

Dreghorn Pre-School and Creche Day Care of Children

25/27 Dreghorn Gardens
Edinburgh
EH13 9NW

Telephone: 0131 441 5974

Type of inspection:

Unannounced

Completed on:

30 January 2019

Service provided by:

Dreghorn Pre-School and Creche

Service provider number:

SP2003002859

Service no:

CS2003011919

About the service

Dreghorn Pre-School and Creche works in partnership with the City of Edinburgh Council to provide pre-school education. It is registered to provide a care service to a maximum of 24 children: 16 children aged three years to those not yet attending primary school are cared for downstairs and eight children between two and three years are cared for upstairs. A wraparound service is offered for children who stay to have their lunch until 1pm.

The service is located over two inter-linked houses. It offers childcare and pre-school education to both military families and the wider community. It has two playrooms and toilet/nappy changing facilities which are used by younger children. An office space is also located upstairs. The downstairs accommodation is open plan and is used by pre-school children. The kitchen is also located downstairs but this is not used by children. There is a large, enclosed, outdoor play area that had been upgraded to provide a variety of learning experiences for children. There was also a separate portacabin which housed a soft play area which gave the children additional physical play space.

The service is run by a voluntary Management Committee, which is made up of parents. The staff group consists of a manager and four members of staff.

The service states: "Our ethos is to let the children learn through play and get to know the world around them at their own pace and in their own time."

We check services are meeting the principles of Getting It Right For Every Child (also known as GIRFEC). Set up by 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. 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.

What people told us

We sent twelve Care Standard Questionnaires to the service for parents and carers prior to the inspection. Ten completed questionnaires were returned to us. All parents indicated that they were happy with the care and support they and their child received.

Written comments included:

- "Dreghorn provides a fantastic service, very professional and supportive of our family circumstances. Staff are brilliant".
- "All staff are very welcoming and make my child at ease every time we enter the setting. Overall I am extremely happy with the care that is provided at Dreghorn Pre-school and creche".

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their Standard Quality and Improvement Plan. This demonstrated their priorities for development.

From this inspection we graded this service as:

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

What the service does well

Children were nurtured and included because staff knew them well. Staff took account of individual needs, interests, and preferences. Children benefited from interactions with staff that were warm and kind. This contributed to them being secure and confident.

There had been some staff changes within the team and a new manager. Staff were enthusiastic about their roles and discussing the plans they had for the rooms they worked in.

Staff used higher order questioning to create challenge and encourage more independent thinking amongst children. They encouraged independence and self help skills. This meant that children were helped to be resilient.

The service operates over two floors. The pre-school children are downstairs and the children aged two to three years are upstairs. Both rooms were set up with a range of natural resources and loose parts. 'Loose parts' are materials that can be moved, carried, combined, redesigned, taken apart and put back together in multiple ways. They can empower children's imagination and creativity as well as encouraging them to explore and manage risk. Children were fully engaged in activities both alone and in groups. We saw that children were experiencing high quality play with the resources available. Since the last inspection the nursery had introduced a rolling snack so that children's play was not interrupted. Children were able to lead their own play.

Staff upstairs in the two to three room enthusiastically told us about the loose parts and natural materials they had introduced. We saw that they supported children in their play and planned experiences to meet the interests of children. Staff gave children real life experiences, children were peeling and cutting vegetables in the home corner. Staff were supportive and nurturing in their interactions with children.

Staff planned using the curriculum relevant to the ages of the children. Children had individual e-learning journals where observations were recorded. Staff were booked onto training to increase their knowledge of planning with in the curriculum. Through appraisals and in conjunction with the manager, staff had identified their training needs.

We saw floorbooks which recorded examples of how children's ideas had been facilitated by staff, which supported children to lead their own learning. The floorbooks were also an opportunity for children to revisit their learning, which contributed to them becoming confident and enthusiastic learners.

Access to fresh air and physical play was available for children on a daily basis. The enclosed garden to the rear of the nursery offered a range of experiences, these included swings, a mud kitchen, sand and water trays, areas for planting and loose parts. Children were engaged in activities. A prefab in the garden was used for soft play for the children. The manager told us that they planned to turn it into a sensory room for children attending the service and those on the waiting list. This would facilitate exploration and naturally encourage children to use scientific processes while they play, create, investigate and explore.

The nursery had access to a field close to the nursery and used it for activities, such as sports day and football. Staff were keen to undertake Forest School training to utilise the woods and local park. We supported this area for development.

Staff understood the importance of building relationships with parents, suggesting they recognised the need to work in partnership with parents to support the children in their care. Parents could attend the nursery for stay and play sessions. In addition parents could come into the nursery to share their skills, through storytelling, doing activities and sharing aspects of their culture.

What the service could do better

We discussed with the manager that:

- they should now collate all the information they have for children with additional support needs and write clear care plans detailing how they meet the individual needs of the children.
- they should continue to look at more free flow play for children in the pre-school room so that their play is not interrupted and they are offered increased choice.

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
28 Mar 2017	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing Not assessed Management and leadership Not assessed
18 Mar 2015	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
19 Mar 2013	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
13 Oct 2010	Unannounced	Care and support 6 - Excellent Environment Not assessed Staffing Not assessed Management and leadership Not assessed
19 Oct 2009	Unannounced	Care and support 6 - Excellent Environment 6 - Excellent Staffing 5 - Very good Management and leadership 5 - Very good
3 Jul 2008	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 4 - Good

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