

Rothesay Primary Pre Five Unit Day Care of Children

Rothesay Campus
High Street
Rothesay
Isle of Bute
PA20 9JH

Telephone: 01700503227

Type of inspection:

Unannounced

Completed on:

22 March 2019

Service provided by:

Argyll and Bute Council

Service provider number:

SP2003003373

Service no:

CS2007157142

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

This service was registered with the Care Inspectorate on 1 April 2011.

Rothesay Primary Pre Five Unit is a daycare of children service and is registered to provide care to a maximum of 43 children aged from three years to those not yet attending primary school.

The provider is Argyll and Bute Council.

The service operates from their own designated space within Rothesay Joint Campus, located on the outskirts of Rothesay town centre, on the Isle of Bute.

The service's aims include:

"To be a welcoming, friendly school where everyone works together to develop independent, confident and responsible learners who achieve their full potential, are motivated, supportive and whose achievements are valued".

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 28 children present on the day we inspected aged 3-5 years. During the inspection we observed and spoke with the children individually and also as part of a group. They had great fun sharing their views and experiences with us.

We were able to see how much they enjoyed socialising and playing together with their friends, the challenge, excitement and adventure of being outdoors, measuring and experimenting with water, building obstacles courses with blocks of wood and planks, as well as singing songs, and listening to stories. Staff were warm, caring, kind and patient. The children were confident about asking for help should they need it. Some of their comments included:

"Look what I made" [Block play]

"I can slide down here myself"

"I've got a blue one" [cup]

"We're going to play hide and seek"

"It's 10 o'clock!"

"I'm making an aeroplane"

"We're building a big tower"

"My nursery is very good"

"I can build the bricks and put play dough in between the walls"

"I can write my letters and have put it beside my peg to show my mum"

"I'm going through to have my snack but wanted to have my group time too"

"I can read my name"

"That's a picture of me I did that"

"Mr Tumble is singing I like him and like to dance"

"I love cheese on my sandwich"

"It was getting too cold so we came inside"

"We can brush our teeth"

"I'm four now I came to nursery when I was three and go to school when I'm five"

"I like bananas for my snack and eat them at home too"

"The green Lego is like grass and the giraffe can eat it!"

"My favourite is all the dinosaurs"

We received seven Care Standard questionnaires from the 25 we distributed before the inspection. Everyone was very happy or happy overall with the quality of care their child received. Everyone agreed the service had involved them and their child in developing the service and asking for their ideas and feedback.

Comments we got back included:

"A fantastic Pre-school, with friendly professional staff. My child is extremely happy there".

"My child is doing brilliantly, he/she has loads of confidence, making friends, he/she enjoys going on trips and enjoys participating in the activities and the events".

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 demonstrated their priorities for development and 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	4 - Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

They had embedded the GIRFEC national practice model into their work with children and their families. For example, working closely with families, collaborating and establishing links with external agencies and other provisions children may attend, as well as devising and implementing different strategies to support children's communication, language, health and wellbeing. Staff spoke sensitively and knowledgeably about children's individual care, learning and development needs and the importance of developing trusted and loving relationships with children to nurture and help them feel valued, safe and secure.

They valued and took 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.

Staff were forward thinking and very open to trying new ideas. They were working well together as a team to create an inclusive, nurturing environment where children and their families felt welcome, listened to, valued and respected. They understood the importance of giving children the time and space to develop their ideas, flourish and be creative. Staff's interaction was positive and caring. 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.

They knew about the long term impact that adverse childhood experiences (ACEs) can have on outcomes for children and their families, the importance of supporting the resilience of children and their families to reduce and overcome adversity. Children's transitions were being carefully planned and monitored.

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.

As identified in their improvement plan, they were refining how they reported and recorded on children's progress. This was to establish clear progression pathways that linked meaningful observations to next steps and support planning to children's individual development and learning strategies, to fully reflect the breadth and depth of what they were learning, offer them sufficient challenge and help secure and sustain their progress over time. We discussed how wellbeing risk assessments were also a key part of their support planning review and assessment process, further enabling staff to provide warm, nurturing and responsive care.

Staff had lead responsibility for different aspects of their setting. They demonstrated through their practice that they understood the importance of providing a dynamic, fun, stimulating and enabling environment both indoors and outside. They were using a range of guidance to support the development of their setting, and enrich children's experiences, enabling them to flourish, follow their curiosity, solve problems and make sense of the world. For example, they had introduced open ended materials, resources and loose parts play, to promote their independence and natural curiosity, develop their physical agility and help build their resilience. They knew about our guidance "My World Outdoors" and the positive impact of outdoor play on children's development and learning, using their imagination and ingenuity to explore, discover and experiment with a range of different materials, tools, natural and sensory resources. They spoke enthusiastically about their plans to further develop their "free flow" outdoor play spaces with a water wall, music wall and revitalised mud kitchen.

They were managing risk positively to promote children's independence and empower them to make safe decisions, develop their knowledge and self-awareness, as well as provide opportunities for them to contribute more of their ideas and experiences to their learning. We discussed how implementing the balanced approach of a risk benefit model could further support children's learning, promote their independence and build their resilience, self confidence and enjoyment of risky play.

What the service could do better

In discussion with management and staff it was clear they were fully committed to embedding the new Health and Social Care Standards My support, my life into their practice to achieve the best outcomes they could for children and their families.

As part of the local authority's plans to meet the Scottish Government's expansion in early learning and childcare entitlement to 1140 hours children were already staying all day.

We observed the lunchtime experience, the flow of children's play and staff's movement throughout the day. Children enjoyed eating together with their friends, however due to the size of the space, noise levels did increase at times. As staff were also busy serving children they did not always have the time to sit and chat with them, or supervise and support them with their table manners.

The manager confirmed they were already thinking carefully about how they could make changes to their setting to improve the lunchtime experience for the children, creating a more relaxed atmosphere with sufficient space and supervision from staff to promote positive eating habits and for children to enjoy a well-balanced, nutritious meal.

They were also in the process of reviewing how staff deployed themselves to better manage, monitor and supervise the flow of play indoors and to the outside, enabling children to access and enjoy a wide range of experiences throughout the day, that enhanced and enriched their learning.

We signposted the service to our new guidance "Food Matters nurturing happy, healthy children" as a useful resource in reviewing and further developing their setting.

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
9 Mar 2016	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
23 Nov 2012	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
21 Jan 2010	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 4 - Good Management and leadership 5 - Very good

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