Gargieston Early Childhood Centre
Day Care of Children

Dundonald Road
Kilmarnock
KA1 1UG

Telephone: 01563 533067

Type of inspection:
Unannounced

Completed on:
21 January 2020

Service provided by:
East Ayrshire Council

Service provider number:
SP2003000142

Service no:
CS2003016951

About the service

Gargieston Early Childhood Centre is a daycare of children service located within Gargieston Primary School, in a residential area in the town of Kilmarnock. The service is provided by East Ayrshire Council.

The service is registered to provide a care service to a maximum of 60 children aged three years to those not yet attending primary school. Children currently attend for either a morning or afternoon session, weekdays, during term time.

Children have access to a large playroom and two outdoor areas. The service makes good use of the local and wider community, through organised visits and outings. In addition the service brings people for the local community in to the service to extend children's learning.

The service's aims include:

- To achieve the highest possible levels of literacy, numeracy and cognitive skills.
- To develop skills for life and skills for work.
- To develop knowledge and understanding of society, the world and Scotland's place in it.
- To experience challenge and success.
- To think independently, develop confidence, positive attitudes and a healthy lifestyle.
- To make informed decisions in order to improve their mental, emotional, social and physical wellbeing.

What people told us

Children spoke to us about their time at the service. They talked about their favourite things to do at their nursery, which were varied and extensive. They talked about having lots of fun and having friends. Children had lots of fun throughout our inspection appeared very confident and secure in the setting and care of the staff.

We issued 25 care standards questionnaires to the service to distribute to parents and carers. 19 of these were returned prior to our inspection. All of the parents were very happy with the quality of care of support, with 15 of the 19 respondents agreeing strongly about this.

The majority of parents commented very favourably about general communication and information sharing about their children's learning. A few parents felt that this could be improved. It should be noted that parents completed questionnaires in June of 2019, and that a range of improvements have been implemented since then.

Parents' comments included the following:

'The intergeneration project is excellent.'

'The teachers welcome the children every morning saying hello and individually welcoming them to nursery.'

'My daughter has settled in to the warm, caring, nurturing environment provided by Gargieston ECC. We have been delighted with the range of learning opportunities, which included includes outdoor learning, intergenerational sessions, parent stay and play sessions, exposure to word aware etc. The transition programme within the ECC and primary school is excellent and I'm sure this will provide a supportive stepping stone for my daughter progresses in to P1 next year.'

'I feel we are kept fairly well informed however I would like more opportunity to engage with my child during a regular nursery day.'

'The staff at Gargieston make it a warm, friendly learning environment where the smiles on the children's faces show their enjoyment.'

Self assessment

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

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	4 - Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

The senior management team and early learning and childcare practitioners worked effectively together. This resulted in a respectful and inclusive ethos and underpinned positive early learning and childcare experiences for children and their families.

There was a warm, welcoming and inclusive atmosphere within the service. Staff were caring, nurturing and warm when interacting with children. Children were happy, secure and confident in the care of staff. They were familiar with nursery routines and confidently moved around the playroom and outdoor areas. Children had good opportunities to lead their own learning, and had lots of fun doing so. Staff involved children in planning and reflecting on their learning using floor books. These very clearly displayed what children had planned to learn, and how they took this forward. The books were very well presented and showed that children had enjoyed a wide range of fun learning experiences.

Recent developments relating to children and parent's involvement in nursery life and children's learning, were having a positive impact on the lives of children and their families. Positive relationships between parents, staff and children underpinned effective information sharing. Personal plans were in place for all children. These included information about children's learning targets and about their home life, interests and preferences. The service was developing ways of sharing information and including parents in children's learning at the service. An example of this was the development of children's electronic blogs and sharing information about children's targets through these.

Children had good opportunities to learn about being healthy and to develop healthy active lifestyles. They had access to two different areas for fresh air and outdoor play. In addition the service made regular use of local outdoor amenities. This meant that children enjoyed daily outdoor play and fresh air and had regular opportunities to play energetically. The service was developing its practice in relation to promoting children's mental health and well-being. A range of approaches including yoga and mindfulness techniques were supporting this focus.

Children enjoyed a very positive snack experience in a sociable and relaxed setting with their friends. They had opportunities to develop skills, such as hand washing, spreading and pouring, which was helping them become responsible. The snack menu was varied and followed best practice guidance to ensure that it was healthy. This was contributing to children's health and well-being.

Staff had a clear understanding of their responsibilities in relation to child protection, allowing them to keep children safe and protected.

The playroom and areas that children had access to inside were well maintained, bright and spacious. Children had access to a good range of resources, and were able to move these about to extend their leaning. Staff spoke confidently about how the resources on offer had been planned to meet children's needs and interests. Children made good use of ICT resources, such as cameras and tablets to extend and capture their learning.

Staff made good use of the local community, through initiatives such as intergeneration projects whereby children visited local care homes for older people. In addition people from the community were invited to the service to share information about their jobs and interest with children. Children were therefore learning about being included in the wider community.

What the service could do better

The service's medication policy and procedure did not fully reflect best practice guidance. Please refer to recommendation 1.

The service should continue with its plans to develop personal planning processes. Consideration should be given to further involving parents in these. To support this, we discussed the potential to complete 'All About Me' information for children, with parents, at the start of the personal planning process. Parents should sign to confirm they have been involved in reviewing their children's plan at least once every six months.

There was potential to improve the indoor physical environment through the provision of more 'loose parts', Loose parts are materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together again. This type of resource allows children to be creative, curious and imaginative. We also discussed reducing the amount of bright colours in furnishings and resources. This is because research tells us too many bright colours can sometimes over stimulate children.

Staff had begun to develop one of the outdoor areas, adding resources such a mud kitchen which children were very much enjoying. They made good use of the other area for games such as football. The use and resourcing of both areas should continue to be given consideration and investment.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. We recommend that the service improves arrangements for managing medication. In particular consideration should be given to:

(i) ensuring written permission for administration is recorded appropriately and is reviewed at least every three months,
(ii) ensuring sufficient information is recorded in relation to potential triggers for conditions such as asthma, and the symptoms children would display for 'as required' medication,
(iii) recording clear information outlining the steps to be taken if the administration of medication does not have the required outcome.
(iv) developing the written medication policy and procedure and systems to monitor and record compliance with these.

This is to ensure that the service complies with the Health and Social Care Standards which state:

'Any treatment or intervention I receive is safe and effective' (HSCS 1.24).

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	
10 Feb 2017	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent Not assessed Not assessed 5 - Very good
15 Nov 2013	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 4 - Good 4 - Good
6 Dec 2012	Unannounced	Care and support Environment Staffing Management and leadership	3 - Adequate 4 - Good 4 - Good 4 - Good
11 Feb 2009	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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