

St Peter's Early Learning and Childcare Class Day Care of Children

St Peter's Primary School
Braehead Road
Paisley
PA2 8DZ

Telephone: 0141 884 2855

Type of inspection:

Unannounced

Completed on:

10 December 2018

Service provided by:

Renfrewshire Council

Service provider number:

SP2003003388

Service no:

CS2003014769

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

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

St Peter's Early Learning and Childcare Class is a daycare of children service located within St Peters Primary School, in a residential area in the town of Paisley, Renfrewshire. The service is provided by Renfrewshire Council.

The service registered with the Care Inspectorate on 1 April 2011. Staff provide early learning and childcare for up to 40 children. This includes 10 children aged from two years to three years and 30 children from 3 years to those not yet attending primary school. The service operates a morning session, afternoon session and full day placements for a number of children. Approximately 20 children were in attendance on the day of the inspection.

A copy of the services aims and objectives were available. They included the following statements:

We aim to provide the best possible start in life for all our children by providing a high quality service and support children and their families. Our aim is for all our children to be safe, healthy and happy within a warm, friendly, caring and purposeful ethos. We believe that the environment has a powerful influence on children's learning so we aim to provide a high quality stimulating learning environment which is calming, organised and one which exposes children to early numeracy, literacy and healthy living messages.

Children and their Families are:

- Valued as individuals. Every child and their family will be given equal opportunity and we will promote positive attitudes to ethnic and cultural diversity.
- Given the opportunity to develop physically, socially, emotionally, morally and culturally.
- Provided with a broad and balanced curriculum which is well planned and relevant to individual children's needs and interests.

Our Staff Will:

- Seek to ensure best practice according to legislative guidelines such as National Care Standards and SSSC codes of practice.
- Work in partnership with parents/carers as we value our parents as the experts of their own children, we will seek to ensure that we have effective systems for communication and parental involvement within our service.
- Value the role of parents and respond to their thoughts, views and concerns.
- Be given the opportunity to continue and develop their own professional development.
- Review our work through evaluation in consultation with staff, parents and children.

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 sent out fifteen care standards questionnaires and asked the service to give them to parents of children who used the service. Prior to inspection we received six completed questionnaires. Responses in the care standards questionnaires told us that all parents agreed or strongly agreed that they were happy with the overall quality of care their child received. Comments they made included:

'The staff have been greatly understanding with a change of circumstances we recently had at home and went above and beyond to help and accommodate my child and I'.

'The nursery team work great together, they all speak to mum and give me an update on my child. They provide advice and support which is invaluable. My child is happy and loves going to nursery everyday!'.

'Overall I am very happy to send both my children to St Peters. They are more than happy to attend and enthusiastically run to their classes. I am confident that they both receive the individual education, care and nurture suitable to their needs and in line with their development. Every member of staff are clearly enthusiastic and confident about delivering the pre-school curriculum and also encouraging play and social skills. As well as this, the staff are very approachable and communicate to myself or my husband after each session about our children'.

'I am delighted with the nurture and care provided by the staff. I have seen a measurable difference in my child since they began, my child is stimulated and excited by the opportunities in the nursery. The staff have a very close relationship with my child and my child runs into nursery each day!'.

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at the improvement plan for the service which identified priorities for development.

From this inspection we graded this service as:

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

What the service does well

Staff had successfully created a warm and nurturing environment for children and families. Parents we spoke with told us they felt welcome within the service and could approach staff with ease. Parents told us

communication was very good and spoke positively of the numerous opportunities provided for them to be involved in their child's learning. These opportunities included a grandparent's week, stay and play sessions, progress meetings and a nurture information evening. There was evidence to show that the staff were actively involving parents in the life of the centre.

Staff demonstrated that they knew children well. Individual personal plans were in place for most of the children sampled, however, staff were unable to provide us with up-to-date information for a child who had recently moved into the 3-5 room. We asked management to ensure plans were consistently in place and reviewed for all children in line with legislation (recommendation 1). Staff were working closely with other agencies to ensure children with identified needs benefitted from the right support at the right time. Where additional needs were identified, appropriate plans were in place to meet children's needs.

Interactions between staff and children were positive. Staff responded to children promptly, providing reassurance, encouragement and praise at the appropriate times. We observed happy children, who were confident and active in accessing and exploring all experiences on offer. Children were encouraged to develop friendships with their peers through respectful relationships. We observed children playing cooperatively throughout the inspection.

Opportunities for children to be independent were supported. Children were familiar with playroom routines and could follow these with little support. During free play children were seen to be independent in making their own choices. Planning processes in place were responsive to children's needs and interests.

We spoke with staff and made some suggestions about how planning processes could be improved further.

Staff told us about changes they had made to improve outcomes for children. These changes included improvements to the environment and experiences provided. Within the 2-3 room staff had enhanced the environment, creating a good balance of cosy and play areas. Resources provided for children stimulated their imaginative play and language development. Staff in the 3-5 room had attended SEAL (Stages of Early Arithmetical Learning) training. In response to this training, staff increased opportunities for children to develop key numeracy concepts building on their understanding, thinking, and problem solving skills.

Staff spoke positively of the support they received from management, particularly the support from their new senior. Staff told us they felt empowered to engage in high level professional learning. Staff had a very good understanding of child protection procedures and the steps to be taken to keep children safe. Records of accidents and incidents were correctly recorded and shared with parents. We found that children were receiving the appropriate care and treatment when required.

What the service could do better

Management should ensure individual personal plans are consistently in place for all children, reflecting children's individual health, welfare and safety needs and reviewed with parents in line with legislation (recommendation 1).

Snack and mealtime experiences should be reviewed and developed to support children's wellbeing. Children should experience a well-balanced diet through healthy and nutritious snacks and meals. The service should plan snacks to ensure that nutritional requirements are met in line with best practice guidance. The benefits of providing healthy lunches and snacks for children's health and wellbeing should be shared regularly with parents, particularly parents providing packed lunches. Information on foods provided and allergenic ingredients used in foods should be provided to parents (recommendation 2).

Arrangements for the management of medication did not fully reflect best practice. We have asked management to review procedures in line with current guidance.

Management should review procedures in place to maintain good infection control, minimising any risks to children.

Staff should recognise that some children have a preference for learning outdoors and should minimise the barriers for them accessing the outdoor space. Management should review the outdoor provision and include planning for outdoor learning within the planning cycle. Children should have routine daily access to a stimulating outdoor play area (recommendation 3).

Management and staff should continue with self-evaluation plans in place, ensuring evidence is gathered to document improvements made and record impact on outcomes for children. Management should embed robust monitoring procedures within all aspects of the service to ensure consistency in the quality of experiences and care provided.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 3

1. Management should ensure individual personal plans are consistently in place for all children, reflecting children's individual health, welfare and safety needs and reviewed with parents in line with legislation.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state: 'My personal plan is right for me because it sets out how my needs will be met, as well as my wishes and choices'. HSCS 1.15

'I am fully involved in developing and reviewing my personal plan, which is always available to me'. HSCS 2.17

2. Snack and mealtime experiences should be reviewed and developed to support children's wellbeing. Children should experience a well-balanced diet through healthy and nutritious snacks and meals. The service should plan snacks to ensure that nutritional requirements are met in line with best practice guidance. The benefits of providing healthy lunches and snacks for children's health and wellbeing should be shared regularly with parents, particularly parents providing packed lunches. Information on foods provided and allergenic ingredients used in foods should be provided to parents.

This is to ensure care and support is consistent with the Health and Social Care Standards which states that: 'I can choose suitably presented healthy meals and snacks, including fresh fruit and vegetables, and participate in menu planning'. HSCS 1.33

3. Staff should recognise that some children have a preference for learning outdoors and should minimise the barriers for them accessing the outdoor space. Management should review the outdoor provision and include planning for outdoor learning within the planning cycle. Children should have routine daily access to a stimulating outdoor play area (recommendation 3).

This is to ensure care and support is consistent with the Health and Social Care Standards which states that: 'As a child, I play outdoors every day and regularly explore a natural environment' HSCS 1.32

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	
31 Jan 2017	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	Not assessed
		Management and leadership	Not assessed
27 Mar 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
27 Mar 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
21 Jan 2013	Unannounced	Care and support	4 - Good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
2 Nov 2010	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	Not assessed
		Management and leadership	Not assessed

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