

Kelvin Park Early Years Centre Day Care of Children

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Glasgow
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Unannounced

Completed on:
18 November 2021

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003017127

About the service

Kelvin Park Early Years Centre registered with the Care Inspectorate in April 2011. It provides a care service to a maximum of 79 children, aged 2 years to those not yet attending Primary School in the following age ranges: 15 children aged from 2 years - under 3 years; 64 children aged from 3 years to those not yet attending primary school. The service operates from a purpose built building in the West End of Glasgow. The care service provider is Glasgow City Council. The accommodation is made up of three large playrooms, a multi purpose, kitchen, toilets and office facilities. Outdoor areas include an enclosed play area, larger playground and a woodland area.

The service aim includes: "to provide the best possible education for all our children in our nursery, by fostering a culture of creativity and wellbeing."

As part of this inspection, we took into consideration Key Question 5 - Operating an early learning and childcare setting (including out of school care and childminders) during Covid-19 with a specific focus on Quality Indicator 5.2: Infection prevention and control practices support a safe environment for children and staff. We will report on the overall performance of this indicator in Theme 1 Quality Care and Support.

As part of the inspection process, we completed an onsite visit and virtual meetings with staff. The manager emailed a sample of documents. These included a sample of policies and procedures, personal plans, training records, meeting minutes and risk assessments.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service to ensure they have the best start in life, are ready to succeed and live longer, healthier lives. The Care Inspectorate has an important role to play in supporting this approach in inspecting care services for children.

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 GIRFEC: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included, often referred to as SHANARRI.

What people told us

During the inspection, we invited parents/carers to provide feedback. Those that responded did so by email and verbally, using a digital platform.

From the feedback provided, we found they were generally happy with the staff's support of their child/ren. For example, parents told us:

"The staff actively encourage the links between home activities and nursery by asking parents to share photos of any trips away or special events."

"I feel that the staff are very supportive of our son - he has a great relationship with them and they have been very good with him."

"They come across as caring and genuinely interested in each child."

"The management team and his key worker are always very willing to speak to us if we have concerns, and it has been clear from the outset that Ellis enjoys his time there."

Some parents said that aspects of communication and children's meal experiences could be improved. Further detail can be found within 'what the service could do better' section of this report.

Self assessment

Key Question 5 self evaluation was submitted in 2020 and detailed all of the actions taken to support children, staff and their families during Covid.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	3 - Adequate
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

We observed children having fun and experiencing a good quality of play, learning and development opportunities. Children benefited from practice and experiences that were inspired by national guidance and initiatives. This meant that children also had challenge and enjoyment in their learning.

Children's care and support was provided by staff that had regular opportunities to participate in training. We could see the impact of some of this training during our visit. For example, we observed a variety of different communication techniques being used because there was a diversity of language and communication styles within the setting. Staff used pictures, stories, music, talking and Makaton to engage with and support children. As a result, children were included within the setting because they were supported to communicate their feelings, wants, and wishes.

Children benefited from a diverse and committed staff team. From those that we spoke with, we could see that they were passionate about providing children with quality early learning and childcare. The leadership team knew the staff well and had matched children to keyworkers based on their knowledge of children's needs or interests. For children requiring additional support, it was recognised that more than one key person might be necessary. This helped to ensure that children were settled into the setting and supported to participate in the experience available to them.

Staff valued the contribution of others in their work and, as a result, children were supported to achieve their individual potentials. The staff we spoke to demonstrate a commitment to working in partnership with parents and recognised parents as the expert of their child. We spoke to a Speech and Language Therapist that worked in partnership with the service, and they told us, "Staff have been keen to work in partnership with me to create relevant and helpful individual learning targets."

Almost all children were provided with physical comfort and reassurance.

We observed most of the children getting cuddles when they needed them, and we heard children being recognised for kind acts or achievements. This meant that almost all children were settled within the setting and able to access the wide variety of experiences on offer.

Resources were displayed so children could access them independently. This enabled children to make choices and develop their skills- using a balance of open-ended and natural materials.

We observed most children to be actively engaged in meaningful activities throughout the free-play sessions.

Every playroom opened out onto a section of garden. Each section offered a variety of opportunities for children. There were den spaces to play in small groups, resources to manipulate, investigate and change within the environment. The space had lots of natural materials including plants, bushes, and trees. This meant the space changed with the seasons. We observed children collecting fallen leaves and discussing what they were seeing. This meant that children could lead activities that were meaningful to them.

Children could not independently access the gardens and we asked the service staff to consider ways to further maximise children's opportunities to play outdoors.

What the service could do better

Some of the nursery environment and resources had not been well maintained or designed. For example, some children's toilets were broken, sleep mats were ripped, and the garden fence could easily be climbed and gate opened by children. This compromised children's health, safety and wellbeing. (See requirement 1)

Personal plans were in place for every child. However, from the sample of plans we reviewed, we found the quality of the content was variable. Some of the plans did not reflect the significant needs of children. As a result, opportunities to respond to some children's needs early were missed. Children's personal plans should be reviewed and further developed, in line with best practice guidance (linked below). This is to ensure that personal plans promote positive outcomes and so children's wellbeing needs are consistently and safely met. (See recommendation 1)

<https://hub.careinspectorate.com/media/4653/personal-plans-guide-elc-final-13102021.pdf>

We identified areas for improvement in respect of the infection control procedures in place to support a safe environment for children and staff. This included, better following of hand hygiene practice, maximising children's opportunity to be outdoors and the safer use of face coverings to avoid inadvertently transmitting infection. (See recommendation 2)

The quality of communication from the service to parents was not consistent. Some parents told us, "communication between management team, staff and us is poor... on at least 4 occasions we were given conflicting information". The head of centre was aware the quality of communication was not consistent and was working to improve this. One parent shared that communication was, "something that the staff have worked very hard to improve over the last year... in recent months the situation has improved considerably". Continued improvements to communication will ensure that staff have all the information they need to care for and support children, and that all parents are included in the life of the nursery.

Children's mealtime was pleasant. Children ate in groups at tables that were thoughtfully set up for lunch. For example, the tables had tablecloths and proper crockery was provided. Some of the lunch experiences had been changed in response to the Covid-19 pandemic. For example, staff served children.

This meant that children waited to be given food and staff were, at times, busy with tasks. Going forward, we discussed ways that the mealtime experience could be improved for children whilst still keeping them safe from the spread of infection.

Some parents raised concern because food options did not always provide children with nutritional choices. One parent told us, "a stand out concern is the quality and selection of food offered for lunch. There seems to be high sugar, highly processed options that I would never offer my child". From our review of the food menus, we found that improvements could be made to the food options available to children. The nursery leadership team shared recent improvements to food choices but agreed that more could still be done. We suggested increased involvement of parents and children in planning meal choices. Further improvement support can be found in the guidance linked below.

<https://hub.careinspectorate.com/media/3241/food-matters-nurturing-happy-healthy-children.pdf>

<http://www.healthscotland.com/uploads/documents/30341-Setting the Table.pdf>

Requirements

Number of requirements: 1

1. By 23 December 2021, the provider must action to ensure that children are cared for in a safe and secure environment. To do this, the provider must, at a minimum:

- a) ensure children cannot climb over the garden fence.
- b) ensure children cannot leave the garden unaccompanied by an adult.
- c) ensure any action taken to secure the garden does not prevent safe access to the fire assembly point.
- d) ensure children are provided with clean, suitable, and safe toilets.
- e) ensure that children are provided with suitable and safe mats to sleep on.
- f) ensure staff can identify and respond to hazards that could lead to harm.

This is to comply with Regulation 4(1)(a) and (b) (Welfare of users) and of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I am supported and cared for sensitively by people who anticipate issues and are aware of and plan for any known vulnerability or frailty' (HSCS 3.18), and 'My environment is secure and safe' (HSCS 5.17).

Recommendations

Number of recommendations: 2

1. To support children's wellbeing, learning and development, the manager should ensure that every child has a comprehensive personal plan in place. Personal plans should include, but not limited to, a focus on the child's strengths; meaningful information that reflects children's individual needs; information that guides all staffs care and support and sets out how a child's needs will be met.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

2. To keep children safer from the risk of infection, the manager should ensure that improvements are made to infection prevention and control procedures. This should include, but is not limited to:

- a) safe use of Personal Protective Equipment (PPE).
- b) staff's implementation of training, include developing existing monitoring systems or creating more opportunities for professional discussions.
- c) system in place to ensure that the furniture and environment used by children are kept clean, uncluttered, and well maintained.
- d) clearer guidance, procedures, and promotion of enhanced hand hygiene.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14), and 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

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	
30 Apr 2019	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	5 - Very good
12 Apr 2017	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
4 Mar 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	4 - Good
28 Feb 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	4 - Good
11 Jun 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	4 - Good
		Management and leadership	Not assessed
30 Oct 2008	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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