

Holm Early Learning and Childcare Centre Day Care of Children

Stratherrick Road
Inverness
IV2 4YL

Telephone: 01463 232697

Type of inspection:

Unannounced

Completed on:

20 November 2019

Service provided by:

Highland Council

Service provider number:

SP2003001693

Service no:

CS2003017218

About the service

Holm Early Learning and Childcare Centre is registered to provide a care service to a maximum of 52 children aged from three years to those attending primary school.

Other conditions unique to the service; the care service will operate Monday to Friday during term time only. Staffing ratios as stated in the National Care Standards - Early Education up to the age of 16 (Appendix A) must be maintained at all times. A minimum of two adults must be present at all times.

The service is located in Inverness. The building is purpose-built and provides very good facilities for attending children. Two rooms can be used fluently by children throughout the day, depending on their needs and interests. The outdoor play areas are varied and stimulating, further enhancing the physical environment for these young children and their families.

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.

What people told us

On the day of inspection, the children were seen to be very happy and engaged in the variety of opportunities available to them. We spoke with children throughout to gather their views and opinions of the service. All children spoke positively about their experiences, we noted that children had a strong sense of ownership in their experiences and environment. Comments included:

"How many minutes do you want? One, two, three, four, five or one hundred?"

"Oh, quickly, quickly does it. Does that taste good?"

"Can I wipe the pen off when it's all scored off?"

"It's not slippery anymore!"

"I know how to do this one [makaton sign for kind]. I know how to do this."

"It's Rudolph, because he's got a red nose!"

"It's my birthday today"

We received 21 completed questionnaires from parents and carers prior to the inspection. 13 parents 'strongly agreed', seven parents 'agreed' and one 'disagreed' with the statement; 'Overall I am happy with the quality of care my child receives'. Most parents reported a very high level of satisfaction with the service, the staff and the support their children received at the service. Comments included:

"Loved the nursery and the education my child had. My one only issue would be that there was no visit for my children before the nursery session began. The nursery did suggest the first few weeks would be 'settling in'

and parents were invited to stay if needed. This is not ideal for working parents though. My child loved nursery and staff."

"School lunches not always suitable for dietary requirements and the child ends up with a sandwich, instead of a hot meal. Options are available as I have been given the product changes from the council, but the school does not adopt them."

"My child has a fantastic time at nursery, they made friends and learnt lots. They were always keen to share their learning at home and this is all thanks to a dedicated team of nursery teachers. Their hard work is much appreciated."

"Overall we are delighted with the nursery. All of the staff have a genuine love for the children and the gardens are fantastic. I especially love the promotion of growing plants and interest in nature."

"I cannot rate the staff at this establishment highly enough. Their support and care has really encouraged my child to engage and play with others. The only thing I would say is lacking, would be engagement within the community; trips to parks, library, care homes etc."

"Afterschool club may need some investment."

"There are limited resources at afterschool care and my child often reports being bored and nothing to do ... need to have more resources/activities and outings planned to stimulate children. I appreciate not for all and staffing issues."

"Fantastic provision for my children. I am confident that my children's needs ... are being met if not exceeded. The staff truly care and my children are happy to go. Thank you Holm, please keep up the excellent work."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection.

We looked at their own quality assurance paperwork, including their improvement plan. These demonstrated the service priorities for development and how they were monitoring the quality of their provision.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	4 - Good

What the service does well

Children were seen to be very confident and engaged in play of their choosing throughout the inspection. The high standard of care and support provided by staff recognised children as experts in their own experiences, enabling them to develop skills through purposeful opportunities led by their interests and views. This created a strong sense of respect within the service, allowing children to feel included within a genuine partnership.

Children experienced warmth, kindness and compassion from staff, enabling them to feel safe and nurtured. While settling in or upset, children were fully supported to manage their emotions in a way that was right for them. Language used by staff was caring and reassuring, as a result, children felt loved and secure. By supporting children's emotional resilience, staff encouraged children to develop a good sense of identity and wellbeing. Children were seen to model this nurturing approach and were very respectful and kind to one another, this enabled children to form positive relationships with both children and adults within the service.

Children, parents and staff benefitted from a well established team who worked harmoniously together. All staff told us they felt supported by the senior management team, enabling them to enhance their own practice and share their own views and opinions on the development of the service. Leadership roles had been put into place as a result of individual staff's strengths and interests, such as gardening and numeracy. This was found to have a positive impact on children's experiences. The senior management team told us they reviewed these roles regularly to measure their impact on children's outcomes.

We found that the improvement plan was focused on key areas of development and staff were able to share their knowledge and input into this. Regular team meetings were in place to discuss progress and give everyone ownership of the service. This ensured the staff team worked together with a shared vision and genuine partnership.

We found that the partnership with parents was a key strength within the service. Experiences and events were shared regularly with parents through wall displays, floor books, face to face discussions and a blog. This ensured parents felt included and able to discuss their children's play and learning with them at home. In addition, parents and carers had recently been involved in the expansion and redesign of the outdoor space. Local businesses and friends of the nursery had worked together to create a vibrant, exciting outdoor space for children to explore and investigate.

What the service could do better

Children were found to be very well supported within their overall development. Staff recorded an extensive amount of information to evidence this. We discussed consolidating this to enable children's next steps and achievements to be captured in a more clear and concise way. This would enable further involvement for children to review and develop their personal plans and reflect on their achievements.

All staff were found to be registered with the appropriate regulatory body. We signposted the service to best practice guidance to support the development of their induction process.

At the previous inspection, we identified that the service could develop their use of the local community. Parents told us they felt this was still an area for development within the service. We asked the service to consider how they could develop further opportunities for children to be included within their community.

As part of the inspection, we reviewed medication procedures. Staff knew children very well and were confident in how to support individual needs. We found that some paperwork relating to the permissions and administration of medication was inconsistent and not in line with best practice. This had been rectified by the time of feedback.

Children using the out of school care were found to be happy and engaged in their play. Parents told us they felt the space could be further developed to accommodate their age and stage of development. The service should seek feedback from children to ensure their likes and interests are being considered during their time in the service.

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								
8 Nov 2016	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>4 - Good</td> </tr> <tr> <td>Staffing</td> <td>Not assessed</td> </tr> <tr> <td>Management and leadership</td> <td>Not assessed</td> </tr> </table>	Care and support	5 - Very good	Environment	4 - Good	Staffing	Not assessed	Management and leadership	Not assessed
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Environment	4 - Good									
Staffing	Not assessed									
Management and leadership	Not assessed									
11 Nov 2013	Unannounced	<table> <tr> <td>Care and support</td> <td>4 - Good</td> </tr> <tr> <td>Environment</td> <td>4 - Good</td> </tr> <tr> <td>Staffing</td> <td>4 - Good</td> </tr> <tr> <td>Management and leadership</td> <td>4 - Good</td> </tr> </table>	Care and support	4 - Good	Environment	4 - Good	Staffing	4 - Good	Management and leadership	4 - Good
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15 Dec 2010	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>Not assessed</td> </tr> <tr> <td>Staffing</td> <td>Not assessed</td> </tr> <tr> <td>Management and leadership</td> <td>Not assessed</td> </tr> </table>	Care and support	5 - Very good	Environment	Not assessed	Staffing	Not assessed	Management and leadership	Not assessed
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26 Nov 2008	Announced	<table> <tr> <td>Care and support</td> <td>4 - Good</td> </tr> <tr> <td>Environment</td> <td>4 - Good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>4 - Good</td> </tr> </table>	Care and support	4 - Good	Environment	4 - Good	Staffing	5 - Very good	Management and leadership	4 - Good
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