

Blairmore Nursery School Day Care of Children

Blairmore Road
Greenock
PA15 3JS

Telephone: 01475 715995

Type of inspection: Unannounced
Inspection completed on: 17 January 2018

Service provided by:
Inverclyde Council

Service provider number:
SP2003000212

Care service number:
CS2003016340

About the service

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

Blairmore Nursery School is provided from purpose-built accommodation in Greenock. The service is provided by Inverclyde Council. The service is registered to care for a maximum of 64 children aged from three years to children not yet attending primary school. Currently, the service is providing full day care. During the inspection, 32 children were in attendance. 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 (also known as GIRFEC). Set up by the Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting It Right For Every Child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families. There are eight wellbeing indicators at the heart of Getting it Right for Every Child. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

What people told us

Children were settled and familiar with the daily routines. They played happily with the resources and activities on offer and were keen to share experiences with us. Children playing outdoors explained how if they put their name on the apple they could go outside to play. We spoke to eight parents/carers and received eight completed care standards questionnaires from parents/carers. Overall, all parents/carers agreed they were happy with the quality of the care their child received. Additional comments from parents included:

"I feel very supported by all staff and think they are very welcoming, almost like family."

"Staff are very approachable and do their best to help in any way they can. My child is so happy going to nursery and even asks about it at the weekend!"

"Very satisfied with the service provided at Blairmore Nursery, staff are supportive and approachable. Extremely happy with daughter's progress and overall development."

"I could not ask for a better nursery. I am kept informed at all times and my daughter is treated with respect and as an individual. They are teaching her to be a polite and confident individual."

"I cannot praise Blairmore Nursery enough. In Blairmore, it's a warm, welcoming and wonderful place for anyone - child or adult who walks through its doors."

Blairmore is a fantastic nursery. The staff are great and take the time to get to know parents and the children. They have so many opportunities for children and the parents."

Self assessment

The service had not been asked to complete a self-assessment in advance of this inspection. We looked at the improvement plan for the service which demonstrated clear priorities for improving outcomes as well as progress being made.

From this inspection we graded this service as:

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

What the service does well

Together, management and staff had created a nurturing and inclusive service for children and their families. Positive relationships with children and their families had been established as they worked together in partnership. Parents, during the inspection process, spoke highly of staff confirming that they had opportunity to be involved in improvements. Individual needs of children and their family were placed at the centre of the service delivery. Management and staff worked well within the GIRFEC model building a network of support for children and their families. Staff were kind, caring and respectful of children's voices. They were calm and consistent in their approaches to children, offering appropriate affection and celebrating children's achievements. Children presented as secure in the care of staff.

Opportunity for children to lead their learning resulted in confident, happy and settled children. Routines for children who may attend the full day had been organised by staff. A video of the children's day in the early years had been shared with parents, helping to reassure any fears they may have as their children attended full day. Families had the opportunity to engage in family learning activities. This included home links bags to support children's development. Staff supported parents to take an active part in their child's early years experience. They recognised the diverse needs and interests of parents. Parents were encouraged to become involved in the day-to-day work of the early years in the way which best suited them; for example, attending groups, stay and play sessions or helping on outings. A universal approach offered families support with an identified family support worker who worked very well alongside the staff team and made links with the local community.

Good use of national guidance had ensured staff knowledge was kept up to date in their practice. The environment had been organised to support children's play. Children were able to move around freely and play independently or in groups. A specific area for STEM (Science - Technology - Engineering - Maths) proved to be very popular with children as they planned their own play. Attractive displays and information boards contributed to a welcoming environment for children and their families. A stimulating outdoor area had been created involving children and their families. During the inspection, children had fun playing in the snow. Staff told us how they had worked together with parents to create an identified loose parts play area. Children benefitted from the opportunity to experience outdoor play in a safe environment. Resources were accessible for children and supported their curiosity and creativity. Staff were responsive to children's ideas, using this information to plan experiences led by the children's interests. As the service had recently changed to provide full day care, staff had been mindful of the environment and had taken steps to ensure children's needs could be met.

What the service could do better

Although staff knew children and their individual needs very well, further work is needed for children's written personal plans, ensuring a consistent approach is taken and reviews are recorded within the required six month timescale.

Since the end of October 2017, children have been attending all day for lunch as part of a local authority pilot for early learning and childcare expansion. As part of this, the lunchtime procedure is reviewed regularly and has been adapted to meet the needs of the children as they settle into the full day routine. Staff should continue to evaluate this, considering ways in which the children can be more independent in their lunch routines. As staff continue to review their environment, they should reflect on providing a cosy and inviting, quiet space for children who may need time to relax when attending full day.

More opportunity for children to access digital technology should be made available. The head teacher advised they have had new programmes installed and this was presenting difficulty of use which, however, would be followed up. Staff should also consider opportunity for children to learn about safety when accessing the digital world.

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 | |
|-------------|-------------|---------------------------|---------------|
| 27 Jan 2015 | Unannounced | Care and support | 5 - Very good |
| | | Environment | 5 - Very good |
| | | Staffing | 5 - Very good |
| | | Management and leadership | 5 - Very good |
| 27 Sep 2011 | Unannounced | Care and support | 5 - Very good |
| | | Environment | 5 - Very good |
| | | Staffing | Not assessed |
| | | Management and leadership | Not assessed |
| 18 Jun 2009 | Unannounced | Care and support | 6 - Excellent |
| | | Environment | 4 - Good |
| | | Staffing | 5 - Very good |
| | | Management and leadership | 5 - Very good |

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Care Inspectorate
Compass House
11 Riverside Drive
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