

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

John Paul II Primary School  
29 Dunagoil Road  
Castlemilk  
Glasgow  
G45 9UR

Telephone: 0141 634 6161

Type of inspection: Unannounced  
Inspection completed on: 25 April 2018

**Service provided by:**  
The Indigo Childcare Group

**Service provider number:**  
SP2007009288

**Care service number:**  
CS2007165283

## About the service

Indigo Early Years Service @ 29 Dunagoil Road has been operating since 2008 and registered with the Care Inspectorate when the Care Inspectorate formed in 2011. It is registered to provide a care service to a maximum of 120 children. The age range of the children is as follows:

- 30 children aged 0 up to 2 years (within two main rooms).
- 30 children aged 2 up to 3 years.
- 60 children aged 3 years to those not yet attending primary school.

The service operates between 8.00am and 6.00pm, Monday to Friday throughout the year.

The service is provided by The Indigo Childcare Group and is accommodated within a primary school in the Castlemilk area of Glasgow. The service has its own secure entrance and reception area. Each playroom has free flow access to an outdoor play area including the natural sensory garden where children can enjoy a range of activities in the fresh air.

The service is in partnership with Glasgow City Council to provide early learning and childcare for children aged 3-5 years.

The service's main aim is:

'To make Indigo Childcare a welcoming environment where children and families are treated as individuals.'

A full copy of the service vision, values and aims can be obtained from the service provider.

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 (GIRFEC); Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. GIRFEC supports children and their parents to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included.

## What people told us

During the inspection there were 92 children present between the four play rooms on the first day of our visit and 81 on the second. We observed children were happy, content and settled.

Babies and children were clearly accustomed to leading their own play and making choices about their routines, for example at meal times. Through conversations with children, it was evident that they were used to adults listening to their views and were confident to chat about their activities. Their comments included:

"We have bird seeds and I put them in a tub to put in the bird house. Look there is a bird, that bird is not hungry! I'm looking for more hungry birds."

"I like to play outside. I like to play tig. I made the sunshine - that is my picture. I cut the gold paper and put some yellow paper to make the sun's face."

We issued 40 care standards questionnaires and 12 parents/carers completed and returned these to us before our inspection. When asked about the overall quality of care their child received in the nursery, 10 respondents strongly agreed and two agreed that they were happy.

Written comments from parents highlighted the strengths of the nursery and spoke highly about staff qualities. These included:

"My son has only been at this nursery for 2 weeks and the staff have been exceptional, every morning and evening we are greeted when entering the building with a smile and friendly face. The staff cannot do enough to help. My son has settled into nursery very quickly and it makes us parents feel at ease when leaving him there knowing he is within a safe, secure and friendly environment."

"My child loves attending Indigo and has come on so much since starting. The staff provide a safe and enriching environment where the children can learn while having fun. I would recommend this nursery to anyone."

".....the team in the baby room are fantastic from the minute my daughter goes into nursery till I pick her up she is so happy. And this makes it a lot easier for myself knowing she is happy in the nursery I have left her in. The staff are so pleasant and friendly and always willing to answer any questions I have about (my daughter's) day. Fantastic nursery."

"I am very happy with the care and education my son receives at Indigo."

"I am delighted with the relationships my child seems to have formed with all members of staff since she started as a baby."

"My child is happy and enjoys going to nursery and is kept busy every day. I am very happy with the staff, who are easy going and helpful."

We spoke with nine parents during the inspection process who also spoke positively about the quality of care and support within the service.

## Self assessment

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

## From this inspection we graded this service as:

<b>Quality of care and support</b>	5 - Very Good
<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

Communication was a strength within the nursery. We observed warm and respectful interactions between staff and parents/carers as children were dropped off or collected from nursery. Staff used these times very effectively to share information with parents about their child's wellbeing, thus ensuring continuity in their care. Parents we spoke to confirmed that the initial settling-in period, and 'all about me' questionnaires were used to more formally highlight their child's interests, preferences, achievements and routines. This ensured staff took account of parents'/carers' views when planning how to meet children's individual needs and support the next steps in their development and learning.

A new format for children's personal plans had been introduced, which included online learning journals. This addressed a recommendation made at the previous inspection and that was now met. All elements of children's plans were underpinned by national curriculum guidance and good practice. Staff were making particularly good use of the GIRFEC wellbeing indicators within plans for children with additional support needs to demonstrate how they were working with families and other agencies to support the best outcomes for children.

Staff demonstrated a comprehensive understanding of the procedures in place to support children's safety and wellbeing. All staff received regular training in child protection and told us they were confident about their role in dealing with any concerns regarding a child's welfare. This ensured that children were safeguarded.

It was evident that staff used their knowledge of child development and additional training to plan for the quality of experiences they offered children. They told us about the recent investments made by the service provider to the resources within their play rooms and these were observed to be of good quality. There was also plenty of natural material and loose parts for children to experiment with, be creative and experience a sense of achievement. Staff were very good at encouraging children to lead their own learning and instinctively knew when to step in to offer assistance or make suggestions to scaffold their play. Babies were given time to explore sensory and imaginative play experiences and complete their chosen tasks.

We looked at the 'People Plan' that management had put in place to support staff personal and professional development. The new management structure for the nursery promoted distributed leadership where each play room had a leader with both operational and thematic responsibilities. The room leaders believed that their manager was a strong role model and very supportive. Other staff we spoke to were very motivated by the continued professional development activities made available to them, including opportunities for leadership.

They believed they had a voice within the organisation and that their ideas were listened to and valued by management. We saw evidence of this in the nursery improvement plan and self evaluation: for example, staff were using challenge questions from How Good is our Early Learning and Childcare (HGIOELC) to reflect on how they were supporting positive outcomes for children.

## What the service could do better

We praised the work the service had put into developing the format of children's personal plans. However, staff should continue to consolidate and embed their new approach. For example, staff were at different stages of implementing online learning journals for children. As staff confidence in using this tool grows, the opportunity for sharing information directly with parents/carers will assist them in identifying children's next steps and tracking their individual progress. Management agreed that it was important for new staff to also be made aware of the expectations for keeping children's personal plans up-to-date.

We also asked that both the management team and staff are more vigilant in ensuring all sections of monitoring paperwork for the service are completed, particularly dates and signatures. This is so that outcomes for children can be tracked and early interventions put in place when identified as being necessary.

We acknowledged that the service provider had reviewed the policies and procedures for children's medication across all of its services. However, we found that systems for the management of children's medication within one of the playrooms could be improved, such as ensuring the most up-to-date form with advice for administration was kept with children's individual medication. Parents should be encouraged to provide any medication for children in its original packaging. This will contribute to children's safety and wellbeing. The manager had begun to address our advice during our inspection visit using our best practice guidance - Management of medication in daycare of children and childminding services (Care Inspectorate 2014).

## 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
25 May 2016	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 5 - Very good Management and leadership 4 - Good
11 May 2015	Announced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 3 - Adequate
9 Jul 2013	Unannounced	Care and support 5 - Very good

Date	Type	Gradings	
		Environment Staffing Management and leadership	5 - Very good 5 - Very good 4 - Good
15 Sep 2011	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good Not assessed Not assessed 4 - Good
17 Aug 2010	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good Not assessed 4 - Good Not assessed
2 Oct 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 4 - Good 4 - Good
18 Sep 2008	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 4 - Good 5 - Very good

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