

# Psychology Kindergarten Day Care of Children

University of Stirling  
Stirling  
FK9 4LA

Telephone: 01786 467640 / 466836

**Type of inspection:**

Unannounced

**Completed on:**

7 December 2018

**Service provided by:**

Psychology Department Playgroup

**Service provider number:**

SP2003001112

**Service no:**

CS2003005371

## About the service

The service was registered with the Care Inspectorate on 1 April 2011.

Psychology Kindergarten is registered to provide a care service to a maximum of 16 children aged from 2 years 9 months to 5 years. There shall be no more than 5 children under 3 years at any one session. The service will comply with the following staffing ratio: children aged 2 years 9 months to under 3 years: 1:5. Children aged 3 years to those not yet attending primary school: 1:8. Two adults to be in attendance at any one time.

The service is provided from rooms within the department of Psychology within the University of Stirling campus. Accommodation includes a main playroom, entrance, small office space, study room and children's toilets. Children also have use of the garden space in the centre of the building and the surrounding grounds.

The aims of the service were recently reviewed and include:

'To provide rich, challenging and meaningful learning experiences. This is achieved by building upon children's individual interests and needs, as well as strong relationships with the parents and the University community.'

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

We spoke to directly to several children and observed their play both indoors and outdoors. Children presented as capable, settled, engaged and secure. A sample of children's comments are shown below:

'We need to keep ourselves safe with this on.'

'We sometimes go and see some little worms.'

'I like the music wall.'

We issued seven Care Standard Questionnaires to the service to distribute to the their parents and received seven completed care standards questionnaires. All of these had added additional comments. These demonstrated a high level of satisfaction with the service. All parents either 'strongly agreed' that 'overall, they were happy with the quality of care their child received in this service'. Comments from the questionnaires and feedback from parents spoken with during the inspection were shared with the manager. A sample of these additional comments are noted below:

'The kindergarten offers a lot of very good learning activities to our child.'

'We are very happy with the services they have provided. Both our children attended this playgroup because it was and is worth sending them over and join this quality playgroup.'

'Great atmosphere, multilingual approach and wide range of activities.'

'The staff are excellent, they know and understand my child and how to further develop him to becoming a well rounded individual on many levels. They communicate well with both the children and parents and respond effectively to any feedback given. They are always looking forward on how to improve the care they are supplying. Although the nursery site is small they use the space well and the surrounding areas outside. They have provided exciting ways for my child to learn via forest school visits, nursery garden visits, astronomical society visits etc. We are overall very satisfied with the kindergarten and its staff.'

'Our child loves attending the university kindergarten. We feel her confidence and understanding of other people has grown. The language she uses is fair and clear and she understands that she has responsibilities. I feel the teachers are continually reflecting and thinking up creative solutions to engage all the children. I love how involved they make the whole family feel with wall displays etc. Thankyou!'

'Brilliant, they are so gentle and kind with him.'

'Staff are great and communication is good.'

'The attention given here is great, he loves coming here.'

'Children get very personalised care, it is a unique setting. Curriculum is well planned and her vocabulary is amazing through coming here. They've done loads of natural activities. The only time they don't go outside is if there's a visitor like the astronomy club.'

All parents also commented on how they would like to see the nursery operate full day sessions.

## 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 which demonstrated their priorities for development such as improving opportunities for children to become more responsible, revision of their vision, values and aims and how they were monitoring the quality of the provision within the service.

## From this inspection we graded this service as:

<b>Quality of care and support</b>	6 - Excellent
<b>Quality of environment</b>	not assessed
<b>Quality of staffing</b>	not assessed
<b>Quality of management and leadership</b>	5 - Very Good

## What the service does well

Children's physical wellbeing was promoted through daily opportunities to be active and robust systems for the management of medication, accidents and allergies. The extensive grounds, including use of the forest, enabled children's ability to understand and manage risk and contributed to a healthy lifestyle. Children confidently explored the natural world and developed their understanding of early science, such as how difficult it was to dig for worms in frosty weather and exploring fire play.

Staff's calm, quiet and respectful communication provided children with models of positive and gentle behaviour. This enhanced children's ability to interact positively with each other as seen throughout the inspection. This also promoted children's emotional wellbeing along with a range of activities which supported their sense of self. For example, mindfulness sessions held with parents and activities in which colours were used to help children identify and discuss their emotions.

The high quality of recorded observations of children's learning and development supported planning of appropriate and meaningful next steps with children's full involvement. This resulted in challenging experiences or appropriate support, increasing children's capacity to achieve.

The positive celebration and recognition of diversity within the setting built respect for others and children's confidence in their own personal and cultural identity. Staff sharing their own language skills such as Spanish and Italian, in a relaxed manner throughout the session enriched children's learning and raised awareness of different languages and cultures.

Staff actively used their understanding of schematic play to support them in interpreting young children's actions. This enhanced planning to meet children's needs by identifying and recording significant learning.

Children benefitted from being able to help staff with tasks, such as snack. Their 'jobs' badge system was enjoyed by children as it recognised and celebrated children's efforts and built responsibility along with independence.

Staff made excellent use of visitors to the nursery including visits from representative from the astronomical society. These visits enriched and extended children's knowledge and understanding.

The atmosphere was very busy and purposeful as children asked questions throughout play and were curious. Staff responded through shared interactions and thinking experiences demonstrating children were appropriately stimulated and challenged.

Leadership skills were effectively enabled across the whole team, for example, the senior had been fully involved in the re-evaluation of the role and job description. Staff were provided with opportunities to undertake further qualifications and hold relevant additional responsibilities such as mentoring and developing aspects of the service. Staff were empowered and supported by the strong leadership of the manager. This increased staff confidence and contributed to positive outcomes for children.

The whole team were highly reflective practitioners which was evidenced in recent changes and improvements to the environment. Staff drew upon a range of perspectives in their work when evaluating together. These supported them in continually challenging their own practice as a team and improved outcomes for children.

The manager demonstrated and communicated a clear vision and knowledge of the nursery's strengths and aspects for improvement. Staff were fully involved in continuous evaluation and could speak confidently about the improvement plan, confirming a shared outlook and team commitment.

There was a very high level of participation and consultation with children and their families in every aspect of the service using varied methods such as the graffiti wall. For example, the current review of the vision, values and aims and consultation over development of an intergenerational project. The outcomes of all consultation exercises were clearly communicated ensuring children and families were fully included.

The improvement plan was having a positive impact on practice and was kept under review. This enabled the service to make continuous progress based on current theory, policy and best practice guidance to improve children's experiences.

Due to the unique set up of the service and research work carried out by students, the manager had put in a place robust procedure to ensure minimum impact on children's choice and play experience. A 'research passport' ensured students and researchers went through a strict protocol prior to observing or working with children. Students were continuously monitored along with children's experience and enjoyment of the research activities. All information from research was fully reported to parents and included in children's care plans. Children enjoyed these additional activities which provided them with further variety and supported their progression and achievement.

## What the service could do better

The service should continue with plans to re-introduce children's yoga which would further enhance their emotional wellbeing.

To further enhance the internal scrutiny and assurance of the service we suggested they look at using the model for improvement and relevant improvement science tools such as 'plan, do, study, act. We provided signposting to this and further information can be sourced on the 'hub' section of our website [www.careinspectorate.com/improvement/](http://www.careinspectorate.com/improvement/). In addition we discussed making explicit links to the new Health and Social Care Standards when monitoring and evaluating practice alongside the use of HGIOELC (How Good is Our Early Learning and Childcare) quality indicators. This would support confirmation of meeting children's care and learning needs.

Although training was clearly linked with staff and service needs we advised the manager to put in place a training audit to ensure that relevant training is planned and met within timescales to further enhance continuity of provision.

## 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).

## Inspection and grading history

Date	Type	Gradings
30 Nov 2016	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing Not assessed Management and leadership 4 - Good
23 Oct 2014	Unannounced	Care and support 6 - Excellent Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
14 Nov 2012	Announced (short notice)	Care and support 6 - Excellent Environment 6 - Excellent Staffing 5 - Very good Management and leadership 5 - Very good
8 Oct 2010	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing Not assessed Management and leadership Not assessed
23 Jun 2009	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 4 - Good

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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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