

# Girvan Early Years Centre Day Care of Children

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Girvan  
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**Type of inspection:**  
Unannounced

**Completed on:**  
8 October 2024

**Service provided by:**  
South Ayrshire Council

**Service provider number:**  
SP2003003269

**Service no:**  
CS2003017397

## About the service

Girvan Early Years Centre is located in Girvan, South Ayrshire. It is situated in a section of Girvan Primary School. The service is provided by South Ayrshire Council.

The service is registered to provide a care service to a maximum of 120 children per session aged 2 years and over of whom no more than 20 may be under 3 years.

Children have access to a secure outdoor quadrant that is shared with the primary school. Children can at times, throughout the day, freely move between indoors and outdoors. The centre is positioned within walking distance of a local shops, parks and amenities.

## About the inspection

This was an unannounced inspection which took place on 7 and 8 October 2024 between 09:30 and 17:00. We gave feedback to the service onsite on 8 October 2024. The inspection was carried out by three inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- observed and spoke with numerous children using the service
- sent out a family questionnaire and received 15 responses
- spoke with six families face-to-face or by telephone call
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

## Key messages

- Children experienced caring, nurturing and loving interactions.
- Children were well-supported in their learning and had fun.
- Planning was responsive to children's interests, targets and stages of development.
- Self-evaluation and quality assurance processes led to high quality care and support.
- Staff were skilled in supporting children, and children who required additional support. Staff worked well as a team.
- Lunch time routines should continue to be considered, in order to ensure all children are well-supported.

## 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 found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore, we evaluated this key question as very good.

### Quality indicator 1.1 Nurturing care and support

Children experienced caring, nurturing and loving interactions. Friendly and familiar staff welcomed the children, contributing to building positive attachments. Children demonstrated their affection by sitting near to a known adult and spontaneously cuddling staff who responded with calm smiles and good eye contact. Skilled staff were responsive to children's individual needs. For example, when children were unsettled staff were caring and comforting, which quickly alleviated any anxiety.

Children's health, wellbeing and learning needs were promoted through the use of learning journals and personal plans. Children's personal information was detailed and contained relevant information to help meet their health, wellbeing and care needs. Parents were included in this process and regular telephone calls, emails and meetings ensured children's information remained up-to-date. One parent told us: "The staff members always ask for parents' input which is great". As a result, staff knew the children well and provided them with the individual care they needed. The service should continue to ensure dates on documents are consistently recorded.

Children were supported by staff who were skilled and knowledgeable about additional support needs. They had worked closely with other agencies, such as speech and language therapy and health visitors, to help ensure children were provided with strategies and equipment to meet their needs. This led to consistent practice and high quality care.

Snack times were provided in the children's rooms, these were social and calm. Staff were skilled in supporting children to be independent whilst also ensuring they were provided with support. Children had access to fresh drinking water throughout. Lunch was served in the school dining room. Staff and management should continue to consider how this experience can be relaxed, unhurried and sociable.

Younger children's safety, emotional security and wellbeing was supported through sensitive arrangements for sleep, rest and relaxation. Staff stayed with, and supervised, children resting, helping them to feel secure and attached to their staff. Older children had access to some cosy areas inside. A rotunda in the outside area had been built for children who sought a calm environment which meant they could sleep or relax in peace. This should continue to be open throughout the session in order that children can self regulate and determine the pace of their own day. Children were kept safe and well by robust procedures and systems to support the safe administration of medication.

### Quality indicator 1.3 Play and learning

Children were happy, engaged and having fun. Children led their own play and were able to choose where they wanted to play and why. A few children played outdoors and loved splashing in puddles, running and swinging on the rope swing. Others preferred to stay indoors, playing with favourite toys and games. This gave children a sense of independence and freedom of choice.

Children experienced positive transition times. Children were given time to process information and songs and short-focussed circle times were used well to help children follow daily routines. This led to happy children who understood what was happening and why.

Planning approaches were child-centred and celebrated children's achievements and progress. Staff demonstrated a good knowledge of child development and schematic play, a pattern of behaviour and repeated patterns observed as children play and learn. High quality observations were used to inform planning and generate individual learning targets. This led to children who were sufficiently challenged for their stage of development. Children's progress was shared with parents who commented: "My child loves their nursery, they are very well-supported physically, mentally, and emotionally. My child is encouraged on their learning journey every day".

Skilled staff demonstrated very good communication skills. They smiled and spoke with enthusiastic voices and used their body language to promote excitement and positivity. Strategies, such as short sentences, repetition of words, and visual aids, helped support children's understanding. Staff knew when to intervene and when to stand back. This helped children develop their independence in a safe and protected manner. Children's successes and achievements were celebrated, helping to raise their self esteem and confidence.

Children participated in experiences planned to meet their learning in language, literacy and numeracy. Some children enjoyed reading stories with staff, songs and rhymes were embedded in daily routines. There were opportunities for mark making and writing. Staff introduced mathematical language, such as 'more' and 'less', during activities like water play. Some children enjoyed games and songs on the interactive whiteboard.

Outreach support and split placements with other settings had been beneficial to support children's learning and development. This led to improved outcomes for children and consistent care and support.

## How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore, we evaluated this key question as very good.

Children were cared for in a bright, clean, comfortable and welcoming environment. The large indoor playrooms offered plenty of space to meet children's needs. The setting made good use of the indoor environments which were furnished to a high standard. This gave children the message that they mattered.

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.

Children benefited from access to a large, well-resourced outdoor area. The outdoor spaces were safe and spacious, and offered a variety of stimulating resources including a literacy rotunda, loose parts and mud kitchen. Outdoor play areas offered opportunities for risky and challenging play including climbing apparatus, a rope swing and rope sling. Sheltered areas provided opportunity for children to play and learn in different weathers. Parent comments included: "My child loves to play outside". Other parents told us about Forest Kindergarten times, and how much their children enjoyed those times. Some spoke about trips to the beach and walks to the park.

On the first day of the inspection visit, a sponsored charity walk with parents and their children had been organised. Children were excited to tell us about this. It was clear that the early years centre was involved positively with the local community, ensuring that children felt a sense of belonging to Girvan town and the wider community.

## How good is our leadership?

**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore, we evaluated this key question as very good.

The service was very well led by a skilled and enthusiastic management team who promoted an ambitious shared vision which focussed on improvement and positive outcomes for all. They had been instrumental in motivating staff and in keeping the momentum in the pace of change. Staff told us they felt well-supported and felt very included on the improvement journey.

The management team and staff recognised the importance of revisiting training in areas such as target setting and observing children to embed and sustain high quality care. One staff member told us "Staff are working hard to provide a consistent approach to planning and observation recording of children's progress". Other areas for development included developing phonological awareness and expressive arts within the nursery, both of which we could see were in progress.

Clear values, aims and objectives supported staff practice and ensured parents knew what to expect from the service. The aspects of "fun, respect, equity, consistency, honesty and quality" were embedded in practice. These had been revisited by staff to ensure they fully understood what was expected of them. A staff member told us, "The centre is currently on a journey in which all staff are on board and we have worked together to create a shared understanding of what we would like our centre to sound and feel like". This led to high quality care and provision.

Children and families' views were sought to actively inform the development of the setting. A change to the computer application had been introduced as a new platform to share information and keep parents updated. Parents had been consulted for their views and most parents felt the e-learning journal was beneficial. A few parents said they would like more individualised comments relating more specifically to their child. Other communication methods, including phone calls, emails and stay and play sessions, helped keep parents informed and included in any new initiatives. All parents "strongly agreed" or "agreed" they were involved in a meaningful way to help develop the service.

Self-evaluation and quality assurance processes were effective and led to high quality care. Staff were involved in this process and were encouraged to reflect on their practice in a meaningful way. They had been supported with numerous training opportunities, regular staff meetings, support and supervision and annual appraisals. As a result, children and their families were being supported by a robust, positive culture and ethos of the setting. Staff were confident in their role and demonstrated the skills necessary to promote high quality care and learning.

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

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore, we evaluated this key question as very good.

Staff showed a commitment and dedication to improving their practice. Staff had participated in extensive training which led to improved skills, improved confidence and high quality care. Staff morale was high and there was a happy ethos in the setting. Staff told us they enjoyed going to work and were proud of their achievements. One staff member said "I believe my colleagues and I strive to ensure our relationships with children and families is kept at the centre of practice."

Children and families were supported by a mainly familiar staff team. Staff absences were minimal and staff were flexible and willing to cover absences, if needed. This led to high quality care by staff who knew the children well.

Staff were very skilled in working with families to support settling in and communication. We observed meetings with parents, heard staff speak with parents, and saw parents welcomed into the setting. This was done with a smile and was unhurried, promoting positive relationships and working together. A parent commented that: "All the staff members always go above and beyond to make sure the children and parents feel welcomed when arriving".

Most staff had worked at the setting for several years and had considerable skills, knowledge and experience of working with children. Newer staff were supported with a robust induction programme and benefited from the very good practice modelled by colleagues. Staff breaks were well-managed. This meant children were provided with the support they needed at key times helping to keep children safe and well.

Staff communicated well throughout the session. They informed each other when other tasks, such as supporting children with their personal care, took them away. Staff were proactive in recognising where gaps in care existed and moved to where they were best placed to support children. This led to effective supervision and quality engagement throughout the day.

**Complaints**

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com)

## Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
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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