

Goodlyburn and City of Perth Early Childhood Centre Day Care of Children

Goodlyburn Primary School
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Type of inspection:
Unannounced

Completed on:
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Service provided by:
Perth & Kinross Council

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About the service

Goodlyburn and City of Perth Early Childhood Centre is a day care of children service located within Goodlyburn Primary School. It is situated close to parks and shops and is accessible by public transport. The service is registered to provide care to a maximum of 97 children aged two years to not yet attending primary school.

The nursery setting comprises of four playrooms, toilet and nappy changing facilities and a cloakroom. One playroom offers direct access to the nursery garden. Children access a large, secure outdoor play area and woodland through the main nursery entrance.

About the inspection

This was an unannounced inspection which took place on 2 March 2023 between 08:50 and 17:00 and on 3 March 2023 between 08:45 and 16:30. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this 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
- gathered feedback from eight families
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

Key messages

- A strong leader and committed staff team demonstrated motivation and passion to provide high quality experiences for children and their families.
- Children experienced nurture, compassion and care from staff which supported them to feel safe, secure, and loved.
- Children were supported to achieve and develop through skilful staff interactions.
- Families had genuine involvement in supporting, developing, and improving the service.
- Poor toilet facilities posed risk to children's safety and wellbeing.
- Staff worked well together as a team. However, children would benefit from additional staff to enable them to ensure high quality experiences are consistent.

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?	5 - Very Good
How good is our setting?	2 - Weak
How good is our leadership?	4 - Good
How good is our staff team?	3 - Adequate

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

1.1 Nurturing care and support

Children experienced warm, caring and nurturing interactions which supported them to feel safe, happy and relaxed. Staff understood the importance and value of positive attachments and as a result had built strong relationships with children and families to meet their holistic and wellbeing needs. Children were cared for and nurtured throughout their daily experiences by staff who were compassionate, respectful, and attuned to their individual needs. For example, where possible, children were encouraged to be independent during nappy changing and were supported in a respectful, calm and sensitive manner. This experience was relaxed and fun as staff sang with the children.

Children experienced relaxed and sociable mealtimes which offered opportunities for them to develop their independence. Where children needed support, this was offered in an encouraging and respectful way, enabling them to experience mealtimes at a pace which was right for them. Staff sat with children, chatted, and played games such as "I spy..." which created a positive social experience and encouraged children's language development. Children would benefit from staff eating with them to promote and role model good eating habits.

A key strength of the setting was the proactive and positive relationships developed with families and other professionals to ensure each child's needs were met. Genuine partnership working enabled children to be effectively supported using strategies tailored to their individual needs including using Makaton, and visual supports. Staff were very knowledgeable about each child and supported them to regulate their emotions, problem solve challenges with their peers and engage in experiences which were relevant to their individual needs and interests. There were some missed opportunities to support children due to challenges around staff deployment (see key question four).

Children's medical needs were understood by staff and where appropriate, children were supported to recognise when medication was needed, increasing their confidence and independence in managing their medical condition. Medication was audited to ensure it was in date and still required, however it was unclear if medication permissions were reviewed as part of the audit. Some permission forms lacked detail and we suggested this is reviewed and updated to enhance the safety of the management of medication.

1.3 Play and learning

Children had fun as they experienced a range of high quality planned and spontaneous play opportunities which supported their development in language, literacy, and numeracy. Opportunities for learning were naturally woven into children's daily experiences, for example, children developed their understanding of concepts such as size during snack. Planned learning opportunities were effective in offering children challenge and supported them to extend their thinking. For example, some children participated in a small group experience exploring children's rights through interesting and stimulating activities. This experience promoted rich discussion which supported children to learn about their right to make friends, problem solve and develop their emotional resilience.

Play and learning was tailored to meet children's individual needs. Staff were skilled in supporting children through highly effective use of language, questioning, pace, and communication strategies to enable children to have appropriate time to think and respond. Children often participated in voting to make collective decisions. For example, children voted on books to read then created graphs. This demonstrated how staff listened to children's voice and extended their learning. Children had opportunities to develop through schematic play experiences. Staff knowledge about children's development enabled them to offer opportunities which were relevant to their needs and interests. For example, children's sensory needs were fulfilled by the meaningful use of resources such as rockers.

Planning approaches were child centred and responsive to children's interests. Children's comments, drawings, photos, and ideas were captured within floorbooks which demonstrated their involvement in the planning process. There were inconsistencies in the quality of floorbooks, the majority captured examples of children's learning, however, one floorbook we looked at did not. Children's learning across the curriculum could be further developed in floorbooks to demonstrate their progression and breadth of learning.

Children were central to the recording of their observations which were individualised and personal to them. As a result, they were progressing well, happy, and confident. Next steps were developed in partnership with families and recorded in a format accessible to children. Staff were very knowledgeable about each child's stage of development and confidently used this knowledge to support high quality play and learning experiences enabling children to achieve.

Partnership working with families had been well established. Staff recognised the importance of engaging with children and their families at the earliest possible stage and built positive, nurturing relationships. Ongoing opportunities such as 'book bug', and 'eat well, play well' sessions provided meaningful experiences for families to engage in. This contributed to supporting the holistic needs of each child and their family to improve their wellbeing.

How good is our setting?

2 - Weak

We made an evaluation of weak for this key question. Whilst we identified some strengths, these were compromised by significant weaknesses.

2.2 Children experience high quality facilities

Children experienced spaces indoors which were comfortable, homely, and well ventilated. Effective use of natural and soft lighting created a relaxing environment. Some areas of the nursery would benefit from being upgraded or refreshed. For example, a kitchen in one playroom had been partially upgraded however, the existing area required to be refreshed and upgraded. The facilities did not consistently give a strong message that children matter.

Children had fun and were able to make independent choices about their play indoors. Resources were easily accessible and developmentally appropriate. For example, children were able to independently make playdough using a recipe. One playroom lacked resources to promote children's development in language, literacy, and numeracy. For example, limited resources in the home corner meant that children did not engage in this area.

Children were involved in keeping themselves safe using the SIMOA campaign. They were involved in activities such as counting the number of children before going outside. This supported children to develop skills to understand and manage risks.

Children were engaged and challenged outdoors. The outdoor environment provided exciting opportunities for risky, active, and energetic play. Children were curious and creative with loose parts and had fun sliding down a ladder in tubs, riding bikes down a hill and climbing trees. Children had opportunities to explore a natural environment and participated in den building and exploration in the woods. These experiences increased children's confidence in managing risks. Opportunities for free flow play were limited due to the challenging layout of the building. Staff recognised the benefits of outdoor play; however, children were not always able to access the garden. At times, this impacted negatively on children's experience indoors with the environment becoming noisy and overstimulating.

Significant concerns were identified around the toilets. Whilst these concerns had been identified by the service, they had not yet been actioned by the provider. Some children accessed toilets shared by the primary school children which meant they did not get appropriate support. Staff told us they were unable to accompany children and that there were not appropriate aids such as steps to enable children to easily access the toilet and sink. This did not promote children's independence and dignity. The toilets were not well maintained, for example, one toilet had a broken toilet seat, and some areas of the floor were unable to be effectively cleaned. This put children at risk and had the potential to cause a spread of infection (**see requirement 1 and 2**). We saw younger children had to wait in the corridor to access the nappy changing facilities. This meant that children did not experience a smooth transition to support their care. At the time of writing this report, an action plan had been developed to carry out remedial work on the toilets.

Requirements

1. By 17 April 2023, the provider must ensure children experience toilet facilities which support their health, safety and welfare needs. To do this, the provider must, at a minimum ensure:

- a) toilet facilities are clean, hygienic, and well maintained
- b) children can easily access the facilities, including the sinks, toilets, toilet tissue, soap, and paper towels
- c) children are effectively supported and supervised by staff to ensure they are safe and their personal care needs are met.

This is to comply with Regulation 4(d) and Regulation 10 of the Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.22).

2. By 16 August 2023, the provider must ensure that there are sufficient nappy changing and toilet facilities to meet children's personal care needs. To do this, the provider must, at a minimum ensure:

- a) children requiring personal care are supported in a timely manner
- b) toilet facilities are not shared with school aged children to minimise the potential spread of infection.

This is to comply with Regulation 4(d) and Regulation 10 of the Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.22).

How good is our leadership?

4 – Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

3.1 Quality assurance and improvement are led well

Significant changes had taken place, merging two services. The centre leader and staff team had a clear vision about the development of the service and were committed, motivated and passionate to achieve this. They created a positive ethos where children and families were respected, listened to, and valued. Children, families, and staff were working together to review the vision, values and aims of the setting. Strong leadership from the centre leader supported staff to have high aspirations and confidence in their capacity to support children and families to reach their full potential.

Children and families were key partners in the service and their involvement and contribution was highly valued. One family told us about how they felt they belonged as part of a community. They had informal opportunities to build relationships with staff through events such as 'coffee catch up'. Children and families were involved in the recruitment of new staff which enabled them to be included in actively improving and influencing the development of the service in a spirit of genuine partnership. Families told us they were well supported by the staff team with the merging of the two services. However, due to time constraints no consultation was carried out with families by the provider to enable their views, opinions and suggestions to be shared, listened to and acted on. This was a missed opportunity in truly involving and including families during a key development of the service.

Effective improvement planning supported the development of key areas of practice. This was demonstrated in practice through, for example, planned learning experiences to increase children's numeracy skills and the implementation of self-regulation strategies to support children's emotional wellbeing. A range of monitoring was carried out to evaluate staff practice. However, improvements identified were not fully followed up. Areas of concern around the environment which were identified by staff and management had not been formally monitored through self-evaluation and audits, for example, transitions to outside. We suggested that formally monitoring these aspects would provide robust evidence to understand the impact on children's experience and help to identify changes to support improvement.

How good is our staff team?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

4.3 Staff deployment

Children and families experienced a warm welcome as staff greeted them on arrival at nursery. Positive relationships with children and families supported effective and detailed handovers. This meant that important information was shared and supported positive transitions between home and nursery.

Staff communicated well and worked together as a team. They provided effective support and mentored each other in a respectful, supportive and constructive manner.

Staff breaks were well planned around children's needs, for example, key staff supported children during mealtimes providing children with familiarity and consistency. Staff skills were carefully considered and planned for across the rooms to meet children's needs. For example, staff with specific outdoor training were spread across the setting to ensure all children regularly experienced woodland adventures and outdoor learning.

Absences were well managed, as children were familiar with supply staff and had formed positive, nurturing relationships. This supported the continuity of children's care. Families told us that they were informed and introduced to new staff in the setting. This supported families and staff to build positive connections.

Children's needs were not consistently met throughout the day. At times, there were not enough staff to ensure children received the right support, this included staff not having sufficient time to use individual children's strategies of support. The provider had allocated additional staffing which meant that the service was operating above the minimum staffing ratios. However, due to staff absences and the configuration of the environment, we observed that staff were unable to consistently meet the needs of all children. For example, after lunch in one room, children were unable to go outside as there was not enough staff to safely supervise children both indoors and out. This resulted in some children becoming disengaged. Staff tried hard to ensure all children's needs were met, however, despite their best efforts, at times they were unable to provide this (**see requirement 1**). At the time of writing this report, the provider advised that additional staff hours had been allocated to the service. The impact of this will be assessed at the next inspection.

Requirements

1. By 1 May 2023, the provider must ensure there are sufficient staff to meet all children's needs throughout the day and provide them with consistently high quality experiences.

This is to comply with Regulation 15(a) of the Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'My needs are met by the right number of people' (HSCS 3.15).

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	2 - Weak
2.2 Children experience high quality facilities	2 - Weak
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	3 - Adequate
4.3 Staff deployment	3 - Adequate

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