

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

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Glasgow
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Telephone: 0141 634 6161

Type of inspection:

Unannounced

Completed on:

19 July 2018

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 registered with the Care Inspectorate on 15 September 2015. It is registered to provide day care to a maximum of 15 children aged from 2 years up to 3 years and 40 children aged from 3 years to those not yet attending primary school.

The service is provided by The Indigo Childcare Group and 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. Both playrooms have free flow access to their outdoor play area and children also enjoy accompanied access to the school playground and an adjacent safely enclosed forest. This stimulating environment encourages children to be active and explore nature as they follow their play ideas.

The service is in partnership with Glasgow City Council to provide early learning and childcare for children aged 3-5 years.

The service aims are:

- Provide a caring and safe environment both indoors and outdoors giving stimulation and challenge to support creative and enquiry based learning.
- To monitor and plan for the needs of individual children through observations, planning and assessments.
- Promote values of citizenship and inclusion within our establishment.
- We will continue to listen to the views and opinions of all children whilst including them in the planning of the service.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (GIRFEC); Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. GIRFEC supports children and their parents to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

There were ten two to three year olds and 19 three to five year olds present during our inspection. There were also 12 three to five year old children, who usually only attended during term time but were participating in a holiday club. We observed that, irrespective of their age, ability or attendance patterns, children engaged purposefully in a range of stimulating play experiences of their choice. Staff were exceptional at enabling children to lead their own play, stepping in to offer ideas or to mediate between children when needed. As a result children were confident in their interactions with adults. Their comments to us included:

"Where do you think this water trail goes?" (Child experimenting with loose parts and water outdoors)

"That says I've got a dummy but that was a very long time ago." (Child explaining contents of their personal plan)

"Do you want to see how fast I can go on my bike?" (Child developing confidence in their gross motor skills outdoors)

"Would you like to see my book?" (Child proudly sharing their learning journal)

We asked for 18 questionnaires to be distributed to parents/carers and 12 were returned before our inspection. Eleven strongly agreed and one agreed that overall they were happy with the quality of care that their child received from the nursery. Ten had written additional comments to explain their reasons, these included:

"Indigo is a wonderful nursery for my daughter. She runs in every day and absolutely loves all her teachers. She's enthusiastic about her learning and really enjoys her time there. All staff members are warm, friendly and welcoming. I can tell they have a genuine interest about each and every child and their individual needs."

"Staff are always very pleasant, approachable and caring towards parents/carers and children. They make the children feel very welcome. There is a lovely atmosphere within the nursery and the environment is very clean and safe. My husband and I are delighted that our son has been given the opportunity to attend this nursery."

"My child is extremely happy and content in this nursery. All staff know him by name in both rooms and they show a genuine and keen interest in my child and family. Both my husband and I feel we receive detailed daily updates verbally from staff and we would be more than comfortable to discuss any issues with them. Overall we are delighted with the service."

"My child has progressed great since going to this childcare group. The staff treat my child like an individual always asking how they are and including their siblings in the questions. The staff are so friendly."

"When my child started his nursery schooling at Indigo he was non-verbal. His class teacher Lynn showed a true understanding of his needs. Lynn now is learning Makaton outwith her nursery life. My son has developed wonderfully he is a constant talker! I am convinced his verbal language was sparked and ignited by the dedicated staff. I couldn't thank the Indigo staff enough."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own quality assurance paperwork, including their improvement plan. These demonstrated the service priorities for development and how they were monitoring the quality of their provision.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	6 - Excellent
Quality of management and leadership	not assessed

What the service does well

We found, and parents confirmed, that children enjoyed positive, fun and nurturing relationships with staff. Staff commitment to working alongside parents meant that they were recording key information in children's personal plans about their individual needs and interests. Staff were making particularly good use of the GIRFEC wellbeing indicators within plans for children with additional support needs to demonstrate how they were working with families and other agencies to secure the best outcomes for children.

All staff received regular training in child protection and told us they were confident about their role in dealing with any concerns regarding a child's welfare. This ensured that children were safeguarded. The service provider implemented safe recruitment procedures that followed best practice. This included a robust induction programme that ensured that only staff with appropriate qualifications and disposition for working with children were employed.

The provider had also put a 'People Plan' in place to support staff's personal and professional development. Nurturing and valuing staff meant that in turn staff were passionate about supporting children to reach their full potential. Staff were enthusiastic about training and professional reading they had participated in and shared with colleagues. As a result there was a strong team ethos where everyone respected each other's contribution.

Staff had an enabling attitude and were looking to expand the activities they offered to support the wider family and empower children to participate as active citizens in the community. Examples included introducing a therapy pet to the nursery and exploring the potential of intergenerational work between nursery children and adults from a local care home. We observed that staff were clear and consistent in their communication with children, using higher order questioning to help children problem solve and find their own answers, thus giving them a sense of achievement. Staff were keen to nurture children's emotional wellbeing. For example there were plenty of sensory areas as well as mirrors dotted around the accommodation at child height to promote children's self esteem.

Staff were reflective practitioners and were using 'Building the Ambition' to evaluate the impact of their practice on the quality of children's experiences and learning. Building the Ambition is the Scottish Government's national practice guidance on Early Learning and Childcare linked to the Children and Young People (Scotland) Act 2014.

What the service could do better

We praised the work the service had put into developing the format of children's personal plans to ensure they included meaningful information that was easily understood and accessed by families. However, staff should continue to consolidate and embed their approach. For example, staff were at an early stage of implementing online learning journals for children. The management team agreed it was important not to lose the quality and depth of information recorded in paper copies while also not over burdening staff by having duplication of information across formats. Finding the right balance of recording information will ensure staff are available to deliver high quality care and support that meets children's individual needs and is right for them.

Staff continually evaluated the environment and children's experiences to make sure they were supporting positive outcomes for children. At feedback we discussed some missed opportunities for promoting children's independence, such as at setting the table and serving lunch. We acknowledged that children were able to carry out these tasks at snack time but consolidating this practice at lunchtime would have additional benefits; such as supporting older children's transition to school as they got accustomed to a larger group.

Children could not access the toilet independently. We signposted the service to the design guidance 'Space to Grow', which might give them ideas of how to adapt their practice to safely enable freer movement of children. The tool can be found on the HUB area of our website. <http://hub.careinspectorate.com/media/549001/space-to-grow.pdf>

The service provider had reviewed the policies and procedures for children's medication across all of its services. However, we found that systems for the management of children's medication within the service could be improved, such as ensuring the most up-to-date form with advice for administration was always kept with children's individual medication. Out-of date medication should be promptly returned to parents. Management should review information about children's medication every three months, for example to check that the medication is still required and is not out of date. Further guidance can be found in our best practice guidance - Management of medication in daycare of children and childminding services (2014).

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

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

Inspection and grading history

Date	Type	Gradings								
20 Jul 2016	Unannounced	<table border="0"> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>5 - Very good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>5 - Very good</td> </tr> </table>	Care and support	5 - Very good	Environment	5 - Very good	Staffing	5 - Very good	Management and leadership	5 - Very good
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