Garnock Community Campus
Day Care of Children

Beith Road
Glengarnock
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Telephone: 01505 682 685

Type of inspection:
Unannounced

Completed on:
24 October 2024

Service provided by:
North Ayrshire Council

Service provider number:
SP2003003327

Service no:
CS2007152265

About the service

Garnock Community Campus is registered to provide a day care of children service to a maximum of 47 children aged two years to those not yet attending primary school. Of these children, no more than 15 are aged between two to under three years. The service is provided by North Ayrshire Council and is part of a 2 - 18 years campus.

The service is situated in the village of Glengarnock within close proximity to public transport links, local shops and amenities. Children are cared for in two playrooms located on the ground floor of the building. Children also have access to a cloakroom area, personal care facilities and a designated, fully enclosed outdoor space.

At the time of inspection there were 29 children registered with the service.

About the inspection

This was an unannounced inspection which took place on 23 and 24 October 2024 between the hours of 09:00 and 15:00. 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 information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with and observed children using the service.
- received electronic questionnaires from 11 of their families.
- spoke with staff and management.
- observed practice and daily life.
- reviewed documents.
- received a completed questionnaire from a visiting professional.

Key messages

• Children experienced compassionate and nurturing care. It was clear to us that staff knew children and families very well and valued the positive partnerships they had developed.

• Children were happy and engaged in play and learning experiences. They benefitted from opportunities to develop meaningful connections with the wider campus and learn together with their families.

• Children experienced a warm and homely environment. Playrooms were well ventilated and furnished to a high standard.

• Management engaged well with the inspection process and were committed to providing a high quality service for children and families. They demonstrated a positive and proactive outlook on change and improvement.

• Children experienced a positive and loving ethos. They were cared for by a team who were motivated, and placed children and families at the heart of service provision.

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?	5 - Very 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 very good and good, with an overall grade of good. Several strengths impacted positively on outcomes for young people and clearly outweighed the areas for improvement.

1.1 Nurturing care and support

Children experienced compassionate and nurturing care. It was clear to us that staff knew children and families very well and valued the positive partnerships they had developed. One parent told us, "They listen and care about my child and know them as well as I do." Personal preferences were reflected in practice and staff interactions were respectful and responsive to children's needs. Another parent stated, "The team at Garnock Community Campus Early Years have had a massive impact in my child's life. I've seen my child grow and develop with so much positivity and happiness. As a parent you can't ask for more than that." There was a nurturing ethos in the service and a strong sense that children mattered. As a result, children were happy and felt loved.

Children benefitted from calm and unhurried meal time experiences. They were encouraged to self-serve, pour their own water and clear away their plates. Staff sat with children and had meaningful conversations about their day and home lives. This created a positive, sociable experience for almost all children and helped them to develop their independence. We asked the service to further consider the seating arrangement during lunchtime to ensure that all children experience quality interactions throughout their meal.

Staff were supported to meet children's health and well-being needs through an effective use of personal plans. All children had a current personal plan in place, developed in partnership with their families. These detailed children's interests and identified their next steps. The format had recently been reviewed. The new format supported staff to monitor children's progress in relation to their care and support needs, as well as their learning and development. As a result, children were well supported children to reach their full potential.

Partnership work with external agencies to meet all children's needs was a key strength in the service. All staff had a very good understanding of children's individual care and support needs. Staff consistently implemented strategies and recommendations from visiting professionals, requesting further advice when required. We could clearly see the positive impact of this collaborative practice on children's wellbeing. As a result all children received quality and individualised care and support. This promoted a strong sense of inclusion throughout the service.

1.3 Play and learning

Children were cheerful and engaged in play and learning experiences throughout most of our inspection. They independently moved around the playroom, self-selecting resources and extending their own play. Staff showed a genuine interest in children's play through interactions that were positive, kind and encouraging. As a result, children were confident, happy and having fun.

Children's needs had been considered when developing a consistent daily routine. At times, some children would have benefited from more flexibility in the structure of their day. All children took part in group time

before lunch, straight after lunch and at the end of the day. We asked the service to consider the length of time overall that children spent sitting and participating in adult directed activities. Whilst most children were engaged and enjoyed group times, children would benefit from the option to return to play when they choose to.

Planning approaches were clearly focused on supporting progression in children's learning and development. Floor books were used well to evidence children's experiences. We discussed how these could be further developed to clearly capture children's voices and responsive planning. Effective processes were in place to track individual children's progress. This ensured that children received targeted interventions at the right time. As a result, children's needs were met and they were well supported to reach their full potential.

Children had fun engaging in opportunities to develop their language, literacy and numeracy skills. We observed children reading stories, singing, mark making and playing word games. Children also enjoyed identifying numbers and using a timer. Numeracy experiences were mainly led by staff. We suggested increasing opportunities in the environment for children to spontaneously develop their numeracy skills. This would increase cross curricular opportunities for children to develop their skills and knowledge through play.

Children benefitted from opportunities to develop meaningful connections with the wider campus and learn together with their families. They enjoyed stay and play sessions, a lending library and a sports programme led by school aged children. The service told us about their plans to continue to develop links with the wider community, such as enhancing children's experiences when visiting a local woodland. This would further strengthen children's community connections and natural experiences beyond the Campus.

How good is our setting? 4 - Good

We evaluated this quality indicator as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

2.2 Children experience high quality facilities

Children experienced a warm and homely environment. Playrooms were well ventilated and furnished to a high standard. Children enjoyed cosy and comfortable areas to rest and regulate their emotions. We observed them relaxing on comfortable sofa's and hammocks with blankets and comfort items. As a result, children were happy and settled.

Play spaces had been well designed to include real resources and loose parts, these are materials with no specific purpose that can be used in multiple ways. This stimulated children's curiosity and imagination. We discussed the benefits of increasing the quantity of resources in some areas, such as the block play area, creative area and sand pit. This would enhance and add depth to children's experiences.

Staff recognised and promoted the importance of outdoor play in all weather. Children benefitted from free flow access to fully enclosed outdoor play spaces during most of our visit. This supported them to be active and had a positive impact on their health and wellbeing. Outdoors, we saw children laughing and having fun tipping out water to make puddles to splash in. They enjoyed building dens and using real pumpkins and mud to create imaginative pumpkin sausages. As a result, children were developing their imagination and problem solving skills in a natural environment. Children were encouraged to think about the appropriate

clothing and footwear for the weather when going outdoors, this respectfully encouraged children to make choices and develop their life skills.

Children's personal items and weather proof clothing, provided by the service, were stored in easily accessible individual boxes. Children benefitted from their own box labelled with their photographs, names and drawings. This promoted a sense of belonging. There were plans to develop wall displays to share children's artwork and achievements. This would further develop children's ownership of their environment. Children confidently moved around playrooms and it was clear they felt at ease. As a result, children were content and knew that they mattered.

The environment was clean, clutter free and well-maintained. Maintenance and repair procedures were in place and children's information was stored securely. This ensured that children experienced an environment that was clean and safe. We asked the service to ensure that toilet doors were not wedged open, handwashing procedures were consistent and that cleaning mops were stored securely out of children's reach. This would minimise any potential spread of infection.

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/people, therefore we evaluated this key question as very good.

3.1 Quality assurance and improvement are led well.

The management team engaged very well with the inspection process and were committed to providing a high quality service for children and families. They demonstrated a positive and proactive outlook on change and improvement. It was clear the management team had a strong focus on staff wellbeing, and valued staff's individual skills and knowledge. As a result, all staff were empowered to embrace change and felt personally and professionally supported. The passion and dedication of the management and staff to ensure positive outcomes for children and families was a key strength during our inspection. This meant that children were cared for by a highly motivated team who were committed to meeting their needs.

Children and families views were valued. Families had been asked for feedback on a recent sports programme and on aspects of the service improvement plan. We could see where feedback from families had led to changes and improvements. The service were planning to enhance their consultation processes, and re-establish clear responses to families' views. This would help the service to complete their feedback cycle.

Quality assurance processes including self-evaluation and improvement planning were child centred and informed by the aspirations of those involved in the service. Management and staff regularly engaged in team meetings, professional discussions and evaluative sessions. These had a clear focus and included input from external agencies. A visiting professional told us, "Garnock management and staff have a growth mindset and as a visiting member of staff they are a real pleasure to work with." As a result, children were very well supported to reach their full potential and all staff felt meaningfully included in the service improvement journey.

A culture of reflection for improvement was embedded in the service. A large number of improvement priorities had been identified through a vast amount of auditing and monitoring. We suggested streamlining these processes and prioritising improvement areas to ensure they remain manageable. Strong leadership

supported staff to have high aspirations and pride in their role. This promoted positive outcomes for children and families.

How good is our staff team? 4 - Good

We evaluated this quality indicator as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

4.3 Staff deployment

The management and staff team were passionate about their roles and proud to be part of Garnock Community Campus. The service had recently been through a period of significant change. Management had been responsive to challenges and placed a strong focus on wellbeing and relationships. It was clear to us that staff had developed strong and caring connections. All staff were supportive and respectful towards each other. One parent told us, "The passion, the love, the care and the enthusiasm from the team at Garnock Early Years is something I respect very much." As a result, children experienced a positive and loving ethos. They were cared for by a team who were motivated, and placed children and their families at the heart of service provision.

The service was appropriately staffed to meet children's needs throughout our inspection. Staff breaks were well planned and did not impact on the quality of children's care and support, whilst ensuring that all staff had sufficient time to rest and return refreshed. The manager regularly provided support and cover within playrooms. It was clear that children and families knew them well. As a result, children were always cared for by familiar staff.

Whilst staff were knowledgeable about children health and medication requirements, we found inconsistencies in written medication records. We discussed the importance of having robust procedures in place to ensure medication records remain accurate during periods of staff absence that results in changes to roles and responsibilities (see area for improvement 1). This would ensure children's safety.

Staff demonstrated a dedicated approach to their professional development. They confidently discussed each other's strengths and embraced opportunities to learn from each other to develop their knowledge and skills. Staff spoke passionately about previous leadership roles and the positive impact they had previously had for children and families. These were temporarily paused as a result of recent changes in the service. Staff and management were keen to re-establish leadership roles and family support initiatives. This would help to embed a culture of distributed leadership, collaborative practice and enhance positive outcomes for children and families.

Areas for improvement

1. To ensure children are protected from harm, the manager should ensure that medication records are accurate and completed in full in line with Care Inspectorate guidance, 'Management of medication in daycare of children and childminding services.'

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'Any treatment or intervention that I experience 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.

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?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

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

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