

# Cairndow Community Childcare Day Care of Children

The Fyne Den  
Clachan  
Cairndow  
PA26 8BL

Telephone: 01499320429

**Type of inspection:**  
Unannounced

**Completed on:**  
11 March 2020

**Service provided by:**  
Cairndow Community Childcare  
Limited

**Service provider number:**  
SP2004004112

**Service no:**  
CS2003036696

## About the service

Cairndow Community Childcare is a daycare of children service and is registered to provide care to a maximum of 24 children not yet of an age to attend primary school, of those 24 no more than 6 are aged under 2; no more than 10 are aged 2 to under 3 and; no more than 8 are aged 3 to those not yet of an age to attend primary school.

The provider is Cairndow Community Childcare Limited.

The service operates from their own separate designated space within a community building, in Clachan near the shores of Loch Fyne, in the rural area of Mid Argyll.

The service's aims include:

"Provide a relaxed, happy, caring and secure environment which encourages each child to reach their full potential, make learning opportunities imaginative, exciting and relevant, provide opportunities for children to grow in confidence, develop positive attitudes and a responsibility for themselves."

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 eight children present on the day we inspected, two children were aged under 2, three children were aged 2-3 years and three children were aged 3-5 years. During the inspection we observed and spoke with the children and also joined them for lunch. They had great fun sharing their views and experiences with us. We were able to see them having fun outdoors on their ride along toys and they told us how much they enjoyed their walk in the morning to see the Highland cows ! Some of their comments included:

"These are our name buckets"

"Let's make something !" [block play]

"We've made a foxes den !"

We were able to see how much the younger children enjoyed their sensory and messy play, as well as everyone socialising together at lunchtime, singing songs, and listening to stories with 'The Three little Pigs' a particular favourite !

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

We received four Care Standards questionnaires from the 20 we distributed before the inspection. Everyone was very happy or happy overall with the quality of care their child received. Almost everyone agreed the service had involved them and their child in developing the service and asking for their ideas and feedback.

One parent disagreed their child has the opportunity to sleep or rest when they need to. One parent disagreed that they were confident there was always enough staff to provide a good quality of care. This was all looked at as part of the inspection.

## Self assessment

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

## From this inspection we graded this service as:

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

## What the service does well

Staff interactions were positive and caring towards the children. They knew the importance of providing warm, nurturing and responsive care to support children's wellbeing and development. We observed through staff practice that they were developing trusted and loving relationships with children to nurture and help them feel valued, safe and secure. We were able to see the children present 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.

In discussion with staff it was clear they knew children and their families well. They valued and were taking 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.

A personalised learning log framework was being used to track children's progress and celebrate their achievements, with a learning journey being regularly shared with their parents. Discussion with manager and staff and the personal plans we sampled confirmed work had begun to revise and streamline how they reported and recorded on children's progress to establish clear progression pathways that linked children's support planning to their individual development and learning strategies. A key area for development was staff making carefully observed assessments, that were meaningful and reflected children's individual learning and development needs. This was to further support their planning, and ensure learning experiences had sufficient breadth, depth and challenge, with next steps focussing on areas to extend children's learning and help secure and sustain their progress over time. The manager agreed staff would benefit from training on the long term impact that adverse childhood experiences (ACEs) can have on outcomes for children and their families. We also discussed how wellbeing risk assessments could be incorporated into their support planning review and assessment process.

Floorbooks were being developed as a planning and evaluation tool. This was to give the children further opportunities to contribute their ideas, observations and reflect on their learning. We discussed how developing topics and strands of learning that responded to individual children's specific needs and interests could further enhance their learning and enrich their experiences, with each child creating their own record to further support them with leading on their own learning and sharing their fun and progress with their families.

We sampled two staff files as part of our safer recruitment audit. This confirmed satisfactory procedures were in place to recruit new staff safely and fairly. Staff registration with the Scottish Social Services Council (SSSC) were on track to meet the six month timescale required.

Staff demonstrated through discussion and their practice they were motivated, open to exploring new ideas and building strong working relationships that were based on mutual trust and respect. It was evident they were committed to further developing their knowledge, skills and expertise, to support and achieve positive outcomes for children and their families. For example, undertaking training in outdoor learning, children's rights and 'The Leuven Scale of Involvement'. The manager was re establishing a planned programme of staff support, supervision and development that included formal observations of staff practice and the Scottish Government's recently published 'Early Learning and Childcare - National Induction Resource'. Team meetings would be used to further support and develop staff practice, giving them regular opportunities to self evaluate and critically reflect on their work, with training plans taking account of their strengths and personal development areas as well as the service's wider improvement planning goals. This was to build capacity within the team and support their continuous improvement agenda. Shared leadership values were also being promoted with staff keen to take on lead responsibilities for developing different aspects of the service provision.

## What the service could do better

In discussion with the manager and staff it was clear they were committed to embedding the Health and Social Care Standards My support, my life into their practice to achieve the best outcomes they could for children and their families. For example, following their move to new premises in January 2020, reviewing their arrangements for safe sleeping, introducing more natural materials and loose parts play, as well as developing their outdoor play space for all of the children.

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. Staff had begun to think carefully about how they were managing the lunchtime experience for the children in their new setting. This was to create a relaxed atmosphere and support children to have a positive eating experience. We discussed how our new guidance 'Food matters; nurturing happy, healthy children' could be a useful resource in implementing any changes along with the NHS Health Scotland guidance 'Setting the Table'. The manager confirmed two additional members of staff were to be recruited following a recent review of their staffing levels.

## 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 Nov 2018	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
3 Nov 2017	Unannounced	Care and support	5 - Very good

Date	Type	Gradings	
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate
1 Nov 2016	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	2 - Weak
		Management and leadership	2 - Weak
7 Oct 2015	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate
4 Dec 2013	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
4 Dec 2012	Unannounced	Care and support	3 - Adequate
		Environment	4 - Good
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate
4 May 2011	Unannounced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	Not assessed
28 Jun 2010	Unannounced	Care and support	2 - Weak
		Environment	2 - Weak
		Staffing	2 - Weak
		Management and leadership	2 - Weak
15 Dec 2009	Unannounced	Care and support	4 - Good
		Environment	Not assessed
		Staffing	4 - Good
		Management and leadership	3 - Adequate
17 Mar 2009	Unannounced	Care and support	3 - Adequate

Date	Type	Gradings	
		Environment	4 - Good
		Staffing	2 - Weak
		Management and leadership	3 - Adequate

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