Gibshill Children's Centre
Day Care of Children

2 Smillie Street
Greenock
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Type of inspection:
Unannounced

Completed on:
28 November 2024

Service provided by:
Inverclyde Council

Service provider number:
SP2003000212

Service no:
CS2003017286

About the service

Gibshill Chidren's Centre is provided by Inverclyde Council and operates from purpose-built accommodation in Greenock, Inverclyde.

The service is registered to provide an early learning and childcare service to a maximum of 68 children at any one time. Of those 68; no more than 20 are aged two years to under three years; and of whom no more than 48 are aged three years to those not yet attending primary school.

About the inspection

This was an unannounced inspection which took place on 27 and 28 November 2024 between 09:00 and 17:00. 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, previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

In making our evaluations of the service we:

- spoke with the manager
- spoke with five members of staff
- observed staff practice and daily life
- reviewed documents
- received feedback from six parents/carers.

Key messages

- Children were happy and settled and enjoyed having staff in their play spaces.
- Parental partnerships were a strength of the service and parents valued the opportunities they were given to participate in the life of the service.
- A good balance of adult led, planned and spontaneous experiences supported children in meeting their targets and next steps.
- Children benefitted from a welcoming environment which was warm, well furnished and comfortable.
- Monitoring and quality assurance processes were in the early stages of development.
- Children and families benefitted from a staff team who were committed to enhancing their professional development.

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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

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

How good is our care, play and learning? 4 - Good

We evaluated different parts of this key question as good and very good, with an overall grade of good. Several strengths impacted positively on outcomes for children and clearly outweighed the areas for improvement.

Quality Indicator 1.1: Nurturing care and support

Staff were warm and nurturing in their approach. Children were happy and settled and enjoyed having staff in their play spaces. During interactions, staff were down at children's level, listening and giving children time to think and engage and offering cuddles and comfort if children wished. Almost all parents agreed that relationships with staff were a strength of the service. One parent told us: "The staff are all lovely and caring, I feel they treat my child like they would their own." As a result, children felt valued and secure.

Children's rights were respected and we observed most staff using rights based language and practice during interactions with children. Staff told us this was an area of the service they were keen to develop and were working collaboratively with children and parents to support children's understanding of their rights.

Personal plans were in place for all children and had been completed within 28 days of children starting the services. For some children, information on strategies to support them and meet their individual needs could have been clearer. The management team agreed to audit these moving forward. It was evident that parents had been consulted on children's targets and next steps. One parent told us: "Targets and plans are sent home to review with parental input expected." This supported parents to be involved in their child's care and development.

Where children had an identified additional support need, clear support plans and strategies were in place. Staff worked with a variety of other agencies, for example speech and language therapists to ensure children received support that was right for them. As a result children were making good progress.

Staff knew children and families well and were sensitive to children's individual needs and communication styles. Some children benefitted from staff's use of visual prompts. This supported children who needed it during key transition times, for example, nappy changing time and lunch time.

Robust medication processes supported children to be cared for safely. We asked the manager to consider updating current medication audits to include recording of expiry dates.

Parental partnerships were a strength of the service and parents valued the opportunities they were given to participate in the life of the service, for example involvement in committees and a parents council. Most parents felt that communication within the service was good and supported them to be involved in their child's time at nursery. One parent told us: "Feedback is always sought after any activity and invites are offered to attend parent council meetings."

Mealtimes were a calm experience. The use of a 'rolling lunch' meant some children could chose when they wanted to have lunch at a time that suited them. We discussed with the manager how children in the younger age group may also benefit from this experience.

There were some opportunities for children to develop life and independence skills, for example selecting their own plate and cutlery and putting away used dishes. Staff sat with children and engaged in conversation about their day. Staff were positioned well and close supervision ensured children were safe should an emergency occur, for example choking.

Quality Indicator 1.3: Play and learning

Children were engaged in their play and having fun with their peers. Children were encouraged to freely explore a range of experiences both indoors and outdoors. Some open ended materials supported children to be creative and use their imagination. As a result, children had the opportunity to develop their creativity, and exploration skills.

A good balance of adult led, planned and spontaneous experiences supported children in meeting their targets and next steps. One member of staff told us: "Planning is done with staff team and children's interests are always taken into consideration when planning, we work on targets set by ourselves and parents and also have spontaneous observations, all of these are recorded on children's individual learning journals." Whilst staff did know children well and could discuss their next steps and stages of learning, we asked that staff were mindful of ensuring that what was documented within children's learning journals was reflective of children's current stages of needs and development. For example, children targets and next steps were not always individualised and suited to children stages of emotional and developmental wellbeing.

Experiences such as books, number games, and printed letters and numbers provided opportunities for children to develop their skills in literacy and numeracy. We discussed with the management team how further resources would enhance these experience for children and continue to support attainment in these areas.

Online learning journals documented children's learning and development throughout their time at the service. These were shared with parents and parents were encouraged to share wider achievements from home. One parent told us: "I am kept up to date on my child's learning and development by speaking to the staff as well as through the app." As a result, parents were involved in their children's learning and development.

Good community links and partnerships supported children to been involved and have experiences within their local community. For example, children regularly visited the local community centre café for breakfast. This provided children with some real life experiences and included children having the opportunity to learn about money and pay for their own breakfast. These community links were something that the management and staff team were passionate about and were keen to continue to build and develop.

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

Children benefitted from a welcoming environment which was warm, well furnished and comfortable. Spaces for children were bright with plenty of natural light and clean. There were some cosy spaces available for children to rest and relax if they wished.

Children's art work and comments were proudly displayed across areas within the service. This gave the message to children that they mattered and that their views were valued.

Appropriate risk assessing of environments promoted children's safety both indoors and outdoors. Staff carried out daily checks and risk assessment documentation was reflective of spaces available for children.

Infection prevention and control processes were in place. We discussed with the management team how these could be further improved to support a clean and safe environment for children. For example, staff should ensure that good hand hygiene practices are fully embedded and that children are encouraged to use tongs when selecting fruit at lunch time.

To support children's health and wellbeing, free flow access to the outdoors was encouraged for most children throughout their session. A photographic sign out display within the 3-5 room ensured staff were aware of where children were. For children in the 2-3 room, staff were responsive to children's cues and supported them to go outside when they wished, after snack time. We discussed with the management team how children in the 2-3 room would further benefit from access outdoors earlier in their session. The management team agreed to consider this.

How good is our leadership? 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 3.1: Quality assurance and improvement are led well

The manager and staff team engaged well during the inspection process and were responsive to any suggestions we made throughout the inspection. This demonstrated their capacity for improvement and their commitment to work together to provide high quality early education and childcare for children and their families.

A shared vision, values and aims were in place. The manager discussed how these had recently be reviewed with children and families to reflect their aspiration. As a result, children and families experienced a service that was right for them.

Families were meaningfully involved in the service. They were welcomed into the service daily at drop off and collection times. Most parents told us they had opportunities to offer their views and be involved in the child's care and development, for example regular questionnaires and a parents committee were available for parents to attend if they wished. We discussed with the manager, how It was evident where parents had made suggestion what actions had been taken, however this was not so clear when children's ideas had been gathered. One parent told us: "The staff are always inviting parents to join parent council meetings etc and are always seeking parental views on the service they provide."

Self evaluation processes supported staff and management to identify areas of success and areas for further improvement. Staff told us they used best practice guidance 'How Good is our Early Learning and Childcare and the Care Inspectorate 'A quality framework for daycare of children, childminding and school -aged childcare'. We asked the management team to consider how ensuring the last part of improvement cycle, of evaluating the impact of changes was completed. This would ensure staff could confidently track developments and improvements and would lead to improved outcomes for children and families.

Monitoring and quality assurance processes were in the early stages of development. There was some evidence of where these processes had began to have a positive impact. For example, observations of staff practice supported the management team to identify where staff needed further support. We discussed with the manager how continuing to embed these processes, ensuring any identified actions were reviewed and the impact considered, would lead to sustained improvement for staff, children and families.

An Improvement plan was in place and was reflective of aims and goals of the service. We saw some evidence of where planned actions were beginning to impact on children's experiences. For example, most staff had additional champion roles, including the Eco Committee and Children's Rights Committee. As a result, children and families were involved and included in developing their service.

How good is our staff team? 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 4.3: Staff deployment

Staff were respectful and supportive of each other. One member of staff told us: "We have a very close supportive staff team that are fully committed to the health and wellbeing of the children and families and offering each child an enriched learning environment where they feel safe and secure." Effective communication throughout the day supported staff to ensure that areas for children were sufficiently staffed. As a result, children were cared for safely.

Staff had developed strong relationships with children and families and it was evident staff had a genuine interest in providing positive outcomes. One member of staff told us: "I feel all staff provide a caring and nurturing service and understand that the priority is the children. I feel all staff give a 100 percent in a job that can at times, be challenging."

Children benefitted from a key worker system where staff knew children and families well and worked collaboratively to meet children's individual needs. One parent told us: "Staff always make you feel welcome and are thinking up new ideas to keep learning fun."

Children and families benefitted from a staff team who were committed to enhancing their professional development. Staff told us they had undertaken a range of learning which included formal training, professional discussions, and self-directed reading.

The management team recognised and valued the importance of ensuring that the service was appropriately staffed throughout the full day. The manager and depute were available to support during times of absences and staff breaks. Children were happy to see the management team and enjoyed interacting with them and having them in their play spaces. As a result, children received continuity of care throughout their time in the service.

Staff benefitted from regular opportunities to meet as a team. Staff told us they felt valued and personally and professionally supported by the management team. One member of staff commented: "We have an open door policy at Gibshill, if there was anything I had an issue with or felt I needed, I feel that I could ask Janine or Jenna and my issue would try and be resolved."

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?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - Good

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

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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