

Care service inspection report

Hanover Street School Nursery

Day Care of Children

Hanover Street School

Beach Boulevard

ABERDEEN

AB24 5HN

Telephone: 01224 489030

Inspected by: Marion Sutherland

Type of inspection: Unannounced

Inspection completed on: 10 January 2012



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Service provided by:

Aberdeen City Council

Service provider number:

SP2003000349

Care service number:

CS2003014434

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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	4	Good
Quality of Environment	4	Good
Quality of Staffing		N/A
Quality of Management and Leadership		N/A

What the service does well

The nursery provides a welcoming and reassuring introduction to nursery and school for parents and children.

What the service could do better

Independence could be further encouraged by the nursery if the storage allowed the children to access resources more easily.

What the service has done since the last inspection

The nursery has moved into newly refurbished premises since the last inspection.

Conclusion

The nursery brings together families from a wide range of cultures and gives the children the chance to make friends and benefit from play in a structured and supportive setting.

Who did this inspection

Marion Sutherland

1 About the service we inspected

Hanover Street Nursery School is located on the first floor of the recently renovated Hanover Street Primary School. The nursery is situated in a large bright room with integral toilets, washhand basins and changing spaces. There is also a kitchen area with sinks, cooker, fridge and dishwasher. The nursery has two cloakroom areas at the entrances to the room and the Deputy Head Teacher's office is adjoining.

The nursery is registered for 40 pupils and runs morning and afternoon sessions.

Before the 1 April, 2011 this service was registered with the Care Commission. On this date the new scrutiny body, the Care Inspectorate, took over the work of the Care Commission, including the registration of care services. This means that from 1 April, 2011, this service continued its registration under the new body, the Care Inspectorate.

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

Quality of Care and Support - Grade 4 - Good

Quality of Environment - Grade 4 - Good

Quality of Staffing - N/A

Quality of Management and Leadership - N/A

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.scswis.com or by calling us on 0845 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

This report was written following an unannounced inspection. The inspection was carried out by Marion Sutherland, an Inspector with the Care Inspectorate, on the 10 January, 2012.

The provider had completed an annual return and also a self assessment form.

We issued 20 Care Standards Questionnaires (CSQs) to parents and carers and 14 were completed and returned before the inspection.

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

- the up-dated self assessment
- the annual return
- children's files
- policies and procedures
- newsletters
- school development plan
- parents' information booklet
- school and nursery information boards
- the care service questionnaires.

Observation of the children and staff and of the environment.

Also discussion with the nursery staff and teachers

The deputy head teacher

The head teacher and
parents.

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

The last inspection was a follow up from HMIE which identified the need for staff to seek children's views on how they could learn more effectively. Staff are working with children by way of mind mapping and involving children in their learning but this could be further developed.

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 self assessment had been completed giving strengths such as the good relations with parents and the involvement of children in their own learning through group discussions and opportunities to contribute to plans. Areas for improvement included seeking the views of parents and carers on a regular basis and further training for teachers on ways of involving children through mind mapping and floor books.

Taking the views of people using the care service into account

The children using the service were seen to settle well into the nursery, including some children who were there on an initial visit. They were forming friendships and were seen to enjoy choosing from the wide variety of activities which were available. They were keen to get ready to go and play outside and were enthusiastic about the climbing frames and the wheeled toys that were available.

Taking carers' views into account

11 parents were interviewed during the course of the inspection. All were very positive about the nursery and the staff. Parents' comments included:

'Brilliant - fantastic nursery'

'Approachable staff'

'Very good - my child loves going'

'Really good - My child's development has come on a lot'

'Very welcome'

'More than impressed'

'very caring and we are very satisfied'

'I was anxious about my child coming but it has been really good'

'Really happy. This is my second child and they have been very supportive over their speech and language'

Two issues were raised which had given parents cause for concern. One was a number of changes of staff which had taken place in the nursery due to a staff member leaving and numbers in the nursery increasing. The other was a parent concerned about their child getting paint on their clothes despite having supplied an apron. The nursery staff had tried to explain that the nursery environment encouraged children to explore a variety of materials and this could result in clothes becoming either wet or dirty and it was important to supply a change of easily washable clothes.

14 Care Standards Questionnaires were returned by parents or carers.

10 of the parents were happy with all aspects of the nursery and thought that staff regularly assessed their child's learning and development and used this to plan their next steps. 3 did not know if this was done or if staff had developed an individual education and support programme for their child.

Parents comments included:

My child is always happy when she enters and leaves nursery. The staff are excellent.

My child has only just started nursery a month ago but so far I am very happy and have no concerns.

The services provided by Hanover Street School Nursery has been really good. My 4 year old daughter has been doing really well since she started attending the nursery. I have been getting reports - both verbal and written - about her progress on a regular basis.

The staff at Hanover nursery, are always very friendly and chatty to both parents and children. They are also always very approachable and helpful.

All of the parents either agreed or strongly agreed that 'Overall, I am happy with the quality of care my child receives in this service'.

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: 4 - 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

Parents who were interviewed felt they were given information about the nursery and were able to talk to staff about all aspects of their child's care. They were also able to volunteer to be helpers within the nursery if Disclosure checks had been carried out.

Staff were keen to encourage parents to share their views through daily chats, questionnaires and surveys regarding school policies and initiatives. There were noticeboards for parents outside the nursery.

A 'Wish Fish' had been introduced into the cloakroom areas to allow children or parents to make a wish for an activity which the child could do at nursery. Staff then planned to respond by showing photos of the child enjoying the activity, so the parent was able to see how their child's views were taken into account. There were examples of where this had been done on display, although some children's wishes were outwith the nursery remit.

Children were involved in together time at the beginning of each session, when there were opportunities for group discussion and for children to make suggestions and share knowledge and information. There were mind mapping sessions in which children explored a subject and their knowledge and interest. From this start the children's ideas would suggest lines of enquiry or activities which would widen children's knowledge and understanding.

In the care service questionnaires 11 parents agreed or strongly agreed that 'the staff ask for my child's views about the activities and outings, and use them to plan future activities'. 2 thought it was not applicable and 1 disagreed with this statement.

Parents were able to be members of the parent council. They were also given a copy of the Standards and Quality Report and were asked for their input to the development plan.

Areas for improvement

The nursery had identified the need to continue to seek the views of parents and carers on a regular basis. More use of on-line information, surveys and email responses may be a way of reaching some parents, who are otherwise not able to be in daily contact with the nursery due to work commitments. The noticeboards could also be used more effectively and more leaflets and information for parents to take home could be displayed in the cloakroom areas.

Parents could be encouraged to further support their child's independence within the nursery by helping them to learn to change in and out of their outdoor clothing on arrival and departure from the nursery. This would also help the nursery to be able to access the outdoor play space more easily if the children were able to get ready to go out and come in again with less adult assistance.

Parents may also benefit from being encouraged to bring a translator with them if they have difficulties with English as a second language.

Grade awarded for this statement: 4 - Good

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

The nursery worked within the Curriculum for Excellence guidelines with its emphasis on involving children in active learning and in deciding how to achieve their goals. The children were seen to be involved in making choices during the session and in making suggestions and responding to ideas. The self assessment stated that children were given opportunities to contribute to plans both inside the classroom and outside in the enclosed play area. The children were seen to be involved in mind mapping on the subject of winter.

There was a very wide variety of activities for the children to be involved with in the nursery, including physical play in the form of a climbing frame, a writing area, painting, sand and water play and role play with dressing up costumes. There were also books, construction activities, jigsaws, computers and playdough.

There were files for each of the children, which were available to share with children and parents. These had examples of the children's work and the start of assessments

which would be used to form the annual reports for parents. Assessment information was also passed on to the Primary 1 class teacher, as well as being used to help plan individual work within the nursery.

The nursery had established links with a range of outside agencies such as the community dental health service, the school nurse and speech therapists.

The nursery provided healthy snacks for the children, as well as the opportunity to assist with home baking and pancake making. On the day of the inspection the children were seen to enjoy helping to weigh, stir and mix the batter for pancakes, as well as spreading them with butter and jam and enjoy eating them.

Areas for improvement

The storage in the room did not encourage children to be able to make choices for themselves, with toys and equipment often being stored on high shelves or in closed cupboards. A review of storage within the room to make more activities accessible to the children would help to involve children more in choosing and directing their own learning. More labelling should also be used in words and pictures to encourage children to make choices and to assist with tidying up and returning resources once they had been used. (See recommendation 1)

Observation, recording and assessment of children's development and learning could be further developed and used to influence the planning of next steps in the children's learning.

The school had identified the benefit of staff accessing further training on mind mapping and floor books.

Children's independence should be further encouraged by having protective aprons that they were able to put on and take off themselves whenever possible.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. Equipment and materials should be organised and labelled to encourage children to independently access a wide range of resources planned to support their development and learning.

National Care Standards Early Education and Childcare up to the age of 16
- Standard 11: Access to Resources

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 4 - 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

Parents were involved in improving the school environment through membership of the parent council and also through completing questionnaires.

Children were able to give their views through class, group and individual discussions. Staff were seen to respond to children's requests for outside toys and equipment when using the outside area.

Areas for improvement

The school was planning to involve the parents more in developing the outside area.

They were also planning to involve parents in a wider quality assurance process by inviting them to air their views through a suggestions box.

The school was aware of the need to ensure that they acted on any information suggested by parents, or made it clear why they were unable to take forward any suggestions.

Grade awarded for this statement: 4 - Good

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

The room was large, bright and well maintained. The equipment and decor was new and attractive, with child sized storage and facilities. There were sinks at child height in the playroom, as well as a kitchen area with adult height sinks and equipment. There were toilets and changing facilities situated within the nursery.

The two cloakrooms meant that there was space for the children and adults arriving and leaving, and there was a wide school corridor at the entrances to the nursery which were on the first floor.

Children's work was displayed in the school and nursery.

There was a secure entry system in place on the ground floor and staff helped to ensure parents and children were able to enter the building safely.

There were computers available for the children with suitable programmes and controls in place to prevent access to the internet.

The environment was suitable for use by children with additional needs, as there was a lift available to the first floor, where the nursery was situated.

There was a piano available in the school corridor just outside the nursery and the children enjoyed the opportunity to listen and play games to the music.

Children had opportunities for indoor and outdoor play and there was sufficient outside playspace, with safety surfacing and imaginative and challenging climbing frames. A large storage shed was available for wheeled vehicles and gardening equipment. There was an area for planting and growing, as well as planters, and a variety of surfacing and natural materials.

Children were able to use other resources in the community such as the library, the beach and the arts centre, where they went to see the pantomime prior to Christmas.

Areas for improvement

The small enclosed room off the nursery could be used more imaginatively than it was at the time of the inspection. The main nursery did not have a role play area and the small room would give scope for this to be developed with input and ideas from the children.

The flooring in the small room should be cleaned or upgraded.

More of the resources should be displayed in a way to make them accessible and inviting to the children. Additional sand and water toys were available in the nursery but were not stored in a way to encourage children to develop their play through the introduction of other equipment. Supplies of paper for the writing table were also not obvious and varied enough to encourage children to want to use the area.

The natural materials and junk modelling items available to the children were limited.

The dedicated nursery play area requires to be kept clean and litter free. The area round the bushes at the edge of the play area was not suitable for the children due to the amount of rubbish which had blown there. The play area should be safe for children to explore, make dens and interact with nature, as well as using the fixed equipment. (See requirement 1)

The outside area and shed should be further developed to allow for children to access as many areas of the curriculum outside as possible, including science, maths and expressive arts, as well as improving their health and wellbeing.

Grade awarded for this statement: 4 - Good

Number of requirements: 1

Number of recommendations: 0

Requirements

1. The enclosed play area for the children should be kept in a clean and litter free condition.

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, No 210: 4(1)(a) - Requirements to make proper provision for health and welfare of service users.

Timescale with One Month.

Quality Theme 3: Quality of Staffing - NOT ASSESSED

Quality Theme 4: Quality of Management and Leadership - NOT ASSESSED

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 SCSWIS re-grading the Quality Statement within the Management and Leadership Theme as unsatisfactory (1). This will result in the Quality Theme for Management and Leadership being re-graded as Unsatisfactory (1).

5 Summary of grades

Quality of Care and Support - 4 - Good	
Statement 1	4 - Good
Statement 2	4 - Good
Quality of Environment - 4 - Good	
Statement 1	4 - Good
Statement 3	4 - Good
Quality of Staffing - Not Assessed	
Quality of Management and Leadership - Not Assessed	

6 Inspection and grading history

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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