

Tarbert Pre Five Unit Day Care of Children

Tarbert Academy
School Road
Tarbert
PA29 6TE

Telephone: 01880 820269

Type of inspection:

Unannounced

Completed on:

19 February 2019

Service provided by:

Argyll and Bute Council

Service provider number:

SP2003003373

Service no:

CS2003016887

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 registered with the Care Inspectorate on 1 April 2011.

Tarbert Pre Five Unit is a daycare of children service and is registered to provide a care service to a maximum of 20 children aged from 3 years old.

The provider is Argyll and Bute Council.

The service operates from their own designated space within Tarbert Academy, located in the village of Tarbert.

The service's aims include:

"Respect, achievement, responsibility, creativity, to learn successfully, become a confident person who is a responsible member of the community and is able to contribute successfully to society".

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 (also known as SHANARRI).

What people told us

There were a total of 31 children aged 3-5 years present over the two days we inspected. During the inspection we observed and spoke with the children individually and also as part of a group. They had great fun sharing their views and experiences with us.

We were able to see how much they enjoyed playing and experimenting outside in the snow, jumping in puddles and finding out about the different properties of snow and water. They were making dens to hide and play in together, practising their motor skills with hoops and balls, balance bikes and tractors, as well as, singing songs and listening to stories about 'The enormous turnip'. Staff were warm, caring and attentive in their approach. The children were confident about asking for help should they need it. Some of their comments included:

"The snow is cold ! It's melting"

"I love the book about sunshine"

"We can share this [tractor]"

"We're hiding!"

"Where can I hide?"

"Found you!"

"We're making a slide"

"I'm having good fun"

The three parent/carers we spoke with were happy with the service their child received. They felt involved, well informed and commented positively about the opportunities their child had been given to develop, learn and flourish.

We received five Care Standards questionnaires from the 20 we distributed before the inspection. Everyone was very happy or happy overall with the quality of care their child received. Almost everyone agreed the service had involved them and their child in developing the service and asking for their ideas and feedback. An issue was raised about communication, staffing levels and the space available for children to play and get involved in activities. This was looked at as part of the inspection.

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 the provision within the service.

From this inspection we graded this service as:

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

What the service does well

Staff's interaction was positive and caring. We observed through their practice that they understood the importance of developing trusted and loving relationships with children to nurture and help them feel valued, safe and secure.

They were working hard to create an inclusive, nurturing environment where children and their families felt welcome, listened to, valued and respected. They knew the importance of giving children the time and space to develop their ideas, flourish and be creative, supporting them to plan, develop and create their own learning activities and experiences. We were able to see the children present being encouraged to express their thoughts, views and feelings and make choices and decisions about what they wanted to do and play with.

A personalised learning log framework was being used to track children's progress and celebrate their achievements, with a learning journey being regularly shared with their parents.

They valued and were taking account of parents' knowledge and views of their child's development needs, interests, preferences and personality when gathering the information they needed to develop and review each child's personal plan and support their transitions.

Work was underway to refine how they reported and recorded on children's progress. This was to establish clear progression pathways that linked next steps and support planning to children's individual development and learning strategies, as well as fully reflect the breadth and depth of what they were learning and offer them sufficient challenge.

Discussion with the depute and principal teacher confirmed, staff making carefully observed assessments, that were meaningful and reflected children's development and learning was a key area of development. This was to further support their planning, with next steps focussing on areas to extend children's learning and help secure

and sustain their progress over time. They had recently introduced a new planning format and were developing floorbooks as a planning and evaluation tool. This was to give the children further opportunities to contribute their ideas, observations and reflect on their learning. Staff were being well supported by the principal teacher to develop their knowledge, skills and expertise to support and achieve positive outcomes for children and their families.

They were embedding the GIRFEC national practice model and SHANARRI wellbeing indicators into their work with children and their families. They knew about the long term impact that adverse childhood experiences (ACEs) can have on outcomes for children and their families, and the importance of wellbeing risk assessments as part of their support planning and assessment process, in further enabling staff to provide warm, nurturing and responsive care.

They demonstrated through their practice that they understood the importance of providing a dynamic, fun, stimulating and enabling environment both indoors and outside. For example, they were using our new guidance "Our Creative Journey" to help support the development of their setting and children's experiences to enable them to flourish, follow their curiosity, solve problems and make sense of the world. They knew about our guidance "My World Outdoors" and the positive impact of outdoor play on children's development and learning, using their imagination and ingenuity to explore, discover and experiment with a range of different materials, tools, natural and sensory resources. We discussed the plans underway to further develop their "free flow" outdoor play space with open ended materials, resources and loose parts play, to promote children's independence and natural curiosity, develop their physical agility and help build their resilience.

They were managing risk positively to promote children's independence and empower them to make safe decisions, develop their knowledge and self-awareness, as well as provide opportunities for them to contribute more of their ideas and experiences to their learning. We discussed how implementing the balanced approach of a risk benefit model could further support children's learning, promote their independence and build their resilience, self confidence and enjoyment of risky play.

What the service could do better

In discussion with management and staff it was clear they were committed to embedding the new Health and Social Care Standards My support, my life into their practice to achieve the best outcomes they could for children and their families.

We discussed the planned changes the local authority had for their setting, to meet the Scottish Government's expansion in early learning and childcare entitlement to 1140 hours. This included building work to extend the existing playroom scheduled to be completed for the start of the school session in August 2019. A notification and variation would be submitted to us in due course for the planned alterations and any changes to their conditions of registration.

The management team explained, currently primary one children joined and shared the same space as the ELC children at planned times throughout the day. This arrangement would be in place until October 2019 when the expansion to 1140 hours was scheduled to be fully completed. We observed their outdoor play and how this was impacting on the quality of play and learning for the younger children. We found their flow of play was disrupted at times and opportunities for them to make choices and decisions about what they wanted to do and play with were more limited. For example, they became distracted when the areas they were playing in became too crowded, there was less space for them to enjoy their energetic play and it was not so easy for them to move around and play co-operatively, collecting and gathering materials for their experiments with pipes, tubes, wood and water. This was limiting them from freely accessing, and being able to fully explore and benefit from

an enabling environment with resources that stimulated their natural curiosity, learning and creativity. In discussion with the management team they also recognised that when the children were together inside the mixture of age ranges and their needs could result in increased noise levels and have an impact on the quality of experiences for the younger children.

They agreed they would continue to monitor this closely and take the appropriate action to support and ensure positive outcomes for children and their 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.

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings	
11 Dec 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
29 Jun 2012	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
28 Jan 2010	Unannounced	Care and support	4 - Good
		Environment	Not assessed
		Staffing	4 - Good
		Management and leadership	Not assessed

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