

Gardenrose Early Years Centre

Day Care of Children

19 Gardenrose Path
Maybole
KA19 8BH

Telephone: 01655 885804

Type of inspection:
Unannounced

Completed on:
11 March 2020

Service provided by:
South Ayrshire Council

Service provider number:
SP2003003269

Service no:
CS2003016135

About the service

Gardenrose Early Years Centre is a daycare service for children provided by South Ayrshire Council in the town of Maybole. The service operates across two venues that are in reasonable proximity to public transport, local shops and community amenities.

The centre registered with the Care Inspectorate on 1 April 2011. The provision for 10 children aged two to three years of age is located in the Carrick Centre next to Maybole train station and the provision for 40 children aged three years to school age is located within Gardenrose Primary School.

The head teacher of the Primary School manages the service in both venues with the support of a senior practitioner in the Carrick Centre. The service currently operates morning and afternoon sessions during term time. A small number of children attend full days.

In both venues the children are accommodated in designated playrooms that the provider has furnished and equipped to a high standard. In both venues the children have access to enclosed outdoor play areas. The children in the Primary School also have access to the school grounds and other resources within the school. The children in the Carrick Centre have access to the soft play facility.

The centre vision and values are published in the handbook for the centre and include:
'We work in partnership with our school community to provide an inclusive, nurturing, happy learning environment which aims to help everyone achieve their potential - to be the best that they can be.'

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

There were approximately 35 children aged three to five and four children aged two to three present during our visits. All were confident, settled and busy throughout the session, cared for by responsive supportive adults.

For this inspection, we received views from 12 parents and carers. Nine through completed questionnaires and three in discussion during the inspection. Responses showed that they were very happy with the quality of care their child received.

"The staff are very clear and consistent with the children and are always helping to bring them on with learning."

"My son is extremely happy and settled at Gardenrose. All the early years staff are absolutely amazing. I could not be leaving my son in better hands. He has grown and developed in so many areas since starting last August. He is a confident, kind, intelligent boy which is, in part down to the staff there. I can't praise Gardenrose EYC enough."

"Fantastic nursery. Can't praise or recommend them enough."

"I feel the children should be allowed low fat yoghurts and sugar free diluting juices, as well as fresh meals. As some children can be fussy and not drink milk or water."

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 gave some indication of their priorities for development and how they were monitoring the quality of the provision of the service.

From this inspection we graded this service as:

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

What the service does well

We found a dedicated staff group who had worked hard to create an effective partnership with children and their families. As a result, a respectful, nurturing and welcoming ethos was evident throughout the service. All staff welcomed parents and carers into the play room, greeting them warmly and encouraging them to share anecdotal information about their child.

Parents we spoke with and those who wrote to us agreed that they felt very welcome within the nursery and that their views and contributions were valued. Staff invited parents to join them when creating and updating children's plans, asking them to help identify targets for their child's learning.

The service had developed a very valuable programme of events to involve parents and carers in the service. These included workshops, cookery groups and other classes. We saw that all adults had a role in leading these groups and were keen to develop them further. Parents spoke very positively about these opportunities.

Staff were clearly very fond of the children in their care and had a full understanding of their individual personalities, needs and interests. They supported individual children's wellbeing by responding to them warmly and with compassion. We observed children approaching adults frequently during the day for support and reassurance, which clearly illustrated the strength of their relationships.

Children were encouraged to follow their interests and lead their own learning, supported and enabled by responsive staff. As a result, we observed all of the children fully engaged in activities and play of their choice. Staff were on hand to promote their learning by providing additional resources and using skilled questioning to extend children's thinking and encourage their problem solving skills. In discussion we learned how key staff supported individual children with transitions between the two settings and then onto school. They described enhanced arrangements for children who may require more support and reassurance.

All children benefitted from continual independent access to the outdoor areas where they could engage in active play and exploratory play in the fresh air. During our visit many of the children chose to play outdoors for most of the session, moving confidently between the indoor and outdoor environment.

Almost all of the children attended for the majority of the day and were given a hot, nutritious lunch. Staff had created a relaxed, social lunchtime experience for children by using a small designated area of the school dining hall where children could sit with their friends and nursery staff. Children were encouraged and supported to be independent by serving themselves.

From speaking with staff it was clear that they were committed to their own professional development and taking the nursery provision forward. They were each leading the development of an area of the service and spoke with enthusiasm about their work. All staff attended regular training opportunities and were able to implement their learning within the service, enhancing outcomes for children.

What the service could do better

The management team agreed to introduce a training plan which would provide a clear overview of training and professional development undertaken by the staff group and how it contributes to the overall development of 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
11 Oct 2017	Unannounced	<div>Care and support</div> <div>5 - Very good</div> <div>Environment</div> <div>Not assessed</div> <div>Staffing</div> <div>Not assessed</div> <div>Management and leadership</div> <div>4 - Good</div>
10 Dec 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>
9 Oct 2012	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>
15 Mar 2012	Re-grade	<div>Care and support</div> <div>Not assessed</div> <div>Environment</div> <div>Not assessed</div> <div>Staffing</div> <div>Not assessed</div>

Date	Type	Gradings	
		Management and leadership	3 - Adequate
8 Mar 2012	Re-grade	Care and support Environment Staffing Management and leadership	Not assessed Not assessed Not assessed 1 - Unsatisfactory
17 Dec 2010	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent Not assessed Not assessed Not assessed
8 Oct 2008	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good

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