Ruchill Early Years Centre
Day Care of Children

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Glasgow
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Telephone: 01419 451 886

Type of inspection:
Unannounced

Completed on:
21 March 2023

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2009196606

About the service

Ruchill Early Years Centre provides a day care of children service to a maximum of 56 children. This includes: no more than nine children aged under two years; no more than 47 children from two years to not yet attending primary school of which a maximum of 17 children are aged two to three years at any one time. The service operates from a converted building within the Ruchill area of Glasgow. Children are cared for in three different playrooms dependent on their age groups. An outdoor play area offers children opportunities for fresh air, active play and learning. The service is close to, schools, transport routes and other amenities.

About the inspection

This was an unannounced inspection which took place on Tuesday 14 March 2023 between 09:30 and 15:45. 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 throughout the inspection year. In making our evaluations of the service we:

- spoke with several children using the service and reviewed survey responses from five parents whose children attend the service
- spoke with the senior management team and nine staff
- observed practice and staff interactions with children
- reviewed documents.

Key messages

- Children benefited from a skilled staff team who worked very well together and had created a welcoming, inclusive environment.
- Positive working relationships between the management team and staff promoted a collegiate approach to providing high quality play experiences for children.
- Children experienced interesting and motivating play and learning opportunities within creative outdoor spaces.
- Children were spoken and listened to in ways that encouraged them to feel valued and included.
- The manager's leadership approach had helped build, maintain and strengthen the capacity of the team to deliver continuity in children's care.
- Quality assurance and self-evaluation processes enabled the service to deliver high quality care and support tailored towards children's and families particular needs and choices.

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?	5 - Very 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 evaluated this key question as very good, where major strengths supported positive outcomes for children. There were very few areas for improvement.

1.1 Nurture, care and support

We looked at how the service's planning approaches for children's care, learning and development ensured they experienced positive outcomes. Children benefited from a skilled staff team who worked very well together and had created a welcoming, inclusive environment. Their sound knowledge of child development, GIRFEC (Getting It Right for Every Child) and the well-being indicators resulted in children's individual needs being met. We observed staff being responsive to children's changeable interests and demands. Children were spoken and listened to in ways that encouraged them to feel valued and included.

Staff worked closely with families, involving them in decisions about their child's care and development. This enabled the relevant staff to respond quickly, sensitively and compassionately to changes in a child's life. Staff were skilled in using the information in children's personal plans to meet their needs. Personal plans and learning story journals using the SHANARRI (safe, healthy, achieving, nurtured, active, respected, responsible and included) wellbeing indicators and the Early Level of Curriculum for Excellence were regularly reviewed and included targets for achievement and next steps. Staff told us how they worked with parents to ensure personal plans included the key information needed to provide appropriate care, meet any medical needs and take forward children's learning and play interests. One parent commented: "I think the staff are amazing, so caring and patient with the children. My wee girl comes home every day with a smile on her face. I honestly couldn't be happier leaving her in their care. They're helping her develop communication skills and every member of staff knows who she is and is interested in her progress."

Wellbeing assessment plans and records for children with identified additional support needs took account of multidisciplinary assessments and inputs. These support staged intervention meetings and a personal planning approach which was solution focused. This set out clear support strategies as well as identified children's strengths, personal challenges and development outcomes. A parent told us: "My child's needs are being met better following some strategies that the nursery have agreed to put into place. Strategies from myself and my child's therapists have been provided to staff to follow to help support my child and also using photo cards to help him communicate better. In regards to physical care of my child, the nursery staff always make sure my child has his nappy and clothing changed when needed."

We identified some issues related to the storage and administration of children's medication. All of these issues were raised with, and addressed by staff during the course of our inspection.

1.3 Play and learning

We found that staff promoted a culture within the service that focussed on promoting the children's right to play, have fun and experience challenge. Staff worked hard to provide a rich variety of high quality learning experiences by continuously promoting choice, children's interests, as well as tracking and reflecting on individual achievements. We found that children's voices were highly valued. Staff took time to extend conversations with children about their play and used well-timed open ended questioning to further extend and challenge thinking and learning. We found that staff used observations of children's significant play interests to adapt their support for and resourcing of play experiences.

Through discussion, it was evident that staff had a shared understanding of child development and early years pedagogy and used this to scaffold and shape the breadth and depth of children's learning. Staff had high aspirations to enable children to be successful. As a result, children were confident, happy and motivated to learn.

We discussed daily playroom and meal time preparation routines with staff and found that these would be enhanced by increasing opportunities for children's free-flow play and reducing time spent on large group adult directed experiences.

We discussed with staff strategies for developing children's sense of ownership of leading change related to their self chosen play projects. Staff agreed that more flexible use of planning tools based on observations of children's most engaging and involving play experiences, could strengthen existing opportunities for children to shape their play environments. This can extend opportunities for staff to reflect on when children display deep level engagement in their play and support them to provide greater autonomy and choice as to how this will be taken forward.

How good is our setting? 5 - Very Good

We made an evaluation of very good for this key question as we found performance that demonstrated major strengths in supporting positive outcomes for children and did not require significant adjustment.

2.2 Children experience high quality facilities

The service made very good use of available resources to create a motivating environment for children to play together. Play spaces included a range of open-ended and natural resources to stimulate children's creativity and problem solving. Staff ensured spaces were set up in ways that were adaptable and had potential to encourage children's sustained shared thinking. A wide variety of wall displays contributed to a stimulating environment that celebrated children's creativity and achievements.

We found that children's evaluations of their play spaces were used to support changes and adaptations to the outdoor play environment. This included discussions between staff and children about: adding a climbing frame; growing potatoes and peas as well as planters and seeds for and growing flowers; more garden toys, including the purchase of new bikes. We found that staff routinely shared their reflections on how setting up and monitoring of each play area led to challenging and engaging play opportunities for children. This helped to ensure that all play environments offered excitement, were richly resourced and appeared attractive to children.

We discussed with staff how regular planned outdoor play opportunities within parks and woodland spaces increased opportunities for children to experience fresh air and enjoy challenging play. The senior management team agreed to make this and ongoing improvements to the outdoor play environment a continuing focus of future improvement and professional development planning.

Children's safety was promoted through detailed risk assessments for all environments and activities accessed by them. These were regularly reviewed and staff were aware of their responsibility to identify and remove any new hazards in the way of children's safety and wellbeing. Children were also kept safe and healthy because of the robust infection control practices that were in place within the setting.

How good is our leadership? 5 - Very Good

We made an evaluation of very good for this key question as we found performance that demonstrated major strengths in supporting positive outcomes for children and did not require significant adjustment.

3.1 Quality assurance and improvement are led well

The manager promoted a shared vision for the setting that reflected the aspirations of children, families, partners and the wider community. The senior management team had created conditions where all staff and parents felt confident to initiate well-informed change and share responsibility for the process. Positive working relationships between the manager, team and staff promoted a collegiate approach to providing high quality play experiences for children.

Staff told us how the manager provided a clear focus for their shared team work, including setting out clear responsibilities and expectations. We found that the manager's leadership approach had helped build, maintain and strengthen the capacity of the team to deliver continuity in children's care. It had contributed to children's emotional health and wellbeing being a major focus on transitions into the setting. This ensured the care children experienced was delivered by familiar key adults who were perceived as consistent, reliable, trustworthy, and responsive to their needs. One parent commented: "The staff have been very understanding with the settling of my child as he took a bit longer to do this. They were patient with him and supported us to make him feel as comfortable as possible." Another parent told us: "It' rare to see staff retention being so good, as I know of other nurseries where the staff turnover is really high which can be unsettling for the children, as well as the parents as there is a lack of consistency. I would recommend this nursery to everyone."

We found that very strong leadership of the service supported staff to have high aspirations and confidence in their capacity to support children and families to reach their full potential. The staff team worked together very effectively to evaluate and reflect on their practice. They were keen to take forward current ideas, develop and implement best practice guidance. Staff were becoming familiar with the Care Inspectorate 'A quality framework for daycare of children, childminding and school-aged childcare' (Care Inspectorate, 2022). The manager highlighted how previous inspection report feedback had been used to support the development of an improvement plan that clearly set out the service priorities and targets for change. The management team told us how they dedicated time to analysing children's, staff and parents' contributions to any consultations and extracting the key messages or themes. We found that these self-evaluation processes enabled the service to deliver high quality care and support tailored towards children's and families particular needs and choices. A parent commented: "The head is available for parents whenever we need her. All the staff are so friendly and caring and you just know your child is being looked after. The nursery are excellent at letting you know what's been happening each day."

How good is our staff team? 5 - Very Good

We made an evaluation of very good for this key question as we found performance that demonstrated major strengths in supporting positive outcomes for children and did not require significant adjustment.

4.3 Staff Deployment

Effective staff deployment across the service meant that children's individual needs were being met by the right number of staff throughout almost all elements of the day. The staff to child ratio allowed staff to be responsive to individual needs which enhanced children's experiences and ensured children had the right support at the right time. Children who required additional support were well supported by staff to feel respected and included in daily experiences.

This was enhanced through effective working relationships with families. One parent commented: "Overall I feel my child has made good progress being at Ruchill. We feel very welcomed to the Ruchill family. Staff both within my child's class and other classes and even kitchen staff are great with my child. They are nurturing and warm and are really fun."

A robust induction process supported newly appointed staff to meet children's needs. The induction programme helped new staff to settle into their role and become part of the staff team. As a result, they were clear about their roles and responsibilities which supported children's experiences.

The staff routinely engaged in a range of professional learning activities that built on and sustained their practice. We found staff were confident in discussing how they had improved their practice as a result of their own professional learning activities. Staff told us how their professional learning was linked to a wide variety of leadership roles within the team including: digital learning; outdoor play; early literacy and numeracy; supporting transitions; children's rights. We found that this learning had a positive impact on the quality of experiences for children, their progress and wider improvements in the setting.

We identified a number of adaptations to staffing arrangements during lunchtime routines within the two-three years playroom which would help to better realise the centre's commitment to providing a more relaxed and nurturing environment during lunchtimes. This will increase opportunities for staff to be responsive to individual needs and support children to develop positive attachments with key adults. We signposted the manager to our practice note 'Keeping children safe: supporting positive mealtime experiences in early learning and childcare (ELC)' to support professional reflection on mealtime improvements within the staff team.

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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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