

The Early Years Centre @ Craigroyston Day Care of Children

Craigroyston Community High School
67 Pennywell Road
Edinburgh
EH4 4NL

Telephone: 0131 332 3855

Type of inspection:

Unannounced

Completed on:

29 August 2018

Service provided by:

City of Edinburgh Council

Service provider number:

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Service no:

CS2004084051

About the service

The Early Years Centre at Craigroyston offers daycare for up to 39 children from birth to the age of eight years. In playroom one a maximum of nine children aged two - five years or a maximum of 10 children aged five - eight years can be cared for and in playrooms two and three a maximum of 29 children aged from birth to entry into school, of whom no more than nine shall be under two years can be cared for.

The Early Years Centre is situated within Craigroyston Community High School. It provides a range of day care services for children and their families. The centre offers group day care for children, a range of parenting groups and an outreach service.

The aims of the centre included "The Early Years Centre @ Craigroyston puts quality provision and warmth at the heart of our service. We aim to be flexible and responsive to the changing needs of the community. We aim to improve children's life experiences and protect them from harm".

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 all children and young people - and what they can do to improve. GIRFEC is being woven into all policy, procedure, strategy and legislation that affect 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 also 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

Twenty Care Standard Questionnaires were sent to the service to give to parents and carers before the inspection. Five completed questionnaires were returned to us. Their responses were very positive about the care their child received. Their comments included:

- "Before attending the 'stay and play' with my son I was very insecure about leaving him with people I didn't know. This has given me and my son the confidence to trust staff".
- "The staff are brilliant, easy to approach and easy to talk to. Children are always made to feel welcome. Activities are brilliant, days out and planned days".
- "As well as being very professional, all the staff are very friendly, helpful and approachable".
- "The staff have helped me and my kids to progress so much. Since they started my children are more confident and have really come on in their development. Staff have always supported us and we will miss them dearly when my kids start their new adventure at school nursery".
- "The early years centre has a very inclusive attitude, encouraging parents and family members to join in with activities and they also offer courses such as 'being a better parent'. The staff are very welcoming and always have time for any worries or questions a parent may have. The centre has made a huge difference to the children's lives. I cannot praise the staff enough for the care they have given them".

We spoke to eight parents during the inspections. They told us:

- "My child has been here since he was 10 months old. Staff are great and very supportive. They have helped me and my child with lots of things, supporting me and him with toilet training. He has been on lots of trips and I have been on some too."
- "Staff are brilliant, extremely kind and always happy. They always have time to listen to any concerns".
- "My child loves it here and doesn't want to leave. There is always lots of things for them to do. There is a brilliant staff team".
- "All of the staff make you feel comfortable and welcome".

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their improvement plan. They 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	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 found that children received individualised care from an experienced staff team who knew them well. Staff and management worked well as a team and staff told us that they were well supported by management.

Staff and management recognised the importance of parents and carers in the life of the children and worked with them to provide positive outcomes for children. A variety of opportunities and events were successful in encouraging parents to be part of nursery life. This included home visits before children started at the nursery and stay and play sessions so that children and parents could get to know staff. Throughout the year courses to improve outcomes for children were run with parents this included 'Raising children with confidence parenting', water PEEP and baby massage. This inclusive and welcoming approach meant parents and staff worked together to share information and expertise, and to make decisions in order to give children rich experiences and influence positive outcomes.

A talking photo book had photographs of each child with their parent, the parents voice had been recorded. We saw children who were settling find the picture and press the corresponding button to hear their parents voice. This demonstrated how staff valued the parents in a child's life and their bond. It also eased separation for some children.

There was free flow to the garden and through the garden to the play rooms. Children could choose to play in either room. This promoted autonomy and confidence. Children also had the opportunity to take part in 'Forest schools' in the local woods, staff spoke about the positive difference they had seen in child's overall development and speech. Children had the opportunity for outdoor play and fresh air on a daily basis this contributed to their physical skills and overall well-being.

Children with identified additional support needs were cared for in a way that met their needs and respected them fully as individuals. Staff worked with parents/carers and link professionals to ensure that interventions were reviewed as appropriate. We saw examples of staff working with parents to improve outcomes for both parent and child.

Staff were enthusiastic about their roles and committed to providing high quality experiences for children, they were aware of best practice and key documents which supported them in their day to day work. They were nurturing and highly respectful in their interactions with children.

The manager had previously worked at the centre and had been back in post since June 2018. The management team had linked the 'Standard Quality and Improvement plan (SQIP) to staff PDRS. This meant that the improvement plan was a live document and that all staff were involved in the continuous improvement of the service. This included staff training to ensure that objectives were achieved. Parents were also involved in sharing their views and were updated on action being taken through a floor book and wall displays. This meant that the improvement engaged staff and service users which led to better reflection and sustained improvement.

What the service could do better

Any areas for improvement that we highlighted through inspection had already been identified in the SQIP. The service should continue to monitor and maintain the very high standards of quality. They should ensure that they continue to be rigorous in identifying any areas for improvement and implementing action plans to improve them.

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	
16 Jan 2017	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent Not assessed Not assessed 4 - Good
29 Aug 2014	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent 6 - Excellent 6 - Excellent 6 - Excellent
30 Aug 2012	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent 6 - Excellent 6 - Excellent 6 - Excellent
27 Jan 2011	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed Not assessed
27 Jan 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 5 - Very good Not assessed
25 Mar 2009	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 5 - Very good 5 - Very good 4 - Good

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