

Cramond Playgroup Day Care of Children

Cramond Kirk
Cramond Glebe Road
Edinburgh
EH4 6NS

Telephone: 07913819085 am Mon-Fri

Type of inspection: Unannounced
Inspection completed on: 6 February 2018

Service provided by:
Cramond Playgroup Committee

Service provider number:
SP2003002823

Care service number:
CS2003011854

About the service

We carried out an unannounced inspection of Cramond Playgroup in Edinburgh on Tuesday 6 February 2018. We gave feedback to the service on the same day. At this inspection we spoke with six children and 10 parents. We observed staff practice throughout the playgroup and checked documentation relevant to the inspection.

The Care Inspectorate regulates care services in Scotland. Information in relation to all care services is available on our website at www.careinspectorate.com.

Cramond Playgroup is situated in the grounds of Cramond Kirk in Edinburgh. The service is registered to provide a day care service to a maximum of 40 children aged two years to entry to primary school age.

The Playgroup has access to one main playroom, access to toilets and a kitchen area. The playgroup has limited access to an outside area however they can take the children to the local park.

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.

On the day of the inspection there were 22 children, the playleader, and five childcare practitioners present.

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 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, practice, 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 referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children. Information on SHANARRI can be found at: <http://www.scotland.gov.uk/Topics/People/young-People/gettingitright>

What people told us

We observed the children throughout the inspection and found them to be happy in their environment and were engaged with a variety of activities throughout the sessions. They interacted confidently with staff and approached them for support when needed.

We sent 12 Care Inspectorate care standards questionnaires to the service to distribute to parents. Parents returned five completed questionnaires before the inspection. In addition we spoke with 10 parents on the day of the inspection.

Representative comments included:

"Im very happy with the playgroup it is well run and the staff are so caring".

"Delighted with the way my child has been supported".

"I could not be happier with the childcare at playgroup. The genuine caring nature of the staff is exceptional their vast experience as carers makes them unique and I cannot fault the,. Such a happy environment for my child flourish".

"Staff need to communicate better about the days activities and give term updates on child development and behaviour. I have confidence they are providing an excellent service and my child is happy but need clearer communication". We discussed these comments with the playleader at feedback. She told us that children's personal plans, which will be introduced shortly, will include children's development. Therefore these plans should address these comments.

"Really happy with playgroup my child settled really well with the support of the staff, he is disappointed if its a day he doesn't go".

"I'm very happy to leave my child here; the staff are fantastic".

"Parents can have their say during the yearly 'Annual General Meeting' and through the service questionnaires. We had a really good time at the recent family Ceilidh which is great to meet other parents and talk to staff".

My child loves playgroup the staff are great and I see difference in how creative the children can be".

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	4 - Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

Children were happy and confident in the playgroup environment. They played happily together, sharing resources and playing in groups. Staff knew their individual needs well and were able to tell us how they met children's needs effectively. They interacted with children in a kind and caring way, presenting a nurturing ethos within the service. These interactions helped children to feel safe and secure while also supporting them to build relationships with families as a whole. The service felt their key strength was their ability to build rapport with parents alongside their children, helping them to feel respected and included.

Staff were fully aware of how to safe guard children in their care. Speaking to staff highlighted that they had good knowledge in this area and they understood their responsibility for protecting the children in their care.

The new playleader had a vision of what they wanted to achieve when developing the environment. This had been clearly linked to the improvement plan for the service, showing they had made a start to evaluating their current provision. They had worked well as a team to support the new playleader in making recent changes to enhance children's experiences. The playleader was receptive to our feedback and able to recognise areas for improvement which would improve children's outcomes as a whole.

What the service could do better

During the inspection we discussed areas which could be improved upon within the playgroup to enhance the children's experiences. We spoke about increasing the level of open ended and natural resources for all children to promote their imagination, curiosity and creativity. This will ensure children are achieving their full potential and offered more varied play experiences. See recommendation one.

The service had limited records of children's learning and development. We discussed this with the playleader during feedback who told us she was considering introducing these. We agreed that by introducing 'Children's Learning Journals' this would allow staff to keep parents informed of their child's learning and progress effectively. Showing each child's development, recognising their strengths and celebrating their achievements is key in developing self esteem and confidence. Effective Learning Journals can help to achieve this and we asked the service to consider how they could improve this aspect of their practice. See recommendation two.

We looked at a care plan of a child with a specific medical need. We found this to have some information missing such as what staff would do if the child took a reaction. We had a discussion with the playleader to advice her that the care plan needed more information included to ensure the child was supported appropriately. See recommendation three.

During the inspection we saw children were not pouring their own drinks or helping to prepare snack. To promote children's independence we asked staff to encourage children to help prepare their own snack and provide jugs to allow them to pour their own drinks.

We observed at story time some of the children were not fully engaged in listening as they found it difficult to sit for periods of time. When we discussed this with the playleader at feedback she agreed that they were reviewing this to support the children. In addition we suggested the children have free flow access to the soft play room other than having to be taken by staff. The progress of this will be followed up at the next inspection.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 3

1. To promote children's sense of creativity and curiosity, we recommend that the service develop the level of resources for the children. This will encourage children to engage in a wider variety of play types. Consideration could be given to:

- resources to stimulate all the senses, including natural and open ended resources
- resources to promote exploration and opportunities to try new ideas
- the development of the outdoor space to provide more varied play experiences
- the use of loose parts both indoors and outdoors
- resources which provoke new learning opportunities

This will ensure children are reaching their full potential and being supported to achieve.

National Care Standards Early Education and Childcare up to the age of 16:

Standard 11 - Access to Resources.

2. To show children's learning, we recommend that the provider develop children's Personal Learning Journals. These may include:

- next steps linked to developmental milestones and skills development
- using a variety of observation types to gather information about children
- child friendly approaches to promote their involvement
- family involvement in developing the learning journal
- continued recording of significant events which may give rise to an additional support need, both short term and long term
- visual tools to increase communication and promote involvement.

This will help children achieve their full potential, as well as help them to feel included, respected and responsible.

National Care Standards Early Education and Childcare up to the age of 16:

Standard 4 - Engaging with Children.

3. In order for staff to support children with a specific medical need, we recommend that the playleader 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	
23 Feb 2016	Unannounced	Care and support	4 - Good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good
4 Mar 2014	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good
28 Aug 2012	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	6 - Excellent
13 Oct 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
2 Dec 2009	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
29 May 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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