

# Stornoway Childcare Centre

## Day Care of Children

Columbia Place  
Stornoway  
HS1 2TN

Telephone: 01851 822887

**Type of inspection:**

Unannounced

**Completed on:**

16 July 2019

**Service provided by:**

Comhairle Nan Eilean Siar

**Service provider number:**

SP2003002104

**Service no:**

CS2012309153

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

Stornoway Childcare Centre registered with the Care Inspectorate on 7 January 2013 to provide a Day Care of Children service to a maximum of 23 children from the age of three months to three years.

Stornoway Childcare Centre is provided by the Local Authority Comhairle nan Eilean Siar, in a dedicated building within the grounds of Stornoway Primary school. The service is looking towards moving into the refurbished nursery area of the school when completed in the forthcoming year.

The nursery premises consists of two dedicated playrooms and a sensory/sleep room, a shared changing room, toilets, cloakroom, office and staff facilities. The service is provided all year with the exception of ten days at Christmas and local public holidays, and offers flexible sessions for children and families who are eligible for funded Early Learning and Childcare.

Stornoway Childcare Centre is near to most local amenities, has a dedicated outdoor play area and parks within walking distance of the centre.

Since our previous inspection the service had updated the vision, values and aims for the service to be 'supporting the holistic development of each individual child enabling them to care for themselves, each other and the world around them.' The set aims for the service have been developed with input from parent and staff consultations and include 'a positive ethos, support for children and families, development and learning through play by providing appropriate resources and accommodation.'

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 did not have an opportunity to speak with parents during our inspection time as people were dropping off children before going to work. We observed parents and children arriving in the service, and manager and staff welcomed children and parents well. They were interested to ask about the children, parents and siblings.

We had sent the service 25 Care Standards Questionnaires (CSQs) to distribute to parents, eight had not been distributed as some children had transitioned to the next nursery stage in Stornoway Primary School nursery.

Six CSQs had been completed and returned. Parents were very happy with the care provided by the service and some of their comments were:

'During my child's time at the Stornoway Childcare Centre he's thrived with the help and support of the caring staff members. He always comes home content and full of stories of activities and outings he's participated in during the day. All the staff are approachable and informative about my child's day and, any issues. Regular e-mails are also sent to update us.'

'My child had a very happy first few years at the nursery. They are always outside which they love and staff are very approachable.'

'We are very pleased with the level of care our child gets within the service. She is always excited to attend and full of stories when we pick her up. As first time parents the nursery staff put us at ease with our child's transition'.

Two staff questionnaires had been returned to us which did not highlight any issues.

Some older children were able to communicate with us and as we looked at the floor books were able to tell what they had done: 'We got sand on us. I'm wearing leggings there. I'm jumping like a frog there - ribbit'

They identified other children in the books and told us the names.

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

## Quality of care and support

### Findings from the inspection

The service had improved recording of development and progress needs of children since our previous inspection including formatting new 'All About Me' care plans. The care plans told the story of the child's learning path

both at home and in nursery and included input from the children and their parents. The care plans were well documented and we saw that management and staff had worked hard to develop good information sharing within the plans.

The 'All About Me' care plan is initially sent home for the parents and child to decorate together and this gives them co-ownership of the document. Children and parents can add photographs and stories to it as they wish. Care plans were reviewed periodically and children's progress was linked to SHANARRI successes and achievements and next learning steps were recorded.

Children and parents were warmly welcomed on arrival and older and able children were encouraged to carry out tasks independently, for example, taking their coat and bag off, hanging them up and if they needed, to change their shoes. Staff engaged well with parents and encouraged them to allow time for children to carry out tasks.

We observed very good evidence of management and staff working together and staff had trained in a range of child development areas to update their skills. They had time to read and discuss relevant child development documents and on-line information in order to have a good influence on children's individual nursery experience.

The staff team had remained constant over the previous years and were well trained and had created a positive and nurturing ethos in nursery. They reflected confidently on the development needs of each child and how they supported them to achieve. Children whose first language was not English were well supported and staff nurtured them well; including them in all activities and used body language in addition to language to encourage and reassure them. If required, staff worked with other agencies for the benefit of children and good links had been developed for positive outcomes.

Staff had good knowledge of how to safeguard and protect children and a child protection policy reflecting current practice was in place which was shared with parents.

The manager and staff had worked hard on transition journeys and had developed a 'getting it right for me : transition record using the key themes from 'My World Triangle.' The record will reflect the child's voice in relation to what they can do and support needed from their key worker. It stated 'importantly it will include the voice of the parent, so they can share what is important to them and their child at the points of transition'.

The nursery had carried out a 'Food for Thought' project with parents demonstrating healthy eating in nursery and for providing healthy food options in the children's packed lunch boxes. Staff provide weekly opportunity to cook or bake if the children wish and have made a recipe book for the children to follow. Staff allow them to take the lead in tasks and real cutting, baking tools are provided and staff encourage their safe use by example.

The manager from another island nursery which was expanding their service provision in response to the Scottish Government extended hours provision, had visited Stornoway Childcare Centre to observe practice and gather ideas regarding the baby room layout.

The nursery manager had undertaken further development of her childcare knowledge, completing the 'Froebel in Childhood Practice' summer course being run through Moray House, University of Edinburgh.

The nursery employed a very good core staff which has been constant over a number of years.

Staff and management have a good relationship and are supportive of each other.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

Grade: 6 - excellent

## Quality of environment

### Findings from the inspection

All play was child centred, learning was paced at the level the child was at and staff were skilled and experienced in early childhood development. A washing line with washed and drying clothes demonstrated homely activities and older children had planted a variety of flowers, herbs and vegetables. Staff were innovative in creating an interesting and inspiring space which included water play, shells, stones, rocks, sand, building material and tools, they encouraged the children to be imaginative and extended their experiences by chatting about their experiences. Older children were interested in a nearby building site development and staff took them along to watch the diggers, lorries and other earth moving resources and the children were excitedly watching the activities.

The nursery management, staff and parents had worked together since the previous inspection to improve the outdoor play area. The children played in and outside with an extensive range of loose parts and were participating in schematic play; for example, for the concept of rotation staff had provided a range of spinning items and wheels in different sizes.

Younger children learning to walk had opportunities to practice with strategically placed items to help them; they had safe opportunities to climb up and resources to support them to stand.

Playroom resources were discussed with the children and they had access to a comfortable reading area with a variety of books. Some children had recently transitioned from the baby room and were getting familiar with their new surroundings, a staff member told us "it's good to have time just now for the children who have transitioned as we have more time to get to know them and for them to get settled when there's less children".

A large wooden tunnel had been made and donated to the nursery by a local building company. A nursery parent had nominated the nursery to the Community Benefit Scheme where a building company is required to put something back in the community they were developing. The tunnel was well made and well used by the children.

Resources were accessible for the children in each playroom to develop imagination, caring and sharing of things. The nursery resources included a sensory sleep room.

Staff had accessed the Care Inspectorate document Animal Magic and had discussed with the children which pet they could get for nursery.

We had made a requirement for an area for the storage of prams, buggies and so forth which had not been met due to the nursery moving into new premises within the next year. Staff had improvised and had made room for storage until that is in place.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

**Grade:** 5 - very good

## Quality of staffing

This quality theme was not assessed.

## Quality of management and leadership

This quality theme was not assessed.

## 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.

## 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).

## Enforcement

No enforcement action has been taken against this care service since the last inspection.

## Inspection and grading history

Date	Type	Gradings
7 Jul 2017	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>
24 Sep 2015	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>5 - Very good</div>
23 Aug 2013	Unannounced	<div>Care and support</div> <div>4 - Good</div> <div>Environment</div> <div>4 - Good</div> <div>Staffing</div> <div>4 - Good</div> <div>Management and leadership</div> <div>4 - Good</div>

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