

Port Charlotte Primary Pre Five Unit Day Care of Children

Port Charlotte Primary School
Port Charlotte
Isle of Islay
PA48 7TW

Telephone: 01496 850327

Type of inspection: Unannounced
Inspection completed on: 4 October 2017

Service provided by:
Argyll and Bute Council

Service provider number:
SP2003003373

Care service number:
CS2005104983

About the service

Port Charlotte Primary Pre Five Unit is a daycare of children service registered for sixteen children aged three years to those not yet attending primary school. The provider is Argyll and Bute Council. They operate from a designated space within the school grounds, which is in the village of Port Charlotte, on the Island of Islay. Children can also enjoy a range of energetic and outdoor play activities in the school gym hall and play areas located within the school grounds.

This service was previously registered with the Care Commission and the registration transferred to the Care Inspectorate on 1 April 2011.

Included in the aims and objectives is to: "provide a safe and stimulating environment in which children can feel happy and secure, encourage the emotional, social, physical, creative and intellectual development of children." A full copy of this can be obtained from the service.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of Getting it right for every child: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

Children interacted and responded well to the nurturing staff caring for them. Positive relationships had developed between staff and the children as well as with the children themselves. We found that the whole staff team were very kind and caring with respectful approaches observed throughout the inspection. Staff were very responsive to children's verbal and non verbal communications.

We spoke to parents who confirmed that they were happy with the service; felt that they could approach staff if they had any concerns; and discussed the positive communication links that had been established.

We sent out six questionnaires and four were completed and returned to us before our inspection. All of the parents 'strongly agreed' that they were happy with the quality of care their child receives in the service.

One parent commented:

"Due to a very high standard of care by all staff this has allowed the children to include and care for my (child). Everyone tries to include my (child) in all activities leaving my (child) happy and confident in the care environment."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring of the quality of the provision within the service.

From this inspection we graded this service as:

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

What the service does well

Staff were very knowledgeable about the service's child protection procedures and their roles and responsibilities. Staff had attended training on child protection; and Getting it Right for Every Child. This knowledge and understanding meant they were very well placed to take the appropriate action to support children's health and wellbeing.

Each child had a learning diary with a range of interesting photographs, observations and next steps in learning. Staff spoke confidently and in depth about individual children's needs and how they supported positive outcomes for the whole family. 'My learning week' sheets were in place to share information about each child and for suggestions how this could be taken forward at home. We found that children's personal plans were regularly reviewed with parents.

We found very good sensitive and helpful transitions had been developed when children first start the early learning and childcare service, and when they move onto primary school. Home visits were offered to parents for children starting which helped to develop the important relationship between staff, parent and child. There were many opportunities for joint working across the early level, these included timetabled sessions throughout the year; older children visiting to read to the younger children; and joint physical education sessions, nativity shows and PATHS sessions. This is a programme of alternative thinking strategies to develop the fundamental social and emotional learning skills which will enable children to make positive choices.

Staff had worked very hard to monitor and review the playroom to support positive outcomes for children. Accessing training and using Building the Ambition had supported staff in this development. Larger floor play areas had created additional opportunities for children to investigate and explore. Children were able to naturally extend their play using this space. A wide range of natural materials were available for children to investigate and explore.

There were a number of different stimulating learning areas created in the outdoor play space. This was at the end stages of redevelopment in partnership with parents and the local community. Children were observed to particularly enjoy creating different food in the mud kitchen, making good use of rain water.

What the service could do better

As previously mentioned we found that staff knew the children very well. We discussed with the head teacher and staff ensuring that wellbeing observations and next steps are also recorded in the children's learning diary. Thought should be given how next steps are tracked so that the progress children make is reflected. We discussed that staff may wish to look at ways to include children on reflecting on their learning and agreeing next steps in learning.

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.

Inspection and grading history

Date	Type	Gradings	
12 Mar 2015	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
31 May 2012	Announced (short notice)	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good
7 Oct 2009	Unannounced	Care and support	5 - Very good

Date	Type	Gradings	
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	Not assessed

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