Wellington Children's Centre - Gourock
Day Care of Children

Gourock Youth Athletic Club
George Road
Gourock
PA19 1YZ

Telephone: 07398 768 840

Type of inspection:
Unannounced

Completed on:
7 December 2022

Service provided by:
Wellington Children's Centre

Service provider number:
SP2013012072

Service no:
CS2013317435

About the service

Wellington Children's Centre - Gourock provides daycare for children service, including before and after school care for children attending primary school. They are registered:

1. To provide a day care of children service to a maximum of 56 children at any one time.

Of those 56 no more than 0 are aged under two;
No more than 0 are aged two to under three and;
No more than 24 are aged three to those not yet of primary school age;
No more than 32 are of primary school age.

Adult: child ratios will be:
Under 2s - 1:3
2 to under 3s - 1:5
3 and over - 1:8 if the children attend more than 4 hours per day, or
1:10 if the children attend for less than 4 hours per day
If all children are over 8 years 1:10

Any other conditions unique to the service:
2. Children from 3 years to not yet attending primary school will be accommodated between 07:30am and 3.00pm.
Children who attend Primary school will be accommodated between 7.30 until 8.45 and then 3pm until 6pm.

The service operates from a stand alone building in Gourock, owned by Gourock YAC. Children have access to a playroom, toilets, kitchen facilities, a small garden, and outdoor playing fields. The service is provided by Wellington Children's Centre, a management committee consisting of parents.

About the inspection

This was an unannounced inspection which took place on Wednesday 30 November 2022 between 10:15 and 16:15, and on Monday 5 December 2022 between 08:30 and 11:00. 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 six children using the service
- gathered feedback from twelve family members
- spoke with six staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were happy, settled and confident at the service.
- Parents spoke very highly about the relationships they had formed with staff.
- Children had developed positive relationships within their community.
- Children's individual needs were well supported.
- The provider should ensure that all staff are safely recruited.

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?	4 - 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.

1.1. Nurturing care and support.

Children experienced warm and nurturing care to support their wellbeing. Staff were kind and caring during their interactions with children, helping them feel secure.

Children enjoyed mealtimes that were relaxed and unhurried. Staff sat with children and ate their own lunch alongside them, ensuring a positive social experience. A good level of supervision supported children to be safe while eating. Food choices for children were nutritious and reflected children's dietary requirements. When eating with children, staff should ensure that their own food choices are nutritious and reflect current guidance. This would support children to make healthy choices. Children were encouraged to develop their independence by pouring their own drinks and clearing away their plates.

Children had opportunities to rest or sleep when needed. We saw children accessing cosy areas to relax throughout the day. This supported them to regulate their own emotions.

Children were supported by staff who knew them very well. Information about children was contained in their personal care plans and staff could tell us about children's individual needs, likes and preferences. Staff worked closely with families to gather and share key information. Included in parents' comments were:

"All the staff know the children really well and the children feel safe and confident in their care. There is regular communication between the staff/parents and children both verbally and through questionnaires/ care plans to identify any specific needs, wishes etc."

"I feel that the nursery communicate really well with parents about what the children are up to".

Management should now monitor personal plans to ensure they consistently reflect children's needs and how they will be supported to make progress. We discussed how the service could improve personal plans for school aged children.

Staff had a good understanding of children's health needs. Several staff were trained in first aid should children require medical assistance. No children required any medication, but appropriate paperwork was in place if needed.

1.3 Play and learning.

Children were leading their play and learning. They confidently made choices about where they wanted to play and what they wanted to play with. We saw children having fun as they built train tracks, explored sand and water, and sang Christmas songs while they played in the home corner. Well placed Christmas resources supported children's current interests. For example, they enjoyed singing Christmas songs, decorating their own Christmas tree and dressing up as Christmas characters.

Children had opportunities to develop their language, literacy, and numeracy skills. Home link bags provided opportunities for children to develop their learning at home. We also heard children singing songs and rhymes, and they enjoyed listening to stories throughout the day. Numeracy was supported through 'Numicon' activities. Numicon is an early maths resource which helps children see the relationship between numbers. We discussed how staff could enhance numeracy development in natural ways for example by counting plates and cups while preparing for lunch.

Children were making progress in their learning. We observed children who were happy and confident, and staff could tell us how individual children were being supported. This was shared with parents through online learning journals which allowed parents to continue the learning at home. One parent told us, "We were involved in the target setting and are kept regularly updated so that we can track where (our child) is in terms of their targets." Management and staff should now ensure that planning paperwork is updated to reflect a child centred approach to learning.

When children required extra support, this was planned in partnership with families and external professionals. Staff demonstrated a good understanding of child development, and they were attuned to children's needs. When needed, they sought appropriate support for children. This meant that children received the right support at the right time.

Children enjoyed sharing activities with residents from the local care home, such as reading stories, exploring feelings and making poppy wreaths. This was a particular strength of the service. These experiences enhanced children's learning and allowed them to build meaningful relationships with the older generation.

Children regularly engaged with staff from Morton football club to develop their physical literacy by following instructions during physical play. Children also enjoyed singing songs and listening to music through weekly visits from a local musician. Together, these activities helped develop strong connections in the community and enhanced children's opportunities for play and learning.

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.

2.2 Children experience high quality facilities.

Children were cared for in an environment that was secure, welcoming and well maintained. There was plenty of natural light and ventilation to maintain children's comfort.

Children benefitted from a range of measures to keep them safe, such as a secure entry system, secure outdoor play areas, as well as good communication between staff to ensure children were accounted for.

Cosy spaces provided children with the opportunity to rest or sleep. We saw children independently accessing cosy spaces within the book corner where they enjoyed quieter activities or rested. This supported children to regulate their own emotions.

There was ample space to meet children's needs; they could move around freely and make choices about where they wanted to play. Play spaces were organised to meet their current interests. Some loose part materials, such as wooden blocks, supported children's curiosity and investigation. Management and staff agreed to further develop loose parts materials in order to support children's imagination and problem-solving skills and provide them with greater challenge during play.

There were systems in place to monitor the maintenance and repair of the building and equipment and risk assessments had been carried out to identify hazards and put safety measures in place to minimise risks. We discussed how the service could further develop their approach to risk by involving children in identifying potential hazards and considering safety measures.

Overall, appropriate infection control procedures supported a safe environment for children and staff. This included regular cleaning and supporting children with good hygiene practices to minimise the risk of spreading infection.

How good is our leadership? 4 - Good

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

3.1 Quality assurance and improvement are well led.

The manager worked closely with staff. Together, they had established clear roles and responsibilities and they worked well together to create a positive ethos for children attending the service.

The service had a clear vision, values and aims in place. Regular communication with staff ensured that they felt involved in the service's improvement journey. Daily "on the go" meetings allowed staff to discuss and plan for individual children's needs. More formal weekly meetings gave staff the opportunity to consider what was going well and what they could do better.

The leadership team were visible in the nursery and worked alongside staff to support positive relationships with parents. Parents were very happy with the level of care and support their children received and they felt confident to raise any concerns. Emails, newsletters, e-learning journals and a private 'Facebook' page were used to share information about their children's progress. Parents told us that they felt very well informed about their child's progress, and they felt that the nursery was very well led. Included in the comments were:

"The staff at Wellington provide very detailed accounts of our children's day at nursery, we receive regular feedback".

"We are kept well informed about our child's day".

The service had clear policies and procedures in place to support the daily operation of the service. We asked that these be reviewed to reflect current guidance.

Overall, staff had been safely recruited. However, we noted that one staff member had allowed her registration with SSSC to lapse. Immediate action was taken to rectify this. Volunteers helped at the service

and safe recruitment checks had been carried out. However, this should be improved to ensure that volunteers are subject to robust checks, risk assessments and training. This will support children's safety. We signposted the service to good practice guidance, "Better recruitment through safer recruitment" to support this. (See area for improvement 1).

The service would benefit from more robust monitoring that would inform the improvement process. For example, monitoring of staff practice, and systems and processes such as risk assessments, medication, and policies and procedures. This would impact positively on outcomes for children.

Areas for improvement

1.
The provider should ensure that all staff, including volunteer staff, are subject to robust recruitment procedures in line with good practice guidance, "Better recruitment through safer recruitment". The provider and manager should monitor staff registration with SSSC to ensure that, where necessary, staff are registered with the appropriate regulatory body.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: "I am confident that people who support and care for me have been appropriately and safely recruited" (HSCS 4.24).

How good is our staff team? 5 - Very Good

The service was small which allowed staff to develop very good relationships with children and families.

Children were cared for by kind and caring staff who knew them well. They showed a genuine interest when children approached them. As a result, children experienced a warm, nurturing environment where they felt valued and secure.

Staff were appropriately deployed to meet children's needs. A generous staffing level, and use of the differing experience, knowledge and skills of the staff team, ensured that children's experiences, across the day, were positive.

Staff communicated well with their colleagues, for example, when leaving the room. This ensured that children were effectively supervised and continued to experience quality engagement throughout the session.

Arrangements were in place to promote continuity of care across the day and to ensure good communication with families. For example, out of school care staff came in early to support nursery staff at busier times of the day. This supported children's wellbeing and safety. Parents also spoke positively about the relationships staff had built with them. Included in the comments were:

"It is evident that each member of staff at Wellington knew our children inside and out and they were always willing to have a wee chat and share news with you. The level of care they show is second to none".

"(Staff) work hard to provide a safe and loving environment for the children and this is shown by how confident, resilient and happy the children are".

Staff worked well together as a team, led by the manager who was visible on the floor and role modelled good practice. An induction process helped newly appointed staff to settle into their role and become part of the staff team. As a result, staff were clear about their roles and responsibilities. This supported positive outcomes for children. Staff would now benefit from peer support and visiting other services to develop their skills and grow in confidence.

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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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