

Goodlyburn and City of Perth Early Childhood Centre Day Care of Children

Goodlyburn Primary School
Crieff Road
Perth
PH1 2NT

Telephone: 01738 454 230

Type of inspection:
Unannounced

Completed on:
8 February 2024

Service provided by:
Perth & Kinross Council

Service provider number:
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Service no:
CS2003017333

About the service

Goodlyburn and City of Perth Early Childhood Centre is a day care of children service located within Goodlyburn Primary School. It is situated close to parks and shops and is accessible by public transport. The service is registered to provide care to a maximum of 97 children aged two years to not yet attending primary school.

The nursery setting comprises of two playrooms, toilet and nappy changing facilities and a cloakroom. One playroom offers direct access to the nursery garden. Children access a large, secure outdoor play area and woodland in the grounds of Goodlyburn Primary School.

About the inspection

This was an unannounced inspection which took place on 7 February 2024 between 08:45 and 16:40 and 8 February 2024 between 08:45 and 12:30. 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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- observed children using the service
- received feedback from seven families from our online questionnaire
- spoke with the staff and management team
- observed practice
- reviewed documents.

Key messages

- Children experienced genuinely kind, caring and warm interactions. A very nurturing ethos had been created where children were loved, safe and secure.
- Partnership working was highly effective, supporting the holistic needs of each child and their family to improve their wellbeing.
- Effective quality assurance systems and processes including self-evaluation and an improvement plan was leading to continuous improvement.
- Improvements had been made to the environment which had a positive impact on children's play and learning experiences.
- Effective staff deployment across the service meant that the right number of staff were meeting children's individual needs, consistently throughout the day.

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, therefore we evaluated this quality key question as very good.

Quality Indicator 1.1: Nurturing care and support

Children experienced genuine warmth, caring and nurturing approaches to support their wellbeing. Staff took time to get to know children with a focus on building positive relationships. Children were supported to make choices as staff were attuned to their routines and what was important to them. This contributed to children feeling safe and secure and as a result all children were confident, happy and engaged in their play experiences.

Children were nurtured as they experienced caring, responsive, and compassionate interactions which supported their wellbeing. They were offered comfort, cuddles and reassurance which helped them to feel loved, safe and secure. Staff were very good at following cues from children and were responsive to their individual needs. This supported children to form positive attachments with staff.

Children's wellbeing was effectively supported through personal planning which was reviewed regularly with families and children. Staff knew children well and were aware of their individual needs. When required, staff worked closely with other professionals. They were skilled at recognising where children may benefit from additional interventions. This was managed sensitively to ensure children received the support that was right for them in a timely manner. This ensured children were supported to achieve their full potential.

Children's personal care needs were met with dignity and respect. For example, children were sensitively asked if their nappy could be changed. Children were encouraged to be independent which helped to increase their confidence and responsibility throughout daily experiences. We reviewed the procedures for storing administering medication and found that these were carried out appropriately, helping to ensure that children's needs were met in a safe manner.

A key strength of the setting was the proactive and positive relationships developed with families and other professionals to ensure each child's needs were fully met. Partnership working was highly effective, as staff recognised the importance of engaging with children and their families at the earliest possible stage. Ongoing opportunities such as PEEP sessions provided rich, meaningful experiences for families to engage in. This contributed to supporting the holistic needs of each child and their family to improve their wellbeing.

Quality Indicator 1.3: Play and learning

Staff had high aspirations to enable children to be successful. Children's voice was valued, and they were empowered to lead their own play and learning. As a result, children were confident, happy and motivated to learn. Effective questioning provided opportunities to widen children's thinking skills and consolidated their learning through play experiences. This supported children to achieve their potential.

Children were being effectively supported to develop their language skills as staff used age-appropriate words, conversations, and interactions, including narrative for the younger children. Some staff were skilled in offering new language and explanations to extend younger children's vocabulary development. Children

experienced an environment that promoted literacy; the use of age-appropriate books, storytelling opportunities and mark making experiences. As a result, children were progressing well with their early literacy skills.

Younger children were effectively supported to learn through schematic play experiences as staff used their knowledge to provide support for children. We highlighted ways in which this could be further developed to promote schematic play experiences for children.

Planning approaches were child centred and responsive to children's interests. Children's comments, drawings, photos, and ideas were captured within floorbooks which demonstrated their involvement in the planning process. There were inconsistencies in the quality of floorbooks, which the service had identified. Continued reviewing and development of floorbooks will support the service to effectively provide learning which supports children to reach their potential.

Children's ongoing learning and developmental progression was supported by sharing observations and next steps with parents via a digital platform. Observations detailed significant learning and next steps were relevant to individual children. As a result, children were effectively supported to learn and progress.

How good is our setting?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality Indicator 2.2: Children experience high quality facilities

Children benefitted from a service that was safe and secure. This included clear boundary fencing. Spaces were welcoming and nurturing for children and families. Homely touches and the use of natural, real-life resources contributed to a comfortable, engaging environment for older children. There was scope for this to be further developed within the younger children's playroom. Playrooms were well ventilated with plenty natural light, with ample space for children's needs. Since the last inspection staff had reflected on the layout of the setting and made significant changes which resulted in improved outcomes for children. For example, play spaces had been developed to enable children to access environments that supported them to settle effectively into their nursery day. This created an ethos that children mattered.

Children were engaged in their play on the day of inspection. Play opportunities supported children's curiosity, enquiry, and creativity. The playrooms were laid out in a manner which helped develop children's independence, resources were easily accessible to enable children to self-select resources of their choice. This contributed to children's confidence as they were able to direct their own play.

All families strongly agreed that children had the opportunity to play outdoors every day. All older children had free flow access to an outdoor area which provided further opportunities for active energetic play and enabled children to direct their play and learning. As a result, they had fun and were deeply engaged in their play. Younger children were effectively supported by staff to access their outdoor area. They had good opportunities to develop their gross motor skills, for example, riding bikes and climbing. There were some loose parts and open-ended resources for younger children to be curious and creative.

Effective infection prevention and control measures supported children's health and wellbeing. Children were well supported by staff to wash their hands effectively at key times throughout the day. Significant

improvements had been made to the toilet facilities to ensure they followed current best practice guidance. This helped to minimise the risk of infection and keep children safe.

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, therefore we evaluated this quality key question as very good.

Quality Indicator 3.1: Quality assurance and improvements are led well

Children, families, and staff benefitted from a committed leadership team. They promoted high aspirations for children through a shared vision. This created a happy and welcoming ethos in the service promoting a positive atmosphere for children to play and learn. The positive ethos meant staff were proactive in taking shared responsibility for change and improvement. This meant children benefitted from a staff team who were motivated and responsive to meeting their needs. Families told us, 'The leadership is one of the best I've seen in a setting, the staff are always warm and welcoming they get to know the families and involve the families in lots of ways'.

Children and families were regularly consulted, and their views gathered. They did this with questionnaires, and face to face discussions. All parents strongly agreed they are involved in a meaningful way to help develop the setting. This gave a strong message that their views mattered.

High quality care and support was achieved by effective quality assurance systems and processes including self-evaluation and an improvement plan. The senior leadership team implemented monitoring and auditing across the service leading to continuous improvement. Staff were skilled, passionate and motivated, and worked well together. Continuous reflection on practice and regular opportunities for professional discussion brought about positive changes for children and families.

A realistic improvement plan was driving forward nursery developments. Priorities were outcome focussed with realistic targets which improved outcomes for children. Ongoing monitoring and reviewing of the priorities meant the manager and staff had a clear overview on their progress. This meant children benefitted from a service that continued to improve.

The manager and staff fully engaged in the inspection process and appreciated the guidance and suggestions offered by the inspectors. The manager and staff demonstrated their commitment to the service and were motivated to make improvements to ensure positive outcomes for children.

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 quality key question as very good.

Quality Indicator 4.3: Staff deployment

Children were cared for by staff who were warm, compassionate, and nurturing. Staff provided individualised support by effectively engaging with children throughout the inspection. Staff demonstrated an awareness of when and how to effectively intervene, picking up on cues to support children's wellbeing and extend their play experiences. This resulted in children who felt respected within the service. Parents commented, 'They [staff] are flexible, helpful & caring. They make great efforts for a positive parent/key

worker relationship. Their attention to detail and caring nature really helps me as a parent to know what my child is doing at nursery and how they are getting on. They are always there to go the extra mile for families and children', and 'The staff are fantastic even those who are not my child's key worker have taken the time to get to know all of us, they are all fantastic with my child and always happy'.

Children benefitted from a service that was appropriately staffed to meet their needs. Effective staff deployment across the service meant that the right number of staff were meeting children's individual needs, consistently throughout the day. Staff were proactive in recognising any gaps and ensuring effective supervision and quality engagement with children. Staff worked very well together and ensured children were able to access the full provision. They recognised that some absence had an impact on the team structure, however, their team approach and commitment ensured continued positive outcomes for children.

A good mixture of skills, knowledge and experience in the staff team contributed to positive interactions, play and learning experiences for children. They communicated well and worked together to ensure children were safe and engaged in quality experiences throughout the day. This allowed routines and key tasks to be carried out whilst ensuring children were appropriately supported and outcomes remained positive. As a result, children experienced a very calm, nurturing experience for the majority of their time.

Positive working relationships had been formed between staff which meant they were all meaningfully contributing to the inclusive and positive ethos of trust and respect. The staff team worked collaboratively and supported each other well. Regular meetings and support from management engaged staff very well in the process of reflecting on practice. This meant that staff felt valued and empowered to grow professionally and provided children with a happy, secure and supportive environment.

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

Requirements

Requirement 1

By 17 April 2023, the provider must ensure children experience toilet facilities which support their health, safety and welfare needs. To do this, the provider must, at a minimum ensure:

- a) toilet facilities are clean, hygienic, and well-maintained
- b) children can easily access the facilities, including the sinks, toilets, toilet tissue, soap, and paper towels
- c) children are effectively supported and supervised by staff to ensure they are safe and their personal care needs are met.

This is to comply with Regulation 4(d) and Regulation 10 of the Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that:

'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.22).

This requirement was made on 28 April 2023.

Action taken on previous requirement

Children experienced toilet facilities that were clean, hygienic and well-maintained. They were able to access facilities and had appropriate supervision to meet their personal care needs.

Met - within timescales

Requirement 2

By 16 August 2023, the provider must ensure that there are sufficient nappy changing and toilet facilities to meet children's personal care needs. To do this, the provider must, at a minimum ensure:

- a) children requiring personal care are supported in a timely manner
- b) toilet facilities are not shared with school aged children to minimise the potential spread of infection.

This is to comply with Regulation 4(d) and Regulation 10 of the Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that:

'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.22).

This requirement was made on 28 April 2023.

Action taken on previous requirement

The toilets had a complete refurbishment which meant children did not have to share the facilities with school aged children. Toilet facilities and nappy changing area were in line with current guidance which minimised the potential spread of infection.

Met - within timescales

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

By 1 May 2023, the provider must ensure there are sufficient staff to meet all children's needs throughout the day and provide them with consistently high quality experiences.

This is to comply with Regulation 15(a) of the Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that:

‘My needs are met by the right number of people’ (HSCS 3.15).

This area for improvement was made on 28 April 2023.

Action taken since then

Children were very well supported by the right number of staff to meet their individual needs consistently. This meant that children experienced high quality care, play and learning throughout the day.

This area for improvement has been met.

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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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