

Drummond Community High School Creche Day Care of Children

Drummond Community High School
41 Bellevue Place
Edinburgh
EH7 4BS

Telephone: 0131 556 2651

Type of inspection: Unannounced
Inspection completed on: 5 September 2017

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Care service number:
CS2004078208

About the service

The service is situated in Drummond Community High School. There is a large playroom with a kitchen area and toilet facilities. The crèche has its own garden area as well as access to other outdoor play areas within the high school. They are registered to care for a maximum of 15 children aged six months and six years.

We carried out a themed inspection. This targeted approach means that we looked at identified aspects focusing on children's experiences in the themes we looked at. These were:

Care and Support.

Environment.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure that they have the best start in life, are ready to succeed and live longer, healthier lives.

We check that services are meeting the principles of Getting It Right For Every Child (also known as GIRFEC). Set up by the 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. GIRFEC is being woven into all policy, procedure, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often known as the SHANARRI indicators. We use the indicators at inspection, to assess how services are making a positive difference for children.

What people told us

During the inspection we spent some time chatting with and observing children in the service. The children appeared happy in the care of staff.

Before the inspection took place we sent twenty Care Standard Questionnaires to the service to distribute to families using the service. Two of these were returned to us before the inspection took place. Both parents told us they agreed with the statement "Overall I am happy with the quality of care my child receives in this service. Additional comments included:

"Staff members can change on a weekly basis which is very unsettling. A formal handover procedure would be useful, either verbal or written. Better access to policies/procedures is needed. Learning journals don't seem to be updated. Although staff can change a lot the staff members have been very friendly and competent and engage with the children".

We discussed these comments with the manager who told us that there had been a recent turnover of staff however this was more settled. She took on board the comments and told us she was working to improve these issues.

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 the quality of the provision within the service.

From this inspection we graded this service as:

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

What the service does well

The service had worked hard to continue to meet children's needs. Effective systems were in place to enable the children free-flow play between inside and outside. Daily outdoor play created opportunities for access to fresh air and exercise, and promoted an active lifestyle. The environment and activities helped children form a sense of independence which increased self-esteem, resilience and allowed the children to be challenged, which enhanced their physical development skills and abilities.

Activities such as loose parts play with crates and tyres meant that children were able to experience risk and challenge in their play. There were no restrictions on where children chose to play and this ensured they were given opportunities to explore the natural environment. The recognition of the health benefits of playing outdoors and free-flow play were fully understood by staff and was a strength of the setting. This improved the overall learning experience for children by helping children to be independent in their play and supported creativity and imagination.

The provider had invested in an environment which focused on natural materials and high quality furnishings and fittings. The low-level shelving and storage facilities allowed children to organise their own play and participate in activities that held their interest and nurtured their creativity. The choice of activities and how these were further developed were recorded by staff and children in the up to date and detailed Floor Books. These enabled parents to see what activities were provided and where the ideas for these very individually responsive activities came from.

Staff were fully aware of child protection and how to safeguard children in their care. Speaking to staff highlighted that they had very good knowledge in this area and they understood their responsibility for protecting the children in their care. We found that staff's knowledge and practice contributed to children's safety and security.

We found that although there had been a few changes to the staff team, they continued to be motivated, enthusiastic and committed to meeting the needs of the children they cared for. They worked well as a team and were highly skilled at interacting with children and parents. Staff allowed children to take the lead in planning activities and they responded to children's requests for extra resources to develop skills and confidence in a challenging, caring and fun environment. This approach helped build confidence and self esteem which led to positive outcomes.

What the service could do better

The internet connection to the service had been lost for some time which had resulted in staff not completing children's online personal learning plans. We discussed that until this matter is resolved measures should be put in place to ensure that children's next steps and progress are recorded and monitored. A parent in our questionnaire also commented on this. (See recommendation one.)

As some of the children were quite young and others had English as an additional language; we suggested that the crèche consider ways in which they could celebrate children's achievements and share information from home to help them settle into the crèche. We discussed ways in which this could be done. (See recommendation two.)

Although the manager was able to describe how she ensured the quality of practice in the playrooms remained high, there was a lack of formal evidence of how this was achieved. In addition monitoring procedures were not yet in place to evaluate different areas of the crèche. We discussed this with the manager during feedback who told us this would be done once the permanent staff group had settled in. (See recommendation three.)

We looked at the allergy lists for children. We saw there were no separate care plans in place for children with specific allergies or children with a medical condition. We discussed this with the manager to advise her that a care plan was needed to ensure children with a medical condition or specific allergy were supported appropriately. We suggested that they review their forms to reflect this and it should be clearly stated if this is a parent request or a confirmed medical condition. (See recommendation four.)

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 4

1. The provider should ensure that staff have constant access to systems and records to enable them to:
 - Observe, assess, record and monitor children's developmental progress on a regular basis.
 - Ensure children's next steps in learning are identified and personal plans are in place specific to each child.

National Care Standards for Early Education and Childcare up to the age of 16.
Standard 6 - Support and development.

2. To provide children with feeling a sense of achievement whilst at crèche we recommend that staff look at ways as we suggested.

National Care Standards Early Education and Childcare up to the age of 16:
Standard 11: Access to resources.
Standard 13 Improving the Service.

3. To allow parents the opportunity to be involved in the continued development of the service we recommend that the crèche should develop a formal system for gaining parents views and evaluate the outcomes to help her further improve the service. In addition audit/monitoring systems should be developed and implemented to evaluate the effectiveness of staff and how the crèche ensures the health, welfare and safety of children and use this information to make improvements.

National Care Standards Early Education and Childcare up to the age of 16.
Standard: 14 Well-managed service.

4. In order for staff to support children with a specific medical needs, we recommend that the provider should include the following to each care plan:

- what would happen to a child if they presented a reaction
- what action should staff take in the event of a reaction
- what measures will be put in place to prevent the child taking a reaction.

National Care Standards Early Education and Childcare up to the age of 16:
Standard 3: Health and Wellbeing.

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	
29 Sep 2015	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
18 Nov 2013	Unannounced	Care and support	4 - Good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
10 Jan 2012	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	5 - Very good
27 Oct 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed

Date	Type	Gradings	
7 Jan 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
29 Oct 2008	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate

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