

# Colmonell Early Years Centre Day Care of Children

Colmonell Primary School  
Main Street  
Colmonell  
Girvan  
KA26 0RY

Telephone: 01465 716806

Type of inspection: Unannounced  
Inspection completed on: 23 May 2018

**Service provided by:**  
South Ayrshire Council

**Service provider number:**  
SP2003003269

**Care service number:**  
CS2011286392

## About the service

Colmonell Early Years Centre is a daycare service for children provided by South Ayrshire Council in the rural village of Colmonell. The service operates within the village primary school. The centre registered with the Care Inspectorate on 19 December 2011. The service can accommodate up to 10 children.

The head teacher of the primary school manages the service. The service currently operates morning and afternoon sessions during term time. Some children attend full days.

The children are accommodated in a playroom with en-suite changing and toilet facilities for the children and with direct access to a small sheltered courtyard. The children also have access to other facilities within the school such as the dining/gym hall, the school playground and the 'Trim Trail' garden area.

The centre aims are published in the handbook for the centre and include the following:

'To provide a caring, safe and stimulating environment in which children feel happy and secure;  
To foster genuine partnership with parents.'

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

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

At the time of our inspection 13 children aged 2 to 5 years used the service. We met 10 of them and most were happy to talk to us and tell us about their time in the centre.

We saw that the children thoroughly enjoyed their time in the centre in the company of staff and playing with friends. During the inspection most of the time was spent outdoors in the 'Trim Trail' garden area. The children clearly enjoyed the freedom to enjoy active energetic play outdoors and used a broad selection of play materials, tools and props to support their play and learning.

Imaginative play was a clear favourite with the children saying:

'Let's open the restaurant.'

'We're pretending to sneak out at night.'

'I'm collecting gold'

'I'm a crocodile eating the fishes.'

Some liked to problem solve supported by staff:

'I can make the stones slide down.'

'We can do it together.'

'Is that a wee bit easier?' 'No it's too heavy.'

An impromptu game of hide and seek brought squeals of laughter:

'She's in that tunnel - she's in here.'

Prior to the inspection, we received two completed Care Inspectorate questionnaires from parents using the service. These indicated satisfaction with the service. One wrote and said:

'My child enjoys attending Colmonell nursery and has been nurtured and welcomed into her new environment. She has been made to feel so included and safe. I have been kept well informed of her progress and she has been involved in a wide range of activities.'

We also spoke with five parents during the inspection. They told us they were very happy with the service and the care given to their children. They told us about how well staff had involved them in planning and reviewing their children's care plans. They told us about the range of activities they could take part in such as 'Stay and Play' days and outings with the children. They were clearly impressed with the variety of activities available to their children and the very good use of outdoor play.

## Self assessment

The service had not been asked to complete a self assessment in advance of this inspection. I

## From this inspection we graded this service as:

|   |               |
|---|---------------|
| <b>Quality of care and support</b>          | 5 - Very Good |
| <b>Quality of environment</b>               | 5 - Very Good |
| <b>Quality of staffing</b>                  | not assessed  |
| <b>Quality of management and leadership</b> | not assessed  |

## What the service does well

During this inspection we considered how well children and their families were included as active participants, were listened to and offered choices. We also considered whether children experienced a high level of positive stimulation and how well children were encouraged to be curious and explore the world around them. We found that the service was very good in these areas. (Health and Social Care Standards 1.23, 1.25, 1.30, 1.31, 1.32, 2.17, 3.19 and 5.21).

We saw that the needs of the children had been discussed with their parents and detailed in their personal plans. These included provision for specific individual needs and reflected the input from other professionals where required. Parents told us that while there were pre-arranged appointments to plan and discuss the needs

of their children, day to day exchanges with staff had been invaluable and they felt welcomed in the centre and their contributions valued.

We noted the very good work to support children in the transition phase between the centre and primary one that was being undertaken with the teacher from primary one. This included a meeting to reassure parents, answer questions, and outline transition activities for the children. These included, bringing a packed lunch and having lunch in the school dining hall, playtime in the school playground, having a buddy from the upper primary and spending time in primary one with their teacher for the new term. In addition staff had prepared an information leaflet to help parents support their children in this exciting phase of their lives.

Choices for children in day to day activities and topic planning were most evident.' We saw that the views of the children, their preferences and their interests were central to service delivery. Staff had been responsive and activity planning was flexible to accommodate impromptu requests and contributions from the children. For example, staff had adapted activity planning to explore baby animals and mini beasts in response to the rural seasonal calendar of lambing and hatching chicks. One child introduced her new puppy and care of babies became the focus in the role play area.

Free flow play included direct access to the sheltered outdoor courtyard where children had grown plants, some edible. The 'Trim Trail' in the garden area offered the children very good opportunities for boisterous active play where they could crawl, climb, scramble, swing and learn to take risks and take responsibility for their own safety. In all areas there was a mix of natural materials, tools, props and open ended materials. Children used these imaginatively and we saw how these supported learning, creativity, investigation and problem solving. For example the children used magnifying glasses to examine insects outdoors.

Staff readily responded to requests with story telling in the sheltered den and musical instruments to accompany action rhymes. Through discussion, questioning and reasoning staff ably supported children and helped to extend their play, investigation and learning. For example, the children found that cars with wheels could go down the chute 'faster'. They also found that if they used bamboo tubes 'I can make the stones go down faster.'

Overall we found that care was inclusive within an environment where children were encouraged to respect each other, take turns and share. Staff were nurturing in approach, offering praise, reassurance, and when needed, gentle reminders to be considerate of others. In particular staff created an atmosphere where children enjoyed fun, explored the wonder of their natural world and experienced a sense of achievement.

## What the service could do better

We discussed the following areas for improvement with the nursery teacher and the early years practitioners:

We suggested that children's care plans should include references to discussions and updates between formal reviews. These should be dated and signed by appropriate staff and parents. We noted the future intention to ensure that reviews of care plans would be timed to reflect transition arrangements for children moving into the primary school.

It was agreed that within the garden area the outdoor kitchen needed to be replenished with a better selection of equipment and accessories to enhance the children's experiences. This should include malleable materials such as mud, dough, sand or clay. A supply of water would also be useful.

We noted too that some loose parts or open ended materials in the garden area were discarded in the undergrowth. We have suggested that these should be better organised.

## 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](http://www.careinspectorate.com).

## Inspection and grading history

| Date                      | Type          | Gradings   |                  |               |             |               |          |               |                           |               |
|---------------------------|---------------|--|------------------|---------------|-------------|---------------|----------|---------------|---------------------------|---------------|
| 23 Jun 2015               | Unannounced   | <table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>5 - Very good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>5 - Very good</td> </tr> </table> | Care and support | 5 - Very good | Environment | 5 - Very good | Staffing | 5 - Very good | Management and leadership | 5 - Very good |
| Care and support          | 5 - Very good |  |                  |               |             |               |          |               |                           |               |
| Environment               | 5 - Very good |  |                  |               |             |               |          |               |                           |               |
| Staffing                  | 5 - Very good |  |                  |               |             |               |          |               |                           |               |
| Management and leadership | 5 - Very good |  |                  |               |             |               |          |               |                           |               |
| 26 Sep 2012               | Announced     | <table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>4 - Good</td> </tr> <tr> <td>Staffing</td> <td>4 - Good</td> </tr> <tr> <td>Management and leadership</td> <td>4 - Good</td> </tr> </table>                | Care and support | 5 - Very good | Environment | 4 - Good      | Staffing | 4 - Good      | Management and leadership | 4 - Good      |
| Care and support          | 5 - Very good |  |                  |               |             |               |          |               |                           |               |
| Environment               | 4 - Good      |  |                  |               |             |               |          |               |                           |               |
| Staffing                  | 4 - Good      |  |                  |               |             |               |          |               |                           |               |
| Management and leadership | 4 - Good      |  |                  |               |             |               |          |               |                           |               |

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