supervision and good quality engagement across the day. We noted that supervision of some areas within the playrooms could have been improved. Management and staff should continue to evaluate the effectiveness of playroom supervision in ensuring consistently positive outcomes for children.

We observed staff engaging warmly with children, individually and in small groups. This helped children feel valued and loved. One parent told us: "The staff all know my daughter very well and are very responsive to her needs. She can get a little teary in the morning and there is always someone there to take her in and cheer her up". Children told us that they liked the people who helped them. They used words like: kind, funny, and nice.

Staff were committed to their roles and discussed how they were supporting children to reach their full potential. Staff were recruited in line with safer recruitment guidance and were registered with the Scottish Social Services Council (SSSC). Newly recruited staff were supported by an induction process. This helped to ensure staff knew their roles and responsibilities and to promote good practice.

The centre employed a large staff team. To ensure that all staff were involved in service developments, team meetings were rotated and communication emails were sent to the whole team. We observed examples of effective teamwork and staff being respectful in their interactions with each other. We also observed staff taking the lead in the daily organisation to ensure positive outcomes for children. This helped create a positive ethos within the service and positive role modelling for the children.

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?	3 - Adequate
1.1 Nurturing care and support	3 - Adequate
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - 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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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