Cairellot Nursery Ltd
Day Care of Children

Greenock Road
Bishopton
PA7 5AW

Telephone: 01505 864 008

Type of inspection:
Unannounced

Completed on:
23 August 2021

Service provided by:
Cairellot Nursery Limited

Service provider number:
SP2003001014

Service no:
CS2006118166

About the service

Cairellot Nursery Ltd has been operating since 1993 and registered as a daycare of children service with the Care Inspectorate on 1 April 2011. The service is in the Bishopton area of Renfrewshire and has expanded over the years to meet the growing community's needs.

Cairellot Nursery Ltd is registered to provide a care service to a maximum of 165 children across the following age range:

- 45 children aged under 3 years with no more than 20 children aged under 2 years.
- 120 children are aged 3 to those not yet of an age to attend primary school.

The outdoor space has been considered when agreeing to the maximum number of children aged 3 years to those not yet attending primary school. Children must have access to the outdoor space at all times.

- 37 children are of primary school age, including children attending S1 and S2.

When more than 23 school age children are cared for the number of children aged 3 to not attending primary school shall be reduced to 106.

The service is provided by Cairellot Nursery Limited and is in partnership with Renfrewshire Council. Children attend on a variety of patterns, including full days. The nursery has bright, spacious facilities which offer direct access to outdoor play areas. An indoor-outdoor setting where children have free access to high quality play and learning experiences in both environments all day.

The service aims are: to provide a safe, secure, happy and stimulating environment enabling your children to learn through play, discovery and investigation to meet their potential.

We started the inspection of Cairellot Nursery Ltd with an unannounced visit on Tuesday, 17 August 2021. We continued the inspection virtually using Teams technology, telephone discussions, and email exchange, then concluded by giving feedback on Monday, 23 August 2021.

This was a themed inspection where we evaluated the Quality of Care and Support and the Quality of Staffing. As part of this inspection, we considered Key Question 5 - Operating an early learning and childcare setting (including out of school care and childminders) during Covid-19 with a specific focus on Quality indicator 5.2: Infection prevention and control practices support a safe environment for children and staff. We will report on the overall performance of this indicator within Quality Care and Support.

We check services are meeting the principles of Getting It Right For Every Child (also known as GIRFEC). Set up by the Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer healthier lives.

What people told us

During our inspection, we spoke to children in the nursery and out of school care. They told us they enjoyed playing with their friends, being outdoors and going on outings. We observed that the children were confident, settled in the service, and familiar with the daily routines.

Throughout this report, any reference to 'parents' also includes carers and guardians.

We received feedback from six parents through email and by telephone. All were very happy with all aspects of the service. The parents told us that the staff were very friendly and that their children got on well with them. staff provided their children with a safe and fun environment with rich play and learning experiences.

Parents spoke highly of children's online play and learning journals. They told us that information to support their child's play, learning and development is shared weekly with them and included a monthly review. For example, the Wow moments for children highlighted their progress in play and learning. In addition, photographs within the journal showed children at play, which the parents looked forward to receiving every week.

Parents said that communication within the service was excellent, policies and procedures were shared initially via the nursery handbook and by email when updated. The parents felt that the service was proactive in providing regular updates about Covid-19. They went above and beyond to ensure the nursery setting was as safe as possible for staff and children.

Self assessment

We did not ask the service to complete a self-assessment in advance of the inspection. Instead, we looked at the service improvement plan and quality assurance paperwork. These documents demonstrated the service priorities for development and how they were monitoring the quality of the provision provided for children and families.

From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	not assessed
Quality of staffing	6 - Excellent
Quality of management and leadership	not assessed

What the service does well

The service provided a happy, welcoming play and learning environment for children. Staff facilitated a culture of empowerment, supporting children to feel valued, respected and loved.

The staff were very professional, which supported a skilled workforce. In addition, the staff's skills and interests brought different elements to the team, further supporting positive outcomes for children. For example, we observed children engage in their play and learning through self-discovery, accessing a wide range of high-quality natural and open-ended resources in an enabling environment indoors and outdoors.

Staff valued the importance of play. Children directed their play and learning, with staff facilitating and scaffolding their skill levels as appropriate. An example of this was a child in the afterschool care who wanted to make cookies for their mum's birthday. The staff supported the child's interest by providing them with the recipe and ingredients needed. In addition, we observed staff supporting younger children with their schematic play styles; staff introduced challenges to their play with toys and activities.

Child and parent opinions were valued, supporting them to feel included. We saw that children's emotional wellbeing was supported well by staff who knew the importance of developing trusting, loving relationships. An example of this was using sign language in the baby room to help the youngest children share their thoughts, feelings, and preferences during meal times.

Every child has a child's plan, an 'All About Me,' and a care plan that includes core information. Plans were updated electronically in consultation with parents every six months using the 'care plan review form.' Staff had a clear understanding of children's support needs and had developed highly effective support measures to ensure children's identified needs were respected and met. The strong partnership between the service and families continued during the pandemic. Parents told us that they were very well supported by the service through regular virtual meetings and telephone conversations. We noted that children's health, welfare and safety needs were at the fore of the support offered by the service during this time.

Monitoring systems were in place for children that required additional support; this includes the wellbeing and health action plan for specific children using the wellbeing SHANARRI indicators. In addition, staff could tell us how they planned to meet children's all-round development, promoting equality and inclusion.

We reviewed the services Covid-19 infection prevention and control measures and found them to be effective in ensuring the health, safety and welfare of children and families attending the service.

We found that the use of collective leadership management methods had resulted in a staff team that was highly competent, skilled and motivated. Staff were forward-thinking and passionate about enhancing children's play and learning opportunities. A shared leadership approach was encouraged and promoted. In addition, we found that staff training and development plans demonstrated a pedagogy style of learning that supported positive outcomes for children's health, safety, wellbeing and development.

We observed staff using human rights-based approaches in their interactions with children. For example, they asked children for permission before changing their nappy and before wiping their noses. Discussions with staff highlighted how they used the principles of Getting it Right For Every Child (GIRFEC) to promote children's understanding of their emotional wellbeing.

What the service could do better

The service should continue to look for innovative ways to sustain their current grades and excellent practice. The directors, nursery managers and team engaged very well with the inspection process and proactively addressed any raised points. For example, the newly formed lunch area for the preschool children was small and noisy for them to enjoy a relaxing dining experience. By the end of the inspection process, staff created a café style room that offered a comfortable and pleasant experience for children, where they had opportunities to self-select their lunch in an unhurried relaxing way.

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	
26 Feb 2019	Unannounced	Care and support Environment	5 - Very good Not assessed

Date	Type	Gradings	
		Staffing Management and leadership	Not assessed 5 - Very good
9 Dec 2016	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 5 - Very good Not assessed Not assessed
30 Oct 2014	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good
22 Nov 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 6 - Excellent 5 - Very good
1 Jun 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 4 - Good 5 - Very good
20 Jan 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 2 - Weak Not assessed
30 Mar 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 4 - Good

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