

Springvale Early Years Centre

Day Care of Children

Sannox Drive
Saltcoats
KA21 6BN

Telephone: 01294 607025

Type of inspection:

Unannounced

Completed on:

14 November 2018

Service provided by:

North Ayrshire Council

Service provider number:

SP2003003327

Service no:

CS2003044484

About the service

Springvale Early Years Centre is a purpose-built centre located within the town of Saltcoats, North Ayrshire. The service is provided by North Ayrshire Council. The Centre is registered to provide a care service to a maximum of 78 children as follows;

A maximum of 18 children 0 to 3 years only.

A maximum of 60 children 3 years to those not yet at primary school only.

Currently the service does not cater for children under two years of age. We discussed with the manager applying for a variation to conditions of registration.

Children can access a range of playrooms, lunch room and outdoor classroom/play space. Toilets can be accessed from the playrooms which are all on ground level.

During the inspection visit there were 58 children aged 3 years and above and 22 children aged 2- 3 years.

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 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. Getting it right for every child 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 'Getting It Right For Every Child'. 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.

What people told us

We observed children throughout the centre. Children presented as settled and secure, engaged in purposeful play. They confidently planned their own learning having fun, both indoors and outdoors. We spoke to six parents and received 23 completed care standard questionnaires. All indicated overall they were happy with the quality of care for their child and family. Additional comments from parents included:

"I would give this service and all its staff 110%. I cannot speak highly enough of all that they have done and will continue to do for my family. They go above and beyond. My wee one is eating better, sleeping better since they started here, it's a great nursery".

"All staff have helped to build confidence in our child and being able to build friendships with peers. The centre provides excellent activities for pre school children during the summer holidays and during term time PEEP. Children become familiar with the building and staff and build positive relationships".

"Springvale is an excellent early years centre with well qualified staff who clearly put children at the centre of their service delivery. I feel confident as a parent that the staff genuinely care for my child and have her best

interests at heart. Their approach to early years provision is exemplary and should be used as a good practice example to benchmark other establishments."

"Overall I am very happy and satisfied with the level of care support and service X gets at Springvale nursery. The staff are so friendly and helpful, they are a credit to their profession."

"I cannot speak highly enough of this nursery. Its great, I can see progress in my child's development and I am amazed at what she knows. Staff are welcoming available and always smiling , that makes a difference. I feel lunch is great and improving my wee ones diet. I would recommend to others and can't think of anything they could improve on."

We shared with the management individual comments from parents regarding session times, menus and security.

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 of 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	5 - Very Good
Quality of management and leadership	not assessed

What the service does well

Springvale Early Years Centre provided excellent care and support to the children attending the service. Staff were nurturing in their interactions with children. This contributed to children feeling safe, secure and confident. Partnership working with parents and other professionals was established with clear systems in place for identifying areas for support. Children's well being was placed at the centre of the service delivery. We observed confident children enthusiastic in their approaches to learning. Children were engaged and productive in their play. Staff used observations of children very well, taking account of children's ideas and interests to offer a wide range of learning experiences. As a result children could direct their own play that stimulated their natural curiosity, learning and creativity. Children's learning styles and thinking were supported and challenged by staff. This helped children to achieve and develop a positive sense of self. Using play experiences and activities children were supported by staff to take risks, developing an understanding of how to keep safe.

Innovative and creative approaches had been taken by staff that had resulted in children engaging in deep and meaningful play, supporting their achievement and overall development. Staff had created outdoor classroom's that were exciting, challenging and fun. They offered children opportunity to learn in a natural environment whilst benefiting from energetic play and fresh air. Loose parts play was embedded in children's experiences. Forward thinking from staff had created an indoor playroom for children under three using natural materials and resources. The use of natural and open ended resources stimulated children to develop curiosity, exploration and discovery. Staff used skilled interventions to extend children's thinking and patterns of learning. Staff made very

good use of records to track children's progress. This was collated by the head of centre to ensure children are making progress and use to plan for improvement.

Children could make choices and decisions throughout their session as they confidently accessed zones of learning across all playrooms. They were supported by staff to understand and uphold their rights. Leadership existed within the team and staff reflected on their practice using learning conversations. Staff had a very good knowledge and understanding of children's individual developmental stages, demonstrating a strong commitment to ensuring positive outcomes for children and their families. The staff team were motivated, knowledgeable and skilled. This contributed to creating an enthusiasm for learning for children and their families. We observed a staff team that were warm, kind and compassionate in caring for the children. They were responsive to children's individual needs listening to what they had to say, using positive language, playful, calm and consistent in their approaches. Together as a team, staff reflected on what was working well and what could be better. This information was used to plan for improvement. A keyworker system meant children had consistent and stable support creating a nurturing atmosphere for children and their families.

What the service could do better

The service is part of the local authority delivery for the early years expansion opening extended times. This has resulted in considerable changes for staff and increased the staff team. The head of centre and staff are aware of future challenges in maintaining communication. As part of their regular and on going evaluation they should continue to consider how all staff can be involved taking account of variations in staff working patterns.

Consideration as planned, should also be given to how children could be more independent at meal times.

Staff should further explore the Health and Social Care Standards to reflect on what it may mean for their practice.

We signposted the head of centre and depute head of centre to resources for further developing leadership capacity for all staff available on Step into Leadership website.

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	
22 Nov 2016	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent 5 - Very good Not assessed Not assessed
3 Sep 2014	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 6 - Excellent
23 Oct 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
15 Sep 2011	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good Not assessed Not assessed
6 Oct 2010	Unannounced	Care and support Environment Staffing Management and leadership	Not assessed Not assessed Not assessed 4 - Good
8 Mar 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 4 - Good 4 - Good

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