Gavinburn ELCC
Day Care of Children

Gavinburn Primary School
Dumbarton Road
Old Kilpatrick
Glasgow
G60 5NE

Telephone: 01389 804 440

Type of inspection:
Unannounced

Completed on:
18 May 2023

Service provided by:
West Dunbartonshire Council

Service provider number:
SP2003003383

Service no:
CS2003014730

About the service

Gavinburn Early Learning and Childcare Centre is incorporated within Gavinburn Primary School and is delivered by West Dunbartonshire Council. The service is registered to provide a care service to a maximum of 74 children aged 3 years to those not yet attending primary school.

The service is located in Old Kilpatrick, West Dunbartonshire, children have access to two large playrooms, school lunch hall and secure outdoor spaces. The service is located near to local amenities and schools.

About the inspection

This was an unannounced inspection which took place on 18 May 2023. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included registration information, intelligence gathered and information submitted by the service.

In making our evaluations of the service we:

- spoke with several children using the service
- sent out a family questionnaire and received 28 responses
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- We observed loving, caring and nurturing interaction between staff and children.
- The play and learning environment stimulated, encouraged and challenged children's curiosity and exploration.
- Staff had a very good understanding of child development, relevant theory and practice.
- Children were busy and engaged leading their play and learning.
- A key strength of the nursery is family engagement, regular family and play and learning sessions meant families felt part of nursery life.
- Staff and management worked very well as a team to achieve high quality care and experience for children attending the nursery.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	5 - Very Good
How good is our setting?	4 - Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. We evaluated this key question as very good.

Quality Indicator 1.1: Nurturing care and Support

We observed warm, caring and nurturing interactions between children and staff. Staff knew children very well and sensitively cared for their needs and wishes. They responded to children in a respectful and nurturing way which helped them to feel valued, safe and secure; lots of warm and caring words, eye contact, smiles and cuddles.

Nurturing and responsive transitions from home to nursery enabled staff to get to know children and families before starting the service. Settling in visits, regular meetings and conversations put the child at the centre of the transition process. This approach meant staff could care for children in line with their needs, wishes and parental preferences. One parent said, "All members of staff are welcoming and friendly and have great relationships with children and their families."

Staff told us they communicated with families regularly; face-to-face meetings, a family app and nursery events meant they were able to share meaningful information about the wellbeing of children. This effective information sharing is used by staff to promote consistency and continuity of care between home and the setting. One parent commented, "I feel listened to when I have information to share and feel confident that my child is well cared for."

We found children's wellbeing was supported through effective use of personal planning. Plans were in place for each child and captured their learning and development journey. We found staff used the Getting it Right for Every Child principles; safe, healthy, achieving, nurtured, active, respected, responsible and included. These principles put the child at the centre and focused on enhancing their overall wellbeing. Plans also highlighted key people in children's lives, including family members, childminders and their key workers in nursery.

We observed children having snacks and lunch. Snack was available to children throughout the morning and was served in a café like area in the main playroom. The self-service approach offered children opportunities to develop their independence skills; pouring their water, choosing snacks and clearing their dishes away. We also observed opportunities for children to develop numeracy skills, with coins available to pay for snacks, one sign said, "We need 10p for a snack today". This fun approach supports children's understanding of the wider world and develops lifelong skills.

Staff and families worked in partnership with other healthcare professionals to support children to reach their full potential. This included speech and language and numeracy and literacy practitioners. We found regular meetings took place to identify children's successes and areas for further development, this enabled specific supports to be introduced to encourage children in their wellbeing and learning journeys. We found this information was reflected in children's care plans and known to all staff.

We reviewed medication administration and found appropriate procedures were in place to safeguard children. Documentation reflected current guidance and included dosage, frequency and regular audits.

Quality Indicator 1.3: Play and Learning

Well-considered and traditional play spaces including construction, home, sand and water were co-located with natural open-ended resources; wooden pieces, shells, sponges and tents. These empower children's imagination and enhance possibilities in open-ended play.

We observed staff who were responsive and planned high quality play experiences which promoted children's choice. One parent said, "My child is always kept busy and enjoys their days in nursery. They tailor the learning to suit my child's stage of learning and ensure they are kept engaged."

We saw two children deeply engaged in pouring water into water trays, they were working together trying to transport water using tubes from one tray to another. We observed staff were skilled at identifying when to engage with children during their play and when to observe and allow children time to problem solve and become emerged in their play.

The setting offered children rich play and learning opportunities both indoors and out, we saw children who were meaningfully and actively involved in leading their play and learning, this included constructing and building. One staff member commented, "Children can take ownership of their learning by making decisions about where they want to play and what they want to do and they are supported and guided by practitioners when appropriate to challenge and enable them."

We observed children had opportunities throughout the setting to develop their numeracy and literacy skills. Resources including numbered rocks, grids, clocks and weighing scales were available to spark children's interest in numbers. Word aware was also used to support children to understand everyday words used in their environment. We found children had created 'patterns' to reflect the word of the week. These opportunities engage children's interests and challenge their thinking.

Children's thoughts, ideas and photographs were captured in floor books and on wallboards and detailed children's play and learning journeys. The eco floor book detailed the setting's journey to maintaining its ECO flag. We observed children had participated in 'Spring Clean Get Involved' and accessed different areas of the school campus to pick up litter.

How good is our setting? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement

Quality Indicator 2.2: Children experience high quality facilities

The setting was based within Gavinburn Primary School where children could access two large interconnected playrooms. Children could freely access an enclosed outdoor play space and had regular access to other outdoor areas including the Forest School.

On the day of our visit, we observed children having lunch in the large school dining hall. Table covers and flowers contributed to a more homely environment. Children were supported by staff who encouraged their independence, this included serving themselves. We did highlight to the leadership team the excessive noise levels within the dining hall and the impact this had on staff and children engaging in conversation. We did note that this was an area identified by staff for further development within the site improvement plan.

The design and layout of the setting were maximised to offer children the best opportunities to play and learn. The playroom design was inviting and interesting, this included a large viewpoint area in one playroom. We found furniture and resources were clean, well-maintained and undamaged, the layout enabled children to move confidently between play areas and easily access resources.

Children had access to a large well thought-out and resourced play area which adjoined the primary playground. Planting areas, mud kitchen and climbing frames offered children a range of opportunities to explore and experience risky play. We observed children excitedly pointing and shouting at a helicopter from the top of the climbing frame. Most children spent the majority of the time outside and we could see that children loved being outdoors. One parent commented, "Since the nursery has been extended the range of toys and materials is excellent. My child loves playing on the garden which has had several additions since he started, a see-saw and a slide. They also have access to the forest school which he enjoys."

Staff told us preschool and primary one children had regular opportunities to experience each other's outdoor play and learning spaces. This approach supported children's transition from nursery to primary school. One parent said, "Nursery facilities, especially the garden, are very good."

We found comprehensive risk assessments were in place both indoors and out and staff understood how to keep children safe. Staff spoke confidently about the arrangements that were in place to ensure children's safety including maintaining the correct adult-to-child ratios and ensuring security at entry and exit points.

How good is our leadership? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. We evaluated this key question as very good.

3.1: Quality assurance and improvement are led well

Children and families benefitted from the service's culture of continuous improvement. Quality assurance processes supported the management team to assess what worked well and identify areas for development within the service. The site improvement plan outlined areas which would further improve outcomes for children, they included opportunities for literacy and numeracy support with families and increasing the confidence and resilience of children.

We found the leadership team, primary school head teacher and lead practitioner promoted a shared vision for the setting. This whole team approach helped staff know what was important for the setting and for children and their families. We observed that children and families had input to the redesign of the setting, this included questionnaires, plans and meetings, one parent said, "The nursery consulted children and parents when changing the nursery in 2020 and documented these changes."

The leadership team was committed to partnership and collaboration with children and families. The lead practitioner in family engagement worked closely with groups of parents on the Parental Education and Engagement Program (PeeP) to meet their needs and interests in supporting their children's learning and development. Families told us they enjoyed these opportunities to participate in their children's learning. One parent commented, "I have been invited in for PEEP, parent meetings and stay and plays and have been impressed at the indoor and outdoor environments."

To support the ongoing development of the service we found the leadership team encourage staff to lead on improvement and change.

One area identified was linking wording in chillden's observations sheets with current early learning and childcare guidance; Realising the Ambition. This approach offers staff greater ownership of initiatives and promotes well-informed change.

Regular meetings and staff training opportunities helped staff to reflect on their practice. 'Be the best' meetings, self-evaluation activities and professional dialogue helped identify areas of success, challenges and training that may be needed to support staff in their role. Staff told us they had access to training and development opportunities that enhanced their practice, they included forest school and outdoor learning. One staff member commented, "At Gavinburn staff are developing their training and knowledge throughout the year."

How good is our staff team? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 4.3: Staff deployment

The deployment of staff within the service was well-managed and effective. The leadership team recognised the importance of ensuring the service was appropriately staffed throughout the day. This included welcoming families with warm words and kindness at children's drop-off and pick-up times. We observed staff were kind, nurturing and loving towards children, this helped them feel safe, secure and that they belong.

Effective communication between staff and their flexible approach meant children's play and learning opportunities were not interrupted due to other tasks. A daily routine outlined the areas and experiences staff were responsible for and included snack, library, singing and ring games. This ensured children's health, wellbeing and safety needs as well as their play and learning was supported.

We found the early stages teacher (EST) worked closely with staff to ensure children were developing and making good progress in literacy and numeracy attainment. Baseline information and ongoing tracking reflected their progress. They recognised the importance of modelling good practice to benefit positive outcomes for children. One staff member commented, "The team is the main strength, without the team, there would not be the continuity of excellent learning opportunities for the children."

Staff undertook additional leadership roles to support the ongoing development of the service, they included eco support, forest schools and outings. One staff member commented, "Looking into opportunities to explore an off-site forest school for our children to encourage even more wonder and appreciation of our natural environment and make deeper links with our local community." Staff told us they welcomed these opportunities to develop their practice and work with colleagues to improve outcomes for children and families.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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