

Kilbowie ELCC Day Care of Children

Kilbowie Primary School
West Thomson Street
Clydebank
G81 3EA

Telephone: 01419 412 266

Type of inspection:
Unannounced

Completed on:
20 May 2022

Service provided by:
West Dunbartonshire Council

Service provider number:
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Service no:
CS2003014735

About the service

Kilbowie Early education and Childcare Centre is a service provided by West Dunbartonshire Council and is situated within the campus of Kilbowie Primary School in Clydebank.

The service has been registered with the Care Inspectorate since 01 April 2011, to provide care for a maximum of 60 children. The age range of the children will be from three years to those not yet attending primary school.

The service consists of three open plan playrooms which offers a variety of opportunities for play and learning. Toilets and changing facilities are located off the main playrooms. Free flow access to a secure outdoor area provides children with daily access to fresh air and active play experiences.

What people told us

On the day of inspection, we spoke to several children about their experiences and observed all children during our visit. Children were engaged in their play and appeared confident and happy in their surroundings; they were eager to tell us what they were doing. For example, "we are playing superhero's."

Eight families shared feedback with us about the service. Feedback received was positive. Families told us they felt the service kept them well informed about their child's learning and progress, with information sharing carried out in a variety of ways.

They told us,

"The learning journal was great for us to see as parents. As due to pandemic we didn't get to see them in nursery at all. The photos and seeing what she was doing was great. The class dojo is regularly updated also."

"The nursery regularly update the class dojo asking for photos and ideas for us to do at home to aid learning."

Self assessment

The service was not asked to submit a self-assessment prior to inspection. We reviewed their quality assurance systems and improvement plan and found these to reflect the service well.

These demonstrated the service priorities for development, detailing 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	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	5 - Very Good
Quality of management and leadership	5 - Very Good

Quality of care and support

Findings from the inspection

We have evaluated this theme as very good, an evaluation of very good applies to a performance that demonstrates major strengths in supporting positive outcomes for children and families.

Children were happy, relaxed, and comfortable in their environment. They told us about their nursery and what they liked to do, one child said, "I like the blocks and being outside." We saw warm, caring and nurturing interactions between staff and children.

At lunch we saw children and staff sit together. This created a caring, and positive social experience. Lunch was unhurried and relaxed with lots of conversation between children and staff. We observed children being independent and developing self-help skills. For example, children cleared their own dishes away.

Staff were developing the lunchtime environment to offer children a more homely lunch experience. These included, adding tablecloths, napkins and flowers to the tables, and decorating the walls with children's artwork.

Children's personal plans were completed in partnership with parents and carers. These plans contained meaningful information, for example, children's routines, favourite toys, likes and dislikes. These were reviewed with parents to ensure information was current and to provide continuity of care for children.

Staff told us that these plans supported children's transitions, providing key information to allow them to effectively plan environments and experiences based on children's needs.

Floor books and learning journals were used to capture the play, learning and interests of each child. They contained artwork, photographs, observations, and a record of children's learning experiences. Staff should continue to develop this information by including more evidence which reflects the child's perspective, for example, mark-making and the child's voice.

Children could easily access their journals which allowed children to revisit their learning and celebrate their achievements. We saw some children sitting on the floor, they were engaged in deep conversation, looking at photographs and chatting about what they had created. These interactions help build relationships and develop children's self-esteem.

Medication documents were accurate, reflected children's specific needs and regularly reviewed by parents. To further support children's health and wellbeing, some staff had undertaken additional medical training to meet the needs of children in the service.

To create a safe environment for children and staff, the service had appropriate infection control procedures in place. For example, we observed staff discuss with children the importance of good hygiene and hand washing.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

We have evaluated this theme as very good, an evaluation of very good applies to a performance that demonstrates major strengths in supporting positive outcomes for children and families.

The environment was comfortable, well-furnished, and well-maintained. There were cosy places for children to relax and space for children to play and have fun. The layout of the rooms allowed children to move freely, this meant children could choose where they played and what they did.

We saw that staff were particularly focused on developing children's literacy and numeracy skills. There was a selection of learning experiences which children could engage in, for example, staff extended children's learning by using a range of interesting and natural resources, these included wooden clock faces and numbers.

To enable children to be meaningfully and actively involved in their play and learning, staff should continue to develop a balance between spontaneous and planned high quality learning experiences. These help promote children's choice and independence.

We saw that there was a variety of resources available, these included a work bench where children could use real tools, hammers, and nails.

To support children's health and wellbeing, they could access a large outdoor area throughout the day. There were a variety of interesting opportunities available for children to take part in risky play and explore their outdoor environment.

Children were confident and having lots of fun, staff encouraged them to use their imagination and be curious. These opportunities support children to learn and develop through exploration, curiosity, and creativity.

To make sure children were safe and secure, staff conducted daily checks of both the indoor and outdoor environment and risk assessed all areas. There were clear policies and procedures in place to ensure consistent approaches across the nursery setting.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of staffing

Findings from the inspection

We have evaluated this theme as very good, an evaluation of very good applies to a performance that demonstrates major strengths in supporting positive outcomes for children and families.

We observed staff support children's wellbeing through compassionate and responsive care. Staff spoke with confidence about the children and had built up warm and loving relationships. One parent told us, "I think they know her very well now. It's nice to talk to staff and hear the stories she tells the staff and to know that her personality comes out."

To support children's wellbeing, staff told us they came together daily to share their observations of children and plan their play and learning experiences.

Positive relationships had been built with parents. Staff recognised the importance of working in partnership with families and encouraged them to participate in family engagement sessions. These sessions support families to positively take part in their children's play and learning. One parent said, "I attend these sessions with my child which I find great for my child's learning and for myself to feel involved in nursery life."

Staff were encouraged to develop their practice. Some staff had undertaken additional training, for example, play and learning through nature. This training supported them in developing an outdoor environment, where children had natural spaces for investigation and discovery.

Staff were recruited following local authority procedures and were appropriately registered with the Scottish Social Services Council (SSSC).

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

Findings from the inspection

We have evaluated this theme as very good, an evaluation of very good applies to a performance that demonstrates major strengths in supporting positive outcomes for children and families.

The service was well led by the head teacher and lead practitioners. Staff told us they felt very supported by the senior management team and their ideas and views were listened to and respected.

To support the service in delivering high quality care and support, quality assurance processes were in place. For example, self-evaluation, improvement plans and staff training schedules.

The senior management team regularly monitored and reviewed this documentation with staff, to ensure that improvements were being made and sustained. This allowed the team to reflect on practice, identify strengths and successes, and plan for future developments.

Staff told us they had regular professional discussions with lead practitioners. This enabled them to reflect on their practice and identify professional development opportunities that linked to better outcomes for children.

The staff team had worked in partnership with other teaching professionals to make a positive difference for children moving to Primary One. This meant that transitions put the child at the centre and were caring and sensitive for children and their families.

The service had established strong relationships with families. This meant children's learning and progress was shared effectively between home and the service.

Families we spoke to told us they valued class dojo, which allowed them to view their children's learning experiences. One family told us, "Kilbowie keep us well informed of my child's progress via class dojo and of sharing their learning journal folders at home".

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

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

Recommendation 1

Management should continue with plans to record observations and next steps for children to ensure they are purposeful and reflect children's development and learning. This will allow staff to track and celebrate children's development and learning. Staff should ensure they record fully information they gather about children in need of additional support. All of this information should be included as part of the six months review or be updated when needed. This will result in clear detailed information being in place for each child in order to support individual needs and promote positive outcomes.

This ensures the care and support is consistent with the Health and Social Care Standards which state 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).

This recommendation was made on 27 August 2019.

Action taken on previous recommendation

This recommendation has been met.

Recommendation 2

Children should be cared for in an environment that is safe and secure. Management should improve the way risk is accessed to help minimise hazards and help reduce risks. This should include carrying out, recording and following meaningful risk assessments of the areas accessed by children and maintaining a log of any maintenance issues.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'I am protected from harm by people who have a clear understanding of their responsibilities' (HSCS 3.20) and 'My environment is safe and secure' (HSCS 5.17).

For fire safety advice please contact the Scottish Fire and Rescue Service.

This recommendation was made on 27 August 2019.

Action taken on previous recommendation

This recommendation has been met.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings
27 Aug 2019	Unannounced	Care and support 3 - Adequate Environment 3 - Adequate Staffing Not assessed Management and leadership Not assessed
10 Nov 2016	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing Not assessed Management and leadership Not assessed
1 Oct 2013	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
19 Feb 2009	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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