

Indigo Early Years Service @ 29 Dunagoil Road Day Care of Children

John Paul II Primary School
29 Dunagoil Road
Castlemilk
Glasgow
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Telephone: 01416346161

Type of inspection:
Unannounced

Completed on:
31 July 2024

Service provided by:
The Indigo Childcare Group

Service provider number:
SP2007009288

Service no:
CS2007165283

About the service

Indigo Early Years Service @ 29 Dunagoil Road is registered as a day care of children service which is provided by Indigo childcare group. It is registered to provide a care service to provide a care service to a maximum of 88 children not yet attending primary school at any one time. At the time of our inspection there were a total of 57 children present.

Indigo Early Years Service @29 Dunagoil Road is based within John Paul II Primary School in the south of Glasgow. The accommodation consists of three playrooms and a family room. Outdoor play spaces are accessible from playrooms. The service is situated close to local parks, shops and amenities and staff and children made use of these.

About the inspection

This was an unannounced inspection which took place on Tuesday 30 and Wednesday 31 July 2024. 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 previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with children using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from 37 parents / carers

Key messages

- Sector leading practice under nurturing care and support supported all children to reach their full potential.
- The setting was comfortable, spacious and stimulating for children.
- The service promoted an ethos of love, respect and inclusion.
- Staff knew children and families very well, and provided the support and care they required in a kind and nurturing way.
- Children were supported and nurtured through their daily experiences, leading to outstandingly high outcomes for children.
- Quality assurance and improvement processes were inclusive of staff, children and families.

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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

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

How good is our care, play and learning?

5 - Very Good

We evaluated different parts of this key question as very good and excellent, with an overall grade of very good. There were significant strengths which supported positive outcomes for children.

Quality indicator 1.1: Nurturing care and support

In all areas of the nursery children received exceptional care and support from kind and nurturing staff. Staff knew children very well and were very attentive to children's needs, offering warmth, support and cuddles when required. Paying attention to children and families' emotional wellbeing was embedded in the service ethos and staff practice. One parent commented, 'There is such a family feeling in this nursery, my girl treats nursery like a second home and loves all the staff'. One child commented, 'I love all of the teachers at nursery, they give me a hug when I'm feeling sad.'

Children's and families' health and wellbeing was at the heart of the service. The service had employed their own professionals including a speech and language therapist, inclusion officer and family support worker who worked with children and families within the service. This unique practice helped encourage consistently positive outcomes for children and families. One parent commented, 'It's not only a nursery it's a support provider too. Links in with partnership agencies to support the parents in every way they can - they are exceptional at what they do in every way possible.' This highly effective and creative partnership ensured that children and families received the highest quality of care and support when they needed it.

Children's rights were respected as personal care routines were carried out using sensitive and warm interactions. We observed staff singing and talking to children with quiet voices as they talked them through their routines. Staff understood the importance of sleep for children's overall development. Children's emotional security and wellbeing were supported through sensitive arrangements for daily routines such as nap and meal times. For example, staff were aware of children's routines but did not insist on rigidly following nap time: they were respectful of children's choices if they would rather play than sleep so that children were learning to recognise their own body's cues. Routines were reflective of individual children's needs and family wishes and promoted good habits around sleep.

Mealtimes were a relaxed and unhurried experience for all children. Older children were able to develop some independence and life skills by clearing their own plates and serving themselves water. Innovative conversation topic cards were used by staff to create discussions and engage children throughout the meal. This helped to make lunchtime a sociable experience for children.

Personal plans were in place for all children. Plans contained the relevant information to ensure staff could meet children's individual needs. Meaningful partnership working with families and professionals enabled staff to get a clear understanding of strategies to support the holistic needs of each child and help them reach their full potential. One parent commented, 'My son is autistic and this nursery is absolutely amazing at meeting his needs and understanding him.' A holistic approach to working with parents and professionals also helped staff to regularly update plans to reflect the changing needs of the children. Achievements in development were recognised and tracked. Older children were able to contribute their own voices to their plans. This helped them to feel they had ownership of their care and learning.

It was clear that the skilled and professional staff had high aspirations to enable children to be successful. For example, inclusion was strongly embedded within the service ethos and staff practice. Strategies for children with additional support needs were identified, with support from external agencies. There was genuine collaboration with families who were included in attending autism training with staff, which was delivered by a trainer who had personal and professional experience of autism. This supported families to meet children's needs at home. The speech and language therapist developed a resource to support the team in auditing the environments to ensure that they were neuro-affirming and strong communication friendly environments. This meant that the service was able to meet the needs of all children within the setting to a sector leading standard, supporting them to meet their full potential.

Quality indicator 1.3: Play and learning

We observed children having fun and being fully engaged in their play and learning. Children experienced a balance of spontaneous and planned activities and had opportunities to lead their own play and learning. One parent commented, 'The team provide a range of experiences daily. My child has had the opportunity to go to a local supermarket with the nursery, to purchase items, build confidence, explore new foods/ textures - the benefits were endless!'. We saw that children had access to a range of resources, which promoted their curiosity, imagination and problem-solving skills. These included loose parts art, large block play and role play equipment.

The play experiences offered to children provided opportunities to develop numeracy, literacy and language skills. For example, a group of children were playing bingo with a member of staff and being encouraged to recognise and match numbers. Staff used skilful questioning and interactions with children to promote their learning. This included, when playing with blocks, staff asked the children if the number of blocks in each group were the same or different, and encouraged them to count to find out. Staff knew when to observe, and when to extend children's learning. All older children had the opportunity to participate in regular Spanish lessons. The learning outcomes for children were tracked and learning was evaluated. This helped to further develop learning across the curriculum.

Children benefited from free flow access to outdoors. Outdoor play areas offered opportunities for risky and challenging play, and children made good use of all the space in the outdoor area. Children were confident in leading their own play outdoors, and were fully engaged in play. Children's access to outdoors could be maximised by doors being opened earlier. Younger children would benefit from access to more outdoor resources which promote their imagination and curiosity.

Planning for children's learning and development was based on their interests and individual learning needs. Learning and development was tracked to establish children's progress. Observations of children's learning were shared with parents online, which helped parents feel included in their children's experience in nursery. Next steps for learning were identified to support children's development and progress. As a result, children were progressing well, and were happy and confident.

How good is our setting?**5 - Very Good**

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in a bright, comfortable and welcoming environment. They benefited from direct access to large, well-resourced outdoor areas. The large indoor playrooms offered a variety of play and learning experiences which promoted their curiosity, imagination and problem solving skills. These included sand play, loose parts and matching games. The setting made good use of the indoor environments, which were furnished to a high standard. This gave children the message that they mattered.

Children had cosy areas to rest and relax, and there was ample room for children's needs to be met. One parent commented, 'I have been blown away by some of the learning experiences that the nursery has provided over the years for my children. They are fun, active and cover so many curricular and seasonal activities. Staff have also gone out of their way to create learning opportunities to support my children in their own individual challenges.' Management explained that they are also developing a sensory room, which will develop children's sensory experiences and provide somewhere for when they need a quieter space.

The environments were structured to take account of children's stages of development and learning. The resources were easily accessible for children, which promoted their independence and gave them the opportunity to lead their learning. Equipment in the setting was clean and well maintained, with plenty of natural resources. Risk assessments were in place, and staff recorded any potential risks and hazards. This meant children were cared for by staff who understood how best to keep them safe.

The outdoor spaces were safe and spacious, and offered a variety of stimulating resources including water play, planting areas, mud kitchen, a bike track and tree swings. One parent commented, 'My child has opportunities to play outdoors using loose parts and exploring nature as well as playing group games with her peers.' Children were confident in exploring the outdoor environment independently, and had opportunities to participate in risky and challenging play with balance equipment and climbing frames.

How good is our leadership?

5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 3.1: Quality assurance and improvement are led well

The management team were friendly, approachable, and engaged well with the inspection process. Staff told us they found the management team to be supportive and approachable. One staff member commented, 'I feel the leadership team are always there to help. They are empathetic, compassionate and supportive to my needs. They ensure that I am feeling at my best in order to fulfil my role. They offer support and guidance.' This meant staff were supported in delivering positive outcomes for children.

An improvement plan was available, which highlighted strengths and areas for improvement within the service. The plan had been created in consultation with staff, and was shared with parents. This helped staff and families feel involved in the development of the service. We saw evidence of progress made in the service improvement plan, including the development of Spanish lessons, home learning bags, and a digital learning champion.

Staff, parents' and children's voices were valued and used to develop practice within the service. One parent told us, 'I always get surveys and questionnaires asking me to take part to see if the service is doing the best it can and anything they can improve on.' The service was developing a new quality assurance process to further involve families and staff within the service improvements. This will also provide feedback on their suggestions to help them understand how their opinions affect the service. The service should continue to ensure that children are included in this process to give them ownership of the service.

Monitoring and auditing took place as part of the quality assurance process, including the monitoring of environments and medication. Management should continue to monitor the lunch experience for older children to offer more opportunities for self-serving and independence.

There was an ethos of distributed leadership across the service, which meant staff were able to have responsibility for specific areas and develop leadership skills. For example, staff took turns to be room managers and had champion roles. Regular staff meetings gave staff the opportunity to discuss developments within the service. 'Sparks' meetings allowed staff to come together with management to discuss any issues they had identified as a team, and work together to resolve them. This meant that staff could identify what was needed to deliver the best care for children and families.

How good is our staff team?**5 - Very Good**

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 4.3: Staff deployment

During our inspection, we found that there were enough staff to meet children's individual needs. There was a mix of skills and experience in the team, which helped staff to deliver positive outcomes for children. A keyworker system was in place, which meant children knew who they could go to if they needed help or support. This also helped staff to know the children they cared for. Parents told us that they felt the staff were approachable and supportive to them. One parent commented, 'I feel staff are very approachable. Even if it's not my child's key worker they are still very friendly and willing to listen and help.'

Staff worked well together as a team to meet children's needs and offer support to families when needed. Staff told us that one of the strengths of the service was their teamwork and support of each other. Staff communicated well with each other when leaving areas and about children's care. Staff were vigilant of children at all times, and noted when children entered and left the setting. This helped to keep children safe.

Staff understood the importance of having positive relationships with families and children. One parent commented, 'The staff are all warm and welcoming, they do so well to get to know us as a family and they know our children so well. We feel very confident leaving our children with their key worker and other staff as they have such good relationships with us.' One staff member commented, 'We have very positive relationship with parents and carers. We treat each family and each child as an individual.' Knowing the families and children well helped staff to offer care which met their individual needs.

Staff development was actively encouraged within the service. Staff had attended training to enable them to meet children's needs and help offer positive outcomes. This included first aid, autism and resilience training. Parents were also invited to participate in this training with staff, which helped to develop their skill and their relationships with staff. Staff photo and information boards helped families and children to know the staff who were in each room, and also gave families the opportunity to learn more about the staff caring for their children.

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?	5 - Very Good
1.1 Nurturing care and support	6 - Excellent
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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