Glen Family Centre
Day Care of Children

Woodfarm Road
Thornliebank
Glasgow
G46 7JJ

Telephone: 0141 570 7510

Type of inspection:
Unannounced

Completed on:
13 September 2018

Service provided by:
East Renfrewshire Council

Service provider number:
SP2003003372

Service no:
CS2003017005

About the service

Glen Family Centre registered with the Care Inspectorate on 1 April 2011. The registered provider is East Renfrewshire Council. The early learning and childcare centre is registered to provide care to a maximum of 50 children at any one time aged between six weeks and five years.

The centre is open throughout the year and offers extended provision from 8am - 6pm. Following the start of a refurbishment programme improvements to the toilets and changing facilities had been completed. Playrooms were well organised with direct access to the secure and well planned outdoor areas. Strong links were established within the local community and learning community.

A full statement of the centre's vision, values and aims was available to people who use the service. These were in line with local and national guidance and included:

'To be advocates of children and childhood ensuring children's voice and children's rights are at the heart of our practice; To involve families in every step of their child's learning journey, genuinely respecting, embracing and building upon the confidence, skills and attributes of parents and the importance of the home learning environment; To use our extensive indoor/outdoor environments to extend and enrich our children's learning journey through curiosity, awe and wonder, exploration, investigation, risky play and a connectedness to nature/natural world and associated feelings of wellbeing.'

We wrote this report following an unannounced inspection. Two inspectors carried this out over one day, on Thursday 13 September 2018 between 8.45 am and 4.15 pm. We provided feedback to the Manager, Depute Manager and Senior Child Care Practitioner on the day of the inspection.

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. It supports them 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 22 children present on the day of the inspection, aged from six months to three years. We observed and chatted with many of the children attending the centre. Older children confidently talked about their experiences, resources they liked and friendships they had made. We saw that children enjoyed participating in a wide range of learning experiences. Children's comments included:

'We are playing tug of war. You have to pull really hard or you will fall.'
'I like dinosaurs and ice cream.'
'I'm running up the hill.'
'Wet grass.'
'Ball, again, again. Look it's in the hole.'
'Twinkle, twinkle star.'

We sent 18 care standards questionnaires to distribute to the parents/carers of children who used the centre. Ten of which were returned before the inspection. Two parents highlighted that they would wish more feedback and information about their child's day. We discussed these points with the manager and have made further comments within this report.

We spoke to a carer who praised the high level of care and support their child and family had received from the nurturing staff and management team. Parents'/carers' comments received in the care standards questionnaires included:

'Glen Family Centre is an excellent nursery and my child has been very happy and well looked after. The manager has created a loving, welcoming and stimulating environment where everyone is valued, listened to and cared for. I couldn't have asked for better care, education and stimulation for my child.'

'The Glen is a wonderful nursery who put the child at the centre of everything they do. I couldn't have imagined a better nursery for my daughter to attend. The staff are all wonderful and the head teacher is extremely approachable if I have any worries/concerns.'

'My daughter has had a fantastic experience during her first year at Glen Family Centre. I cannot find fault with the service. The staff are genuinely caring and nurture the children to bring out the best in each and every child in their care and the manager does a brilliant job of keeping on top of everything while maintaining a lovely calm environment for the children to enjoy.'

'Glen Family Centre is a great nursery where we all feel welcome and included. Lovely environment and staff. So pleased to have been able to be part of the Glen family.'

'We are so glad our daughter got a place at the Glen Family Centre. The staff are all wonderful and provide a nurturing, safe and happy environment for our daughter to grow. There's such a fantastic outdoor space which is continually put to good use.'

'Very happy with the service. All the staff are great and my boys love going to nursery.'

'Sometimes feels like staff are too busy to tell me how my child's day has been.'

'It would be useful to receive an update each day on my child's day - what they were doing, if they slept, their mood, activities, nappies etc. As I am at work all day it would be helpful to be updated on their day at the Centre.'

'I am so pleased with the service provided at the Glen Family Centre. The staff are so helpful and in particular the head teacher is so approachable. I would highly recommend the centre and its staff.'

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at the service's improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the overall quality of provision.

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

Glen Family Centre had adopted a whole centre approach with a shared vision and commitment to support children, families and practitioners to achieve their full potential.

We discussed parents/carers responses received in the care standards questionnaires relating to communication and feedback. Through adopting an open door approach the manager welcomed and valued parents/carers, children's and practitioners' views and feedback. Parents/carers were informed about their child's day to day experiences and we could see meaningful information and photographs of children, families and practitioners achievements were displayed throughout the service. This supported the inclusive ethos observed.

Family Engagement initiatives had also provided very good opportunities for children, families and practitioners to make informed decisions about the overall quality of service provided. This had resulted in improved communication methods being implemented to support meaningful outcomes for children and families and to agree changes within the learning environment.

The manager explained that they had adopted a staged transition period to support the emotional wellbeing of children and families settling into the nursery. As part of a multi-agency team, staff had adopted a holistic approach with recognition placed on the need to provide individualised support tailored to meet the needs of each child. This approach had supported the continuity of care and support for each child, during periods of transition and throughout their placement. As a result we saw settling children appeared happy and relaxed, they received lots of cuddles, praise and comfort from responsive and caring practitioners.

We acknowledge that transition plans, personal plans, health and wellbeing plans and learning journals were developing as the number of children in attendance increased. Practitioners listened and valued children's and parents'/carers' views and through focusing on building attachments, health and wellbeing outcomes for children were meaningfully planned.

Practitioners were very responsive and nurturing when meeting the personal care needs, sleep routines, dietary needs and emotional needs of individual children. They had made good use of quiet, cosy areas and the sensory room provided children with a calm, relaxing and nurturing experience after lunch and throughout the day.

Practitioners welcomed the opportunity to extend devolved leadership roles to support their continuous professional development and practice. To support improvement they had used imaginative ways to reflect on their practice and in the assessment of children's experiences. Video Enhanced Reflective Practice (VERP) had enabled staff to peer assess their practice and observe what children need and want within the learning environment. This had resulted in staff extending child led initiatives.

For example, through extending children's interest in the story 'The Tiger who came to tea'. Children confidently spoke about their learning and were keen to talk about environmental factors that had had an impact on the life span and wellbeing of tigers.

Through adopting a risk benefit model, practitioners were starting to plan and assess the benefits of outdoor learning to support children's self-esteem; confidence and emotional wellbeing. Staff afforded time, space, interesting and challenging resources and a helping hand when needed to extend children's enquiry learning, creativity and interests throughout the day. We saw that all children enjoyed choosing areas and resources they wished to investigate and explore.

What the service could do better

The manager was the child protection coordinator and relevant policies and procedures where available to staff and adults within the centre. There was a range of child protection training across the staff team. Following discussion the manager agreed to seek current child protection where required to raise staffs' knowledge and understanding of contemporary issues in society and to ensure chronologies of events are consistently recorded.

We discussed pacing staffs' devolved leadership roles to ensure they develop a good knowledge and understanding of how to meaningfully implement current best practice guidance linked to the assessment of children's learning styles (SCHEMA).

The manager agreed to consider engaging staff in training to raise awareness of how early numeracy, transient art and loose parts play experiences are link directly with the Science, Technology, Engineering and Mathematics (STEM) model. This would ensure age appropriate resources are available to enhance children's learning and problem solving skills.

We observed that outcomes for children attending over the lunch time period could be better. Following discussion the manager agreed to further assess the length of time children sit waiting for hot food to be delivered, cooled, and served. Consideration should be given to the individual routines, sleep patterns and feeding needs of each child.

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	
17 Aug 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed 5 - Very good
26 Aug 2014	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
14 Nov 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
14 Nov 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
29 Oct 2010	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent Not assessed Not assessed Not assessed
30 Nov 2009	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent Not assessed 4 - Good Not assessed
16 Jan 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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