The Indigo Childcare Group at Garrowhill Early Learning Centre
Day Care of Children

25 Bakewell Road
Glasgow
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Type of inspection:
Unannounced

Completed on:
29 January 2025

Service provided by:
The Indigo Childcare Group

Service provider number:
SP2007009288

Service no:
CS2015337951

About the service

The Indigo Childcare Group at Garrowhill Early Learning Centre is provided by The Indigo Childcare Group. To provide a care service to a maximum of 71 children not yet attending primary school at any one time. At the time of inspection 63 children were in attendance.

The service is accommodated in purpose built accommodation within a primary school in the east end of Glasgow. The service has its own secure entrance and reception area. Two playrooms have direct access to their outdoor play area and children also enjoy accompanied access to an adjacent safely enclosed forest.

The service is in partnership with Glasgow City Council to provide early learning and childcare for children aged 2-5 years.

About the inspection

This was an unannounced inspection which took place on Tuesday 28 and Wednesday 29 January 2025. 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 children using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received feedback from 24 parents/ carers

Key messages

- Children were happy, confident and settled in the service.
- The setting was comfortable, spacious and stimulating for children.
- Children benefitted from access to a range of learning opportunities outdoors.
- Staff had positive relationships with children and families.
- Staff worked well together to deliver positive outcomes for children.
- The management team were friendly, visible and approachable, which strengthened relationships with families.

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 significant strengths supported positive outcomes for children.

Quality indicator 1.1: Nurturing care and support

Staff were warm, kind and nurturing in their approach with children. Children were confident and happy within the setting. Staff knew children well and were attentive to their needs. One parent commented, 'I love that the staff members are all so welcoming. My wee boy's key worker knows him inside out and it is just lovely the bond they both have.' This contributed to the positive relationships children had with staff and supported children to feel respected and valued.

Lunch for some children was a relaxed and unhurried experience. Staff were aware of children's dietary needs, and these were catered for. Staff sat with younger children supporting their safety and making the experience a social occasion. Staff supported children to self-serve, developing their life skills and independence. We discussed with management that they should review the lunch routine for older children to ensure the experience is sociable and children's opportunities to be independent are maximised.

Personal plans were in place for children and contained the information staff needed to meet children's individual needs. Plans were regularly updated in collaboration with parents and carers to reflect progress and changes in children's lives. We discussed with management that information updated in plans should be more robust to identify strategies needed for staff to meet children's current needs.

Strategies for children with additional support needs had been identified and staff were supported by external professionals with this. The service benefitted from employing their own speech and language therapist who worked with children, staff and families to support children's communication and language. The service also benefitted from access to an inclusion officer and family support worker who supported staff, children and families within the service.

Staff used Makaton throughout their day to support communication with children. Makaton is a communication system that uses signs, symbols, speech, and written words to help people communicate. At times staff used signs to reinforce instructions or specific words and Makaton symbols were displayed throughout the environments.

Children's rights were respected, as personal care routines were carried out using sensitive and warm interactions. This meant children's needs were taken care of in a way that respected their privacy and dignity.

Quality indicator 1.3: Play and Learning

We observed children having fun and being fully engaged in their play and learning. Children experienced a balance of spontaneous and planned activities and had opportunities to lead their own play and learning. This had a positive impact on their development and wellbeing. One parent commented, 'My child has been involved in a variety of play experiences which are all tailored to his individual needs and follow his interests. My child has participated in many numeracy, literacy, messy play, outdoor play and activities to support emotional wellbeing.'

We saw that children had access to a range of experiences, which promoted their curiosity, imagination, and problem-solving skills. Play experiences for older children offered challenge and children were confident at leading their own play. A range of communication and language aids had shown children making very good progress in this area. Younger children's play experiences included sensory play, playdough and sand play. Play opportunities supported children's development of literacy and numeracy skills. For example, children were participating in a discussion about their emotions, using Makaton to express their feelings for sad and happy.

Children in two rooms benefitted from direct access to outdoors, with children having free flow access for some parts of the day. Children made good use of all the space in the outdoor areas. Children were confident in leading their own play outdoors and were fully engaged in play. The play experiences supported children to develop their physical skills and movement. For example, using planks and tyres to create balance beams to climb. We discussed with management that opportunities for children accessing outdoors should be reviewed to ensure all children benefit from positive outdoor experiences when they choose and maximise children's opportunities to access outdoor play.

Planning for children's learning and development was based on their interests and individual learning needs. Staff used building blocks for communication to track children's communication and literacy development. Learning and development was tracked to establish children's progress. Observations of children's learning were shared with parents online. This meant they felt included in their children's experience in nursey and provided opportunities for them to contribute and extend children's learning. Next steps for learning were identified to support children's development and progress. There were discrepancies in some posts regarding how often children's observations were shared with families. We discussed with management that these should be reviewed and monitored to ensure all families were able to recognise their child's progress and development.

How good is our setting? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in a bright, clean, comfortable, and welcoming environment. The large indoor playrooms offered plenty of space to meet children's needs. The setting made good use of the indoor environments, which were furnished to a high standard. This gave children the message that they mattered. We discussed with management that the layout of the 3-5 rooms could be designed more effectively to enhance the positive aspects already in place. This would support children's independence and access to outdoor areas, including the woodlands area.

The environments were structured to take account of children's stages of development and learning. Children had cosy areas to rest and relax and resources available were age and stage appropriate. For example, sensory resources such as cereal, malleable play and puzzles for younger children. Older children had a cosy area where they could use digital technology and read books. They also had access to lots of challenging and interesting experiences including a large block play area and messy area. Resources were easily accessible for children which supported their ability to lead their own play. Equipment in the setting

was clean and well maintained, with plenty of natural resources. Risk assessments were in place, and staff recorded any potential risks and hazards. This supported children's safety.

The outdoor garden offered opportunities for risky and challenging play including balancing and climbing equipment. There were lots of natural resources for children to develop their curiosity and imagination including a mud kitchen, tyres and crates. There were sheltered spaces for children to rest if they chose. One parent told us, 'My child loves playing outdoors and has the chance to do so each time he is in the setting. He has participated in activities such as climbing, creative activities such as mud painting science experiments and many more.' Having play experiences take place outdoors supported children's health and wellbeing.

Children also had access to a woodlands area within the school grounds. The children enjoyed climbing, jumping and building using open ended resources. Visits to the woodlands also allowed opportunities for children to develop life skills such as risk assessing and den building. This was a positive experience for children and an asset to their play. One member of staff was the lead for outdoors and would be well deployed in the forest area fulltime to scaffold learning with children and staff. This would also maximise the use of the forest space to ensure all children were able to have regular access.

How good is our leadership? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 3.1: Quality assurance and improvement are led well

The management team were friendly, approachable, and engaged well with the inspection process. Staff told us they found the management team to be supportive and approachable. One staff member told us 'The mangers at Indigo are very approachable and are always checking in with me to make sure I'm okay and always asking me to be honest about my needs and I feel fully supported.' This meant staff were supported in delivering positive outcomes for children.

There was an ethos of distributed leadership within the service with staff having responsibility and champion roles. The staff were confident and passionate when telling us about their roles. These included children's rights, outdoors and mental health first aid. Staff also took turns to be room managers and had champion roles. This had the potential to extend staff knowledge and skillset and to continue to improve outcomes for children and their families.

A meaningful improvement plan was available, which highlighted strengths and areas for development within the service. The plan had been created in consultation with staff. A parent friendly version had been created to support parent involvement with the improvement process. We saw progress in some areas including the development of learning at home resources, stay and play sessions and digital technology use within the setting.

A quality assurance calendar was in place which the service used to monitor and audit areas such as accident and incidents, medication, personal plans, and environments. This contributed to having identified strengths and areas where improvements could be made. We discussed with management that more robust auditing and monitoring of accidents and children's learning journals would support staff to deliver better outcomes for children.

The manager and staff team were utilising best practice guidance to self-evaluate the service. The service understood the value of parents and staff contribution in quality assurance processes. When parent opinions were asked for, feedback was given so they understood the impact of their thoughts. One parent told us 'We are often invited to Stay and Play sessions. We are asked for feedback too. We are also encouraged to send messages if there's any questions and I don't feel awkward doing so. There's always a quick response whenever I've had a query.' This supported families to feel involved in the service.

How good is our staff team? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 4.3: Staff deployment

During our inspection, we found that effective staff deployment within the setting meant that children's individual needs were being met by the right number of staff throughout. The staff to child ratio allowed staff to be responsive to individual needs, which enhanced children's experiences. Parents spoke positively about the staff caring for their children. One parent told us 'We honestly cannot praise the nursery and the staff team enough. Our son has been attending Indigo Garrowhill since July and had come on leaps and bounds in that time. All the staff team are nothing short of dedicated you can just see that they love the kids.'

There was a mix of skills and experience in the team which helped staff to deliver positive outcomes for children. A keyworker system was in place, which meant children knew who they could go to if they needed help or support. This supported children's attachment and relationships with staff. Staff were deployed indoors and outdoors and supervised children in their play. Staff deployment worked well to support the needs of the children in their care and play. We discussed with management that children's access to outdoor play was restricted at times and would benefit from staff being able to offer all day learning opportunities in the forest area.

Staff told us they worked well as a team, and we observed this in practice. Staff were communicating effectively and supporting each other to ensure children were safe and having fun. For example, staff communicated well at key transition points, when children moved around the setting, or needed support. We concluded children benefitted from a staff team who worked together to support children to be safe and take part in quality experiences.

Staff understood the importance of having positive relationships with families and children. We saw families being warmly welcomed into the service by staff. Parents were invited to training sessions supporting their relationships with staff. This also helped them to feel included in the service as well as gain knowledge and support in caring for their own children.

Staff development was actively encouraged within the service. Staff had attended training to enable them to meet children's needs and help offer positive outcomes. This included outdoor, first aid mental health and autism training. Staff received an in-depth induction which supported them to understand their role and allowed them time to become familiar with the service whilst developing their own knowledge and experience. This meant children benefited from a well skilled team, who were committed to continued

professional development that supported them to provide positive outcomes for children and families.

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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