

Braehead Early Years Centre

Day Care of Children

15A Gould Street
Ayr
KA8 9PJ

Telephone: 01292 612713

Type of inspection:

Announced (short notice)

Completed on:

30 November 2018

Service provided by:

South Ayrshire Council

Service provider number:

SP2003003269

Service no:

CS2003017390

About the service

Braehead Early Years Centre is registered with the Care Inspectorate to provide a day care of children service for a maximum of 14 children aged from 2 years up to 3 years and 40 children aged 3 years to not yet attending primary school. The service is available Monday to Friday during school term time and is located within Braehead Primary School in the town of Ayr, South Ayrshire.

The Early Years Centre has sole use of a small outdoor play area, two open plan linked playrooms, a linked room for children aged two to three years and personal care areas and toilets. The service also has shared use of school facilities including outdoor play areas, multi use outdoor games area and the gym hall. There is space available for parents and visiting or resident professionals who have a remit in the centre and school.

At the time of this inspection the head teacher of Newton Primary School and Early Years Centre was the named manager, and the depute head teacher from Newton had delegated responsibility for Braehead Early Years Centre. The senior practitioner, early years teacher and early years practitioners provided the day-to-day care, support and learning experiences for the children. There had been staff changes since the summer break resulting in a team comprising mostly new and some existing staff.

We check services are meeting the principles of Getting it Right for Every Child (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 services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible, and included, also known as the SHANARRI wellbeing indicators.

At this inspection, we principally looked at the quality of children's care and support provided by the service. We also looked at the quality of the management and leadership within the service and how this supported children's care, play and learning experiences.

What people told us

Overall children were settled and happy in the service. We observed that the children who were too young to verbally express their views showed pleasure when playing with the mix of natural and man made play materials. They looked to the staff for reassurance and support which was sensitively provided.

The older children told us about the things that were important to them and that they liked the staff in the nursery. Children talked to us about playing outside and having to put on their boots to splash in puddles and that it was windy. They described some of their activities including games on the large iPad, making a picture at the paint easel, rolling the play dough, water play, 'Sticky Kids' music and imaginative play using cardboard boxes.

Parents valued the service and the individualised care provided. Their comments included:

"My child runs in and cuddles the staff...I was worried this year with all the new staff but (child) was fine. Team is working well together".

"The visits helped her settle, I stayed and it gave me reassurance. Her confidence is coming on and she tells me wee stories".

"Staff work well with me, they discuss the care plan. I have spoken to staff about some issues and they helped me sort it out".

"The door open between the two rooms helped my child settle in the new age group. It was managed well".

"I see improvements this year, more focussed and progressing well. I see it in the other children too".

"Staff spend a lot of time getting to know the children".

Self assessment

We did not request a self-assessment from the service prior to this inspection. We discussed the service quality assurance process with the management during our inspection visit. We looked at the improvement plan and management told us how parents and children had been involved in the quality assurance process.

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

The service provided a safe, caring, stimulating environment where children could play, learn and develop as individuals. Strengths included committed, qualified early years and teaching staff who supported children in their learning with warmth and affection, a skilled senior early years practitioner who provided daily supervision and management of the centre, and an experienced senior management team who supported the overall work of the service.

Parents trusted the staff and found them helpful. They told us that parent and keyworker meetings to chat about children's progress, and stay and play sessions enabled them to be confident of the quality of care provided. Parents confirmed that children benefitted from support from other professionals for example speech and language and the team approach in the centre.

To support children's health, safety and wellbeing staff had first aid and food handling training and there were consistent risk assessment and management of medication routines in place. Staff had accepted leadership roles to develop aspects of the curriculum including literacy, numeracy, outdoor learning, parent involvement, community involvement and physical play. They were building their skills in these areas and this meant that children had good support in developing thinking and understanding skills and social and physical skills.

During the inspection some parents took part in a 'stay and play session'. Children enjoyed involving their parents in play with the newly acquired electronic toys, painting, building, playing with dough and looking at books. Staff provided good information for parents about children's learning and a parent told us sometimes there was a focus for the sessions, for example literacy, however today was a general theme. Most children were engaged and busy learning together with their parents/carers, during the stay and play session.

Children throughout the centre enjoyed exploring everyday items and natural and man made resources. This effectively supported the play patterns of children in the under three age group for example they transported items from one area to another, and explored how things move by rolling a small potato then a ball. The younger children could visit the adjoining playroom and this was becoming established in helping them settle when moving on to the older age group. Staff had organised the environment to enable children to practice independence skills; including selecting and making snack, dressing for outdoor play and helping to set out the table for lunch in the dinner hall.

Staff and management were working well together. The senior practitioner was motivating and staff confirmed they were supported in their role. Staff were committed to improvement and enthusiastic in their approach, they were supported to be reflective practitioners. Systematic quality assurance was being developed and included monitoring, peer and supervisor observation and review. Records showed that this was beginning to have a positive impact on children's learning outcomes.

Management had organised a support system for the early years centre that took account of the shared responsibilities for two schools. We found that this was working effectively. Parents were encouraged to share their ideas for the on-going development of the service, for example by responding to questionnaires, attending parents meetings and the parent council. Parents we talked to were supportive of the service and happy with the progress their children were making.

What the service could do better

We did not make any requirements or recommendations at this inspection however we discussed with staff and management, the following areas for further improvement.

Personal plans contained important information about the children's needs and interests. While staff were clear about how they would support individual children, and internal methods including tracking identified support methods, this was not clearly recorded in the personal plans. We discussed improving personal plans to include how the service would support children's identified needs and targets and allow parent to sign their agreement.

Children enjoyed helping to make snack however the snack area was close to an activity area with electronic games that could be busy and noisy. We suggested that staff monitor this area and consider options to allow children and staff to enjoy a settled social experience during snack time.

Generally children were well supported in good hand washing practice however we have asked that staff reinforce handwashing at an appropriate time before lunch. While most of the children who waited for lunch managed fairly well in the school dinner hall we noted that the table and seating was not best suited to the younger age group. Management advised that suitable furniture would be sourced and we agreed that this would enhance the lunchtime experience for the children.

We have asked that a support structure is maintained to ensure consistency for children, staff and parents during the planned senior management team changes.

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
27 Oct 2016	Unannounced	<div>Care and support</div> <div>5 - Very good</div> <div>Environment</div> <div>5 - Very good</div> <div>Staffing</div> <div>Not assessed</div> <div>Management and leadership</div> <div>Not assessed</div>
31 Oct 2013	Unannounced	<div>Care and support</div> <div>5 - Very good</div> <div>Environment</div> <div>5 - Very good</div> <div>Staffing</div> <div>5 - Very good</div> <div>Management and leadership</div> <div>4 - Good</div>
5 Nov 2010	Unannounced	<div>Care and support</div> <div>5 - Very good</div>

Date	Type	Gradings	
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
10 Nov 2008		Care and support	5 - Very good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good

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