

# Cambusbarron Playgroup Day Care of Children

Cambusbarron Community Centre  
St. Ninian's Road  
Cambusbarron  
Stirling  
FK7 9NU

Telephone: 01786 430497

**Type of inspection:**

Unannounced

**Completed on:**

21 January 2019

**Service provided by:**

Cambusbarron Playgroup

**Service provider number:**

SP2003001119

**Service no:**

CS2003005378

## About the service

Cambusbarron Playgroup has been operating since 2002, and registered with the Care Inspectorate when it was formed in 2011. It is registered to provide a care service to a maximum of 16 children aged two years six months to those not yet attending primary school. There shall be no more than five children under three years at any one session. The service is a voluntary provision ran by a committee of parents. It is in partnership with Stirling Council to provide early learning and childcare.

The service is located in the village of Cambusbarron in Stirling, and operates from a hall within the community centre. Children have access to the designated playroom within the hall, but can also make use of other areas within the community centre, for example the library, kitchen and gym hall. The community centre had a good sized garden within its grounds, and the playgroup had developed this to suit the needs of the children attending the service. Outdoor sessions also took place weekly in the nearby woods.

Aims of the service include, providing a happy and relaxed atmosphere where children can have fun, make friends and learn, and building relationships within the community. A full list of aims and objectives are available from the service.

Eleven children were attending the service on the day that we inspected.

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, active, nurtured, achieving, respected, responsible, included. These are often referred to as the SHANARRI indicators.

## What people told us

We observed the children attending the service, and found them to be relaxed, happy and settled. We spoke with three children who told us that they enjoyed attending playgroup. They made comments about their favourite things to do, for example, going to the woods and playing with dolls.

We spoke with six parents whose children attended the service. They gave us very positive feedback on the quality of care their children were receiving at the playgroup. In particular they valued the community feel to the service, the quality of outdoor play experiences and the way that their children were progressing their learning. Some of their comments are noted below;

"We visited other services, there was no comparison to the playgroup".

"Staff know children very well".

"The atmosphere is positive".

"Parents have the chance to have their say in things".

"We really support the outdoor play".

"Children's interests are immediately taken on board".

"I think this place is absolutely amazing, nowhere else nearby offers what Cambusbarron Playgroup does- ten out of ten".

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

## What the service does well

Children told us that they enjoyed coming to playgroup. They were settled, happy and busy playing with the wide variety of good quality toys and equipment available to them. Children's interests had been taken into consideration. For example, a space topic had developed after children showed an interest in planets at a pantomime they attended. Respecting children's choices and interests allows them to develop their interests and ideas, extending their learning.

Staff had developed positive, caring relationships with children. They treated children with respect and were responsive to their needs and requests. We saw children laughing, chatting and singing with staff. This created a nurturing environment where children felt loved, safe and secure.

New children were sensitively supported when settling in to playgroup. We observed children settling and found that staff were welcoming and attentive to their needs. A useful transition teddy bear was sent home with new children joining the group. The bear was accompanied with a photo booklet of their peers. This helped children get to know others and feel included.

Staff had developed very good partnership working practices with parents, carers and other community groups. Parents had the opportunity to participate in their child's time at playgroup. For example, through volunteering to help and attending family sessions at the woods. Parents also told us that staff communicated with them on a daily basis. This helped ensure that staff were fully informed about the needs of children.

Children's personal plans reflected how well staff knew children as individuals. The accompanying learning journals evidenced children making progress within their learning.

Children were supported to communicate in a way that was right for them, at their own pace by staff who were sensitive towards their needs. Makaton (language programme using signs and gestures) was embedded in practice. Children confidently signed alongside verbal words. This supported children to communicate their needs more effectively.

The playgroup was a well established part of the local community. They worked with others in the community, developing children's awareness of their identity and feelings of belonging. For example, the children delivered plants to elderly members of the community at Christmas as part of a random acts of kindness project. In turn

the community supported the playgroup. For example, the local 'needle and natter' group made clothes for the children's dolls. In return the children invited them to a soup share.

Children were having fun and developing their skills in understanding, thinking, investigation and problem solving through a balance of freely chosen extended play experiences. Toys and equipment stimulated their natural curiosity, learning and creativity. Very good consideration had been given to loose parts within play. Loose parts are materials that children can move, manipulate, control and change within their play. For example, a stick can become a fishing rod, wand and mixing tool.

Children accessed some riskier play experiences where they could make informed choices and decisions about the risks they were taking. Staff encouraged children to take positive risks, believing in their potential and supporting them to become more resilient. For example, making things with real tools, climbing and participating in making a fire.

Children played outdoors every day and regularly explored a natural environment. The garden at the community centre had been developed to include a water pump and large walk in sandpit. Children were having great fun using materials such as diggers, pebbles and guttering in the sand. Weekly visits to the woods were scheduled as part of the programme. Parents told us that their children had grown in confidence since the visits to the woods began.

Children were protected from harm, neglect, abuse, bullying and exploitation by staff who had a very clear understanding of their responsibilities. The staff we spoke to were alert and responsive to any significant deterioration in a child's wellbeing.

The indoor playroom was small, but well organised to meet children's needs. There was comfortable areas to relax and space for lots of floor play. The room had recently been redecorated, and was well looked after with clean, tidy and well maintained furnishings and equipment. This made it a comfortable and pleasant space for children to be cared for in.

## What the service could do better

The service had done some work with children to support positive behaviour. We shared with the staff some strategies that could be embedded to resolve conflict, agree boundaries and support children to cope with big emotions. The service agreed to develop this further.

We asked the service to clearly record the strategies they use to support children's significant care and wellbeing needs. This would form part of the personal planning system. We also advised the service that parents should sign that they are in agreement with targets at least every six months, or more if the child's significant need changes.

The service were in the early stages of planning a possible extension to the building, which would support free flow play to outdoors. We agreed that this would be a positive step and would give children the opportunity to make choices about where they wanted to play.

## 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](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings
21 Feb 2017	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing 4 - Good Management and leadership Not assessed
26 Feb 2015	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 4 - Good Management and leadership 5 - Very good
25 Jan 2012	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing Not assessed Management and leadership Not assessed
27 Sep 2010	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing Not assessed Management and leadership Not assessed
17 Dec 2009	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing 4 - Good Management and leadership Not assessed
17 Nov 2008	Unannounced	Care and support 5 - Very good

Date	Type	Gradings	
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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