

# Inverness College UHI Early Learning and Childcare Centre Day Care of Children

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Inverness  
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Telephone: 01463 273549

**Type of inspection:**

Unannounced

**Completed on:**

15 February 2019

**Service provided by:**

Inverness College UHI Nursery

**Service provider number:**

SP2003001802

**Service no:**

CS2003008616

## About the service

Inverness College UHI Early Learning and Childcare Centre is registered to provide a service to a maximum of 50 children at any one time aged from birth to not yet attending primary school of whom no more than 18 are under two years of age. This service has been registered since 2002.

The service is provided from a purpose-built building that is suitable to accommodate children of different ages and abilities on one floor and from four designated areas. Staffing levels met recommended ratios.

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 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

"My son has been with the nursery since eight weeks old. All staff are great with him and have built unique bonds. All staff are helpful and my wee boy comes home happy each day. They take him on trips at minimal cost to parents, and as a whole I couldn't think of a better care centre to put my child to."

"They all have a key worker and my boys one has worked on helping him overcome his fears and what he is not keen on. They provide journals which I can read to see what he is up to and children get involved too by adding pictures which makes it more special."

"Fantastic nursery with lovely staff."

"Very happy with the care my daughter receives."

## Self assessment

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

## From this inspection we graded this service as:

**Quality of care and support**

5 - Very Good

Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	6 - Excellent

## What the service does well

We found that all children were welcomed and warmly cared for. Children were treated with dignity and respect and we observed staff requesting permission from children when providing support and comfort.

Children were encouraged to take responsibility, and independence was also encouraged and promoted. We found that when struggling to put on shoes, coats and so on, a structured programme was put in place to assist children in mastering these skills.

An infection control policy and procedure was in place with personal care delivered in the privacy of changing rooms.

We found that members of staff were experienced and skilled and that children were encouraged to direct their own play. Members of staff supported children and extended their learning by asking appropriate questions or signposting to equipment or research.

Children were encouraged to identify learning objectives by taking part in the compilation of mind maps and floor books (participation tools) as well as one-to-one conversations and group sessions. Members of staff had identified learning objectives for children through observation and conversations with the children.

Members of staff held recognised qualifications and had attended numerous courses and workshops that were relevant to the age of children being supported.

The service encouraged individuals to specialise in specific areas of delivery and all staff were encouraged to try new approaches in order to improve children's experiences.

An enclosed garden area was available and doors from the nursery led directly to this outdoor space that was safe and secure. With this set up children could choose to play in or out-of-doors. Pre-school children were weekly visitors to the forestry school and wooded area which introduced children to their community, wildlife and a space that encouraged problem solving, teamwork and imaginary play. This haven was welcomed by children as it immersed them in the great outdoors.

A healthy lifestyle was promoted within the service with suitable drinks, meals and snacks being provided. Members of staff were excellent role models showing respect for each other, working well as a group and keen to provide an excellent service. They were knowledgeable, informed and worked to their strengths.

Children had the opportunity to sleep and rest, and cosy areas had been created to chill out towards the end of the day.

Children were provided with many different activities that met with the curriculum for excellence, visited homes for older people, had taken part in community outings and places of interest.

We found that excellent systems were in place to support staff and children, and to develop how the service was delivered.

We found a staff group who believed in and worked towards an agreed set of aims and objectives. All staff were happy working within this service and all understood that the overall care of children was the responsibility of all. Members of staff were aware of best practice and were keen to embrace new ideas and ways of working such as the introduction of 'loose parts'.

There was openness amongst the staff team and any issues were quickly identified and resolved through discussion and direction.

Practice was discussed within meetings - at room team meetings along with all staff meetings on a regular basis. Minutes of meetings evidenced healthy discussions and agreed points were followed-up and evaluated.

The wellbeing and happiness of children was the agreed number one target, and through self-evaluation practice was assessed and evaluated on an ongoing basis.

Members of the staff team spoke about an approachable management team along with an understanding organisation that supported their personal circumstances.

We found the management team had introduced efficient systems and procedures that supported how care and support was delivered, and that as good role models (leadership) they encouraged individuals to take responsibility and recognise they all had a part to play in maintaining and sustaining a quality service.

## What the service could do better

We found that the service provided care and support to a very good standard and that it was constantly evaluating care and support with the aim of identifying improvement.

We found that under-floor heating within the baby room was not the best model of heating as it may have an effect on children's energy levels. Ensuring the room temperature is monitored and continuing to provide outdoor experiences for the children is welcomed. A softening of walls and ceilings by hanging colourful materials may create a warmer and more stimulating environment.

On the day of inspection one child did not eat the food that was supplied, and there were no other choices on offer. We would welcome children being offered alternative meals or that three portions of an alternative meal are provided each day to overcome this.

We examined a number of policies and procedures and found that 'children biting' and 'breast feeding' could be reviewed and updated to reflect best practice.

We accept that the introduction of 'loose parts' (natural open materials) is a work in progress, and additional materials would be welcomed to all the rooms. Providing more physical challenges in the garden area for older children may be beneficial and assist them in gaining risk assessment skills.

We visited the service's outdoor space at Culloden and agreed that this was a wonderful space for children. Increasing hours spent at this site would be welcomed by children.

Excellent systems were in place for the support of staff and children. Introducing 360 degree supervision for management may introduce another way in which to evaluate management and leadership.

## 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](http://www.careinspectorate.com).

## What the service has done to meet any requirements we made at or since the last inspection

### Previous requirements

There are no outstanding requirements.

## What the service has done to meet any recommendations we made at or since the last inspection

### Previous recommendations

There are no outstanding recommendations.

## Inspection and grading history

Date	Type	Gradings
31 Mar 2017	Unannounced	Care and support Environment
		5 - Very good 5 - Very good

Date	Type	Gradings	
		Staffing	Not assessed
		Management and leadership	Not assessed
3 Mar 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
29 Feb 2012	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
2 Nov 2009	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
5 Aug 2008	Announced (short notice)	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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