

## Ferguslie Pre-five Centre Day Care of Children

Tannahill Centre  
76 Blackstoun Road  
Paisley  
PA3 1NT

Telephone: 0141 889 2305

Type of inspection: Unannounced  
Inspection completed on: 29 March 2017

**Service provided by:**  
Renfrewshire Council

**Service provider number:**  
SP2003003388

**Care service number:**  
CS2003014782

## About the service

This daycare of children service is based within a purpose-built facility which is part of the Tannahill Centre, Ferguslie Park, in Renfrewshire. The extensive premises included three interlinking rooms for children who were under three years of age, and two interlinking rooms for children aged three and over. The playrooms had direct access to secure outdoor play areas. In addition to the playrooms a dance studio (where older children had lunch), sensory room and parents' room provided space for different types of activities.

The current registration enables the service to provide care to a maximum of 69 children at any time within the following age ranges:

From 0 to under two years - 9 children

From 2 to under 3 years - 20 children

From 3 years onwards, but not yet attending primary school - 40 children.

Children can attend on a full and part-time basis and very flexible arrangements help to ensure that children can access their full entitlement of funded early learning and childcare provision .

The service's recently developed philosophy stated that the service aims to:

Create a calm, peaceful atmosphere where children feel nurtured, respected and loved so that they blossom and grown building a strong sense of confidence and self esteem.

Allow children to wallow in deep meaningful play experiences that allow them to develop and learn at their own pace in a way that suits their learning style.

Provide a learning space where children can be curious, creative and inspired by the caring, interested adults around them.

Value and respect each children and their family as unique and individual. Recognise and understand others cultures and beliefs, and through consultation with children and families ensure that we listen and make changes that improve our practice.

Encourage children to take forward their ideas and thoughts that ignite new learning and share these with home.

Ensure that effort and achievement is recognised and celebrated and that children have ownership of their learning journey.

Understand the importance of family and community through making connections with home and give support to families when they need it.

Develop children's awareness of nature through opportunities to explore outdoors and in the forest where they will learn about caring for the natural world and living things.

Give children opportunities to be independent, take a lead role in the own learning so that they development skills for their lifelong learning journey.

## What people told us

Seven parents returned care standards questionnaires (questionnaires) before our inspection. We spoke with four parents during the inspection and approximately 20 children. All of the children and parents were very happy with the service. Children talked about their favourite things to do, which included playing outside, visits in the local community, baking, making things and writing. We saw that children were happy, confident and secure within the setting.

Parents told us that they loved seeing their children's folders, floor books and all of the information about children's learning that was attractively displayed within the centre and shared through a range of ways. They felt very involved in planning for their children's learning by reviewing how their children had progressed and working with staff to identify their next steps in learning. They also felt that the home link arrangements, including the lending library and ways that the service shared information about what children were learning and how this could be extended at home, were excellent. One parent told us about how their child had not shown an interest in books until they used one of the story sacks, which contained puppets as well as a book, at home. Another told us that their child's mark making skills had improved significantly through the newspaper project, and how their child enjoyed interviewing the family during meal times to find out about their day having been involved in interviewing a newspaper journalist at the centre.

Parents also spoke very highly about the innovative ways that staff involved them in developing the service. They had enjoyed a visit to the Kelvingrove Art Gallery, as part of a process to develop the service's philosophy, and had been involved in developing the outdoor area and promoting community links. They said that they were routinely asked for their views and opinions through a range of approaches and that information about what the service planned to do as a result of these was shared with them.

We have referred to the views that children and parents shared with us throughout this report.

## Self assessment

The Care Inspectorate received a fully completed self-assessment document from the provider. We were very satisfied with the way the provider completed this and with the relevant information included for each heading that we grade services under.

The provider identified what it thought the service did well, and developments since the last inspection. These included significant developments in how staff recorded what they knew about children's learning and development. Highly effective quality assurance processes had continued to support the on-going development of the service. The service also identified some areas for continued development and told us how they gathered the views of parents, children and staff to help the service make improvements.

## From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	6 - Excellent

## What the service does well

We focussed on how the service safeguarded children, involved children and their parents in planning for children's care and learning, and the effectiveness of quality assurance processes.

There was excellent practice in these aspects.

Opportunities for children and their parents to plan for children's learning were embedded in practice. Experiences and next steps staff planned for children were firmly based on their prior learning and current interests. This resulted in a nurturing, calm, attractive and well organised environment that offered plentiful choice and a rich range of experiences. Children found these fun, challenging and interesting. Almost all children were engaged in their play for prolonged periods, for example lining up lots of small building blocks to enclose an area and practising their sewing and woodwork skills. Younger children enjoyed practising their developing skills repeatedly, and the kinds and nurturing staff took very good account of their schematic play when organising the environment. When children would benefit from additional support, this was quickly and efficiently arranged. The planning and support arrangements ensured that all children were supported to achieve their full potential.

Children had ownership of their folders and floor books, which were easily accessible to them and included examples of their favourite work, photographs and learning stories, goals and progress notes. Children enjoyed showing us these and talking about their learning.

The service's commitment to continuous improvement was a significant strength. The highly effective head and deputy head of centre strongly encouraged reflective practice and innovative approaches to improving outcomes for children. An effective range of monitoring systems ensured highly positive outcomes for children. The service's 'Big Book of Improvement' and book about the service's recently developed philosophy demonstrated how everyone involved in the service carefully considered the reasons for making changes. Excellent reference was made to the most current best practice guidance, sourced locally, nationally and from the wider world, to shape service developments. Involving everyone meaningfully in developing the service resulted in a shared vision and plan for the future.

## What the service could do better

The service had identified areas for on-going development within the self-assessment. We discussed plans to support these with the head and deputy head of centre. We consider that the service's approach to continuous self evaluation and improvement, underpinned by significant skills and knowledge in early learning and childcare practice within the management team, will result in the on-going provision of an excellent service that continues to evolve.

## 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](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings	
5 Feb 2015	Unannounced	Care and support	4 - Good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good
13 Feb 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
5 Oct 2010	Unannounced	Care and support	Not assessed
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	5 - Very good
13 Nov 2009	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	4 - Good
		Management and leadership	Not assessed
8 Dec 2008	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good

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