

# The Women's Centre Creche

## Day Care of Children

17 - 33 Shawpark Street  
Maryhill  
Glasgow  
G20 9DA

Telephone: 0141 576 1400

**Type of inspection:**

Announced (short notice)

**Completed on:**

31 July 2018

**Service provided by:**

North West Women's Centre

**Service provider number:**

SP2011011510

**Service no:**

CS2013317150

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

This service was registered with the Care Inspectorate on 13 November 2013.

The Women's Centre Creche is a daycare of children service and is registered to provide care to a maximum of 12 children between the ages from 6 weeks to 12 years.

The creche operates on a Tuesday and Thursday morning, 10am to 12 noon and/or as and when required to support the work of the centre. The service operates 50 weeks a year.

The provider is the North West Women's Centre.

The creche is located in the Women's Centre in Maryhill, Glasgow, and is in close proximity to transport links and local amenities. The service operates from a playroom within the centre. The children also have the use of a large enclosed outdoor play area and garden.

The service's aims include:

"Provide a high quality childcare service in a safe, secure and stimulating environment. Value all children and their families regardless of their social or cultural background. Offer children a range of learning experiences including outdoor play to enhance their wellbeing and development. Support and guide children to develop their skills, confidence and self-esteem in a safe and nurturing environment".

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 (also known as SHANARRI).

## What people told us

There were nine children present at the time of inspection, one aged under 2 years and eight aged between 2 and 7 years. During the inspection we observed and spoke with the children (depending on their age). They had great fun sharing their views and experiences with us. They told us about their trip to the safari park where they saw "monkeys and rhinos and went on the big slide", as well as "peacocks and seals feeding with fish".

We were able to see how much they enjoyed singing songs together and socialising at snack time, the sensory experiences of their messy play outside with bubbles, sand and water. They were also playing on bikes and scooters down the "grassy hill" and other energetic games with parachutes, tunnels and tubes. Staff were warm, caring and sensitive in their approach. Children were happy and settled overall and confident about approaching staff should they need any help. Some of their comments to us included:

"I like the summer holidays because I can come here"

"We've made quick sand !"

"It's so nice to play outside"

"[We] love squirting water with the big dropper !"

The five parents/carers we spoke with were happy with the service their child received. They felt involved and well informed and commented positively about the opportunities their child had been given to develop, learn and flourish.

We also received four Care Standards questionnaires from the seven questionnaires we distributed before the inspection. Everyone was very happy overall with the quality of care their child received and strongly agreed the service had involved them and their child in developing the service and asking for their ideas and feedback.

Comments we got back included:

"Excellent service. [My child] feels happy and loves the staff and kids"

"The service provided during schools holidays is great as provides trips and helps pass time during holidays for children who would otherwise have nothing to do. Excellent service."

"Both [my children] have been attending here since babies, they have grown up in this place and have come on leaps and bounds because of it. It has helped them both to settle in nursery and help to mix with other children at a young age. Couldn't imagine any better place to help build trust with adults and relationships with other children."

## 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. They were in the process of incorporating the new Health and Social Care Standards into their quality assurance framework. They confirmed they would be updating their improvement plan with specific priorities for development for the creche.

## From this inspection we graded this service as:

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

## What the service does well

Staff were working hard to provide warm, nurturing and responsive care that supported children's wellbeing and development. Their interaction with children was positive and caring. They knew the importance of developing trusted and loving relationships with children to nurture and help them feel valued, safe and secure. We were able to see the children present confident about expressing their thoughts, views and feelings and making choices and decisions about what they wanted to do and play with throughout the session.

As recommended from the last inspection, they had further developed children's personal plans using the SHANARRI wellbeing indicators. Staff were now taking fuller account of parents' knowledge and views of their child's development needs, interests and personality when gathering the information they needed to develop and review each child's personal plan. We discussed how floorbooks could be developed as a planning and

evaluation tool with children creating their own floorbooks as part of their learning journey. Staff spoke positively about this development and how it could further support children with leading on their own learning and sharing their fun and progress with their families.

They were embedding the GIRFEC national practice model in their work with children and their families. Staff spoke sensitively about children's individual care, learning and development needs.

As recommended from the last inspection, they had reviewed their activities plans. We discussed how schemas (the patterns of how children learn) could be used to further support their planning and reflect the younger children's development and learning through more enriching and meaningful experiences.

Two new members of staff had been recruited since the last inspection. A safer recruitment audit carried out by us confirmed they were implementing satisfactory procedures to recruit new staff safely and fairly.

They were working well together as a team and committed to further developing their knowledge, skills and expertise, to support and achieve positive outcomes for children and their families. They were all registered with the Scottish Social Services Council (SSSC), knew about their codes of practice and were taking responsibility for their own continued professional development. Each member of staff had their own training plan. We discussed how this should be linked to their strengths and personal development areas as well the service's wider improvement planning goals.

Team meetings, were helping to support and develop staff's practice, giving them regular opportunities to self evaluate and critically reflect on their work and share the impact that training has had on their practice and learning outcomes for children. We discussed how they should continue to embed the work already underway to support their continuous improvement. We also discussed, as part of their staff support, supervision and development programme, how more formal observations of staff's practice could be introduced linked to their induction programme, staff training needs and their individual supervision sessions to build further capacity within the team. An ethos of shared leadership could also be further promoted, with staff having lead responsibilities for developing different aspects of the service provision. For further reference, we signposted the service to the SSSC Step Into Leadership programme.

Staff knew about our guidance "My World Outdoors" and the positive impact of outdoor play on children's development and learning. We discussed their plans to further develop their outdoor play space and how the "Loose Parts Play" toolkit (produced by Inspiring Scotland in collaboration with the Play Strategy Group and Scottish Government) could be used, along with our new guidance "Our Creative Journey", to help support the development of their setting and children's experiences both inside and outdoors. We also discussed how implementing the balanced approach of a risk benefit model could further support children's learning, promote their independence and build their resilience, self confidence and enjoyment of risky play.

## What the service could do better

They were committed to embedding the new Health and Social Care Standards My support, my life into their practice to achieve the best outcomes they could for children and their families.

They agreed they needed to further refine children's personal plans with clearer progression pathways that linked meaningful observations to children's next steps and support plans linked to their development and learning strategies.

We discussed our new "Guidance on adult to child ratios Early Learning and Childcare (ELC) settings" developed to support providers, commissioners and planners to deliver high quality ELC. The manager confirmed they would continue to monitor their staffing levels closely and respond appropriately to any emerging or changing needs of the children.

The manager agreed they would review their arrangements for supporting children with their personal care. We discussed how their facilities and any arrangements put in place should promote children's independence, as well as protect their rights to privacy and dignity and minimise the spread of infection.

For further reference, we signposted the service to the updated guidance "Infection Prevention and Control in Childcare Settings", our new guidance on "Nappy changing facilities for early learning and childcare services: information to support improvement" and the "Space to Grow" design guidance for early learning and childcare settings and out of school care settings.

## 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
1 Sep 2016	Unannounced	<div>Care and support</div> <div>5 - Very good</div> <div>Environment</div> <div>Not assessed</div> <div>Staffing</div> <div>Not assessed</div> <div>Management and leadership</div> <div>4 - Good</div>
11 Nov 2014	Unannounced	<div>Care and support</div> <div>4 - Good</div> <div>Environment</div> <div>4 - Good</div> <div>Staffing</div> <div>4 - Good</div> <div>Management and leadership</div> <div>4 - Good</div>

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