Dargavel Early Learning and Childcare Centre
Day Care of Children

18 Aberlady Way
Bishopton
PA7 5HQ

Telephone: 0300 300 1480

Type of inspection:
Unannounced

Completed on:
29 November 2023

Service provided by:
Renfrewshire Council

Service provider number:
SP2003003388

Service no:
CS2021000295

About the service

Dargavel Early Learning and Childcare Centre is provided by Renfrewshire Council, to provide a daycare of children service to a maximum of 72 children, at any one time aged three years to those not yet attending primary school.

The service is located in Bishopton, Renfrewshire, within a residential area. Children are cared for within a spacious playroom and a secure outdoor play area.

About the inspection

This was an unannounced inspection which took place on Monday 27 and Tuesday 28 November 2023 between 09:00 and 18:00. Feedback was provided on Wednesday 29 November 2023. 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 registration information, information submitted by the service and intelligence gathered since the service registered.

In making our evaluations of the service we:

- spoke with children using the service
- spoke with seven staff and management
- observed practice and the facilities
- reviewed documents
- received feedback from 12 parents/carers
- received feedback from 11 staff.

Key messages

- Staff were kind, warm and nurturing in their approach and children were confident in approaching staff for comfort.
- Children were having fun with their friends and enjoying their play.
- There were some opportunities for parents to be involved in reviewing aspects of the service and offering their views.
- Good self evaluation practices supported staff have an understanding of their success and identify areas for improvement..
- All staff felt professionally and personally supported by the manager.

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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning? 4 - Good

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

Quality Indicator 1.1 - Nurturing care and support.
Almost all children were happy and settled. Staff were kind, warm and nurturing and children were confident in approaching staff for comfort. One parent commented, "The nursery staff are absolutely amazing. They are friendly, professional and every single one of them is caring and nurturing. I feel very safe leaving my child with them". This supported children to feel secure and loved.

Good systems were in place to support children with identified additional needs. Wellbeing plans supported staff, parents and specialist agencies to identify and agree targets and work together. This supported an inclusive approach to learning for each individual child.

Staff had gathered a range of information to allow them to support children's wellbeing, learning and health needs. Progress meetings supported staff and parents to meet and discuss children's development and allowed them to share targets with parents. This contributed to children's personal plans. One parent commented, "The staff have a nurturing approach and have built great relationships with my child. Each member of staff knows my child's name and are able to comment on my child's day. They are very approachable and I feel I can talk to any member of staff about my child's wellbeing, relationships and progress. We asked the manager to consider streamlining personal plan paperwork, to ensure it was more accessible for staff and parents. This will further support parents to be involved in their child's care, learning and development.

Medication procedures should be reviewed to ensure they are in line with current Care Inspectorate guidance, Management of medication in daycare of children and childminding. This will further support staff to ensure medication is administered safely. Prior to the conclusion of this inspection the management team had amended the format of their medication forms to ensure they contained the relevant information needed.

Children experienced mealtimes that were calm and unhurried. Almost all children benefitted from staff sitting with and engaging them in conversation about their day. There were opportunities for children to be independent. For example, self serving and expressing their choice. This contributed to a quality meal time experience.

Staff used a variety of methods to support good communication with parents for example, Seesaw and newsletters. Whilst most parents agreed that communication with the service was a strength, a few parents felt this could be further improved. One parent commented, "Would be good to get a more detailed handover of the child's day on collection". We discussed this with the manager who advised they will take this into consideration.

Quality Indicator 1.3 - Play and learning.
Children had opportunities to have fun and lead their own play and learning. We saw children enjoying time with friends in the garden, self selecting experiences and engaging in games, role play and songs.

One member of staff told us, "All children have fun whilst learning and developing in our free flow environment, children are given lots of choice and the adults are very good at catering to each child's individual needs and wants". This supported children to learn in the context that was meaningful for them.

Some staff were confident in extending and scaffolding children's play. The manager advised this was something they are aware of and had plans to further support all staff. This will ensure children continue to experience breadth and depth in their learning.

Planning approaches were mostly responsive and took account of some children's interest. Staff identified that they could be more responsive and flexible. During our visit, some children were less engaged and wandering during certain periods of the day. We discussed this with the manager who advised that due to recent renovations children were still navigating their new environment, and staff were observing to allow them to further plan. We agreed this will take some time to embed.

Children had opportunities to develop their skills in literacy and numeracy. For example, staff regularly provided experiences including, patterns, shapes and shape recognition. Within zones, a range of books were available for children and staff promoted experiences that supported rhyming.

Staff and children had begun to build some good links within the local community, including visiting local shops and building relationships with the local church through chit chat groups. This supported children to have a sense of belonging and awareness of their local area.

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.

Quality Indicator 2.2 - Children experience high quality facilities.
Children benefitted from play spaces that were clean, bright and uncluttered. There were some comfortable and cosy spaces to support children to rest and relax. For example, sofas in the home corner area. We discussed with the manager how children would benefit from these areas being further developed. One member of staff told us, "The setting seems homely and comfortable but since the new space has been created, we need to add more layers of soft furnishings to soften and add comfort".

Children were having fun with their friends and enjoying their play. At times, the noise level in playroom could be loud. We discussed this with the manager, who advised that due to the recent extension of the playroom, staff were currently observing how the children were using their new space to allow them to develop them effectively. One member of staff commented, "Following recent changes to our setting we are observing how the playroom is used and making adaptations as required to suit the needs of the children. Children use the areas well to explore, make choices and develop interests, wants and needs". We agreed this would be beneficial for the staff and children.

Resources promoted children's enquiry and problems solving skills. Some resources in both the indoors and outdoors were available for children that reflected their current interest. For example, opportunities for children to create patterns and construction. One member of staff told us, "The children are able to explore the environment both indoors and out. They are able to self select resources that suit their age and stage of development. The play spaces are inviting and stimulating".

Children's health and wellbeing benefitted from some effective infection prevention and control measures. We highlighted some areas that would benefit from staff being more vigilant including, handwashing and wiping of children's noses. This would help to minimise the spread of potential infection.

To support a safe environment for children risk assessments were in place. These were regularly reviewed by staff and updated by management, to ensure they were reflective of the current environment.

How good is our leadership? 4 - Good

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

Quality Indicator 3.1 - Quality assurance and improvements are led well.
There was a warm and welcoming ethos within the setting and staff and families had been involved in reviewing and setting a new vision, values and aims. One parent commented, "The leadership team are approachable, confident and knowledgeable". This supported an inclusive approach to working together and recognising parents, staff and children as partners in learning.

The management team engaged well during the inspection process and were receptive to any ideas and suggestions we offered. The management team had made some changes from our suggestions prior to the conclusion of the inspection. This supported a culture of continual improvement.

A detailed improvement plan was in place and had been shared with staff and families. Identified priorities were reflective of the current needs of the setting. To support staff involvement, targets were manageable and achievable. We saw some evidence of the positive impact these identified improvements had made. For example, increased opportunities for children to develop their skills and competency in numeracy. The management team discussed how they planned to continue, to further embed their chosen priorities to support outcomes for children.

There were some opportunities for parents to be involved in reviewing aspects of the service and offering their views. One parent commented, "Parents ideas and opinions are valued. Emails are sent regularly, which ensures clear communications. Parents views are collected via forms and ensures that parents are involved in decisions regarding the nursery setting and also the SIP. I am confident that the nursery is managed well and appropriately". This supported parents to be involved and included in the service.

Good self-evaluation practices supported that staff have an understanding of their success and identify areas for improvement. The management team were responsive to staff views and had made recent changes following on from recent staff consultation. Staff had identified they would like more support in terms of time to meet together and collaborate. As a result, management introduced more regular wellbeing and planning meetings. One member of staff commented, "Management are supportive and try to encourage confidence within staff and give them time to share ideas and feel confident to share them". This supported staff to feel valued.

Quality assurance processes were in place and supported the management team to have an overview of some documentation and practice. For example, the depute manager regularly reviewed children's family books, and staff practice. We discussed with the manager how further developing and embedding these processes would continue to ensure monitoring is effective and support staff development.

How good is our staff team? 4 - Good

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

Quality Indicator 4.3 - Staff deployment.
Staff had developed good working relationships. with each other and they were supportive and respectful in their interactions. One member of staff commented; "Staff are good at communicating with each other about what they are doing and offer support or advice when needed". This supported a culture of collaborative, and respectful working.

The use of zones within the playroom supported staff to work together, to ensure children were cared for safely. The management team were available to support staff breaks and absence. This supported continuity of care for children and promoted positive relationships as children had the opportunity to build relationships with all staff.

Family groups supported staff to work together. The management team told us they had considered at length, staff differing skills and knowledge when organising these groups. This supported staff to work together, share learning and learn from each other.

Staff had regular opportunities to meet with the management team and discuss their professional development. All staff felt professionally and personally supported by the manager. This supported staff to feel included and that they mattered.

Staff had opportunities to develop their skills and knowledge through online training and in-service days. We discussed with the manager how staff would further benefit from reflecting on their training, and recording meaningful evaluations about how this would impact their future thinking and practice.

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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - 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?	4 - Good
4.3 Staff deployment	4 - Good

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