

Tighnabruaich Primary Pre Five Unit Day Care of Children

Tighnabruaich Primary
Tighnabruaich
PA21 2BE

Telephone: 01700 811413

Type of inspection: Unannounced
Inspection completed on: 28 April 2017

Service provided by:
Argyll and Bute Council

Service provider number:
SP2003003373

Care service number:
CS2003014673

About the service

Tighnabruaich Primary Pre Five Unit is a daycare of children service registered for fifteen children aged three years to those not yet attending primary school. The provider is Argyll and Bute Council. They operate from a designated space shared within the school which is in a rural location, on the Cowal peninsula. Children can also enjoy a range of energetic and physical play activities outside in the school playground.

The aims and objectives of the service are "Our school is a family of creative individuals who are nurtured and encouraged to flourish and follow their dreams..... we are going to achieve this by inspiring a love of learning throughout life, create opportunities for courageous learning, encourage an appreciation of our community and environment, value individuals and encourage them to thrive within our school family and wider community".

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 (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. GIRFEC supports children and their parents to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

There were 10 children present during our inspection on Friday 28 April 2017. We spent time observing and talking to children, staff and parents. Some of the children's comments included:

"This is a spider I am drawing."

"This is my toothbrush."

"I had cereal for my breakfast."

"We have to put our wellies on to go out to play."

Parents told us that they had good relationships with staff, that staff were very approachable and that they were kept up to date with their children's progress and development. Parents were particularly happy with the very smooth transition that their children experienced whilst transferring from nursery to school.

For this inspection we received questionnaire responses from seven parents/carers whose children attended the service. All seven respondents strongly agreed or agreed that overall they were happy with the quality of the care their child received at the service. Written comments included:

"We are extremely happy with this service and care shown to our child."

"Great to see the school staff embrace forest school ethos and practice for all the nursery and primary children. Argyll has a healthy outdoor environment which helps our children's appreciation of nature and the great outdoors. Fantastic work and support from all staff in the school."

"Tarmac to play on not forgiving if fall, especially if playing on log. Also slopes, so not great for the kids to play on if icy."

"Snacks generally well balanced, but seems to get a lot of crackers and ham, could there be more variation."

"Could be just the age they are but always children off regularly with colds/coughs etc."

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

What the service does well

Staff in Tighnabruaich Primary Pre Five unit were committed to promoting children's health and wellbeing through a variety of activities and learning opportunities. Children were learning about living healthy lifestyles and participating in local and national programmes to support their healthy lifestyles such as the Childsmile tooth-brushing programme, Forest Schools and PATHS (a programme for promoting emotional and social learning skills).

Staff at the early learning and childcare centre worked hard to support and meet the needs of children and families. Good links had been made with other agencies to support children. The head teacher told us that she was involved in the Cowal Family pathways pilot. This initiative allowed professionals to come together to discuss and implement the GIRFEC (Getting it right for every child) model for early intervention. This helped staff to recognise and address any concerns about children's development early and implement strategies to support children.

The inclusive environment allowed parents and carers to participate and be involved in the life and work of the centre. We spoke to parents who accompanied the centre on the weekly visit to the forest and those who had helped on a visit to the farm. Parents we spoke to told us that they felt involved and included in the service and their child's learning and development.

We looked at child protection procedures and practices and were satisfied with the procedures and practices in place to ensure children were protected. The service followed a clear child protection policy which staff were familiar with. Staff were confident in their roles with regards to protecting and safeguarding children and knew who the child protection coordinator was.

Outdoor play and learning was a huge part of the centre.

Children in the pre-5 unit and primary 1 and 2 children benefitted from physical play and fresh air on a daily basis. The centre provided outdoor suits and wellies to enable children to play outdoors every day. The rich learning environment enabled children to learn about their natural environment as well as develop their physical and gross motor skills as they ran about and cycled. One parent raised concerns about the safety of the outdoor

play area. We watched children playing outdoors and spoke to staff and the head teacher about the risks associated with the outdoor play environment. We were confident that staff had discussed with children the potential risks of playing outdoors and had considered the potential risks associated with the outdoor play area. As a result of this we were confident that staff delivered outdoor learning safely and responsibly and were responsible in allowing children to learn about staying safe and learning about risky play.

We noted that the service carried out a daily environment check of the premises indoors and outdoors. Maintenance issues, which were identified, were recorded and passed onto the janitor for repair.

Since the centre's last inspection in May 2014 an external door had been fitted to the playroom. This allowed children more direct access to the outdoors and minimised the spread of infection, as children did not have to walk through the school wearing outdoor shoes. The centre had a good system in place to ensure that children changed into indoor shoes when they arrived at the centre.

What the service could do better

Although staff knew children very well and could confidently tell us about their individual needs, progress and development, we noted that staff did not formally record children's individual needs and how they were supporting children to reach their potential. It is a statutory requirement that services develop and maintain personal plans for all people using care services in Scotland. The manager and staff should develop personal plans that show the individual care and development needs of children and how staff plan to support and monitor progress and development. The manager should ensure that personal plans are reviewed and updated in consultation with parents/carers every six months or as the needs of the child change. (See recommendation 1).

Whilst we have reported satisfactory systems in place for checking and ensuring the safety of the environment we have advised that the service implement a more formal approach to risk assessments. They should develop written risk assessments for the environment indoors and outdoors and ensure that the assessments are regularly reviewed and updated as risks change. We discussed this with the staff team and the head teacher who agreed to review and improve how they recorded the potential risks in order to minimise the potential of harm or injury to children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. Management and staff should develop the format of children's personal plans. All entries in the plans should be dated and the review of plans needs to be formalised to show they are undertaken every six months or sooner if necessary.

National Care Standards Early Education and Childcare up to the age of 16. Standard 3: Health and Wellbeing.

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	
26 May 2014	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
27 Jan 2011	Unannounced	Care and support	4 - Good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
31 Oct 2008	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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