Binnie Street Children's Centre
Day Care of Children

26 Binnie Street
Gourock
PA19 1JS

Telephone: 01475 715 502

Type of inspection:
Unannounced

Completed on:
15 May 2023

Service provided by:
Inverclyde Council

Service provider number:
SP2003000212

Service no:
CS2012309339

About the service

The service was registered with the Care Inspectorate on 16 August 2012.

Binnie Street Childrens Centre is located in Gourock, Inverclyde. The provider of the service is Inverclyde Council. The service is registered to provide a care service as follows:

A maximum of 20 children from 2 years to under 3 years.
A maximum of 64 children from 3 years to those not yet attending Primary School. From 9:00am until 3:00pm, term time only, the service may care for a maximum of 80 children aged from 3 years not yet attending Primary School.
A maximum of 24 children attending primary school and up to the age of 16 years only.

Any other conditions unique to the service:

2. The care service will operate throughout the year.

3. Staffing ratios as stated in the National Care Standards - Early Education and Childcare up to the age of 16 (Appendix A) must be maintained at all times. A minimum of two adults must be present at all times.

About the inspection

This was an unannounced inspection which took place on Wednesday 10 May 2023 and Thursday 11 May 2023. The inspection was carried out by three early learning and childcare 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 service registered.

In making our evaluations of the service we:

- spoke with and observed children using the service

- contacted families and staff through Microsoft forms to gather their views

- spoke with staff and management

- observed practice and daily life

- reviewed documents.

Key messages

- Staff had a very good understanding of child development, relevant theory, and practice.
- Children were busy and engaged in leading their play and learning throughout our visit.
- The nursery has very good links with the community with a range of opportunities for children to participate in meaningful outings.
- Staff and management worked well as a team to achieve high quality care and experiences for children attending the nursery.
- A shared vision created a happy and welcoming ethos.
- The outdoor environment was a key strength within the service offering children a range of quality experiences.

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 found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator - 1.1: Nurturing care and support.

Children were happy, settled, and confident, sharing their experiences with staff and inspectors. Staff knew the children well, and strong attachments were evident, as staff engaged with children down at their eye level, providing comfort, reassurance, and cuddles. Very good relationships were observed between staff and children with staff showing a genuine interest in sharing meaningful interactions with children. As a result, children developed close attachments with staff who supported their needs and interests. Parents told us;

"The nursery has friendly, caring staff. Lots of activities inside and outside. My child loves going to nursery ".

"The nursery has been brilliant for our child. He has settled in really well now and that is down to the staff for helping him do that".

We observed lunchtimes within the setting to be relaxed and unhurried. Children could choose when they ate, which allowed them to enjoy uninterrupted play. Staff supported them to develop their independence skills as children selected their own food, poured their drinks, and cleared away their dishes. A member of staff sat with each group and chatted as they ate. This ensured children were safe and provided a positive, caring social experience where children felt valued.

Personal plans were in place for all children, which gathered information to support children's needs, wishes and choices. These were regularly reviewed, in line with legislation which was supporting staff in meeting children's needs. Effective partnership working with other professionals ensured children and families received the right support at the right time. This provided a consistent approach across the team for meeting the needs of children and families.

However on sampling personal plans we found it was not always clearly stated what children's individual next steps to support their health, welfare or safety needs were as well as their play and learning targets. We would ask management along with the staff to streamline processes in place to ensure all information captured is reflected clearly. This will support children's individual journey in the nursery through staff linking observations, which will further develop play and learning. Management should monitor regularly and provide individual feedback or actions where required.

Appropriate storage and systems were in place for medication being administered safely to meet children's needs. This meant that children's health needs were met.

Quality indicator - 1.3 Play and learning.

Throughout the inspection children were busy and engaged in leading their play and learning throughout our visit. They benefitted from a skilled staff team who were responsive and planned high quality play experiences, which promoted children's choice. Staff were skilled at identifying when to engage with children during their play and when to observe and allow children time to problem solve and become emerged in their play and learning. This was particularly evident during the scissor skills activity, sewing,

outdoor play, during the woodwork session and in the home corner area. Effective use of questioning extended children's thinking encouraged language development and supported children to consolidate their learning through play. As a result, the children were progressing well, were happy, and confident.

There were very good links with the community with a range of opportunities for children to participate in meaningful outings. For example, links with local primary and secondary schools, woodland walks, and intergenerational links with Riverside Gardens. These links with the community developed children's sense of belonging and knowledge through opportunities to connect with their own and wider communities.

Staff had a very good understanding of child development, relevant theory, and practice. Staff had attended Alice sharp and Froebelian training. They told us training had a positive impact on their practice, during inspection we could see learning undertaken by staff having a positive impact on experiences for children. For example, woodwork sessions and block play.

Staff are in the early stages of a new way to record observations of children's learning through the new family groups. Planning for children's play and learning was child centred through staff providing opportunities for children to engage in problem solving, developing imagination, curiosity and creativity, we could see some evidence of staff responding to children's interests. Through developing observations further, we would encourage staff to continue to provide children with opportunities tailored to their interests while documenting this further within their observations and profiles. This includes clearly identifying children's next steps in learning.

Families received information about children's experiences, progress, and learning through the online profiles, twitter page and newsletters, parents within the 2-3 room also received a daily update sheet. This was supporting families to be involved in their child's play and learning, Families told us they were satisfied with the information they received through online platforms and daily chats with staff at drop off and collection. Parents told us;

"All the staff are so caring and supportive, my child's keyworker is very friendly and caring, she keeps me informed of my child's day".

"The journals are a great way to connect about our child day".

How good is our setting? 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 key question as very good.

Quality Indicator- 2.2 Childrens experience high quality facilities.

Children experienced a setting that was secure, clean, inviting, and welcoming. The playrooms benefitted from natural light and ventilation. Furniture and resources were of a high standard and organised to promote free flow play, with most children having direct access to the outdoors. Children had ample space to move around freely and made effective use of the environment.

Staff created play spaces that were interesting and sparked curiosity and creativity inside and outside. Areas were well resourced, there was a good range of loose parts play and children were free to choose where to play, which provided children with opportunities to develop their independence and imagination. This demonstrated that the environment was well-planned, which embedded challenge and wonder.

The outdoor environment was a key strength within the service offering children a range of quality experiences. Children had the freedom to run around, develop their physical skills, be creative and enjoy quieter moments within the outdoor classroom. The availability of open-ended resources enabled children to engage their imaginations, develop life skills, spark curiosity and a sense of wonder of the world. As a result, children were motivated, engaged, confident and having fun. Parents told us;

" The nursery has very varied learning and play, the children particularly love the outdoor play which is frequent and not weather permitting which is great".

"My child loves outdoors and can access the outdoor area from 8.30am as soon as he starts, he has the option of having lunch outdoors which he also loves".

We would ask management and staff to consider developing further nurturing spaces for children to engage in quieter experiences, with soft lighting creating a calming ethos for children who require the opportunity for time out from the busy playrooms or to rest and sleep. Also to support good infection prevention and control practice we would ask management and staff to monitor childrens handwashing when returning inside from the garden.

Risk assessments were carried out to ensure the environment was safe for children attending and daily checklists were completed, which were informed by the risk assessments. These were regularly audited and identified actions taken to minimize risks, where accidents had occurred. This ensured children experienced a safe space to play and learn. We discussed the walkway out to the garden area and the gate, which was not enclosed by the wooden fence, we would ask management to look at this further. This would further maintain children's safety.

To support best practice guidance in relation to infection prevention and control children's toilet doors should be closed at all times. We asked management to discuss this further with the provider to identify a way to support children to access toilets safely when doors are closed.

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 key question as very good.

Quality Indicator - 3.1 Quality assurance and improvement are well led.

The management and staff team were committed to delivering a quality service for children and families. They worked well together creating a culture of shared responsibility. A shared vision 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. This meant children benefited from a staff team who were motivated and responsive to meeting their needs. Parents told us;

"The staff are excellent and always very welcoming and helpful ".

"The depute is very knowledgeable, tries her upmost to support all families. She is so smiley, and nothing is ever any trouble. She is very passionate".

"My child loves nursery, he is greeted and cared for by warm and loving staff, who take the time to get to know all children and families. The experiences the children get are exceptional including woodland walks, woodwork, fire pit and intergenerational learning".

We acknowledged that the service had plans in place to support improvement. We found the management team had developed an improvement plan identifying the service priorities. Quality assurance processes were beginning to be effective in evaluating the quality of the provision provided. The service regularly gathered feedback from children and their families which was used to plan the development and improvement of the service. The management team should continue to progress with areas identified within the improvement plan and develop a monitoring calendar to reflect roles and responsibilities within the management team.

The management team should continue to develop processes to support staff to meaningfully reflect on their practice through monitoring and observations in the playroom. This will support sustained and continuous development for them as individuals and the nursery as a whole.

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 key question as very good.

Quality Indicator - 4.3 Staff deployment

The deployment of staff within the service was managed and effective to meet most children's needs. Staff were kind, nurturing and respectful towards children, helping them feel loved and secure. Staff worked well together and were supported by the wider management team. Effective communication between staff and their flexible approach meant children were supported in all areas. For example, staff used radios to communicate during free flow outdoor play, staff worked well together within their areas supporting each other when required. This ensured children's health, wellbeing and safety needs as well as their play and learning were supported well.

At busier times, routines had been established which promoted continuity for children. For example, staff had a staggered lunch time to ensure enough staff were available to support children, management also supported during busier times. Parents and carers were welcomed and encouraged into the playrooms to collect their child. Management and staff took time to talk and build relationships with parents and update them on how their child had spent their day.

Staff told us they worked well as a team to achieve high quality care and experiences for children attending the nursery. Staff told us they were listened to and their ideas for improvements were respected. This supported a positive team ethos. Children and their families benefited from an evident ethos of respect within the team which resulted in a positive working environment. Staff told us they were happy to be at their work. Staff were highly committed to their lead roles and talked passionately about supporting children to reach their full potential.

Staff worked well as a team. They met regularly to discuss children's needs, and plan learning opportunities. Staff also took responsibility for their own professional development and embraced any new opportunities to learn and embed this into their practice. During inspection we could evidence how staff learning was having a positive effect on experiences for children.

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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