

Care service inspection report

Inverness College Nursery (Longman)

Day Care of Children

Longman Building

3 Longman Road

Inverness

IV1 1SA

Telephone: 01463 273549

Type of inspection: Unannounced

Inspection completed on: 3 March 2015



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Service provided by:

Inverness College

Service provider number:

SP2003001802

Care service number:

CS2003008616

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Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

What the service does well

The service had created a warm and welcoming atmosphere that encouraged children and parents to take a full part in how the service was delivered. Parents were very positive about the nursery and were pleased with the opportunities that were provided.

What the service could do better

Sleeping/nap times for the children who still required this rest period could be improved. Protective clothing for children who are taking part in art and mucky play is in need of replacement. The service and members of staff would benefit from in-service days which would give them the opportunity to reflect on how the service was delivered.

What the service has done since the last inspection

The service had introduced new systems to support how the 'Curriculum for Excellence' is delivered, evaluated and quality assured. Members of staff were very happy with this style which was easy to follow and to evaluate.

Conclusion

A warm and welcoming atmosphere had been created by experienced members of staff who provided a service that gave children every opportunity to learn and develop

both mentally and physically. Improvements could be made to sleep/nap time for children.

1 About the service we inspected

Social Care and Social Work Improvement Scotland (SCSWIS) regulates care services in Scotland. It will award grades for services based on the findings of inspections. It awards grades for services based on the findings of inspections. These grades, including any that services were previously awarded by the Care Commission, are available on www.scswis.com

Before 1st April 2011 this service was registered with the Care Commission. On this date the new scrutiny body, Social Care and Social Work Improvement Scotland (SCSWIS) took over the work of the Care Commission, including the registration of care services. This means that from 1st April 2011 this service continued its registration under the new body Care Inspectorate.

Inverness College (Longman) Nursery Day Care of Children was deemed registered with SCSWIS on 1 April 2011 to provide pre school education and care to a maximum of 24 children from 3 years to those not yet attending primary school. It provides pre school education in partnership with Highland Council and children are funded from the age of 3 years.

The premises were within the college building and were spacious and bright and a safe and secure outdoor area which was used daily.

The nursery operates Monday to Friday from the Longman premises during school term times and during school holiday times in the Midmills building.

The nursery's aim is to ensure that the admission of children is fair, equitable and responsive to the needs and preferences of individual children and their parents or carers. The nursery believes that no child should be excluded or disadvantaged because of ethnicity, culture, religious beliefs, language, family background, special educational needs, disability, gender or ability. The nursery recognise due care and attention must be given to the parents, carers and the child's need for time to settle into the nursery. The nursery aims to work in partnership with parents to settle the child into the nursery environment by introducing settling in sessions.

Based on the findings of this inspection this service has been awarded the following grades:

Quality of Care and Support - Grade 5 - Very Good

Quality of Environment - Grade 5 - Very Good

Quality of Staffing - Grade 5 - Very Good

Quality of Management and Leadership - Grade 5 - Very Good

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 0345 600 9527 or visiting one of our offices.

2 How we inspected this service

The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection

We wrote this report following an unannounced inspection which took place on the 2nd and 3rd of March 2015. Feedback was given to the Team leader of the service on Tuesday the 3rd of March 2015.

The feedback included areas for improvement made as a result of this inspection visit.

As requested by us, the service provider sent us an annual return. The provider also sent us a completed self assessment form. The provider issued questionnaires to users of the service and three completed questionnaires were returned to the Care Inspectorate.

In this inspection we gathered evidence from various sources, including the relevant sections of policies, procedures, records and other documents including:

- Observing of how the service was delivered
- Physical inspection of the building
- Supporting evidence from the up to date self assessment
- Annual return
- Examination of records held
- Interview with three members of staff
- Examination of Policies and Procedures
- Conversations with children
- Examination of four care plans
- Medication records
- Training log of staff
- Discussion with five parents
- Returned questionnaires from parents to the Care Inspectorate.

Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality

themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at www.firelawscotland.org

The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

Annual Return Received: Yes - Electronic

Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

The service submitted an annual return which informed us of the areas that they excelled in and also areas in which they could do better

Taking the views of people using the care service into account

The children were very interested in the inspection process and wanted to know what the inspector was doing when at the nursery.

Children were very comfortable and secure within the nursery and enjoyed exploring their surroundings.

"I love playing outside."

"When you need some help you just ask one of the Lisa's."

"We play outside all of the time its great fun."

"We can paint; play in the sandpit or in the house".

"You have to share and not run inside that's the rules."

"I always have breakfast before I start playing."

Children had the opportunity of influencing service provision when: speaking directly with staff, circle time, voting for activities or taking part in compiling mind maps and

floor books.

Taking carers' views into account

Views of parents: Five parents were spoken to on the day of inspection and eight parents returned questionnaires out of twenty distributed by the service.

The following comments were made by parents in returned questionnaires:

- Parents agreed that they were able to visit the service and meet with staff before placing their children for care
- They received very good information when registering their children
- They were of the opinion that staff had the skills and experience to care for their children
- Seven parents thought children were provided with healthy snacks and meals and one did not.
- Seven parents were of the opinion that enough staff was employed to care for their children and one parent disagreed with this statement.
- All parents agreed that their views were sought on a regular basis
- Parents agreed that they could talk with staff at any time if they were concerned or worried about their children

Parents agreed that their children were happy to attend and that the games and activities provided were suitable for their children. Parents agreed that they and their children were warmly welcomed to the service.

Children enjoyed meeting staff and their friends at the service.

Parents thought the premises were suitable for the care of children. All parents agreed that their children had the opportunity to play outside on a daily basis.

"I always feel confident when leaving my child at the nursery as she always talks about how much fun she has had and tells me everything that she has learned when I pick her up, even after two years of going.

I would highly recommend Longman nursery to any parent."

"Excellent care and attention is always provided."

"My child and I have used the Longman nursery for the past two years and have never had a problem. My child is a lot more confident and outgoing and loves attending the sessions at the nursery."

"The staff helped us to potty train my little boy which we appreciate as it was a

struggle for us. There is always someone there to give my boy a good cuddle if needed. My little boy is happy staying there and has made good friends. All ladies very helpful, caring and enthusiastic. Would recommend this place 100%."

3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.

Service strengths

We found that the service had encouraged children to make choices and that parents were involved in how the service was evaluated and delivered.

We concluded this after considering the following:

- Examining returned questionnaires from parents to the service
- Welcome booklet
- Newsletter
- Parental notice board
- Returned questionnaires from parents to The Care inspectorate
- Annual return
- Self assessment
- Complaint policy and procedure
- Mind maps/floor books
- Observation of Practice
- Children's folders.

Parents confirmed that they were invited to the service to meet with staff as part of their children's induction to the service.

A well written nursery booklet along with information on the Inverness College website informed parents of how the service would be delivered.

Within the entrance to the nursery a notice board for parents contained good information on how the 'Curriculum for Excellence' was delivered along with plans for the week, snack items and other useful contacts for childcare services in the area.

Basic information which included the children's contact details, basic care needs and emergency contacts had been recorded and retained by the service.

On the days of inspection parents had dropped in to see how their children were or to observe what activities they were taking part in.

The service had encouraged parents to join them at the nursery: a very successful Valentine's Breakfast had taken place in February.

Additional information was available for parents through a regular newsletter, parent evenings and reading their child's learning journey. Parents were informed of children's general demeanour and participation when picking up their children at the end of each session.

When inspecting the nursery the following SHANARRI (wellbeing indicators) were referred to.

Safe: Staffing ratios met with the minimum requirements as identified in the national care standards (early education and childcare). All visitors to the service were vetted by staff before being allowed entry to the nursery. All healthy safety checks and fire detection systems was the responsibility of the college.
A fully enclosed outdoor play area was available to the children.

Healthy: Outside play was a regular feature of the children's day. When outside, the door to the nursery was left open leaving children to make a choice as to the amount of time they spent outside.

Breakfast was also available on arrival and a number of children enjoyed this start to the day.

Time was also spent in the college gym when children were encouraged to use equipment that developed their balance and hand/eye co-ordination.

Achieving: Children's learning folders contained very good information on how they had identified and achieved learning objectives. The staff team had created a very warm and caring atmosphere within the nursery and this encouraged child to chat about their lives, views and opinions. During circle time staff encouraged children to evaluate and share their learning.

Nurtured: During the inspection two children became upset due to separation from mothers and a minor bump. Staff responded to the children by offering comforting words, physical cuddles and reassurance.

The staff had created a very warm and safe atmosphere which resulted in children feeling safe and secure.

On arrival a number of children sat down for breakfast before they engaged with the activities around them.

Active: Outdoor play was a regular feature of the service. Children had the opportunity of playing outside every day in a fully enclosed and safe outdoor area. Regular gym sessions and visits to the university forestry department again gave children an opportunity to exercise, build confidence and develop motor skills.

Respected: Children were given opportunities to have their say in how the nursery was delivered: on arrival they had the choice of having or not having breakfast. When it came to activities, games and activities children, on occasions, had the opportunity to vote for a specific outcome and again free play again offered choice for children.

Children were observed chatting to staff when choosing materials for arts and crafts or requesting help to find books that supported their learning.

Responsible: Snack time was enjoyed by the children with helpers laying the table and assisting staff in preparing the snacks on offer. Children were relaxed, helping each other and chatting with staff about their day and time at home. Children were encouraged to problem solve and staff assisted by suggesting books or the internet to answer their questions.

Included: Children were able to influence how the service was delivered when: speaking directly with staff, at circle time and taking part in mind-mapping/floor books (participation tools). Children were also able to take part in voting for the lay out of the service (home corner). By taking part in compiling mind maps and floor books (participation tool) children were able to identify and evaluate their learning. Each child's learning journey included identified goals and targets that was personal to that child. Children had also shown an interest in the inspection process.

The children had visited the College science labs for a 'real' science lesson which had been arranged and delivered by one of the parents.

Parents had the opportunity of observing how children were provided with learning opportunities by attending 'stay and play sessions' accompanying children and staff on outings or remaining at the nursery while their children were settling in.

The nursery encouraged communication and parents confirmed that they found the staff approachable and attentive to their comments and requests.

Questionnaires had been distributed by the nursery to evaluate the quality of service delivery and to encourage additional participation from parents.

Areas for improvement

Members of staff need to be aware of how they address children, terms such as darling and sweetheart may not be appropriate. To continue including children and parents in how the service is provided. Seeking the views of children and parents in how best to prepare children for the move to the new campus.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 3

We ensure that service users' health and wellbeing needs are met.

Service strengths

We found that the service had gathered information on the health and wellbeing of children.

We concluded this after considering the following:

- Examining returned questionnaires from parents
- Interviews with staff
- Parental notice board
- Returned questionnaires from parents to The Care inspectorate
- Children's Folders
- Observation of practice
- Children's plans
- Observation and planning sheets

When parents were registering their children for care full details of any health issues or allergies to food or the environment were discussed and recorded. All about me documents were also completed and this gave members of staff a very good insight into the strengths and areas that children required support or direction. These documents were reviewed and updated on a regular basis.

A medication policy and procedure was in place and this reflected best practice.

Members of staff were experienced and knowledgeable when it came to the developmental stages of children. Early intervention was evident for children who required additional help such as intervention and assistance from speech and language therapy. The service had requested that educational child plans are put in place for children who require additional support.

Members of staff had attended training on first aid and food hygiene. On the day of

inspection one young child who had sustained a minor cut was comforted with kind words and a clean plaster.

Areas for improvement

A couple of children enjoyed an afternoon nap and were able to have some time in a quiet room of the main play room. For infection control purposes a wipe down mattress and individual blanket for each child would assist in managing the spread of infection. The pedal bin in the bathroom was in need of replacement as children were opening the bin with their hands.

Protective clothing for children who were taking part in arts and crafts and painting was in need of repair or replacement.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the environment within the service.

Service strengths

We found that the service had encouraged children and parents to comment on the environment.

We concluded this after considering the following:

- Examining returned questionnaires from parents to the service
- Interviewing members of staff
- Newsletter
- Parental notice board
- Returned questionnaires from parents to The Care inspectorate
- Annual return
- Self assessment
- Mind maps
- Observation
- Children's folders
- Conversations with parents

See Quality Statement 1, theme 1 for supporting evidence.

Areas for improvement

See statement 1.1

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 2

We make sure that the environment is safe and service users are protected.

Service strengths

We found that the environment was safe and that service users were protected. We concluded this after considering the following:

- Examining returned questionnaires from parents to the service.
- Interviewing members of staff.
- Risk assessments
- Records of fire drills
- Maintenance contracts for fire fighting and detection equipment
- Returned questionnaires from Parents to The Care inspectorate
- Annual return
- Self assessment
- Observation
- Conversations with parents.

Visitors to the service were vetted by staff before being allowed entry.

Risk assessments had been carried out for the nursery and outside play area and these assessments had been reviewed on a regular basis.

All play equipment inspected was in a reasonable state of repair it was stored safely while still allowing children to access toys and games independently.

Records were retained for all accidents/incidents and a copy was given to parents.

A healthy lifestyle was promoted: outdoor play was available most days and children were provided with healthy snacks and drinks during the day.

Children were encouraged to take responsibility for their own actions and basic rules (such as no throwing toys) were known and understood by the children.

When going outside to play and taking trips to the library appropriate safety and register checks were in place.

Areas for improvement

The service had completed risk assessments for outings in line with college guidelines. Risk assessments or outings should name the destination and include more detail as to where staff sit in the min bus etc. Evaluation of the risk assessment after the event should also take place.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of staffing in the service.

Service strengths

We found that the service had encouraged children and parents to comment on staffing.

We concluded this after considering the following:

- Examining returned questionnaires from parents to the service.
- Interviewing members of staff.
- Parental notice board
- Returned questionnaires from parents to The Care inspectorate
- Annual return
- Self assessment
- Observation
- Conversations with parents.

We found that parents had the opportunity to comment on the quality of staffing when:

- Dropping off or picking up their children
- Parental Interviews
- Completing questionnaires
- Lodging a complaint
- Joining the parent council
- Speaking directly to the manager
- Accompanying the children on outings
- Parent council
- Stay and play sessions

See Quality statement 1, theme 1 for further supporting evidence.

Areas for improvement

See Statement Quality statement 1, theme 1.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 3

We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.

Service strengths

We found that the service had a motivated workforce which considered national care standards, legislation and best practice.

We concluded this after considering the following:

- Examining returned questionnaires from parents to the service
- Interviewing members of staff
- Newsletter
- Training records of staff
- Returned questionnaires from Parents to The Care inspectorate
- Annual return
- Self assessment
- Conversations with parents
- Observation
- Policies and procedures.

Observation of practice confirmed that members of staff were competent and experienced in the care of children.

Very good induction training which included shadowing experienced staff was in place for new members of staff. The manager ensured that new members of staff were competent before being added to the rota.

The staff team discussed practice on a regular basis when at team meetings or tidying up at the end of the day.

Team meetings were held on a regular basis and minutes of these minutes evidenced that practice was discussed in depth. Policies and procedures reflected best practice and members of staff had accessed the World Wide Web for practice issues.

The staff team complimented each other and all staff were capable of playing a leading or supporting role when it came to providing snacks, talking to parents, reading stories and outside play.

Members of staff had learning logs in place and these folders evidenced the numerous courses that they had attended.

Supervision and annual appraisals had taken place and training needs were identified as a result of this process.

Members of staff had a very good understanding of children's development and this was evident in the developmental assessments that were in place for each child.

The service had created a very warm and caring atmosphere for children and parents who confirmed this through questionnaires and feedback to the inspector.

Areas for improvement

Members of staff need to be aware of how they address children, terms such as darling and sweetheart may not be appropriate.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.

Service strengths

We found that the service had encouraged parents to comment on the management and leadership of the service. We concluded this after considering the following:

- Examining returned questionnaires from parents to the service
- Interviewing members of staff.
- Newsletter
- Parental notice board
- Returned questionnaires from parents to The Care inspectorate
- Annual return
- Self assessment
- Mind maps
- Observation
- Children's folders
- Conversations with parents

We found that parents had the opportunity to comment on the quality of management when:

- Dropping off or picking up their children
- Parental evenings
- Completing questionnaires
- Lodging a complaint
- Speaking directly to the manager
- Accompanying the children on outings

See Quality statement 1, theme 1 for further supporting evidence.

Areas for improvement

See Statement Quality statement 1, theme 1.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 4

We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide

Service strengths

We found that the service had quality assurance systems in place to assess the quality of the service. We concluded this after considering the following:

- Examining returned questionnaires from parents to the service.
- Interviewing members of staff.
- Newsletter
- Returned questionnaires from parents to The Care inspectorate
- Annual return
- Self assessment
- Observation
- Children's folders
- Conversations with parents
- Team minutes
- Children's learning logs
- School improvement plan.

Very good systems were in place to monitor and evaluate how the service was delivered. Quality assurance processes were in place and Quality indicators tools such as 'Child at the Centre 2' were in place.

The staff team had a very open and honest opinion of the quality of service provided and had an improvement plan in place to monitor service development.

The staff team were enthusiastic and committed to providing quality care and this was reflected in their competence, knowledge and understanding of quality indicators.

Training was held with the Midmills nursery and these sessions were spent identifying best practice and challenging issues. Professional websites other professionals and the Care inspectorate hub were areas that were accessed to help develop service provision.

Questionnaires were distributed to all parents of children attending and outcomes from these questionnaires were considered and influential when it came to identifying an action plan for service improvement.

The nursery had been subject to a Highland Council Quality assurance audit and many of those audit's findings had been met.

A competent self-evaluation document was in place and the management team had a very realistic overview of where the nursery excelled and where it required additional support and development.

Areas for improvement

To continue exploring ways in which additional feedback on how the service is delivered can be improved.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

4 Other information

Complaints

No complaints have been upheld, or partially upheld, since the last inspection.

Enforcements

We have taken no enforcement action against this care service since the last inspection.

Additional Information

Action Plan

Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).

5 Summary of grades

Quality of Care and Support - 5 - Very Good	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
Quality of Environment - 5 - Very Good	
Statement 1	5 - Very Good
Statement 2	5 - Very Good
Quality of Staffing - 5 - Very Good	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
Quality of Management and Leadership - 5 - Very Good	
Statement 1	5 - Very Good
Statement 4	5 - Very Good

6 Inspection and grading history

Date	Type	Gradings	
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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All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.

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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

ہے-بایتسرد میم وونابز رگید روا ولکش رگید رپ شرازگ تعاشا ہی

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

ی.رخأ تاغل بو تا قیسن تب بلطلا دن ع رفاوتم روشنملا اذه

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