

# Arrochar Primary Pre Five Unit Day Care of Children

Arrochar Primary School  
Tarbet  
Arrochar  
Alexandria  
G83 7DG

Telephone: 01301 702 261

**Type of inspection:**

Unannounced

**Completed on:**

23 January 2020

**Service provided by:**

Argyll and Bute Council

**Service provider number:**

SP2003003373

**Service no:**

CS2003014623

## About the service

Arrochar Primary Pre Five Unit is a daycare of children service and is registered to provide care to a maximum of 17 children. The age range will be 2 children from 2 years old and 15 children 3 years to those not yet attending primary school.

The provider is Argyll and Bute Council.

The service operates from their own designated space within Arrochar Primary School, located in Tarbet, Arrochar.

The service's aims include:

"We are engaged in the pursuit of excellence. Our main aim is to provide a school education of high quality which will equip children with skills and attitudes for lifelong learning and will prepare them for life beyond school. Providing a quality learning environment which stimulates and motivates pupils. Supporting pupils by providing personal and social development and active health. Promoting values and seeking to build a community where all members are held in high regard and their dignity, worth and individuality are respected. Ensuring the development of excellence by fostering high quality leadership at all levels".

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), 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 (also known as SHANARRI).

## What people told us

There were 11 children present on the day we inspected aged 3-5 years. During the inspection we observed and spoke with the children individually and also as part of a group. They had great fun sharing their views and experiences with us. Some of their comments included:

"This is the home corner- it's a café and hotel ! "

"We've been cooking something special - it's not ready yet !"

"There's water melon and this is your birthday cake"

"I like haggis, neeps and tatties - you have it on Burns' night"

"This is my picture of Robert Burns !"

"I've solved the mystery - I've found the paper !"

"Come on a pirate journey with me !"

We were able to see how much they enjoyed the challenge, excitement and adventure of being outdoors, practising their climbing and pirate skills on the Viking boat, making mud soup, using their imagination and ingenuity with natural materials and loose parts to develop their play, as well as socialising together at lunchtime, singing songs, reciting poetry and listening to stories with 'The wee rid motor' and 'Just like Floss' particular favourites !

Staff were warm, caring and attentive in their approach. The children were happy, demonstrated resilience and were confident about approaching staff should they need any help.

The parent/carer we spoke with was very happy with the service their child received. They felt involved and well informed and commented very positively about the support from staff and the opportunities their child had been given to develop, learn and flourish.

We also received six Care Standards questionnaires from the 14 we distributed before the inspection. Everyone was very happy overall with the quality of care their child received and agreed the service had involved them and their child in developing the service and asking for their ideas and feedback. One parent disagreed the service provides a healthy and well balanced diet that meets their child's dietary and cultural needs. This was looked at as part of the inspection.

Comments we got back included:

"The Arrochar Pre 5 unit is an excellent nursery and my child adores attending. I am very happy with the service".

"Our [child] thoroughly enjoys attending and we are delighted with the care and learning he/she receives. All members of staff are fantastic with the children and we honestly cannot fault the Pre 5 unit at Arrochar in any way".

## 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	not assessed
Quality of staffing	6 - Excellent
Quality of management and leadership	not assessed

## What the service does well

Staff were working in an excellent way to achieve the best outcomes they could for children and their families.

Their interaction was sensitive, responsive and very well judged. They were working very well together as a team to create an inclusive, nurturing environment where children and their families felt welcome, listened to, valued and respected. As a UNICEF 'Rights Respecting School' children's rights and the SHANARRI wellbeing indicators were at the heart of everything they did. We were able to see the children present happy, achieving, confident about expressing their thoughts, views and feelings, and making choices and decisions about what they wanted to do and play with throughout the day. Staff had developed trusted, compassionate and loving relationships with children to nurture and help them feel valued, safe and secure.

In discussion with staff it was clear they knew children and their families very well. They valued and took account of parents' knowledge and views of their child's development needs, interests, preferences and personality when gathering the information they needed to develop and review each child's personal plan and support their transitions. They spoke sensitively and knowledgeably about children's individual care, learning and development needs. They knew about the long term impact that adverse childhood experiences (ACEs) can have on outcomes for children and their families. Wellbeing risk assessments were a key part of their support planning review and assessment process as children's needs, challenges and achievements changed.

A personalised learning framework was being used to track children's progress and celebrate their achievements, with a learning journey being regularly shared with their parents. When we sampled these records we were able to see how meaningful observations, that reflected children's development and learning were being used to assess how best to support their individual needs and challenge their learning, with clear progression pathways and next steps focussing on areas to extend their learning and help secure and sustain their progress over time. To further strengthen their links with home and extend their family liaison programme they were also producing an online version of each child's learning journey. Ongoing feedback showed this was enabling parents to participate and be more fully involved in supporting their child's development and learning.

Staff demonstrated through discussion and their practice that they were forward thinking, motivated and very open to exploring new ideas. For example, each child was creating their own learning journal to share their fun and progress with their families at a pace that suited them best. This was enabling staff to develop topics and strands of learning that responded to individual children's specific needs and interests, supporting them to lead on their own learning, as well as find solutions and develop their problem solving skills, to further enhance and enrich their play experiences. Children were proud to show us their books and eager to reflect and recall what they had learnt.

We were impressed by how staff were using their skills, knowledge and expertise to create a rich learning environment that was inspiring children to be creative, curious and inventive. For example, they had introduced open ended materials, resources and loose parts play to promote children's independence and natural curiosity, develop their physical agility and help build their resilience. As a result, we were able to see children absorbed and purposeful in their play, flourishing and having fun with a range of high quality play experiences that enriched, deepened and challenged their learning.

There were strong working relationships and an atmosphere of mutual trust and respect embedded within the staff team who were striving to be the best they can be. It was evident staffing levels and their deployment, along with staff dedication and commitment, to further developing their knowledge, skills and expertise was resulting in very high quality outcomes for children and their families. Team meetings gave them regular opportunities to self evaluate and critically reflect on their work and share the impact that training has had on their practice and learning outcomes for children. Shared leadership values were also being promoted with staff having lead responsibilities for developing different aspects of the service provision, as well as mentoring roles within the staff team, and undertaking practice visits to share and learn from others.

To support their continuous improvement agenda, the head teacher carried out formal observations of staff practice and was using the Scottish Government's recently published 'Early Learning and Childcare - National Induction Resource', as part of their support, supervision and development programme. Each member of staff had their own training plan linked to their strengths and personal development areas as well as the service's wider improvement planning goals. They were also incorporating the new Health and Social Care Standards. My support, my life into their quality assurance processes and procedures. In discussion with staff it was evident they felt valued, empowered, respected and well supported by the head teacher.

As part of the Scottish Government's expansion in early learning and childcare entitlement to 1140 hours children in August 2020, children were already staying all day. They were monitoring and evaluating how they managed the lunchtime experience for the children using our new guidance 'Food matters; nurturing happy, healthy children' along with the NHS Health Scotland guidance 'Setting the Table'. This was to create a relaxed atmosphere and support children to have a positive eating experience.

## What the service could do better

In discussion with the head teacher and staff it was clear they were fully committed to maintaining the very high standards they had achieved and continuing to innovate and be open to finding new ideas and ways to challenge and inspire children. For example, they were already looking at different ways to adapt and improve children's free flow access outside using the good practice guidance 'Space to Grow' and 'Out 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).

## 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	
1 Feb 2018	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	Not assessed
		Management and leadership	Not assessed
27 Jun 2014	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
27 Oct 2011	Announced (short notice)	Care and support	6 - Excellent
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	5 - Very good
19 Feb 2009	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good

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