

Glendee Early Learning and Childcare Centre Day Care of Children

Glendee Road
Renfrew
PA4 0AD

Telephone: 01416 183 086

Type of inspection:
Unannounced

Completed on:
2 December 2021

Service provided by:
Renfrewshire Council

Service provider number:
SP2003003388

Service no:
CS2003017348

About the service

Glendee Early Learning and Childcare Centre registered with the Care Inspectorate in April 2011.

It provides care to a maximum of 124 children where no more than 20 are aged 2 years to under 3 years old and no more than 104 are aged 3 years to those not yet attending primary school full time.

The service is situated near Renfrew town centre and is provided by Renfrewshire Council. The accommodation comprises of two larger playrooms for children aged 3-5 years; and a smaller play room is used by the 2-3 years children. They also made use of the hallway and secure enclosed outdoor play areas.

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 of care and support.

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 process, we issued a digital survey to parents using the service. We received 33 responses from parents. Most parents told us about the positive experiences they had using the service. Their comments in response to our questions: "How do you feel about the quality of information you receive about your child/children's day when they are attending the service?" and "Please include details of how this information is shared/communicated with you" included:

"Quality is very good, whenever I collect my daughter I'm told how her day was."

"When I go to pick up my daughter a staff member always comes out and tells me how she has been and what she has been doing during the day."

"It can be a bit sporadic. I find the communication sheets really effective, particularly if I'm not the one picking up my child, but these are not always given. I also received an email advising there would be a parents' night but haven't had any follow up on this which is disappointing as it would have been a chance to air worries I have."

"It is difficult to talk to teachers due to social distancing. I feel more information about my child's day could be uploaded to Seesaw for myself to see."

Self assessment

A self assessment was not requested as part of this 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

We saw most children were happy, confident and settled. A warm and welcoming ethos was evident within the service. Children were busy and engaged in their play throughout their session. They played well together and were having fun with their peers. We saw they had developed positive friendships with each other.

Children approached staff for support and reassurance, and staff responded with a kind and caring manner. Staff responded to children's requests using appropriate praise and encouragement. This supported children to feel secure and valued.

We observed new arrangements that had been implemented for parents to safely drop off and collect children. This included a one way system with different doors for drop off and collection. This reduced the opportunities for groups of children to mix and helped to reduce the risk of spread of infection.

The service had been temporarily closed during Covid-19 with restrictions put in place before reopening of the service. Staff told us children were supported to have a positive return to the service and that clear information was shared with parents about changes to service delivery prior to re-opening. Children benefited from planned approaches such as Promoting Alternative Thinking Strategies (PATHS), Renfrewshire's Nurturing Relationships Approach (RNRA) and Renfrewshire's Inclusive Communication Environments (RICE). This supported children's emotional wellbeing, enabling children to feel safe and secure.

Staff told us they had regular opportunities to meet with their management team and peers. Regular staff meetings, supervisions and staff appraisals supported staff in identifying their strengths, interests, training and development needs.

Since the last inspection, all staff had taken part in a variety of training relevant to their role. A shared leadership approach was evident within the service and all staff were involved in taking developments forward within the service and sharing their knowledge and skills with colleagues. This supported positive outcomes for children, staff and families.

A good system was in place for inducting new members of staff. The depute manager told us the service hoped to further improve their recording of the induction process. We signposted the service to the National Induction Resource.

During our visit, we saw staff make some use of the outdoor areas. Staff should consider how access to the outdoor area could be free flow to allow all children the opportunity to go outdoors and access fresh air when they choose for the duration of their session.

What the service could do better

We were not satisfied that the service had appropriate infection control procedures in place to support a safe environment for staff and children in relation to Covid-19. Most staff had participated in in-house Covid-19 training which outlined changes that should be implemented to maintain a safe environment. However, we saw evidence that some staff were not consistently applying what they had learned and as a result, there was an increased risk of infection spreading. We saw that the service was not appropriately ventilated and that some staff were not always demonstrating good practice. This included: the use of gloves during lunch time, inconsistency in the availability of utensils for serving food, cluttered and unclean spaces and windows. To ensure children and staff experience a safe environment, we recommend the staff team undertakes a programme of training to further support them with operating during the Covid-19 pandemic. We have asked the manager to ensure appropriate audits and risk assessments for the environment are revisited. (See recommendation 1.)

Staff demonstrated, through discussion, that they knew the children in their care well and we found that staff had gathered a variety of information from parents to help them to meet children's needs. However, we sampled children's personal plans and found that staff had not consistently outlined how they planned to support children's individual health, welfare or safety needs. This included children with additional support needs. Whilst staff had a good knowledge of children with additional support needs, a wellbeing plan with specific information and strategies to support individual children and staff was not in place. This impacted on the quality of some children's experiences. The management team and staff should ensure that children's personal plans are reviewed and that they clearly outline how children's health, welfare and safety needs will be met by staff. Personal plans should be monitored by the management team to ensure consistency in staff recordings. (See recommendation 2.)

We noted significant gaps in staff curriculum planning for children. Floor books had not been completed for extended periods of time. This meant staff were unable to track and plan effectively for individual children to ensure they experienced breadth, depth and challenge through their experiences. We discussed this with the equity and excellence lead who outlined plans for improvements to planning processes which we had confidence would support staff to effectively plan and implement experiences for children. We asked that management review their monitoring programme to enable any future issues to be identified in a timely manner. (See recommendation 3.)

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 3

1. To minimise the risk of infection and ensure children are safe, we recommend that infection prevention and control measures are reviewed. This should include but not be limited to:

a) Staff undertaking a programme of training to further support them with operating during the Covid-19 pandemic.

b) Management should ensure that appropriate audits and risk assessments for the environment are revisited and procedures followed by staff.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state 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)

2. To ensure that children's emotional and wellbeing needs are met, the management team and staff should ensure that children's personal plans are reviewed. Children's personal plans should clearly outline how staff plan to meet children's health, welfare and safety needs. Personal plans should be monitored by the management team to ensure consistency in staff recordings.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My personal 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)

3. Management should continue to support staff to develop effective planning processes to ensure that children are offered breadth, depth and challenge through their experiences. Management should also extend their monitoring processes to include floor books and planning documents to prevent any gaps in curriculum planning for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "As a child I can direct my own play and activities in the way that I choose and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity." (HSCS 2.27)

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
26 Jun 2018	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing Not assessed Management and leadership Not assessed

Date	Type	Gradings	
27 Apr 2016	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	5 - Very good
		Management and leadership	4 - Good
12 Dec 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
16 Dec 2010	Unannounced	Care and support	Not assessed
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	Not assessed
3 Feb 2010	Unannounced	Care and support	4 - Good
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	4 - Good
23 Feb 2009	Unannounced	Care and support	4 - Good
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	4 - Good

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