

Muirhead Early Years Centre Day Care of Children

Muirhead Primary School
Buchan Road
Troon
KA10 7BT

Telephone: 01292 690033

Type of inspection:

Unannounced

Completed on:

28 September 2018

Service provided by:

South Ayrshire Council

Service provider number:

SP2003003269

Service no:

CS2003017401

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services can be found on our website at www.careinspectorate.com

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

Muirhead Early Years Centre is registered to provide a day care service to a maximum of 65 children:

- 15 children 0 to under 3 years old.
- 50 children 3 to those not yet attending primary school.

The service is provided by South Ayrshire Council and managed by the head teacher of Muirhead Primary School. The deputy head teacher assumes day-to-day responsibility for the work of the service and liaises with the head teacher over management decisions.

The service is based in the primary school in the town of Troon, South Ayrshire. The early years centre consists of a large play area which is divided into different play zones, a quiet/break out room, an under 3 year old room and a meeting room. The Under 3 room has their own adjoining toilet facilities and a nappy changing facility. The toilet for 3 -5 years are located in the corridor area within the early years wing. There is direct access to a large enclosed outdoor play area from both playrooms. The service also makes good use of other areas within the school and the local community.

A copy of the service aims and objectives are available.

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

During our inspection we spoke with approximately 15 children who were eager to tell us about their time in the centre. The children told us they enjoyed attending and they enjoyed playing with their friends. We observed the children enjoy taking part in a range of very good quality activities.

During this inspection, we spoke with five parents. They all spoke very highly about the service and they all told us that their children were settled and happy attending.

Prior to inspection, we sent 15 care standards questionnaires to the head teacher to distribute to parents using the service. We received 11 completed questionnaires prior to this inspection. Comments made included:

"My son loves going to nursery, especially because of the staff there. He has improved greatly from being there"

"I personally think the nursery is fantastic. It has helped with my daughters confidence greatly and she loves attending. The staff are always warm and welcoming and are very easy to approach if there's ever any issues/questions"

"The early years staff were very supportive when helping with my sons toilet training and really helped his speech improve greatly"

"I have found the service to be excellent they have always been very pleasant and it's a very nice atmosphere for my little girl to be in. I am very happy with this service and have been extremely impressed. Thank you!"

"Great level of care provided at the establishment, staff are always willing to listen if you need to discuss anything regarding your child and they keep parents informed of what is happening in class with newsletter/notice board and parent involvement is encouraged throughout the year".

We also shared comments from two parents who told us the areas they felt that the service could improve.

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

What the service does well

The service provided children and their families with a welcoming, friendly and nurturing environment. Staff were kind and caring in their interactions with children and responsive to their individual care needs. Parents told us they felt part of the service and communication was very good. Children appeared happy, confident and settled within the environment and sought reassurance from staff at appropriate times.

The service worked well involving parents in the life of the centre and opportunities provided were plentiful. Opportunities included termly review meetings with keyworkers, stay and play sessions, coffee and chat sessions, a lending library, literacy transition resource, the 'big read' project and more. We spoke with parents who told us about their positive experience through induction, the benefits of the 'big read' project and their enjoyment at stay and play sessions.

Parents told us that their child's speech, language and communication skills had improved greatly from when they started attending the centre. Through a language rich environment, home link activities and an effective staged intervention programme, we found that children were making good progress. More targeted support was provided to children during free play and through the use of a cosy and comfortable 'break out' room.

Parents recognised that there had been changes in the staffing recently but felt that management were making every effort to ensure consistency for children. Although the staff team had recently been established, we found they communicated very well together and were respectful of their colleagues. This had created a calming and supportive environment for staff and children.

New planning systems had recently been introduced to support staff in planning more responsively reflecting on children's interests and wellbeing needs. Although at an early stage staff spoke positively about this change and were committed to improving experiences for children.

The staff had undertaken a review of the indoor environment we saw the positive impact of the changes made. The indoor environment was attractive and well set-up encouraging different types of play such as cooperative and loose parts. We observed children actively leading their own learning indoors, making choices and exploring resources on offer. Within the 3-5 playroom we observed children exploring natural materials and construction, testing out their ideas and developing key skills such as problem solving. Within the 2-3 room we observed children meaningfully playing with babies and prams, developing their social and language skills.

Opportunities provided for children included a balance of freely chosen and organised activities. Resources were well labelled, encouraging children to be independent in making their own choices. Pictorial routines were displayed at the snack area to reinforce routines and encourage independence. We observed children independently following the snack routine, using the toilets and getting themselves dressed to go outdoors.

The indoor and outdoor environment was clean, safe and secure with daily health and safety checks carried out. Infection control procedures were in place and good hand washing practice was observed with children washing their hands before snack and after visiting the toilet. Staff told us they were working hard to reinforce good hand washing practice after outdoor play.

Staff had a good awareness of the child protection policy and were knowledgeable about how to keep children safe. Accidents and incidents were recorded within the service and shared with parents. An accident/incident audit was introduced during inspection to analyse information and record actions taken to minimise risks.

What the service could do better

We found that the service had children's personal plans and learning journals in place, however the quality of the information was inconsistent. The service should ensure that all personal plans contain comprehensive information clearly detailing the needs of the child and how these needs will be met. The information gathered should be consistent and should link with the observation and planning cycle. Learning journals should consistently evidence children's progression and achievements and should be readily accessible to both the children and their parents.

During our inspection, we observed that children in the 3-5 year room were taken outdoors to play in groups. We found that the children did not have opportunities to independently choose when to play in the outdoor environment. We discussed with the management that the door staff used to access the outdoor area was not the door within the playroom and that the use of the direct door would support access to the outdoor space for

the children throughout their session. We also saw that the door to the outdoor play area in the under 3 room was kept closed when staff were not outdoors with the children. We asked the management team to review the access to the outdoor area, allowing children more control over where they play and when.

During this inspection, our observations highlighted that children's experiences within the outdoor setting could be further developed. For example, additional open-ended resources and natural materials would stimulate the children's natural curiosity, learning and creativity. The service should consider how they can enrich the outdoor environment in line with best practice guidance to ensure they provide a fun, stimulating and enabling environment, with increased opportunities for children to explore, investigate and problem solve.

The service should make sure that allergen information for snacks and meals is consistently provided to all parents.

Management should carry out regular and robust monitoring of procedures/audits to ensure a very good quality of service provision is maintained.

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								
12 May 2016	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>6 - Excellent</td> </tr> </table>	Care and support	5 - Very good	Environment	5 - Very good	Staffing	5 - Very good	Management and leadership	6 - Excellent
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28 Nov 2013	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> </table>	Care and support	5 - Very good	Environment	5 - Very good	Staffing	5 - Very good		
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Date	Type	Gradings	
		Management and leadership	5 - Very good
3 May 2011	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good

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