Wallace Early Learning and Childcare Class
Day Care of Children

Wallace Primary School
Greenhill Crescent
Elderslie
Johnstone
PA5 9AW

Telephone: 01505 322818

Type of inspection:
Unannounced

Completed on:
8 October 2019

Service provided by:
Renfrewshire Council

Service provider number:
SP2003003388

Service no:
CS2003014773

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

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

Wallace Early Learning and Childcare Class operates within Wallace Primary School, Elderslie Johnstone. The service has its own entrance area, secure outdoor play area and access to one playroom. Children who stay for have lunch have access to the school dining area and are supported by nursery staff when having lunch. The service also has access to the school gym hall. The service provider is Renfrewshire Council.

The service is registered to provide a care service to a maximum of 50 children aged 3 years to under primary school age.

Wallace Early Learning and Childcare's aims, vision and values are:

- Provide a safe and stimulating environment in which children can feel happy and secure
- Encourage the emotional, social, physical, creative and intellectual development of our children
- Encourage positive attitudes to self and others and develop confidence and self-esteem
- Create opportunities for play
- Encourage children to explore, appreciate and respect their environment
- Extend children's ability to communicate ideas and feelings in a varied way
- Vision: Happy Together. Learning Together. Succeeding Together
- Values: Ambition, Friendship, Honesty, Kindness and Respect.

We check services are meeting the principles of 'Getting it right for every child' (also known as GIRFEC). This is Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

We compiled this report following an unannounced inspection carried out on Thursday 3 October 2019 and Tuesday 8 October 2019 by two Early Learning and Childcare inspectors.

What people told us

Prior to inspection, we sent out 20 care standards questionnaires to the service to distribute to parents/carers of children that used the service; 14 questionnaires were returned before the inspection. We spoke with seven parents during the inspection. Feedback provided from parents was positive. Comments included:

'My daughter attended a private nursery before securing a place at Wallace nursery and the difference is night and day. It is clear to us our daughter is a lot happier attending nursery. When she comes home she has a bounce in her step because she has been at Wallace nursery'.

'The staff are very friendly and caring. They have taken the time to get to know my child and that shows. The P6 buddies who visit the nursery have made a great start to the transition for school. I can see this helping with the nursery and children's confidence'.

'There has been an improvement with sharing information over the last few months. This was not great previously. The day to day manager of the nursery is excellent and has dealt with any issues we have had. Our child appears very happy in nursery and adores her keyworker and nursery leader'.

'My daughter is thriving at nursery. She runs in and is always met with a warm welcome every morning. She loves all of her teachers and will talk of them fondly. She has enjoyed all the recent topics. She loves the outdoor section. This is a great nursery with lovely teachers who seem to know each child individually'.

'Wallace nursery offers a great range of activities, a stimulating and safe environment and nurturing approach to all pupils. It would benefit from offering a variety of daily healthy snacks and also a way of communicating what food is offered'.

'The nursery has a varied programme which my son enjoys and they have taken into account children's voices in planning their topics. I think the real strength is the staff who are very experienced, clearly enjoy what they do and always looking how to improve with the new outdoor area'.

'The staff are all very attentive. They make my child very welcome. They provide a happy environment for him to learn'.

'Friendly helpful staff who always have the children's best interests at heart. Lots of work done in nursery. My children look forward to going'.

'I am extremely happy with the staff and the care and services they provide my son'.

'Staff are caring, nurturing and I feel they really know my child individually which is extremely reassuring as I know my child is happy. I am kept up to date with what my child is learning and encouraged to be involved and reinforce learning and topic work at home'.

'Wonderful, friendly nursery. My 3 children have attended and love it so much they hate the holidays. Staff are caring and know all the children well. Always doing fun and entertaining learning activities'.

'Wallace nursery is excellent and the staff are fantastic. My child has thrived in this environment and they have prepared him well for school'.

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at the service's own improvement plan and quality assurance paperwork. We have made some comments about these in this report.

From this inspection we graded this service as:

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

What the service does well

Since our last visit, the centre had moved into a newly refurbished part of the Primary School and had several management and staff changes. Management, staff and parents spoke positively about the impact of changes made on children and families. Staff told us that play spaces had been designed to encourage children to easily select what they wished to play with as making choices about their learning and interests. A cosy, quiet area had been developed off the main playroom floor to allow children time to reflect but also play with others with little interruption.

We found management and staff to have effectively established a friendly welcoming ethos where children were able to form friendships and have fun. Children had free flow access to outdoor play and woodland area. We observed some good opportunities to develop children's curiosity, enquiry, creativity skills inside and outside. Experiences were facilitated by resources that promoted interest and supported by staff who understood their role in children's play, using their skills to extend children's thinking and offer appropriate support and challenge.

During the inspection children were observed carrying out an experiment with a large model volcano they had built. Staff demonstrated how lava flows from the volcano when it explodes. We found this promoted curiosity and staff were encouraging children to predict what was going to happen next. Children had the opportunity to develop their observational skills and identify changes and differences.

We observed staff supporting children well in relation to developing relationships, friendships and understanding routines and boundaries. Children's achievements 'Wow' moments were recognised and displayed in main hallway. These strategies helped develop children's self-esteem and confidence.

We sampled personal plans that were in place. We found most reflected individual personal outcome focused evaluations of children's learning. Management and staff should continue to monitor and develop personal plans to ensure they capture how staff will support children's health, welfare and safety needs and then link these to the planning, evaluation and observation cycles.

We found the ethos of the centre was one of family involvement. Staff were very good at engaging with parents and carers to help them understand and strive to achieve positive outcomes for children. They did this through the effective use of a keyworker system and open and professional dialogue with parents. Several opportunities to be included in the life of the centre were offered to help parents share and develop skills and become part of their child's learning and development. During the inspection parents were attending the nursery as part of maths week taking part and viewing experiences along with their child while being supported by staff.

Management and staff had a good understanding of the importance of safeguarding children. The team received regular child protection training to help them keep children safe and protect them from harm. This approach ensured that children were valued, safe and secure.

Supporting transition throughout the year was a key strength within the nursery. Primary 6 ambassadors supported preschool children frequently and actively delivered book bug sessions, reading stories and singing with the children. We found this was supporting children in fostering relationships within the wider school community, developing confidence and key skills in communication.

We found the management team were approachable, open and honest throughout the inspection. Clear roles and responsibilities had been developed and staff knew who to approach when required. Staff told us that they felt included in the life of the nursery, school and a big part of the local community. The headteacher, depute headteacher and senior practitioner had established very good communication and working relationships. We saw minutes of regular meetings that showed good support, monitoring and active discussion relating to the

operations of the nursery. We found evidence that the new management and staff team will have a positive impact on service delivery and has the potential to deliver quality outcomes for children and families.

What the service could do better

We sampled accident and incident records and asked management to audit these to identify common or reoccurring concerns. This should include any actions in relation to the environment, resources and individual children to identify any common patterns, appropriate action should be taken where required. Medication should also be audited every 3 months in line with the current health guidance 'Management of Medication in Daycare and Childminding Services'.

Staff and management should consider developing a snack menu and using best practice guidance 'Food Matters' and 'Setting the Table' to support. Allergen information should also be displayed and shared with parents.

Access to drinking water to be monitored and made available at all times to children outdoors and indoors. Good hand hygiene and infection control procedures should be encouraged after outdoor play in line with best practice 'Infection Prevention and Control in Childcare Settings' (Day Care and Childminding Settings). Ensuring good hand hygiene will help reduce the risk and spread of germs throughout the centre safeguarding children and staff.

During the inspection we looked at the recording of children's progress and development within their individual learning profiles. We found staff need to develop their skills for capturing significant learning for each child. Management should continue to develop monitoring of children's profiles to ensure children's next steps are identified and progress is documented and tracked fully.

Daily registers should be developed to include time of children's arrival/collection and identify the responsible adult dropping off and collecting child. This will ensure the service is clear on children's attendance and have information in relation to the responsible adult.

We sampled self-evaluation processes in place and have asked management to continue to embed processes and ensure this captures the voices of children, staff and stakeholders.

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.

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings	
24 May 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
24 Apr 2015	Announced	Care and support Environment Staffing Management and leadership	4 - Good 3 - Adequate 4 - Good 3 - Adequate
18 Jun 2014	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 4 - Good 3 - Adequate
28 Jun 2011	Unannounced	Care and support Environment Staffing	5 - Very good 5 - Very good Not assessed

Date	Type	Gradings	
		Management and leadership	Not assessed
5 Nov 2008	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 4 - Good 4 - Good

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