

Cambusbarron Playgroup Day Care of Children

Cambusbarron Community Centre
St. Ninian's Road
Cambusbarron
Stirling
FK7 9NU

Telephone: 01786 450538

Type of inspection: Unannounced
Inspection completed on: 21 February 2017

Service provided by:
Cambusbarron Playgroup

Service provider number:
SP2003001119

Care service number:
CS2003005378

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.

Cambusbarron Playgroup is a voluntary sector provision run by a committee of parents. The service works in partnership with Stirling Council to provide early learning and childcare. The service is registered to care for a maximum of 16 children at each session. Children can attend the service from the age of 2 years and 9 months however no more than 5 children under 3 years are permitted at any one session. The playgroup currently operates five mornings each week from 9.15am - 12.25pm during term time only. There were 13 children on the roll at the time of this inspection.

A voluntary committee of parents has overall management responsibility. They employ a lead practitioner, early years' educator and administrative support worker to plan and deliver the day-to-day service.

In summary the main aims of the service include:

- To make a child's time a happy, stimulating experience which will support their all-round development, invite all parents/carers to become involved in whichever way fits in with their commitments, encourage children to become confident individuals, responsible citizens, effective contributors and successful learners.

A full statement of aims and objectives is available from the service on request.

At this inspection we focused on two aspects within Quality of Care and Support. These were:

How the service met children's health and wellbeing needs

- Child protection

We also focused on two aspects of Quality of Staffing. These were:

- Safe recruitment and induction
- Staff development and impact for children's care and learning

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

There were seven children present during our inspection visit. Children were relaxed and confident in the setting and engaged well in the range of play experiences available both indoors and out. They enjoyed exploring the new story sacks that had just arrived and reading stories, commenting; "This one is the baby Gruffalo and this one is the daddy one." Children also participated enthusiastically in role play in the kitchen, telling us; "I'm making a fruit salad." One child continued this play outdoors, enjoying making a picnic for her friends with the sand. She told us; "I'm making cakes with sprinkles. There are four places for lunch." Children told us some of the other things they liked to do at playgroup, including; "Play the monster game", "run outside" and "Enjoy a ball."

We received three completed care standards questionnaires from parents and spoke to four parents during our inspection. Parents gave very positive feedback about the quality of the service overall. They thought that children benefited from the small nurturing setting where they were able to make friends and develop confidence. They thought that staff promoted children's health and wellbeing very well by providing a range of stimulating activities and experiences. For example, they talked about woodland play, outdoor play and use of the hall for physical play, including access to the Enjoy a Ball programme. Parents thought that the transition arrangements were very good, both for settling children in to playgroup and the work being done with the local nursery to support their next steps. Parents thought that the service could continue to develop outdoor learning as planned. Parents' comments included:

"The playgroup has a real community feel and parents can get involved."

"It offers good progression for nursery."

"A homely, loving and comforting environment for children."

"Communication is very good. You can come in any time and staff are happy to speak with you."

"Very good at supporting individual needs and will offer advice and ideas where needed."

Self assessment

We did not receive an up to date self-assessment from the service before this inspection. The service shared their current improvement plan and health and wellbeing action plan with us during our visit to show how they planned and implemented improvements to benefit children and families.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	4 - Good
Quality of management and leadership	not assessed

What the service does well

Staff promoted children's health and wellbeing to a very good level. They displayed a very good understanding of the needs and interests of children in their care. They had developed positive relationships with families which contributed to the relaxed, nurturing environment where people felt respected and included. Through well-planned daily routines and experiences, children were learning skills to be safe, healthy and active. Staff were encouraging children to assess, manage and take positive risks through, for instance, climbing trees, building dens and balancing on planks in outdoor learning experiences. This supported children to develop confidence, resilience and responsibility. Children were learning about healthy food choices and were introduced to new tastes and textures, for example, through seasonal events. They were developing self-care skills such as washing their hands and pouring drinks to promote their independence. Staff had worked with the local nursery to develop effective transition arrangements for children moving on to this service. For example, shared woodland play, gym hall experiences and shared contexts for learning. Children were therefore able to take part in a wide range of activities to build their confidence and to help them feel nurtured and respected in the new setting. Staff were working well with other agencies in the community to promote children's health and wellbeing, for instance, Enjoy a Ball programme. They had plans in place to further develop this aspect of their work.

Staff were very aware of their roles and responsibilities in keeping children safe. They followed appropriate procedures to check on children that were absent with no advance notice. The staff training programme included child protection and this was refreshed annually to keep skills and knowledge up to date.

Safe recruitment procedures in place included standard application, interview and completion of relevant checks. Staff followed an induction procedure that enabled them to become familiar with their roles and responsibilities and relevant policies and procedures. Staff were committed to their continuous professional development and took part in a range of relevant training and learning opportunities. They described how they had used some of their learning in practice to benefit children. For example, developing outdoor learning experiences including woodland play. Through planned exchange visits with other services, staff had used learning to evaluate and improve the setting. For example, reviewing the layout and use of space in the playgroup and looking at arrangements for monitoring quality. The lead practitioner was planning to work towards her next qualification to meet a condition of registration with the Scottish Social Services Council.

What the service could do better

Staff had developed a new format for recording children's personal plans using the wellbeing indicators. They had also introduced new learning journals and reporting formats for recording and reviewing children's care and learning. We agreed that staff should embed these systems and develop a clearer tracking system for showing reviews, outcomes and next steps. It should be evident that reviews are being completed at least once every six months for each child and that parents have been consulted.

Staff should continue to take forward the playgroup health and wellbeing action plan. They could consider how they could further promote oral health and partnerships with parents, for instance, we discussed soup sacks or other home links.

We sign posted staff to current good practice in safer recruitment. We advised that the provider should use this to review and update policies, procedures and practice for future recruitment situations. We advised that all relevant checks should be completed before staff start work to promote safe outcomes. We also thought improvements could be made to how references were requested and received, for example, standardised format and headed paper. The provider should record that original qualification and SSSC registration certificates have been seen and verified. The provider should take forward plans to assess staff competencies on the completion of the induction and probationary period and identify future development needs and training plans.

(Recommendation 1)

As planned, staff should continue to build the new team, work together to share ideas and learning and put these into practice to further promote positive outcomes for children. We discussed how they could further their develop post registration training records to show the impact of learning on practice.

References:

Safer Recruitment through Better Recruitment (November 2016) available at www.hub.careinspectorate.com

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. The provider should review and update recruitment policies and procedures to take account of current good practice guidance and use this to inform future practice. **Reference: National Care Standards Early Education and Childcare up to the age of 16 years Standard 12 Confidence in staffing.**

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								
26 Feb 2015	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>5 - Very good</td> </tr> <tr> <td>Staffing</td> <td>4 - Good</td> </tr> <tr> <td>Management and leadership</td> <td>5 - Very good</td> </tr> </table>	Care and support	5 - Very good	Environment	5 - Very good	Staffing	4 - Good	Management and leadership	5 - Very good
Care and support	5 - Very good									
Environment	5 - Very good									
Staffing	4 - Good									
Management and leadership	5 - Very good									
25 Jan 2012	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>5 - Very good</td> </tr> <tr> <td>Staffing</td> <td>Not assessed</td> </tr> <tr> <td>Management and leadership</td> <td>Not assessed</td> </tr> </table>	Care and support	5 - Very good	Environment	5 - Very good	Staffing	Not assessed	Management and leadership	Not assessed
Care and support	5 - Very good									
Environment	5 - Very good									
Staffing	Not assessed									
Management and leadership	Not assessed									

Date	Type	Gradings	
27 Sep 2010	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	Not assessed
		Management and leadership	Not assessed
17 Dec 2009	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	4 - Good
		Management and leadership	Not assessed
17 Nov 2008	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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