

Coylton Early Years Centre Day Care of Children

4A Main Road
Coylton
Ayr
KA6 6JP

Telephone: 01292 612491

Type of inspection:

Unannounced

Completed on:

20 November 2018

Service provided by:

South Ayrshire Council

Service provider number:

SP2003003269

Service no:

CS2003017392

About the service

This service was previously registered with the Care Commission and transferred registration to the Care Inspectorate on 1 April 2011.

Coylton Early Years Centre is operated by South Ayrshire Council to provide early learning and childcare to a maximum of 60 children aged from two years to those not yet attending primary school.

The service is located in a residential area within the village of Coylton in South Ayrshire and is part of the Coylton primary school campus. The service has a designated entrance that leads into a the cloakroom, through a security door. The two playrooms have direct access to the outdoors which allows children to move freely between the indoors and outdoor space.

At the time of the inspection the service operated a morning session 8.40am to 11.50am and an afternoon session 12.30pm to 15.40pm. Full day provision was also available for a number of children.

The aims of the service include the following:

'To have a happy, healthy and safe school community where fairness and equality are encouraged and everyone is respected and respectful'.

What people told us

We sent out twenty care standard questionnaires and asked the service to give them to parents of children who used the service. Prior to inspection we received twelve completed questionnaires. Responses in the care standard questionnaires told us that all parents agreed or strongly agreed that they were happy with the overall quality of care their child received. Comments they made included:

'Both my children have used this service and I would highly recommend it'.

'Coylton Early Years Centre is very approachable. I have found it easy to trust that our child is always cared for and well looked after. The centre is always very clean with a good range of activities available. My child is able to play outdoors, and always appears happy in the centre'.

'Coylton Early Years Centre is a lovely place and my child is always happy to go'.

'I have disagreed about staff sharing information regarding my child's development, unless it is parents night I get told nothing! At pick up the door is answered and staff wander off. I find my own child myself and receive no information regards what they have done'.

'The nursery provide an excellent service to my child'.

'My child enjoys attending Coylton Early Years Centre and because it's based within the school it helps prepare for primary school. I find the staff very approachable and accommodating and very encouraging and caring with the children'.

'My child has only been at nursery for six months and just started their full pre-school year, this is only reason I haven't ticked strongly agree to all questions. If all goes the way it has been then by this time next year these boxes will definitely be ticked as it is a fab nursery with amazing staff'.

'The staff are very pleasant and helpful. Always have time to discuss anything you want to ask about your child. We get plenty of information sheets, even one on healthy packed lunches - sharing ideas to promote healthy eating. My child always looks forward to going to nursery. I have never had one day they didn't want to stay. Always looks happy playing when I return. They have a great outdoor play area. I feel my child has learned a lot since starting here in November last year'.

During inspection we spoke with eight parents who told us they were very happy with the service provided. Comments included:

'Good information shared from staff through newsletters, whiteboards at entrance and texts'.

'Welcome meeting was informative and helped us to know what to expect'.

'I feel more relaxed knowing the staff are looking after my child'.

'My child started their preschool year in August. I feel my child is challenged more at this nursery and has made progress'.

Parents also spoke of their involvement in their child's personal plans.

'My child's keyworker is great, very approachable and has shared strategies to help with my child's speech'.

When asked what the service could do to improve, most parents felt happy with the existing service. A few parents felt that more information being shared at the end of the day would be beneficial.

Self assessment

The service has not been asked to complete a self-assessment in advance of the inspection. We looked at the improvement plan for the service which demonstrated clear priorities for development.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	5 - Very Good
Quality of management and leadership	not assessed

What the service does well

Management and staff had successfully established a caring and nurturing learning environment. Staff welcomed children and families in to the centre and were kind and friendly in their approach. Staff interacted very positively with children providing reassurance, support and comfort at appropriate times. We observed happy children who were relaxed, confident and active in accessing all opportunities available to them.

Staff demonstrated that they knew children well. Personal plans were in place for all children sampled and clearly identified how children's health, welfare and safety needs would be met. Children's learning and

development was well tracked and the information gathered was used by staff to inform planning processes and targeted intervention. There was evidence to show that the service involved parents and partner agencies to ensure children benefitted from the right support at the right time.

Planning processes in place were effective and responsive to children's needs, interests and developmental stages. Within the 3-5 room staff were using a floorbook to support responsive planning. We made some suggestions on how this could be developed further.

Staff were skilled in setting up areas with a focus on curiosity, learning and creativity. Some of the staff had attended 'creating a creative environment' training and the impact of this was clearly evident. The environment created was attractive, stimulating and enabled children to learn through play. Within the 2-3 room we observed children meaningfully engaged in imaginative and sensory play. Within the 3-5 room we observed children actively exploring resources on offer and testing out their own ideas. One example of this involved children testing out their theory of how to make ice. Through effective staff intervention, the children were actively making predictions, testing out their own ideas and leading their own learning.

Children had opportunities to direct their own play and learning within the indoor and outdoor environment. Through free flow access to the outdoor area, children were independent in moving freely from one area to another. The outdoor area was interesting for children and materials were readily available to encourage cooperative, imaginative and open ended play. Through monthly outdoor learning days, children had increased opportunities to explore their natural environment and manage their own risks. The children told us about their experience of toasting mallows and den building.

During inspection we sampled risk assessments and found that control measures were in place to minimise risks to children. We suggested that the service should put in place individual risk assessments where required as an additional control measure. We looked at records and found processes in place to keep children safe were effective. This included records of accidents, the safe administration of medication and good infection control procedures. We asked the service to include details of any incidents as part of their record keeping.

We spoke to the staff about their procedures in place to protect and safeguard children. Staff had a good knowledge of their roles and responsibilities and told us they regularly attended child protection training which kept them up-to-date with current best practice. The staff team were confident, motivated and keen to learn new skills.

A range of external training opportunities had been provided to support staff knowledge and professional development. This included staff participating in peer exchange visits within other centres. Staff spoke positively of these visits and told us they felt supported and enabled to share their ideas and make changes. Feedback from training attended was shared informally at team meetings. We suggested that this could be recorded more formally with changes tracked and outcomes for children recorded to demonstrate impact of professional learning.

During all conversations with staff, we found them to be enthusiastic, professional and respectful of their colleagues abilities.

What the service could do better

The service should review the flow of the day, considering how children can play uninterrupted from the constraints of any formal routines such as the daily mile.

The snack menus should be reviewed in-line with Setting the Table guidance, ensuring that healthy snacks are combined with a starchy food to ensure variety is included and a range of nutrients and adequate calories are provided.

Management and staff should review children's learning journals and brilliant books to improve how children's learning is captured, documented and shared with children.

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.

Inspection and grading history

Date	Type	Gradings								
13 Dec 2016	Unannounced	<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>Not assessed</td> </tr> <tr> <td>Management and leadership</td> <td>Not assessed</td> </tr> </table>	Care and support	5 - Very good	Environment	4 - Good	Staffing	Not assessed	Management and leadership	Not assessed
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