

Barshare Early Childhood Centre Day Care of Children

Dalglish Avenue
Cumnock
KA18 1QG

Telephone: 01290 422212

Type of inspection:

Unannounced

Completed on:

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Service provided by:

East Ayrshire Council

Service provider number:

SP2003000142

Service no:

CS2003015808

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 previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

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.

East Ayrshire Council is the provider of this service. Barshare Early Childhood Centre is located within the Barshare Primary School campus in the town of Cumnock. children have access to two separate playrooms, a secure outdoor area and additional outdoor areas within the school grounds. The service is located close to local amenities including shops and community outdoor areas.

The primary school head teacher has overall responsibility for the management of the centre. The head teacher shares responsibility for the day-to-day running of the centre with the principle teacher and an experienced staff team. Barshare Early Childhood Centre can provide up to 40 places per session for children over 3 years of age.

The aims of the service are:

- To provide a safe, healthy, caring and stimulating environment in which all children feel happy and secure and one in which all children have the opportunity to thrive.
 - To provide high quality learning experiences, which develop and broaden the range of children's learning to leave them confident, eager and enthusiastic learners.
 - To provide a broad well balanced challenging curriculum which is accessible to all children, whilst encouraging positive attitudes to self and others and one which takes accounts of personal choice and interests.
 - To create a positive ethos where an open partnership with children, parents, the community and outside agencies is encouraged and developed.
 - To promote caring for others, positive attitudes and equal opportunities for lifelong learning.
- We will treat all users of our establishment with dignity, respect and privacy.

- To support children to become independent and self-reliant so they develop responsible attitudes, which allow them to play an active part in society.

What people told us

We sent the service 12 care standards questionnaires to issue to families who use the service. Eight of these were returned to us prior to the inspection. Of these five strongly agreed they were happy with the quality of care their child received, and three agreed. Parents' comments included the following:

'Barshare ECC staff have worked hard to help my son develop his speech and have included me in the planning and developmental stages'.

'My daughter took a while to settle but the staff were brilliant and very patient with her and she loves going now'.

'Very caring staff. Excellent at their job. My son has come on leaps and bounds'.

'Myself and my child have been made to feel very comfortable since starting at nursery. The teachers have brought him out of his shell and he is a lot more confident and outspoken when playing with the other kids which is brilliant to see. I know if I have anything concerning myself or my child each teacher is always happy to assist and help. I have never had any problem with speaking to any of the staff. Lovely school, very friendly and warm'.

We saw that majority of children were happy and settled at the service and played happily with their friends. Staff were working hard to support newer children to settle and to build relationships. Children told us about their favourite things to do. These included playing outside, painting and singing.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We discussed the service's improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring of the quality of the provision within the service.

From this inspection we graded this service as:

| | |
|--------------------------------------|--------------|
| Quality of care and support | 3 - Adequate |
| Quality of environment | not assessed |
| Quality of staffing | not assessed |
| Quality of management and leadership | 3 - Adequate |

What the service does well

Staff were kind and caring. We observed consistently positive interactions between staff, children and their families. There were good opportunities for parents to share information about their family and child when they first started. This supported staff to know children's health, family circumstances and particular likes and dislikes. Staff knew children well and confidently discussed how children's individual needs were being met. Personal

plans were in place for all children, with next steps agreed by parents. Plans were reviewed and updated every six months, in line with legislation. This meant that information to support children's care and learning was current.

Where children had specific needs, information about these was recorded in their personal plans. Staff worked hard to ensure all children were included and respected within the service. If children required medication parents completed permission slips in relation to this, and supplied medication, appropriately labelled. Staff were willing to administer medicine to ensure children could be included in the service. Staff worked collaboratively with colleagues from specialist agencies to develop strategies to support individual children.

The management team told us that they were committed to supporting the work of the centre. The acting principal teacher had delegated responsibility for this. Regular attendance at staff meetings and visits to the playrooms meant that she was known to children, staff and families. A visiting teacher was supporting staff practice in relation to evaluating and developing opportunities for children to learn about numeracy and maths through play based approaches.

Staff were aware of their roles and responsibilities in relation to child protection. Recent in-house child protection training had further enhanced this knowledge. Staff were committed to ensuring the well-being of the children in their care, and felt confident that they had clear information to manage any safeguarding issues.

Staff were taking the lead in developing some aspects of the service, and were keen to provide the best possible outcomes for children. Staff told us that they regularly discussed what had gone well and how they could make improvements.

Quality assurance processes had been developed since our previous inspection. This included a quality monitoring calendar, and peer monitoring. Management and staff told us about improvements that these processes had supported.

What the service could do better

Whilst as we have stated some medication systems were in place, these did not fully reflect best practice guidance. Improvements are needed to ensure that medication is managed safely and children's health and well-being promoted. Please refer to recommendation 1.

Whilst staff were confident they knew about children's dietary requirements, allergies and intolerances, they were unable to locate a current list of these for this session. Consequently, there was an avoidable risk to children's health and well-being. Please refer to recommendation 2.

Whilst we observed some good examples of staff responding and extending children's learning, we noted missed opportunities to do so. This sometimes resulted in children becoming disengaged and moving between areas and rooms without purpose. Staff did not consistently encourage children to tidy away resources. Because of this the floor and surfaces were cluttered and limited space to play and create. Whilst children enjoyed a sociable and healthy snack, they could have had many more opportunities to develop self help skills. Whilst some children enjoyed an outing in the local community, and some playing outside, children had limited opportunities to choose to play outside.

Children's special achievement folders were not stored in a way that enabled children to easily access them. This limited children's opportunities to independently review their learning within these, and to choose to include

their favourite pieces of work. During our inspection children's art work was not always labelled and there was not a well organised easily accessible place for children to put this.

These factors impacted on children's potential to be responsible for their own learning. We recognise the challenges presented by the physical environment in terms of storage and access to the outdoor area. However, we consider that a more solution focussed approach will support positive outcomes for children. Please refer to recommendation 3.

As stated, quality assurance processes had been developed since our previous inspection. These had not however ensured that the work of the centre consistently reflected best practice guidance. Management told us that due to other workload issues, they were unable to commit the time that they felt was needed to sustain improvements. Whilst leadership roles had been developed, we were not yet able to identify agreed objectives and targets or to measure the impact of the professional development of staff and outcomes for children. Please refer to recommendation 4.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 4

1. We recommend that the service improves arrangements for managing medication. In particular consideration should be given to:

- (i) storage and accessibility of medication and written information about its administration.
- (ii) ensuring permission for administration is recorded appropriately and is reviewed at least every six months.
- (iii) recording sufficient information is recorded in relation to the symptoms children would display for 'as required' medication.
- (iv) recording clear confirmation that the first dose of any medication has been administered.
- (v) recording clear information outlining the steps to be taken if the administration of medication does not have the required outcome.
- (vi) developing the written medication policy and procedure and systems to monitor and record compliance with these.

This is to ensure that the service complies with the Health and Social Care Standards which state: 'Any treatment or intervention I receive is safe and effective'(HSCS 1.24).

2. We recommend that written information about children's allergies and dietary requirements is reviewed and updated as required and is easily accessible by staff.

This is to ensure care and support is consistent with the Health and Social Care Standards which state: 'My meals and snacks reflect my cultural and dietary needs, beliefs and preferences' (HSCS 1.37).

3. We recommend that the service continues to develop opportunities for children to be responsible and to lead their own learning. Particular attention should be given to providing and sustaining an enabling environment and improving opportunities for children to play outdoors when they choose to.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state: 'As a child I play outdoors every day and regularly explore a natural environment' (HSCS 1.32) and 'As a child, I can direct my own play and activities in a way that I choose, and freely access a wide range of resources, suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

4. We recommend that quality assurance processes are reviewed and further developed through:

- (i) Continued and regular use of 'How Good is Our Early Learning & Childcare?' to support self-evaluation;
- (ii) Reference to the 'Health and Social Care Standards, My support, my life' to become familiar with the expected outcomes for children and to evaluate practice against these.
- (iii) implementing the recommendations within this report to support improvement;
- (iv) increased frequency of playroom observations and staff practice, with clearly recorded areas for development and monitoring and recording of progress.
- (v) ensuring all staff are involved in meaningful and systematic evaluation of progress against the service's improvement plan and the effectiveness of the centre's work and outcomes for children. This should be underpinned by reference to best practice guidance including 'Building the Ambition', 'Out to Play' and 'My World Outdoors'.

This is to ensure that management and leadership is consistent with the Health and Social Care Standards which state:

- I experience high quality care and support based on relevant evidence, guidance and best practice (HSCS 4.11)
- I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes (HSCS 4.19).

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

Recommendation 1

Staff should review the daily routine to provide more opportunities for children to make independent choices and decisions about their play and learning.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 5.4 Quality of experience.

This recommendation was made on 7 October 2016.

Action taken on previous recommendation

Staff had reviewed the daily routine and had developed more opportunities for children to plan what they wanted to learn about, for example through floor books and by reducing the number of transitions and time spent doing activities such as welcome time. We did however note that there was potential to further develop opportunities for children to make independent choices, particularly in relation to outdoor play. We have therefore made a similar recommendation to this, referenced to the 'Health and Social Care Standards, my support, my life'. Please refer to recommendation 3.

Recommendation 2

Staff should update their knowledge in relation to the prevention of the spread of infection control and safe hand washing practice.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 2.4 Safe Environment.

This recommendation was made on 7 October 2016.

Action taken on previous recommendation

Appropriate action had been taken to address this recommendation following our previous inspection, by raising staff awareness of best practice. We did however observe some infection control issues during this inspection. Management confirmed that these did not reflect usual practice, and told us that these would be rectified immediately.

Recommendation 3

The management team should improve the procedures used to monitor the environment and staff practice.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 2.2 - Confidence in Staff.

This recommendation was made on 7 October 2016.

Action taken on previous recommendation

Whilst the management team had taken action to address this recommendation, this had not ensured consistency with best practice. We have therefore made a similar recommendation to this, referenced to the 'Health and Social Care Standards, my support, my life'. Please refer to recommendation 4.

Inspection and grading history

| Date | Type | Gradings | |
|-------------|-------------|--|--|
| 3 Jun 2016 | Unannounced | Care and support Environment Staffing Management and leadership | 5 - Very good 4 - Good 5 - Very good 4 - Good |
| 10 Jun 2013 | Unannounced | Care and support Environment Staffing Management and leadership | 5 - Very good 5 - Very good 4 - Good 4 - Good |
| 28 Sep 2010 | Unannounced | Care and support Environment Staffing Management and leadership | 4 - Good 4 - Good Not assessed 4 - Good |
| 11 Jan 2010 | Unannounced | Care and support Environment Staffing Management and leadership | 4 - Good 3 - Adequate 4 - Good 3 - Adequate |

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