

Crianlarich Nursery Day Care of Children

The Old School House
Crianlarich
FK20 8QN

Telephone: 01567 820889

Type of inspection:

Unannounced

Completed on:

13 December 2018

Service provided by:

Stirling Council

Service provider number:

SP2003002689

Service no:

CS2003043676

About the service

This service has been registered with the Care Inspectorate since 1 April 2002.

Crianlarich Nursery is part of Stirling Council's provision of early learning and childcare. The service is registered; 'To provide a care service to a maximum of 16 children aged 0 to those not yet attending primary school, three children aged 0 to under two years, 13 children aged two to those not yet attending primary school'. Other conditions unique to the service include:

'Children may attend morning or afternoon on a sessional basis, or whole day.

The service will comply with the following staffing:

Adults to Children 0 years to under two years 1:3, two years to under three years 1:5, three years to not yet at primary school 1:8.

Where children aged three and over attend facilities providing daycare for a session which is less than a continuous period of four hours in any day, the adult:child ratio may be 1:10 providing individual children do not attend more than one session per day.

At least half of the staff will have a relevant childcare qualification.

Two adults to be on duty at any one time (only adults in contact with children for the majority of the session should count towards the ratios)'.

The service is situated in the old school-house adjacent to the primary school in the centre of Crianlarich village. The head and depute head work together to manage both Killin Nursery and Crianlarich Nursery. As Crianlarich Nursery only operates during term time, families have an option for their children to attend Killin Nursery during school holidays.

The accommodation is set up over three levels. The entrance served as a cloak room with an office. On the first floor there were two play rooms one with baby changing facilities and on the second floor a play room for older children. A secure outdoor area providing a variety of open-ended and loose parts play was used to provide children with outdoor learning experiences.

The nursery's principles included:

- All children are valued as citizens with rights and responsibilities from birth who are confident, capable individuals with their own personalities, characters, ideas and beliefs.
- All children are active participants in their own lives and learning, whose independence skills grow with encouragement and who are capable of making informed choices, particularly in relation to their own lives.
- A safe learning environment in which all children have the right to be nurtured and cared for and whose self-esteem will be supported through building positive relationships with adults, peers themselves and their environment.
- We value and respect all children's open-minded adaptable curious approaches to life and their wealth of knowledge as competent theorists and problem tacklers who can participate and engage in debate.

- The right of all children to have their voices heard is actively valued and respected supporting them also to listen to and respect others, celebrating diversity.

- We embrace partnership between nursery, the home and the community in developing and supporting all children's learning.

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.

What people told us

During the inspection we spent time with the children present who were happy and confident in the setting. They benefitted from a range of sensory experiences including turning cornflour and hair conditioner to make snow and enjoyed exploring the outdoors flying the kites they made in the wind. Children told us about their pirate ship with the crossbow flag and making dens in the woods.

We spoke with three parents who commented positively about the quality of the nursery. They said that children loved the time they spent in nursery enjoying a wide range of experiences including art and craft and outdoor activities. They said that positive relationships had been developed with staff who were supportive. They were extremely positive about the e-journals that were updated regularly enabling them to access information at home about their children's experiences and their progress. Parents said they were able to get involved in the service if they want to.

We sent out questionnaires for distribution by the service. Five completed questionnaires were returned. They highlighted that families overall strongly agreed that they were happy with the quality of the care children received.

Self assessment

The service had not been asked to complete a self assessment in advance of this 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 the provision within the service.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

What the service does well

Equality was evident in the service through the planning and resources showing dignity and respect towards families. Children celebrated their differences and their community including for example, learning Gaelic.

A compassionate staff team supported children to achieve. The use of open-ended play opportunities, loose parts and natural resources supported challenge in their play experiences both indoors and outdoors. Children, with additional support needs, benefitted from staff having links with other agencies and working in partnership with parents to support their progress and development. The pace of the day supported children to make choices about their experiences in the service and to feel safe and secure. Quiet calm spaces meant children could relax enjoying story telling and singing. They chose to play outdoors benefitting from fresh air and exercise. Children had lunch together so that siblings spent time with one another during the nursery day. This supported positive relationships with the whole staff team easing the process of transition from room to room.

Strong community links supported children to feel included and respected. They were learning to respect the people in the community that helped them. An interest in super heroes had led to children having an interest in the local heroes including the Community Police and Fire Service. Children told us about how they would fight a fire or come to their aid in an emergency. Visits to the local shop supported children to learn about money when shopping for snack food or ingredients for cooking activities.

We found that general practice in the areas of managing medication and recording accidents and incidents were managed well. Staff were aware of their responsibilities to safeguard children in their care and had regular training to refresh their skills and knowledge in the protection of children.

The statement of aims and objectives was regularly reviewed promoting a shared vision with children's rights at the centre promoting a culture of respect.

The senior management team was committed to improving outcomes for children and families. A well paced approach to self-evaluation addressed areas for improvement developing the service based on a foundation of current thinking, research and good practice. Improving the environment, both indoors and outdoors for example, had resulted in a relaxed, welcoming and peaceful environment supporting children's learning, and providing quality experiences that supported them to have fun developing skills in understanding, thinking, investigation and problem solving.

What the service could do better

Significant changes to children's care and support were recorded in care plans including changes to sleep routines, toileting and transitions. The detail was regularly reviewed in consultation with parents. We discussed how details of some children's health and wellbeing needs could be developed further. The newly adopted on-line journals included some detail of children's next steps. It was recognised that as staff become familiar with the system they will improve the quality of observations and tracking of children's progress and development.

Senior staff modelling practice and professional dialogue was supporting staff development. Children were included in the service through staff listening and supporting them to have a voice making choices about their experiences. We could see evidence of their involvement in planning and evaluating their experiences through the recording systems. We discussed how the service could develop their records further to support children to recall their learning and familiarise themselves with the wellbeing indicators.

Systems and processes were in place to support staff including induction, mentoring and professional review and development. The staff team were enthusiastic and demonstrated commitment to continuing to develop their knowledge and understanding of how best to meet the needs of children. Changes within the staff team meant that there was a focus on supporting staff to develop their skills and understanding of current best practice through effective role modelling. Reflective practice and shared learning opportunities were supporting the development of a collegiate approach to providing quality outcomes for children and families.

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	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>Not assessed</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>Not assessed</td> </tr> </table>	Care and support	5 - Very good	Environment	Not assessed	Staffing	5 - Very good	Management and leadership	Not assessed
Care and support	5 - Very good									
Environment	Not assessed									
Staffing	5 - Very good									
Management and leadership	Not assessed									
24 Nov 2014	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>5 - Very good</td> </tr> <tr> <td>Staffing</td> <td>4 - Good</td> </tr> <tr> <td>Management and leadership</td> <td>5 - Very good</td> </tr> </table>	Care and support	5 - Very good	Environment	5 - Very good	Staffing	4 - Good	Management and leadership	5 - Very good
Care and support	5 - Very good									
Environment	5 - Very good									
Staffing	4 - Good									
Management and leadership	5 - Very good									
11 Dec 2012	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>5 - Very good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>5 - Very good</td> </tr> </table>	Care and support	5 - Very good	Environment	5 - Very good	Staffing	5 - Very good	Management and leadership	5 - Very good
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Management and leadership	5 - Very good									

Date	Type	Gradings
25 Nov 2010	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing Not assessed Management and leadership Not assessed
12 Feb 2010	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing 5 - Very good Management and leadership Not assessed
19 Nov 2008		Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good

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