

Care service inspection report

Grand-y-Care Academy

Day Care of Children

Hyndford Manor
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Type of inspection: Unannounced

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Service provided by:

Grand-y-Care

Service provider number:

SP2003001507

Care service number:

CS2003006600

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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	6	Excellent
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

What the service does well

The service provided a safe and stimulating environment for children to be cared in with ample opportunities for free play indoors and outdoors.

The service had established warm, caring relationships between staff, parents/carers and children.

The service continued to maintain an excellent level of participation in assessing and improving the quality of the nursery through ongoing consultation with staff, parents/carers, stakeholders and children.

The service worked to a higher staff to child ratio than that detailed within the National Care Standards and this enhanced the care and experiences of all children.

The staff and management team were observed to be committed to the ongoing development of the service and to providing a high standard of learning experiences for all service users.

What the service could do better

The service should continue to maintain the very high standard of service provided to parents/carers and children.

What the service has done since the last inspection

The service had developed excellent outdoor experiences for the children including opportunities to participate in Forest School activities.

Transition arrangements were strongly embedded throughout the nursery and particularly within the 3 to 5 area where pre-schoolers were amply prepared for their move to primary school both across curriculum areas and within the social context.

Conclusion

The service has shown a commitment to further develop and maintain the very good quality of service offered to children and parents/carers by providing staff with up to date training and by undertaking continual evaluation processes.

The children were very happy and comfortable within the service enjoying a variety of activities and experiences which stimulated and provided challenge to them.

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Grand-y-Care Academy is registered to provide day care to a maximum of 78 children at any one time. The age range of the children is from birth to those not yet attending primary school. The service is also registered for a maximum of 34 children within the out of school care service for children aged between 5 and 12 years.

The nursery offers full and part time day care Monday to Friday, 7.30am - 6pm, 50 weeks per year. Children can attend on a full or part time basis.

The nursery operates from a two storey detached manor house in Lanark and the children are accommodated on the ground floor of the main part of the property. The out of school care is accessed through a separate entrance on the first floor. There is a secure and well-resourced outdoor play area that can be accessed from the physical room. A large lawn to the front of the building is also used for outdoor learning. The nursery and out of school care have secure door entry systems in place.

The service provider is Grand-y-Care. The nursery is in partnership with South Lanarkshire Council to provide pre-school education.

The services values, aims and objectives are: "To offer a family friendly environment where children are safe and happy and can learn foundation life skills to their full ability. To meet and exceed our aims and objectives for the Academy to become a centre of excellence."

We evidenced that these aims and objectives were adhered to through the staff practice of the nursery and out of school care services.

A full statement of the service's values, aims and objectives is available to people who use the service.

Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Act, its regulations, or orders made under the Act, or a condition of registration.

Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

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 6 - Excellent

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 was carried out by an inspector from the Care Inspectorate. The inspection took place on Monday 27 April 2015 between 9.15am and 5.45pm. Feedback was given to the service that day.

As part of the inspection, we took account of the completed annual return and self assessment forms that we asked the provider to complete and submit to us.

We sent 25 care standards questionnaires to the manager to distribute to parents/ carers. Twenty two parents/ carers completed questionnaires and returned them before the inspection. Seventeen of these had written comments within them.

We also asked the manager to give out six questionnaires to staff and we received six completed and returned.

We spoke with:

- 10 children
- the manager
- the depute manager
- 9 staff.

We looked at:

- health and safety records including infection control, risk assessments, medication, accident and incident records
- questionnaires that had been requested, filled in and returned to the Care Inspectorate from parents/ carers
- service questionnaires and evaluations
- aims and objectives
- observation of staff practice
- the environment and equipment
- staff training and supervision records

- children's files, care plans and learning profiles
- information for people who use the service
- improvement plan
- resource management
- maintenance reports
- registration procedures
- safe sleeping practices
- meal preparation and menu planning
- food storage and temperature controls
- policy and procedures folder
- evidence folder
- hygiene policies and procedures
- cleaning rota
- the participation strategy, this is the service's plan for how it will involve service users
- certificate of registration
- insurance certificate.

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

What the service has done to meet any recommendations we made at our last inspection

There was one recommendation from the previous inspection report as follows:

The manager should implement regular one to one support and supervision sessions for staff. National Care Standards Early Education and Childcare up to the age of 16: Standard 12.2 - Confidence in Staff.

A supervision and support strategy for staff had been implemented with staff receiving these sessions in conjunction with annual staff appraisals and PDP meetings. The manager had devised a work based assessment checklist which was used to assess individual performance. This was followed by 1 to 1 support and supervision sessions giving staff opportunities to discuss outcomes from their assessments and any concerns, worries, training needs and any other support required.

The recommendation is met.

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 Care Inspectorate received a fully completed self assessment document from the provider. We were satisfied with the way the provider had completed this and with the relevant information included for each heading that we grade services under.

The provider identified what it thought the service did well, areas for improvement and any changes it had planned. The provider told us how the people who used the care service had taken part in the self assessment process.

Taking the views of people using the care service into account

We observed the children enjoying a variety of play experiences. We talked with 10 children and all of them told us that they enjoyed coming to nursery and out of school care. Comments were as follows:

"I liked the toasted marshmallows."

"I like making a dragon."

"I like going on the bus when we go out."

"We get good food here."

"I really enjoy coming to after school."

"We get to choose the places we want to go to."

"The soup is lovely."

"I'm already four."

Taking carers' views into account

Twenty five care standards questionnaires were sent to the service for completion by parents/carers. Twenty two parents/carers completed these with 17 giving written comments which were all very positive. Comments included:

"I am extremely happy with the nursery and would highly recommend it to any parent."

"I am very happy with the service and care provided."

"Both of my children love going to Grand-y-Care and I have never had any concerns about the care they give."

"The variety of activities they get involved in is amazing."

"They get the opportunity to go on trips and enjoy themed topics and projects."

"Forest School is excellent with children experiencing learning in a different environment."

"Grand-y-Care have picked up on a specific area that my child has shown a keen interest/aptitude in. They have made sure this is communicated to me so we can develop this at home too."

"Children are encouraged and supported to explore topics and areas they have an interest in."

We have included further comments and views from people using the service throughout this report.

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 this service was performing at an excellent standard for this statement.

To assess this we observed staff practice, sampled relevant documentation provided by the manager, viewed information displayed throughout the nursery and through talking to the manager, depute manager, parents/carers, staff and children. We were able to evidence that the manager and staff team actively sought the views of parents/carers and children on all aspects of the service.

The service implemented the following communication systems to seek the views of parents/carers and children on the quality of provision. Systems included:

- a variety of questionnaires issued to people and children who used the service seeking their views on various topics and issues including exit questionnaires, stakeholders' questionnaire about staff, evaluation of new menu by the children, evaluations of events throughout the year, out of school care holiday programme evaluations. The annual questionnaire was also being delivered using SurveyMonkey which had been the suggestion of a parent/carer
- open door policy
- children's meetings to influence daily planning
- feedback via children's diaries
- individual personal plans
- children's big floor books - evaluations and planning using mind maps
- children's evaluations of activities and resources

- consultation with parents/carers regarding planning and any developmental areas to focus on consultation with parents/carers about all aspects of children's care
- external evaluations completed by other professionals including head teachers, speech and language specialists
- participation policy
- regular parents' /carers' evenings to share information and developmental achievements
- a new parents' information evening was held to introduce the parent handbook, view the playrooms, have questions answered and to get to know the service - a crèche was provided
- parents' group
- parental notice boards
- eco schools information board including recycling
- white board in reception highlighting relevant information
- white boards in each playroom displaying daily learning activities
- feedback at handover time
- suggestion boxes
- out of school care evaluation sheets for trips
- menus displayed - children's evaluations of the new menu prompted comments such as:

"I like the pasta."

"I like it because it is tomato and pasta."

"I love the fish and chips."

"I like a bagel toasted."

"The meat is good."

- receptionists at entrance who welcomed everyone and provided relevant information and advice to parents/carers
- transition information shared with parents/carers
- staff collated and displayed children's views and suggestions with next steps noted
- information letters to parents about forthcoming events and asking for ideas for topic work. Some comments had been as follows:

"Anything with wheels would be good."

"Learning about dinosaurs."

"Tractors, diggers."

"Science based subjects including space."

Stakeholders and people using the service had the opportunity to complete service questionnaires which reflected the Care Inspectorate's grading and quality themes.

New staff evaluations were undertaken by the children with comments as follows:

"She [staff member] draws with me."

"She keeps us healthy by exercising with us."

"She makes good soup."

"She plays with me."

"She takes me outside to learn about squirrels."

Local and national information displayed throughout the service raised parents / 'carers' awareness of current best practice guidance and local and national initiatives. The manager regularly provided additional information at parents' requests and also made herself available within the reception area at various times throughout the working week.

Staff within the playrooms listened to children's views during activity planning and evaluations. Children had input into decisions regarding the purchase of new resources, picking topics and menus and voted for their choices. Children had written a letter to the manager asking as follows: "Please can we have a Christmas jumper / t-shirt?" This was positively responded to by the service. Children had also voted on where they wanted to go on their trip. Suggestions were the library, market and Castlebank Park. The service had responded by arranging for groups of four children to visit their chose of venue.

Parents / carers could view photographs of activities and children's artwork displayed throughout the service and there were opportunities to share their children's achievements and learning. Within the reception area a video display of fund raising activities, celebrations of events and festivals, outdoor play and playroom activities was available for parents / carers to view on a laptop.

Parents / carers informed us that they had opportunities to attend annual parents' meetings to discuss their child's progress and profiles.

We viewed recorded information which showed how children's interests and next steps were observed and taken forward. Big books showed photographs and drawings of how children evaluated their learning and were available in the playroom for children and parents / carers to view.

Monthly newsletters informed of current events and activities taking place in each room as well as highlighting the achievements of children and staff.

Parents / carers were encouraged to nominate areas for development for their child by using daily diaries or "my learning books" as well as suggesting topics for learning.

Parents/carers on the Eco Committee had been involved in completing the story/blether den in the front garden which we observed being used by children and staff during the inspection visit.

The service had provided a Child Protection Information Evening for parents/carers and evaluations had evidenced that it was found to be very informative and provided useful knowledge.

The service was hosting a paediatric first aid course for all staff at the end of May with some spaces available to parents/carers.

Parents/carers and children were encouraged to express any concerns and the service's complaints procedure was displayed. One parent informed that any issues were dealt with effectively.

Parents/carers stated that they received clear information about the service before their child started using it.

Parents/carers evaluated staff practice and nominated the Brightest Star of the month through email or at the reception area. One parents' nomination had stated that the member of staff had been patient and supportive with her son's toileting problem and always had a smile and never a frown.

Of the 22 care standards questionnaires returned to us, 18 parents/carers said they strongly agreed and four agreed that staff shared information about their child's learning and development with them and, where appropriate, with their child.

Twenty one parents/carers strongly agreed and one agreed that they were kept informed about what was happening in the service through newsletters and information boards.

Parents' and carers' comments were as follows:

"My child has thrived during his year at Grand-y-Care and has developed emotionally, socially and academically and we have been included and informed throughout."

"The management keep us very well informed of monthly events via a comprehensive newsletter and hold regular additional information evenings."

"The children are asked for ideas and interests on a regular basis."

"The service contacts me via email with updates and regular newsletters. They are also prompt to reply if I have a query. The service is busy but I feel they always have time for us."

"The information and feedback from manager and room staff is first class."

Areas for improvement

The service should continue to maintain its current excellent standard for this statement.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 2

We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.

Service strengths

We found this service was performing at a very good standard for this statement.

To assess this we observed staff practice, spoke with the manager, depute manager, parents/carers, staff and children and sampled relevant health and wellbeing documentation including:

- admissions
- personal plans
- learning profiles
- hygiene and infection control
- medication
- access to water
- safe sleeping
- staff training.

The service's aims and objectives were reflected within the practice observed during the inspection. Children were involved in developing "golden rules" in each playroom and these were also in conjunction with the overall aims and objectives.

A comprehensive range of policies and procedures was available to view and included health and safety, daily room checklists, infection control, administration of medication, child protection, anti-discrimination and equal opportunities. Child protection procedures were revisited each year and discussed regularly at staff meetings. Staff demonstrated an understanding of the child protection procedure.

Children helped prepare their snack and had opportunities to visit a local market and supermarket to buy produce. We observed the lunchtime and snack procedures and found that children had daily access to fresh fruit and home cooked meals which contributed to a healthy diet. Staff sat with children during lunch to encourage independence skills and good manners. We observed children confidently interact with staff and their peers creating a pleasant experience. The service provided water and milk at all snack and meal times and children had access to drinks throughout the day.

We evidenced that children were able to choose from a range of play experiences in the playrooms and outside. The daily programme included active and outdoor play which was child led and ensured that children were fully engaged in their chosen activities. Active/sports sessions were held weekly and pre-school children had access to a local tennis club. The service held an annual sports day in May with the front lawn of the premises used for the event.

Written evidence of staff meetings to evaluate and plan for individual children's learning was available. Individual folders for each child entitled My Learning Book were observed and these displayed a range of activities providing both breadth and balance suitable to the child's age and stage of development. Parents/carers had daily opportunities to view and comment on these folders. Information gathered for each child was passed from playroom to playroom on their transition through the nursery with parents/carers receiving the folder to celebrate their child's individual achievements on completion of their nursery experience.

We observed staff observations of individual children which were used to provide a challenging learning environment. Staff displayed a very good understanding of children's interests and abilities and planned activities accordingly to meet individual needs.

We observed that children interacted well with staff and other children and were very comfortable and secure within the nursery setting. Within the baby room we evidenced that they had taken part in learning experiences relating to Mother's Day, St. Patrick's Day and St. David's Day. They had also enjoyed the Irish music and the dance demonstration. Mums and grans had been invited in to receive their card and enjoy a special picnic and playtime fun with a red rose to take home.

Various home link resources were in operation including the MySELF emotional literacy pack, the H.E.A.L.T.H.Y resource pack and story sacks. Through these, parents/carers were able to become involved in developing their child's learning at home with ample support from the service.

The service's registration form, completed by parents at the time of admission, provided information relating to children's individual needs including allergies, GP, medication, emergency contacts, diet and additional support.

The service worked closely with other agencies including speech and language therapists. We found staff appropriately took forward additional support plans for individual children when required.

The service had forged local links within the community to help children gain a wider knowledge and to further citizenship opportunities through visits, visitors, fundraising and collections for those in need.

Staff used Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families guidance and South Lanarkshire Council's Together We Can documentation to plan the provision for under 3s. This practice was assessed and supported by the Early Years Development Team on a regular basis as was Curriculum for Excellence within the 3 to 5 area. Copies of relevant documents were readily available to staff and they were also provided with paid reading time weekly for staff development including in house and external training, when required. This ensured staff were knowledgeable and up to date on current best practice. The staff had also undergone training from the Scottish Cot Death Trust and individual care planning.

Parents' and carers' comments were as follows:

"I have always been very happy with the care provided for my child."

"My child had to transfer for his pre-school year as his previous nursery closed. He has been made very welcome and transition for him has been seamless. My family is very grateful to all Grand-y-Care staff."

"The level of care provided for my child is and always has been nothing short of exceptional. My child has additional needs and the nursery management and staff have worked with us, Speech and Language, Early Years Education and other medical professionals to go above and beyond, creating a wonderful environment for his development. The biggest indicator of how excellent they have been is shown in the development of our child."

"My child transferred to Grand-y-Care from another local nursery. The management and staff really went out of their way to help him settle and made him feel at home."

Areas for improvement

The service should continue to maintain the very good standard evidenced during the inspection visit by further progressing Curriculum for Excellence within all age groups.

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: 6 - Excellent

Statement 2

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

Service strengths

We found this service was performing at an excellent standard for this statement.

To assess this we observed staff practice and sampled relevant health and safety documentation including:

- security
- hygiene and infection control
- maintenance reporting (a handyman was responsible for all repairs)
- child protection
- first aid
- accident and incident reports
- risk assessments and environmental checks.

The nursery environment was warm and welcoming and the available space was used effectively. Resources were well organised and easily accessible to the children.

Risk assessments for all indoor and outdoor activities were in place and reviewed regularly. Children were involved in risk assessing the activities they were involved in as well as during Forest School times. Children benefited from taking part in activities to raise awareness of health and safety issues including discussing risk while on walks, in the outdoor area and in the playrooms.

We found staff effectively monitored people arriving and leaving the service. Visitors signed in/out of the premises and staff were very aware of procedures for monitoring children collected by relatives. The receptionists were very active in maintaining security and were aware of all comings and goings within the premises. Parents/ carers spoken with were very happy with security procedures and informed that the front door was always secure and staff were always vigilant.

Hygiene policies and procedures were displayed and made available to parents / carers. Staff were aware of policies relating to prevention of infection including hand hygiene, toilet and nappy changing areas, kitchen and daily/weekly cleaning tasks. A toilet with hand washing facilities was positioned within the reception area and all visitors were encouraged to wash their hands before entering the main play areas. Toilet areas were observed to be clean and there was a supply of liquid soap and paper hand towels. The large children's changing room provided a bright, well resourced and cheerful area for nappy changing and toilet training.

The manager had updated the service's medication policy, procedure and paperwork to meet new guidelines in line with the Care Inspectorate's Management of medication in daycare of children and childminding services. A folder for parents' / carers' information had also been placed in the reception area of the nursery.

Service specific policies and procedures had been developed including transportation policy, car seat policy and safeguarding of children from school pick-up to the out of school club.

The service's accident and incident reporting procedures provided guidance in the event of and following accidents and incidents. Parents/carers confirmed that they signed accident report sheets and that staff informed of first aid administered.

The service employed one full time and one part time housekeeper / domestic to carry out cleaning rotas which were recorded to ensure an excellent standard of hygiene within the service.

The manager stated that the Environmental Health Department audited the nursery on a 12 to 18 month basis and had issued a pass certificate which was displayed in the reception area.

The entrance provided relevant national and local information for parents / carers including contacts for social work services, child protection guidance and health and education support agencies. The nursery handbook and newsletters provided parents / carers with information relating to childhood illnesses and exclusion periods for communicable illnesses. All staff members were trained in first aid and food hygiene.

Older children could freely access age appropriate resources and playroom activities on display. An Our Choices floor book evidenced children choosing new resources:

"I'd like to hammer."

"I like this gold one." (Child choosing a costume for the nativity play)

"I want to see the magic carpet fly." (Going to see Aladdin)

"Aladdin has a pet monkey and Jasmine has a tiger."

Attractive displays of children's work including ongoing topics were visible in the 2 to 3 and 3 to 5 playrooms. Curricular areas which reflected current work were easily definable and provided a wide variety of learning experiences for the children.

The baby room provided space for children to crawl and develop their walking skills using appropriate aids. There were natural and sensory resources for children to explore and baby's paintings and drawing were attractively displayed. A large, well-equipped sleeping room was accessible from the baby room and sleeping babies were monitored at 10 minute intervals.

Staff were observed to respond instinctively to meet children's individual sleep patterns. Sleep profile lists for each child were available containing information about length of sleep, use of comforters and nappy changes. Staff had received training from the Scottish Cot Death Trust and were familiar with its best practice guidance. We observed attractive blackout blinds on the windows, rocking chairs and also that temperature controls were in place.

We visited the out of school care which was situated on the first floor of the premises with a separate controlled entrance. We observed children's work displayed throughout. The service consisted of a reception area, a kitchen where a rolling snack was available, a messy room, a chill out room and computer room. We were impressed with the challenging experiences on offer to the children including a computer keyboard with the keys removed to challenge children to put it back together again - Can you rebuild this?'

Maintenance reporting and recording systems were in place to maintain a safe environment. Staff confirmed that maintenance issues were reported and dealt with promptly by the handyman.

We observed that the children's chairs throughout the nursery had been replaced with new Postura chairs.

Twenty two parents/carers who completed care standards questionnaires stated that they strongly agreed that the environment was safe, secure, hygienic, smoke free, pleasant and stimulating. Comments included:

"They have great indoor and outdoor facilities and the Forest School is a particularly good idea."

"The facility, care, environment is excellent and we are lucky to have such a good nursery in our area."

"Grand-y-Care is an excellent nursery and they have provided both of my children with invaluable experiences over the years they have attended."

"There is a strong focus on outdoor play, beautiful garden, parks, Forest Schools etc."

"Grand-y-Care is exceptionally good at teaching my children about calendar events and celebrations around the world e.g Chinese New Year, Saints Days, Burns Day etc. I find this very positive."

"Grand-y-Care offers a safe and encouraging environment for my children to attend."

"They do a variety of activities with lots of outside play. The children also learn from a wide variety of topics e.g Comic Relief, St. Patrick's Day, Chinese New Year etc."

"Very clean, good facilities and wonderful Forest School adventures."

One parent/carer had commented that the outdoor play area would benefit from a surface more appropriate to all weathers and ride on toys. We discussed this with the manager who said that they were aiming to provide as natural an environment as possible for the children which also helped enhance their Forest School project.

Areas for improvement

The service should continue to maintain the excellent standard observed during the inspection visit.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3

The environment allows service users to have as positive a quality of life as possible.

Service strengths

We found this service was performing at an excellent standard for this statement.

To assess this we observed staff practice, sampled relevant documents and feedback from service users, staff and management.

As reported under Quality Theme 1, Statement 1, we found that children's opinions and views were listened to and responded to which contributed to their quality of life.

Opportunities to be part of the wider local community were available to the children through visits to the library, residential care home for the elderly where they talked and sang to the residents and Stanmore House School to meet children with profound learning and physical difficulties. Outings had also been arranged to Lanark Loch to play in the park, feed the swans, take part in sponsored events and to Lanark Market to buy fruit and vegetables and see the animals. Trips to New Lanark and train trips to Carlisle were also undertaken. Visits from the police, fire and rescue, midwife, park ranger and guide dog trainer had been experienced and the service continued to seek out interesting people who were part of the community. Lanimer Day celebrations were enjoyed by the children and they liked to watch the entries in the procession as well as learning about local traditions.

Other activities and events included Valentine's Day, Shrove Tuesday and Chinese New Year. We evidenced how the children had enjoyed trying new foods and making pancakes. We also viewed photographs of how the gym hall had been transformed into a Chinese Palace Restaurant with the service purchasing decorations, wall hangings, Chinese newspapers and Chinese paper money. The children had made Chinese paper lanterns and masks and listened to Chinese music and stories. The 2-3s had turned their role play corner into a Chinese restaurant with traditional Chinese food to taste such as pak choi and bean sprouts. We were particularly impressed with a Chinese dragon which the out of school care children had constructed from cardboard boxes, painted and decorated.

We evidenced that children in all playrooms had experienced learning opportunities with events related to developing their cultural knowledge including St. David and St. Patrick Days. The service had planted daffodils, made paper daffodils, talked about dragons and listened to Welsh music. A Welsh themed menu had been made by the chef for the children's lunch. The children's evaluations had evidenced that they had loved the food, stories, music and the Irish dance demonstration.

World Book Day was enjoyed by children throughout the nursery and had involved them dressing up as their favourite book character including Peppa Pig and the Gruffalo as well as enjoying their favourite stories.

The nursery held 'community time' on a Friday when the nursery children enjoyed lunch and fun time together which helped build friendship and confidence. Children from the out of school care also visited a few at a time most weeks and enjoyed playing with the younger children.

The service was very well resourced and offered children a very wide variety of activities to stimulate and provide challenge in their learning. Staff had access to two resource rooms where other equipment was stored enabling them to cater to the children's requirements and interests.

Planning folders evidenced how staff had considered individual children's interests and needs. Floor books were available to view covering all topics undertaken by the different nursery playrooms and the out of school care service.

Children had opportunities to learn about healthy living, diet, exercise, environmental issues, personal hygiene and tooth brushing.

The service promoted physical and active play and sufficient outdoor space was provided as well as having a designated physical room. Physical play was planned as part of the nursery curriculum. Within the large garden area there were areas for growing fruit and vegetables, exploration, wheeled resources, chalk board, number stepping stones, flowering plants, dens, herb garden and a mud kitchen.

A particular strength of the nursery was its Forest Schools Project which provided the children with opportunities to experience a wide selection of outdoor learning. We evidenced some activities on the inspection day including children whittling sticks to make skewers in order to spear marshmallows for toasting on the fire. We enjoyed watching the children try to light a fire using a flint. We observed how engrossed the children were in outdoor learning. Their comments were as follows:

"Cavemen rubbed sticks together to make fire."

"We like to go to the woods and play at all sorts of things."

"I made a den."

"We need to watch out for the roots of the trees."

"We could get three sticks, rope to tie around them and put a cover over it." (Child explaining how to make a den)

"I learned to make a stick witch with lots of sticks."

The service had prepared well for all aspects of the project. Children were clad in outdoor, waterproof clothing and Wellington boots. Both staff had completed outdoor first aid. Risk assessments for all activities were carefully thought through with input from the children.

We evidenced how confident and comfortable the children were in the outdoor environment as well as how their language skills were continually improving. The service usually undertook Forest School activities in a wooded area near Lanark Racecourse with the children being taken by one of the service's mini buses. During the inspection visit, they used the nursery front garden where there was an area with trees and a wooden climbing frame which was used to construct a den with camouflage netting. We were thus able to observe the learning experiences of the children who were eager to talk about what they had learned. Some parents/carers had been invited to experience a Forest School/Fund Day during the Easter holidays and comments had been as follows:

"Good to be outdoors in a teaching/learning situation with my grandchildren."

"Very well thought out and all round organisation was very good."

"Staff knowledgeable and enthusiastic throughout."

"Safety levels were excellent."

"Impressed with Forest School sessions - hard work and dedication of staff."

"My child is communicating much more about all activities at the nursery."

The service had purchased new mini buses which were used to transport the out of school care children to and from school. The nursery was also able to visit many places in and outwith the local community.

Children were aware of hand washing procedures and staff effectively promoted hand hygiene prior to eating and after toileting.

The service worked closely with other agencies including speech and language therapists. We found staff appropriately took forward additional support plans for individual children when required.

The service had continued to further develop comprehensive individual personal plans for children. We sampled eight personal plans that provided clear and comprehensive details about children's personal care needs, routines, diet, family members and preferences. These were made up of my learning plan, all about me booklet, my achievements at home, health and wellbeing, learning across the curriculum, maths, literacy and English. Children's learning folders evidenced how children were engaged and that very good opportunities were provided for them to reach their potential.

Children had been consulted about the outside garden and the playrooms and had made the following suggestions:

"Let's make a bug hotel."

"Can we build a dinosaur house?"

"Let's make a road for little cars."

"We need a big space on the floor to do jigsaws."

Staff regularly celebrated children's achievements and successes. The staff worked to build on children's self esteem and motivation to learn how this contributed to their quality of life in the service.

Wall displays of children's work and photographs were displayed throughout all areas of the service. Children were proud of their achievements and enjoyed reflecting on their past learning experiences.

We were particularly impressed with the transition programme used within the nursery for children moving playrooms and in preparing pre-school children for their move to primary school. Individual learning folders tracked children's progress throughout their time in each playroom. Each contained a list of skills achieved, children's evaluations of activities/events experienced and examples of children's work.

We evidenced that pre-school children were well prepared for their move to primary school. Children's achievements were listed and evaluated and included being able to find their name on a chair, wait for the register, follow instructions, get changed for the gym hall and use the lunch tray. Learning across the curriculum was particularly well planned and included children being able to create a story, ask questions, interact and talk with other children, understanding of what is fair and unfair, sharing and co-operating with others and taking turns.

Literacy development included exploring sounds, letters, words, identifying the name and sound of letters, writing their name from memory. Maths development included awareness of how to use money, recognise and use a range of coins, understand a clock, begin to tell the time and write numbers from 1 to 12. Transition Information Booklets were thorough and provided a wide range of information on the child's development and included space for child, parent and nursery comments.

Parents' and carers' comments regarding transitions were as follows:

"Feel my child is as well prepared as he can be."

"The outdoor classroom was excellent."

Primary school teachers were encouraged to visit the pre-schoolers in nursery and comments were as follows:

"Lots of information was provided in the Transition Booklets."

"I feel I know the children well now."

The children commented as follows on a 'Meet the Teacher' session:

"I liked seeing the books."

"Knowing which teacher was mine was good."

Nineteen parents/carers who had completed care standards questionnaires strongly agreed and three agreed that the service had a suitable range of equipment, toys and materials for the children. Comments included:

"My child absolutely loves his new nursery school. I can really see he has developed and improved since the move. I only wish I had moved him sooner."

"My daughter is very happy to go into nursery every morning."

"My child is 18 months and has been going since she was 12 weeks. Her speech is excellent with thanks to them."

Areas for improvement

The service should continue to maintain the excellent standard observed during the inspection visit.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 2

We are confident that our staff have been recruited, and inducted, in a safe and robust manner to protect service users and staff.

Service strengths

After examination of relevant documents, feedback from service users, staff and management we found the service to be performing at a very good standard for this statement.

The service had an effective safer recruitment policy in place. Staff files were easily accessible and contained all relevant information. We looked at two files for new staff who had recently been employed and found that all relevant checks including references from previous employers, medical declarations, Protecting Vulnerable Groups (PVG) or Disclosure Scotland checks and registration with the Scottish Social Services Council (SSSC) had been undertaken.

The manager had a system in place to check professional registers during recruitment. All staff were required to register with the SSSC within six months of employment. The manager maintained information about timescales for staff registration and any conditions to be imposed. This allowed her to support staff to achieve additional qualifications to meet registration conditions if necessary.

The manager implemented a robust induction and supervision programme to support staff in their roles. Clear job descriptions were available to view which informed staff of their responsibilities and duties. We saw evidence that the planned induction process took place and gave both manager and staff members the opportunity to discuss and address any employment issues including training needs.

Two interviews were undertaken with prospective candidates being invited to work approximately one hour in playrooms after which room supervisors' assessments, children's views and manager's assessment were gathered and evaluated. The successful candidate was given a three month trial period subject to all references and checks being suitable.

New staff members were given time to read and absorb relevant information, policies and procedures and were able to ask questions as needed. New staff also undertook child protection training to ensure their knowledge was up to date. The staff team was found to be aware of the nursery's whistle-blowing procedure should the need arise.

All team members took part in monthly in house training and support nights which allowed for team building and discussion of various topics.

Room audits were carried out throughout the year in order to support staff to improve their interactions with children, completion of paperwork, room improvements and childcare practice.

Areas for improvement

The service should continue to maintain the very good standard evidenced during the inspection visit by continuing to keep up to date with Care Inspectorate guidelines for safer recruitment.

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 the service was performing at a very good standard for this statement.

To assess this we observed staff practice, spoke to staff and people who used the service and sampled the annual training plan, staff appraisals, qualifications, leadership opportunities and staff remits.

We found that the management structure encouraged the involvement of staff in assessing the quality of the service and in identifying their own personal development and training needs. Staff support and supervision sessions gave staff the opportunity to discuss any concerns, worries and training needs. Annual appraisals were undertaken and recorded.

We viewed the annual training plan showing recent and planned training undertaken by staff. The training plan highlighted a variety of mandatory and specific training courses linked to the service's improvement plan.

Staff training included:

- child protection
- infection control
- food hygiene
- paediatric first aid
- pre birth to three
- curriculum for excellence
- getting it right for every child (GIRFEC)

Staff training plans evidenced how staff reflected and evaluated the training they had been involved in and recorded how it could help them in their current roles. Staff comments were as follows:

"I am using GIRFEC in planning documents and personal plans."

"The training opportunities are plentiful and we are able to keep up to date with current practice."

The manager provided opportunities for staff to discuss and assess how best to implement current best practice guidance and national initiatives. Current topics included the Scottish Government's Getting it right for every child (GIRFEC), a national initiative to work with parents to make sure children grow and develop in the best possible way with identified support, NHS Prevention and Control of Infection document, Settling the Table and Building the Ambition.

Staff were knowledgeable about the service's storage and administration of medication policy and through discussion demonstrated a clear understanding of procedures in place.

Staff undertook yearly updates on infection control to keep up to date with best practice. Regular first aid training and food hygiene were also undertaken. The manager and head cook also held intermediate food handling qualifications. The kitchen within the service had held an Eat Safe Award since 2009.

Staff in the service were appropriately deployed and demonstrated awareness of the individual needs of the children in their care. Staff were appropriately skilled and their qualifications were relevant to the aims of the service. Induction procedures were in place and exit questionnaires were carried out when staff left the service.

Room supervisors were in place in each playroom to oversee staff and model good practice. Monthly supervisor meetings were held and documented including discussions about staff teams, new guidelines and staff utilising their reading times.

Staff ratios were in line with, and in some playrooms above, National Care Standards which ensured that children experienced a quality childcare service and staff were able to perform their duties more effectively.

We found that staff held a range of childcare qualifications and were committed to their personal development as well as the development of the service. We evidenced that staff worked very hard as a team and supported each other in a constructive and caring manner.

Staff newsletters were produced monthly by the manager and kept the team up to date on nursery life and any information which needed to be shared including reminders about encouraging hand washing, using the hankie bin for used tissues and to ensure children's faces were clean. Issues addressed at supervisor meetings were included for example staff utilising their reading times effectively with materials to be read listed to aid this practice. In house training was listed with dates and monthly events with tasks to be completed.

The service had been sent six staff questionnaires by the Care Inspectorate, all staff had returned these before the inspection with all staff agreeing with all statements. Staff comments included:

"I feel we are a great team and work together to help provide a good support and core service for our children."

"I feel very well supported by my manager and feel that we have a great working team which caters well for all the children's needs."

Staff welcomed the opportunity to be involved in identifying service improvements and we found they were well placed to make further progress in taking these forward for the future benefit of service users.

The nursery had developed appropriate policies and procedures and staff implemented these accordingly. The service undertook yearly refresher and updating of training on various policies and procedures to ensure each staff member was reminded of best practice.

Registration procedures on a daily basis were well organised and the service maintained appropriate adult:child ratios.

Staff were aware of the regulatory role of the Care Inspectorate and were familiar with the National Care Standards. Copies of Child at the Centre, Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families and Building the Ambition were available to staff. We saw evidence that these documents had been discussed at staff meetings.

Staff were aware of the management structure and their individual accountability. Room meetings were held weekly and documented.

Staff retention in the nursery was very good with most staff being employed between 5 and 14 years. There had been some changes within the service due to staff leaving to work for the local authority but this had been handled effectively by the manager with no evidence to indicate staff changes had a negative effect or impact on children using the service.

Eighteen parents/carers who completed care standards questionnaires stated they strongly agreed and four agreed that they were confident the staff had the skills and experience to care for their children and support their learning and development. Comments were as follows:

"We are delighted with the care our child has received since starting with the nursery."

"All staff are very polite and helpful."

"I am fully confident that the staff and management have my children's happiness and development at the forefront of their minds and organisation."

"My child talks about her key worker all the time at home."

"The staff work well as a team and have created a friendly, exciting and highly educational nursery setting."

"All the staff are approachable and friendly, they promote a consistent outlook on manners/behaviour while ensuring the learning experience is as varied and fun as possible."

"I cannot praise the Grand-y-Care team highly enough."

"My child speaks very highly of the staff and they are fabulous with her."

"I find the teachers at Grand-y-Care are excellent."

Areas for improvement

The service should continue to maintain the very good standard evidenced during the inspection visit.

The manager had identified, in the self assessment, as an area for improvement the continuation of ensuring staff are well trained and able to implement their knowledge into practice in line with the National Care Standards.

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 3

To encourage good quality care, we promote leadership values throughout the workforce.

Service strengths

After examination of relevant documents and discussion with the manager, staff team and stakeholders the service was found to have a very good performance in relation to this statement.

The manager was active in her responsibility to promote staff training and organise appropriate staff deployment. We evidenced that staff members had been empowered to become room supervisors after showing their leadership skills, knowledge of the nursery's policies and procedures, ability to motivate colleagues and had positive, effective communication skills with all stakeholders.

Room supervisors received positive support from the manager to consistently provide a first class childcare service. Formal supervisor training had been requested from South Lanarkshire Council and one trainee supervisor had started.

During appraisals staff had the opportunity to show their interest in promotion and anyone wishing to be considered for the position of room supervisor would be considered if a post became available. In the meantime, additional responsibilities and support would be offered. Existing supervisors were encouraged to improve their skills by attending external training and self study.

Staff were encouraged to bring new ideas and suggestions from external training and these were shared during in house training and support evenings. Staff were encouraged to further develop their skills and qualifications which led to improved outcomes for children and families using the service. Staff training needs were identified and discussed during regular staff supervision and appraisal meetings. We saw evidence that effective appraisal meetings took place and that staff were proactive in identifying their training needs. The manager planned effective staff training internally and externally to support her staff team.

We evidenced that the service's improvement plan was discussed and monitored at staff meetings. We noted from staff meeting minutes that staff opinions and views were listened to and had led to improvement in the service. Staff we spoke with told us they felt very involved in planning the future direction of the service.

We observed an ethos of mutual trust and respect between the manager and staff. Staff told us they felt supported and encouraged by the manager to take on more challenges in their childcare practice.

One staff member had delegated responsibility for developing outdoor play, facilitating training and developing a strategy for engaging children in the Forest School activities.

Two staff had achieved a Forest School Level 3 certificate as well as outdoor first aid.

A Brightest Star award was offered monthly to show recognition for excellent practice by staff. Nominations were made by parents/carers and staff and the results were celebrated via the nursery newsletter.

Feedback from stakeholders, early years development team and speech and language therapists had been very positive and the manager had developed confidence in her supervisors' decision making.

Areas for improvement

The manager should continue to develop the existing professional team with ongoing opportunities for self development.

Consideration to further developing peer assessment among the staff team would further develop staff confidence and childcare practice.

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

Through discussion, reviewing documentation and observing practice we found the manager had the skills and experience to take the staff team forward and effectively continue to implement change as required to deliver better outcomes for people using the service.

The service's Standard and Quality Improvement Plan for 2015-16 identified areas for improvement from the new guidelines from Getting it right for every child (GIRFEC) and from stakeholders' questionnaires. We were satisfied the improvement plan provided comprehensive targets, timescales, actions and a means to monitor the impact and outcomes for staff and people using the service.

Staff stated they had benefited from being involved in the improvement planning process and were using the Child at the Centre 2 performance indicators as part of the self assessment and self-evaluation process.

The manager stated that Child at the Centre 2 was used as the service's quality assurance scheme and management and staff met two to three times each year to focus on assessing the quality of the service, gathering evidence and planning next steps.

South Lanarkshire Council's (SLC) early years development team and manager audited the service and provided an annual assessment. An annual assessment for the renewal of the contract with SLC was also provided by the nursery manager.

The service worked closely with its quality link manager who assessed the provision and made suggestions to improve practice where appropriate.

The manager attended external training courses as required in order to keep up to date on current guidelines about GIRFEC and SLC. She also attended learning community meetings and training to share good practice and gain further ideas to promote and enhance the nursery.

Parents/carers and staff confirmed they found the manager and staff team to be very approachable and supportive when undertaking new challenges.

All staff were registered with the Scottish Social Services Council (SSSC) and were working to its code of conduct guidelines.

The service had been awarded an Eat Safe Award by the Food Standards Agency each year since 2009. The aims and objectives of the Eco Schools initiative was also evidenced within the nursery provision.

The manager and senior staff attended SLC managers' meetings and quality seminars to keep abreast of new guidelines and gain information to ensure the continual improvement of the service.

The manager had planned and developed systematic procedures for monitoring and evaluating the nursery provision. The manager maintained a floor presence throughout the service and undertook regular monitoring of staff practice within the playrooms. Evaluations were discussed with staff members and action plans with next steps were drawn up and additional training sourced when and if required.

Parents' meetings, newsletters and audits all supported the quality assurance systems within the service. Information on children's learning and development was maintained and evaluated within children's profiles, settling-in and transition reports.

Twenty parents/carers who completed Care Inspectorate questionnaires stated that they strongly agreed and two agreed that they were overall happy with the quality of care their child received in the service. Comments were as follows:

"Grand-y-Care provides a first class service. My two children attend four days per week and they are exceptionally well cared for, are stimulated, have clear ideas of acceptable behaviour, fed a varied diet and encouraged to try new foods."

"Melanie has managed some turnover of staff (not her fault) in a short time very well and with minimal impact on care."

"I am extremely happy with the nursery."

"I am very happy to recommend Grand-y-Care to all our friends."

"Outstanding management, staff and facilities."

"Excellent staff and manager."

Areas for improvement

The service should continue to maintain the excellent standard observed during the inspection visit.

Grade awarded for this statement: 6 - Excellent

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

N/A

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	6 - Excellent
Statement 2	5 - Very Good
Quality of Environment - 6 - Excellent	
Statement 2	6 - Excellent
Statement 3	6 - Excellent
Quality of Staffing - 5 - Very Good	
Statement 2	5 - Very Good
Statement 3	5 - Very Good
Quality of Management and Leadership - 5 - Very Good	
Statement 3	5 - Very Good
Statement 4	6 - Excellent

6 Inspection and grading history

Date	Type	Gradings
30 Apr 2013	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 5 - Very Good
27 Jan 2010	Unannounced	Care and support 4 - Good Environment Not Assessed Staffing 4 - Good Management and Leadership Not Assessed
30 May 2009	Unannounced	Care and support 6 - Excellent Environment 6 - Excellent Staffing 5 - Very Good Management and Leadership 5 - Very Good

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