

Ferguslie Early Learning and Childcare Centre

Day Care of Children

Tannahill Centre
76 Blackstoun Road
Paisley
PA3 1NT

Telephone: 0141 889 2305

Type of inspection:

Unannounced

Completed on:

25 October 2019

Service provided by:

Renfrewshire Council

Service provider number:

SP2003003388

Service no:

CS2003014782

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Ferguslie Early Learning and Childcare Class operates from a purpose-built facility which is part of the Tannahill Centre, Ferguslie Park, in Renfrewshire. The extensive premises included two interlinking rooms for children who were under three years of age. Children aged three and over have access to two interlinking rooms and the atrium area. The playrooms had direct free flow access to secure outdoor play areas. In addition to the playrooms a dance studio (where children had lunch), sensory room and parents' room provided space for different types of activities.

The service is registered to provide a care service to a maximum of 69 children including a maximum of: 9 children aged 0 to under 2 years, 20 children aged 2 to under 3 years, 40 children aged 3 years to those not yet attending primary school.

Ferguslie Early Learning and Childcare Class aim to;

Create calm, peaceful atmosphere where children feel nurtured, respected and loved so that they blossom and grow building a strong sense of confidence and self-esteem.

Allow children to wallow in deep meaningful play experiences that will allow them to develop and learn at their own pace in a way that suits their learning style.

Provide a learning space where children can be curious, creative and inspired by the caring, interested adults around them.

Value and respect each child and their family as unique and individual. Recognise and understand others cultures and beliefs, and through consultation with children and families ensure that we listen and make changes that improves our practise.

Encourage children to take forward their ideas and thoughts that ignite new interests and learning and share these with home.

Ensure that effort and achievement is recognised and celebrated and that children have ownership of their journey.

Understand the importance of family and community through making connections with home to give support to families when they need it.

Develop children's awareness of nature through opportunities to explore outdoors and in the forest, where they will learn about caring for the natural world and living things.

We check services are meeting the principles of 'Getting it right for every child' (also known as GIRFEC). This is Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help

them. There are eight wellbeing indicators at the heart of GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

We compiled this report following an unannounced inspection carried out on Thursday 24 and Friday 25 October 2019 by two early learning and childcare inspectors.

What people told us

Prior to inspection, we sent out 30 care standards questionnaires to the service to distribute to parents/carers of children that used the service; 10 questionnaires were returned before the inspection. We also spoke to parents during the inspection. Feedback provided from parents was positive. Comments included:

'Its a friendly safe place for my children, staff are always understanding and welcoming, we enjoyed the end of summer trip to Troon'

'I am super happy with the treatment my daughter and myself receive. Everyone is always more than willing to help with anything we need'

'Since starting at Ferguslie Early Learning and Childcare Centre, my daughter has grown in confidence and developmentally in regards to learning. I was worried about returning to work and my husband and myself went to several nurseries and Ferguslie stood out miles. We feel that the experiences on offer were fantastic and children are happy. The management team and staff on the floor are amazing and went above and beyond to cater to my daughters needs and allowing us to feel relaxed leaving her'

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at the service's own improvement plan and quality assurance paperwork.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	not assessed
Quality of staffing	4 - Good
Quality of management and leadership	not assessed

What the service does well

Ferguslie Early Learning and Childcare Centre has been established for many years and has good relations within the community. During inspection we found children's physical and emotional wellbeing was promoted by a warm, caring staff team, who knew the children well. Children were happy and active throughout the inspection. We observed a balance of adult directed and freely chosen activities which were supporting children to develop key skills. Children were confident at approaching staff for support, help and reassurance at appropriate times. As a result, children were developing positive attachments with the staff team.

Children were active in the garden, where they enjoyed investigating seasonal fruits and vegetables which they were cutting, smelling and tasting. Children were observed playing in the large sand pit, developing conversations with peers while other created milkshakes with leaves, twigs and water. We found these experiences were enhancing children's curiosity, enquiry and imagination.

The layout of the garden and playrooms supported children to easily select resources and plan their play. Children's creativity and inquiry skills were promoted by 'loose parts' and 'open-ended materials'. This was particularly evident in the outdoor space. 'Loose parts' are materials that can be moved, carried, combined, redesigned, lined up, taken apart, put back together and used in multiple ways.

Children were active and included through the service establishing positive and meaningful links with local resources and the wider community. Links through the intergenerational project were developed through a staff member linking with a local sewing group called 'The Feegie Needlers' children from the nursery are known as 'The Wee Feegie Needlers'. We viewed evidence of parents sewing with the children making pillows, one child made her own dress with support from staff. We observed confident children on the day of inspection using needles, thimbles and discussing safety aspects when using resources. Staff were supporting children to think about and manage risk allowing children to develop their skills in problem solving and be more willing and confident to try out new experiences.

We sampled personal plans and found children with additional health and welfare needs had detailed plans which stated clear actions and responsibilities enabling staff and agencies to support children's individual needs. Children's personal profiles showed some good evidence of quality learning experiences based on children's early level developmental milestones, we discussed with management monitoring profiles to ensure staff focus on children's next steps.

Transition programme and links with local primary were developing taking into consideration children and families individual needs, ensuring positive links were established and appropriate information shared.

We found lunch experience was developing and at an early stage. For most children this was a sociable experience and consideration to siblings, continuity of staff and individual children's needs recognised. We found this was reassuring for children, resulting in positive attachments with the staff team and peers.

Staff knew children and their families well and understood the importance of building trusting relationships. We found relationships with parents to be positive, parents had opportunities to be involved with their child through attending book bug sessions, rainbow café, lending library and home link bags. Staff valued the connections they had with families to involve them in the future life of the centre. Helping parents to be involved in learning and share best practice was found to have a positive effect on children's development. Parents commented positively on the staff team and the care and support their child received. Parents told us they could approach staff with ease and that staff and management were kind and friendly in their approach.

Staff spoke positively about the developing opportunities for leadership roles and were positive about recent changes. Staff demonstrated a commitment to supporting children and their families providing emotional support and friendships. Most staff demonstrated a good awareness of their responsibilities in relation to child protection. Staff had accessed recent training and understood current protection issues.

We recognise that there have been significant changes within management and staff team since the previous inspection. We found relationships were developing well within the team. Management and staff were committed to the development of the service, working together to establish a shared vision.

What the service could do better

Management and staff to develop personal plans further to identify how all children's health, welfare and safety needs are met. All plans to be reviewed, signed, dated and significant changes recorded in line with legislation.

Medication formats should be reviewed and updated in line with best practice guidance, children with allergies should have clear action plans, risk assessments and shared with all staff. See recommendation 1

Lunch and snack to be reviewed regarding timings, table ware and further consideration to encouraging independence. Menus should be developed and shared with parents ensuring parents are aware of all allergy information.

Staff to continue to develop as a team, through sharing good practice, building relationships and focusing on continued improvement in relation to taking the service forward. Management to monitor and support staff with consideration to staff performance, practice and development throughout the session ensuring all staff are delivering a high-quality service to children and families with consideration to the role they play as part of a team.

Accident and incident records to be audited to identify common or reoccurring concerns and should include actions for specific children.

Infection control procedures to be reviewed in the 0-3-year-old nappy changing area. The toilet not in use should be covered to avoid contamination and all soft furnishing toys should be removed.

Rooms registers to be reviewed to reflect clearly when children have arrived and left service. Staff must ensure they know how many children are in attendance at any one time.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. Management to review medication templates, policy and processes in line with best practice guidance and should refer to "The Management of Medication in Daycare and Childminding Services" which details the information required.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: "I experience high quality care and support based on relevant evidence, guidance and best practice" (HSCS.4.11) and "I experience high quality care and support because people have the necessary information and resources" (HSCS 4.27)

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings
29 Mar 2017	Unannounced	Care and support 6 - Excellent Environment Not assessed Staffing Not assessed Management and leadership 6 - Excellent
5 Feb 2015	Unannounced	Care and support 4 - Good Environment 5 - Very good Staffing 5 - Very good Management and leadership 4 - Good
13 Feb 2013	Unannounced	Care and support 5 - Very good

Date	Type	Gradings	
		Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good
5 Oct 2010	Unannounced	Care and support Environment Staffing Management and leadership	Not assessed Not assessed Not assessed 5 - Very good
13 Nov 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 4 - Good Not assessed
8 Dec 2008	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good

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