

Glendee Early Learning and Childcare Centre Day Care of Children

Glendee Road
Renfrew
PA4 0AD

Telephone: 0141 885 0890

Type of inspection:

Unannounced

Completed on:

26 June 2018

Service provided by:

Renfrewshire Council

Service provider number:

SP2003003388

Service no:

CS2003017348

About the service

Glendee Early Learning and Childcare Centre registered with the Care Inspectorate in April 2011. It provides care to a maximum of 120 children, 100 children aged three to not yet attending school and a maximum of 20 children aged two to under three years. The service is situated near Renfrew town centre and is provided by Renfrewshire Council. The accommodation comprises two main playrooms for children aged 3-5 years; a smaller room was used by the 2-3 years group as a base for the children outwith the main playrooms. They also made use of the hallway and secure enclosed outdoor play areas. The centre aims include: "Providing a safe, welcoming, supportive environment in which children are well cared for, encouraged and motivated to become lifelong learners. Work in partnership with parents/carers and other agencies to benefit children and families."

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 GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included, often referred to as SHANARRI.

What people told us

Children attending on the day of inspection were observed as happy, busy and engaged. Positive, nurturing relationships had developed between staff and the children as well as with the children themselves. We found the whole staff team were very kind and caring with respectful approaches observed.

We issued 20 questionnaires for parents and carers, 14 were completed and returned between the inspection and the writing of this report. During the inspection we spoke with an additional five parents. Feedback from parents was very positive. All 'strongly agreed' 'or 'agreed' that they were happy with the overall service provided by staff and management. Comments included the following:

"My daughter looks forward to going into nursery. She is confident and relaxed in the nursery environment and this is a direct reflection on the staff and learning approach adopted at Glendee."

"I am so happy with my choice of Glendee Pre Five. My child is thriving and I really notice how much this nursery has done to bring on her development. The staff are so friendly and always approachable. I especially want to mention how fantastic the transition program is, with conversation cafés for parents to ask questions and discuss their worries together."

"Two members of staff made a home visit before my son started nursery. This was so beneficial, it helped prepare him for nursery and settle in so quickly."

"All the staff are very professional. They are good at what they do! Glendee is a very happy and safe place for children to be."

"The staff are excellent, grounded, mature and dedicated to the children and their role in nurturing them and preparing them for their next big step... school. My son has loved his time at Glendee."

"I feel that at Glendee they are always looking at the extra activities which has led to a wonderful sense of community within the nursery. Activities such as the bed stories (which we loved dressing in our PJs to read with our friends), Five to Thrive, Incredible Years, Babbling Babies and much, much more. I cannot praise Glendee Pre Five centre enough. I feel that they always go above and beyond to help and support my family."

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 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

The service was very good at supporting children's leadership of play to support positive outcomes. Staff supported children in making choices about their own learning by providing many opportunities for experimenting with play resources. This included: using guttering, buckets and a hose to transport water; designing and constructing with hammers, screwdrivers, nails and blocks of wood; working individually or collaboratively on large or small scale transient art projects. Transient art is a moveable form of art (or art without glue) that enables children to manipulate, explore, sort and experiment with patterns, shapes and design and redesign. These open-ended play experiences provided opportunities for children to think creatively, develop concepts, plan and represent their ideas. Children were given opportunities to recognise their achievements, for example when reflecting on photographic records of their play displayed in learning journals, floor books and wall displays. These approaches encouraged children to learn new skills and promoted confidence and self-esteem.

The service made very good use of the available outdoor play space to create a motivating environment for children to investigate, explore, and play together. Staff told us that outdoor learning was central to children's experience of play and learning at the nursery. Staff have been involved in evaluating play environments and had worked in partnership with parents and children to redesign and resource the outdoor play space. Loose part materials and resources had been introduced to the indoor and outdoor environments that encouraged children to actively learn, be creative and think critically. We found resources available to children in the outdoor environment had increased opportunities for teamwork, problem solving and negotiation. A forest kindergarten program had also been introduced which had increased opportunities for children to engage in challenging play in woodland spaces.

Staff demonstrated a comprehensive understanding of the policies and procedures in place to ensure care and welfare of children including children protection. All staff received regular professional learning in safeguarding and told us they were confident in dealing with child protection concerns. The head of centre was aware of her need to maintain enhanced child protection training to support her role as child protection co-ordinator, ensuring continued safeguarding of children within the nursery.

What the service could do better

We discussed with staff observation approaches that could help identify and evaluate play experiences that children found particularly engaging and challenging. We highlighted how this could help staff to efficiently update floor books and children's personal plans as well as foster meaningful discussion between children, parents, and staff about play and development. Staff agreed that this could enhance the systems in place for recognising children's learning as well as extend children's sense of ownership of play experiences.

We highlighted the value of linking staff observations of patterns of the youngest children's play behaviour or 'schemas' to children's individual records of learning. This approach can help staff to identify what will hold individual children's interest as well as help them with the stage of development that they are currently working through. It can consolidate existing approaches to recognising children's achievements and demonstrate how the nursery's approach to supporting children's play is personalised.

We discussed with staff approaches for ensuring that their provision was tuned in to the needs and abilities of all children in the setting. We shared approaches to setting up outdoor play environments that can increase children's experience of challenge and introduce them to complex skills and concepts in appropriate, meaningful ways. We highlighted how play-based imaginative outdoor activities can contribute to children's learning in literacy and numeracy.

The management team should build on the variety of opportunities for staff to lead curriculum developments within the service. Through discussion staff highlighted the positive impact of current initiatives in tracking learning, child led planning, supporting transitions, early arithmetical learning and outdoor play. Working together to extend these approaches through planned staff development opportunities will enhance the depth of children's learning.

We discussed with the head of centre approaches to publicising their unique role and responsibilities as the child protection coordinator. This will ensure a key contact person is known to parents, carers and the wider community who can respond to child protection issues. This can enhance the robust approach within the service to safeguarding and securing the welfare of children.

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 | |
|-------------|-------------|---------------------------|---------------|
| 27 Apr 2016 | Unannounced | Care and support | 4 - Good |
| | | Environment | 4 - Good |
| | | Staffing | 5 - Very good |
| | | Management and leadership | 4 - Good |
| 12 Dec 2013 | Unannounced | Care and support | 5 - Very good |
| | | Environment | 5 - Very good |
| | | Staffing | 5 - Very good |
| | | Management and leadership | 5 - Very good |
| 16 Dec 2010 | Unannounced | Care and support | Not assessed |
| | | Environment | 5 - Very good |
| | | Staffing | 5 - Very good |
| | | Management and leadership | Not assessed |
| 3 Feb 2010 | Unannounced | Care and support | 4 - Good |
| | | Environment | 3 - Adequate |
| | | Staffing | 3 - Adequate |
| | | Management and leadership | 4 - Good |
| 23 Feb 2009 | Unannounced | Care and support | 4 - Good |
| | | Environment | 3 - Adequate |
| | | Staffing | 3 - Adequate |
| | | Management and leadership | 4 - Good |

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