Rosneath Early Learning and Childcare
Day Care of Children

Rosneath Primary School
Clachan Road
Rosneath
Helensburgh
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Telephone: 01436 831 354

Type of inspection:
Unannounced

Completed on:
1 July 2022

Service provided by:
Argyll and Bute Council

Service provider number:
SP2003003373

Service no:
CS2019375368

About the service

Rosneath Early Learning and Childcare (ELC) is provided by Argyll and Bute Council to provide a care service to a maximum of 24 children, not yet attending primary school, at any one time.

The service is situated on the Rosneath Peninsula across the Gareloch from the town of Helensburgh. The service is based within the local primary school and has a large playroom, toilet and changing facilities, a cloakroom and a large outdoor play area. The service has its own entrance at the back of the school building.

About the inspection

This was an unannounced inspection which took place on Thursday 16 June 2022 from 09:00 - 12:45 and on Monday 27 June 2022 from 08:55 - 12:25. The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service and intelligence gathered since registration. In making our evaluations of the service, we:

- spoke with eight people using the service and one member of their family
- spoke with nine staff and management
- observed practice and daily life
- reviewed documents.

Key messages

Children were happy, settled and confident in the setting.

Staff placed a strong emphasis on working with children and their families to promote wellbeing across the ELC service and whole school.

Children's care and learning routines were individual to their needs and delivered with kindness and compassion.

There was a very comprehensive approach to supporting children requiring additional support from external agencies.

Staff should make improvements to the lunch time routine, which would impact positively on children's relationships with food and their eating experiences.

Staff should be supported to offer more exciting and stimulating play spaces indoors giving consideration to children's individual needs and interests.

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?	4 - 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.

1.1 Care and nurture

Children's care and learning routines were tailored to their individual needs and were delivered with kindness and compassion. Staff provided warmth by demonstrating genuine affection, care and concern for the children and recognising the importance of helping to create a relaxed atmosphere.

Staff were keen to meet the needs of the local community, resulting in a strong commitment to ensuring the emotional wellbeing of children and families across the service and whole school. Staff discussed the recent introduction of the teddy bear policy, which had been highly successful in supporting healthy and happy relationships with children of all ages across the service.

Personal planning reflected the holistic needs of each child to improve their wellbeing and support positive outcomes. There was a very comprehensive approach to supporting children requiring additional support from external agencies. Personal plans highlighted the importance of involving children and their families in making decisions about their care and development and allowed for individual target setting around Getting It Right For Every Child (GIRFEC) wellbeing indicators. Staff knew children very well as individuals and were committed to identifying and supporting children with additional support needs.

The headteacher was developing an adjoining playroom to be used to offer children targeted care around the nurture principles, with plans to work towards accreditation for the nurturing culture and approach across the whole school.

Children were keen to talk to us about their experiences at the service and about their routines. Individual pegs, nametags and baskets were in place to promote a sense of belonging and ownership of their environment. Children told us "that is my photo and my peg. My jacket goes there" and "I can put my pictures there to show my mum."

The lunchtime routine should be reviewed and improvements made to enhance children's relationships with food and their eating experiences. The Care Inspectorate document Food Matters (www.hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/food-matters/) would allow staff to reflect on some good practice case studies from across the early learning and childcare sector.

1.3 Play and learning

We focused on children's right to play, have fun, experience joy and the resulting impact this had on their learning and development. Staff recognised the value of play as an opportunity for developing life skills and learning. Staff worked together to place the needs and interests of children at the centre of their play and learning. Staff supported children's current interests and curiosities to promote their learning and development. Consequently, children were having fun and enjoying their learning and development opportunities. They were supported to learn independence skills, make choices and lead their own learning.

Staff were building confidence in planning play and learning opportunities that would support and scaffold children's learning in a way that was responsive to their observed and expressed interests

Planning approaches were child centred and responsive to children's interests and life experiences. As a result, children were progressing well, and were happy and confident.

Staff recognised and supported and took pleasure in children's skills and achievements. Good quality observations in online learning journals gave parents and carers an understanding of learning and development taking place. Staff were being encouraged and supported in the effective use of questioning to extend children's thinking, widen their skills and consolidate their learning through play.

Children benefited from the input of teaching staff from the primary school, who regularly spent time in the playroom working with groups of children offering additional experiences around STEM (science, technology, engineering and mathematics) and supporting their transition to P1. Early learning and childcare staff used developmental milestones to track children's progress in learning and development and the teaching staff carried out additional tracking against Northern Alliance benchmarks adapted to the needs of the school.

How good is our setting? 4 - Good

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

We focused on the physical environment where children were cared for, ensuring that the environment was appropriate with good quality furnishings and equipment. Good standards of health and safety, cleanliness and decor were observed throughout. Appropriate arrangements were in place to ensure children's safety.

Maintenance records for safety equipment were maintained by the school janitor, who was a welcome and popular visitor to the playroom. During our inspection, children greeted him with enthusiasm, chatting excitedly about the log slices he had brought.

Good systems were in place to manage electronic information in line with general data protection requirements and these were overseen by the local authority to ensure compliance and confidentiality of information.

Children could freely explore their environments both indoors and outdoors in the knowledge that comprehensive risk assessments were in place and staff understood how to keep them safe. Staff discussed a risk benefit approach to learning and were observed supporting children to safely engage in play to push their own boundaries and build self-confidence. Staff actively engaged with children to enable them to direct their play and activities in the way they chose.

The setting was comfortable, furnished to a high standard and welcoming, with plenty of natural light and ventilation. This gave a strong message to children and their families that they mattered. Children had ample space for their needs outdoors, where they could access a free flow area with a range of interesting play and learning experiences. Children told us about their visits to the local beach, woods and fairy glen.

The outdoor area was laid out to be interesting and inviting. Children could experience physical play, climb, run, hide and enjoy the large loose parts outside for open ended play. There were areas for mark-making, music, role play and messy play. This meant that children had rich and varied opportunities for outdoor learning.

A selection of resources, including loose parts, could be moved and used in a variety of ways stimulating children's imagination and creativity. Indoors a small group explored small loose parts donated by parents and we could see how they were developing skills in persevering, as well as being kind to each other through sharing and turn taking.

Some more work was needed around how staff consider children's needs to offering exciting and stimulating play spaces within the playroom. The art table was not fully equipped to support children's creativity. Several other areas were disorganised and slightly cramped, which reduced children's ability to freely engage in their play. We suggested that staff explore provocations that would build upon and expand children's ideas and interests to enhance their imagination, curiosity and wonder.

Some improvements were needed in the approach to controlling and preventing the spread of infection in some areas. Children were not always supervised at handwashing, resulting in some poorer handwashing practices. Most bins indoors were unlined and overfilled and clothes stored in open boxes in the changing area were at risk of contamination aerosol particles.

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.

Rosneath Primary and Early Learning and Childcare (ELC) service had a shared vision for the setting that reflected the aspirations of children, families, partners and the wider community. Staff knew this was important for the setting and ensured children were nurtured in a kind, caring and happy learning environment that promoted happy and healthy relationships.

The headteacher recognised the importance and intrinsic value of working in partnership with families, children and stakeholders to ensure they were meaningfully involved and able to influence change within the setting.

The service had been registered with the Care Inspectorate for just under two years during the Covid-19 pandemic and the subsequent trials this brought about. However, despite this there was a strong ethos of continuous improvement focusing on the delivery of high-quality practice, leading to improved outcomes for children. As a result, we found very good progress had been made in offering high quality care and support tailored towards the needs of children and families.

The service improvement plan and standards and quality report were underpinned by relevant local and national guidance and legislative frameworks and were useful tools for improvement. They outlined clear points for action, responsibilities and timescales. The priorities were clear, realistic and achievable and led to sustained improvement in outcomes for children and families.

Staff told us they felt their views and opinions were valued and respected in relation to improvements across the service.

As the headteacher of a primary school with a small roll, there was limited time allocated for the management of the ELC service and no practice lead role within the playroom. The headteacher was working creatively to be able to offer staff the support they needed. Planned input from the P5/6 teacher in the next term would enhance support for staff.

The local authority had also allocated a practice lead to visit several times a week to assist with role modelling practice for staff to enhance their practice and confidence resulting in improved outcomes for children in learning and development.

The headteacher had not been submitting all relevant notifications to the Care Inspectorate in a timely manner. This was a new aspect of the headteacher's role introduced when the ELC service was added to the existing school provision. This was discussed at the inspection and we provided a link to a Care Inspectorate document outlining these commitments: (www.careinspectorate.com/images/documents/2611/Rcds services(except cm) must keep and guidance on notification reporting (300420).pdf). It was agreed that in future notifications would be submitted on time and in line with the regulations.

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.

The headteacher recognised the importance of ensuring the service was appropriately staffed during the day as essential to the wellbeing of children in the service. Staff felt valued and well supported and told us how effective use was made of the differing experience, knowledge and skills of the team to ensure children's experiences across the whole day were positive and that children were kept safe.

Keyworking arrangements were in place to promote continuity of care across the day and ensure positive transitions for children and communication with families. Arrangements were in place to ensure parents/carers were advised of changes to the staff team, which meant they knew the staff caring for their children.

Staff demonstrated an effective approach to teamworking and they communicated well with their colleagues, especially when a task took them away from their responsibilities. They worked well together to ensure effective supervision and quality engagement with children across the day.

Staff had regular opportunities to meet both as a full school team and within their smaller room teams. We could see that a clear calendar of meetings was set out for the year detailing opportunities for professional dialogue. This ensured staff were kept up-to-date with local and national best practice guidance, self-evaluation and practice issues.

Overall, we noted that most staff were confident in their roles and keen to provide high standards to the children in their care. They worked well together to offer a quality service to families within the community. Staff had worked hard to ensure that the challenges brought about as a result of Covid-19 measures put in place, did not have too great an impact on relationships with parents/carers. While online methods had been instrumental during this period, staff welcomed the relaxation of mitigations and the ability to meet with parents/carers.

Staff had undertaken qualifications relevant to their roles and engaged in continuous professional learning. They were supported to plan and record their learning and development and were encouraged to consider the impact of their learning on their practice and on outcomes for children. Through discussion, we found that staff had a good understanding of how children develop and learn.

Staff treated children with respect ensuring that children had positive relationships with them. Staff knew children well and responded considerately and patiently to their needs, conversations and questions.

Complaints

There have been no complaints upheld since the service registered.

Details of any 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?	4 - Good
2.2 Children experience high quality facilities	4 - 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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