Playmates Playgroup
Day Care of Children

Loanhead/St. Margaret's RC School
34-36 Edgefield Road
Loanhead
EH20 9DY

Telephone: 0131 448 1840

Type of inspection:
Unannounced

Completed on:
28 November 2019

Service provided by:
Jennifer Allan and Ingrid Jones a Partnership

Service provider number:
SP2005007629

Service no:
CS2008170184

About the service

The service has been registered since September 2008.

Playmates Playgroup is registered to provide a care service to a maximum of 14 children between the ages of 2 years to primary school entry at any one time. To provide a care service (crèche) to a maximum of 2 children between the ages of birth to primary school at any one time.

The service will operate from within Loanhead/St.Margarets RC School The setting benefits from an enclosed garden and use of the school grounds.

The aims ethos of the service include:
"At Playmates Playgroup we believe that in a happy and secure environment young
children learn how to socialise and co-operate with others.
Activities will be provided so that the children are stimulated and challenged but at the same time are having lots of fun.
We aim to provide equal opportunities for all children and families within our setting and will follow the Children's Safeguarding Procedure at all times."

We found the aims to reflect the service.

We check services are meeting the principles of Getting it Right for Every Child (also known as 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 parent(s) 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

We observed children enjoying a variety of activities and experiences available to them. We saw that they were confident and content during their play and their interactions with each other and with staff. Children were comfortable in their secure setting and staff were attentive to their needs. Children were confident and happy to include us in their play.

We sent seven care standards questionnaires to the service to give to parents. One was returned to us. The parent agreed with the statement 'overall I am happy with the quality of care my child receives in this service'.

We spoke with four parents and carers as they collected their children from the service. They were all supportive of the service and commented on the "lovely staff", "happy setting" and on how much their child had developed since starting to attend the service. One parent told us that it was the "ideal place for my child to come to make friends".

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. On the days we visited the service we looked at and listened to staff tell us about the improvements and developments that were in progress and what they had planned for the future. The service's improvement plan for 2019/2020 was

detailed and some of the developments included to "increase parental awareness about the advantages of outdoor play" and "support the development of our children's speech and language - improving the attainment gap".

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	5 - Very Good
Quality of management and leadership	not assessed

What the service does well

Children enjoyed a range of experiences throughout the inspection visits. They were exploring through the caring, fun and calm environment both indoors and outdoors. The selection of open-ended natural materials and the creative atmosphere supported their learning and provided opportunities to be creative and problem solve.

Staff knew children and families well. Children and parents could enjoy 'stay and play' sessions, which helped to develop relationships. Parents were asked to contribute to the setting by providing 'loose parts' materials and could pop in for a coffee if they wished.

Children benefited from warm and respectful relationships. We observed staff supporting children with comfort and cuddles, which helped children to feel reassured. Staff worked with parents to support children's needs and plan for their care.

Children were happy, polite and caring as a result of positive staff role modelling and kind interactions. They were having fun and learning to self regulate emotions and behaviour within the setting. This was evident in children's shared experiences and how they cared for and looked out for each other.

Children's thoughts and interests were recorded in 'floor books'. These evidenced the staff commitment to extending children's learning through valuing what they had to say. For example a child made a comment "dinosaurs can't swim" and from that staff did a 'floating and sinking' activity with toy dinosaurs. Their self-esteem was being promoted as they were proud of their achievements and so were the staff.

Children were building up positive relationships with foods as snack was flexible throughout the session. Lunch times, where packed lunches were provided by parents, offered children an unhurried time where they could socialise with their peers and staff.

Children could access physical and energetic play both indoor and outdoor resulting in children being active and developing confidence. The opportunities they were given to explore, be curious and use their imaginations encouraged them to learn about the world around them and develop individual interests.

To keep children safe and secure staff were knowledgeable about child protection and safeguarding. They had very good policies and procedures to follow and had carried out training to further support their understanding.

The staff team were seen to be hard-working, experienced, creative and committed to ensuring positive outcomes for all the children. Recent collaborations staff were having with other childcare professionals enabled them to strengthen their practice by sharing training and discussing guidance. Children benefited from the smooth transitions they had between the different services as there was shared learning.

Peer reviewing, where staff members recorded each others practice, was proving to be a useful tool for them to use and reflect on their practice. Staff were happy to be working in the service.

What the service could do better

Personal planning was in place to support each child. The manager agreed that chronologies could be added to these to capture information relating to a child's care and any strategies that may be put in place. For example, parental wishes for a child who is potty training.

The manager agreed to update the services medication policy to ensure it followed guidance detailed in 'Management of medication in daycare of children and childminding services'.

We asked that staff continue to familiarise themselves with the new Health and Social Care Standards.

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

Recommendation 1

It is recommended that appropriate procedures for the daily disposal of disposable nappies in the nursery are implemented.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 3 Health and wellbeing

This recommendation was made on 8 December 2017.

Action taken on previous recommendation
A nappy bin is now in the Disabled toilet. This is emptied by the school janitor prior to the after school club using the environment.

This recommendation had been met.

Inspection and grading history

Date	Type	Gradings	
8 Dec 2017	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good Not assessed Not assessed
24 Feb 2016	Announced (short notice)	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
22 Feb 2013	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good

Date	Type	Gradings	
27 Oct 2011	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good Not assessed 4 - Good Not assessed
4 Nov 2010	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good Not assessed Not assessed 4 - Good
17 Mar 2010	Unannounced	Care and support Environment Staffing Management and leadership	3 - Adequate 4 - Good Not assessed Not assessed
5 Mar 2009	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good

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