

Sighthill Nursery School Day Care of Children

61 Fountainwell Road
Glasgow
G21 1RG

Telephone: 0141 557 0903

Type of inspection: Unannounced
Inspection completed on: 17 February 2017

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Care service number:
CS2003014932

About the service

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.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people – and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it right for every child. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

Sighthill Nursery School is a Glasgow City Council provision which provides care and education to children aged between three years and those not attending primary school. The service can accommodate a maximum of 80 children each session. A high number of the children attending the service have English as a second language. Most children attend either a morning or afternoon session. However, a few children stay in the service over lunch time with some having an extended session. Children staying over the lunch time period are provided with a cooked lunch.

The service is currently managed by Head of Centre, Fiona Crawley with two senior staff making up the senior management team. Staffing consists of a team of eight child development officers working on either a full time or part time basis.

The aims and objectives of the service reflect the principles and capacities of Curriculum for Excellence. A full statement is contained in the nursery information booklet

What people told us

Children were happy and confident in the service. They enjoyed dressing up pretending to go to school, built models in the construction area, practised balancing through the play on pedal scheme and helped to make play dough.

We talked with twelve parents who commented positively about the service. They said that children were happy in the setting and enjoyed the range of activities provided. Parents said that they received daily information about children's experiences through contact with key staff. Parents of children who were attending nursery for a second year said that staff were helpful and more approachable describing them as 'much happier'. They were extremely complimentary about the impact the new manager has had on leading improvement within the setting saying that the nursery was better organised, that children were progressing and that they felt more

involved. Parents and children were included in making decisions and developing the garden so that it has improved as an outdoor learning environment for children. They said that they were satisfied that children were well supported to develop their English language skills. However, they said they would like staff to provide information about how children would be supported to develop skills including writing skills.

We received fifteen completed care standard questionnaires. Comments included "My daughter was really shy... she is now really confident and really enjoys nursery." "It's a very good nursery." "Since my son has attended Sighthill Nursery he's so content and loves time he spends there. I have been given so much support from all staff especially (name) head teacher who has excelled... The staff here are so friendly and approachable..." "...I have very good experience with staff. They all are very skilled and experienced. They welcome us and also help us to solve the problems..." "I'm happy with the nursery because the staff take good care of children my daughter is happy and I'm happy also." "Since my daughter first joined the nursery I have noticed positive changes which I think are ongoing." One parent said "It would be helpful if there was space to place out prams, many parents have children and babies. The staff help a lot.

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.

From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	4 - Good
Quality of staffing	3 - Adequate
Quality of management and leadership	4 - Good

Quality of care and support

Findings from the inspection

At this inspection we focussed on how children's health, wellbeing and safety needs were being met through effective personal planning. We found that outcomes for children were adequate.

Parents felt they were included in the life and work of the nursery. They had access to a parent room, had information shared in their language, they had an opportunity to attend parent meetings and were consulted about developments in the setting including for example, improvements to the garden.

Clear structured arrangements for dropping off and collecting children resulted in parents feeling included in the setting including key staff welcoming them and supporting effective communication.

Transitions were well supported in the setting including from home to nursery and from nursery to primary school. Planned activities included children dressing up in school uniform and pretending to do their homework. A new family on a first visit was introduced to staff and shown around the setting by the manager.

Personal plans for all children were in place. We could see how support was planned to meet individual needs and some evidence of tracking, monitoring and evaluation of children's progress. Work was underway to support staff in undertaking quality observations, planning quality activities and making quality evaluations supporting children's next steps. Systems were in place to review children's plans. We discussed how to formalise each review and suggested the use of a chronology for every child to capture significant information.

The use of a 'floor book' in each area showed children's involvement in planning and evaluating the activities. We saw some evidence of outcomes for children and their involvement in planning their experiences. However, support was being given to staff who were at an early stage of consulting effectively with children about their interests and planning contexts for learning.

Children were supported to make healthy lifestyle choices through routines and activities including for example the 'childsmile' tooth brushing programme. We discussed the need for the setting to evaluate the snack activity to ensure that children are benefitting from healthy choices, opportunities to develop skills including chopping, spreading and pouring and that the snack activity is planned around the needs of the children. A recommendation is made.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. To ensure children are provided with a healthy snack, are supported to make healthy choices and access snack at a suitable time, the provider in consultation with the service should review the snacks and the snack routine taking account of the guidance document 'Setting The Table' (NHS Scotland, 2014).

Reference: National Care Standards – Early Education and Childcare up to the age of 16, Standard 3 – Health and Wellbeing.

Grade: 3 – adequate

Quality of environment

Findings from the inspection

We focussed on the impact of the environment on outcomes for children. We found that outcomes for children were good.

The environment was safe and secure protecting children in the setting. For example improvement was made to the systems in place that ensured there were accurate registers of children.

Children were motivated and engaged in a range of activities. A process of evaluation and development of the environment since the last inspection had impacted positively on the quality of experiences for children. The space was maximised so that activities were organised and grouped well to support children. For example, there were comfortable places for children to relax and be with their friends. It was recognised that there was a need to continue to evaluate and further develop the natural resources and loose materials to support children's investigation and curiosity. Children were involved in evaluating the house corner saying "we've got real plates. They can smash!" "Nice baby bed!" "I like the table and chairs." The outdoor space was being developed following a process of consultation with families. It was recognised that a balance of indoor and outdoor experiences supported children to be active busy learners exploring the world around them. There was a need for the service to continue to evaluate and further develop the natural resources and loose materials to support children's investigation and curiosity. We suggested that thought be given to further developing the quieter space to include a 'nurture nook'

The structure and flexibility of the day nurtured creativity adequately. It was recognised that the experiences and interactions important for children to learn needed to be supported by the environment, the experiences and the interactions which are developed. We discussed how areas being closed so that staff could cover tea breaks and the timing of the snack in the afternoon being managed around the kitchen assistant's hours impacted negatively on children's experiences.

Children were respected as individuals within the setting where their own names were used, for example, children had name badges showing correct pronunciations and had their own coat pegs and bags to store their belongings.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of staffing

Findings from the inspection

We looked at the professional development of staff and the impact on outcomes for children in the service. We awarded an adequate grade for this quality theme.

The staff team were enthusiastic, motivated and committed to ensuring positive outcomes for families. Staff said that morale was much improved and that they felt well supported by the manager. Parents whose children were attending for a second year felt that staff were happier and commented positively on the role of key staff. They felt that communication was much improved so that they received, for example, daily information about children's experiences.

There were clear roles and responsibilities including for example, senior staff having responsibility for managing and auditing child protection, medication and first aid.

Recent professional development opportunities had resulted in staff skills being extended. For example, a member of staff had received training to facilitate 'Promoting Alternative Thinking Strategies' (PATHS). Children were being supported to understand how to be responsible individuals and were exploring their feelings and attitudes learning about the need to respect others. A second staff member was responsible to work with children on the Play for pedals programme supporting children's confidence and physical development. Research into best practice guidance had supported the evaluation and development of the environment. At an in-house training event staff explored national practice guidance 'Building the Ambition.' This event supported them to understand the aim of the guidance and develop their knowledge and understanding of how to develop the quality of early learning and childcare in the setting. Staff should record their continued professional development including research into best practice guidance and learning as a result.

There were improved opportunities for professional dialogue in the setting. They included regular staff meetings and staff appraisal. Staff monitoring and in-house training were some of the ways that the manager planned to support improvement of staff practice. We agreed that reflective practice, peer monitoring and staff being supported to look inwards, outwards and forwards will improve staff practice.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 3 - adequate

Quality of management and leadership

Findings from the inspection

In this inspection we considered the impact of self-evaluation for improvement in the setting. We concluded that the management team were committed to improving outcomes for children and families to a good level.

Effective relationships were supported within the staff team resulting in improved staff morale and parents commenting on improved relationships and effective communication. The senior management team supported staff so that they had opportunities to be involved in the process of improvement across the service. For example, they were involved in professional dialogue around the development of the environment and how best to support outcomes for children.

Planned and unplanned monitoring by the senior management team including observations and visits in the playroom and sampling of various records supported the improvement of staff practice and professional dialogue. This meant that practice not following nursery policy could be corrected swiftly to keep children's experiences positive and safe. The service aimed to further develop the quality of the service.

Staff were supported to recognise their responsibility for ensuring that their continued professional learning enabled them to build on and sustain their practice. For example, professional dialogue, sharing practice and research has enabled staff to reflect on their practice, adopt new ways of working and further develop systems. The environment, involvement of families and outdoor learning has improved as a result. We discussed the use of reflective diaries to support and evidence staff development in the setting. As mentioned under quality of care and support, the management team were supporting staff in undertaking quality observations, planning quality activities and making quality evaluations about children's progress.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

Requirement 1

The service must implement legislation that requires them to review the personal plan for each child in consultation with parents at least once in each six month period.

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210), Regulation 5.

This requirement was made on 18 March 2016.

Action taken on previous requirement

Regular reviews of children's personal plans were undertaken in consultation with parents and carers.

Met - within timescales

Requirement 2

The service must implement legislation that requires them to have a personal plan for each child that shows how they will meet the health, wellbeing and safety needs of the child.

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI

2011/210), Regulation 4 (1)(a)(b)(c).

National Care Standards for Early Education and Childcare up to the age of 16: Standard 4 – Engaging with children;

(4) You can be confident that staff will:

- Regularly assess the development and learning of each child;
- Use this assessment information to plan the next steps in the child's development and learning; and
- Share this information with the child and as appropriate with parents and carers and others professionally involved in the child's development.

This requirement was made on 18 March 2016.

Action taken on previous requirement

There was a personal plan for each child showing how their health, welfare and safety needs were being met.

Met – within timescales

Requirement 3

The service must improve the experience of transitions for children to ensure they are managed sensitively, inclusively and positively. In order to comply the manager must plan each transition appropriately working in partnership with parents.

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210), Regulation 4 (1)(a).

Building the Ambition National Practice Guidance on Early Learning and Childcare – Children and Young People (Scotland) Act 2014. 5.1 Attachment theory, 6.6 The importance of transitions.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 1(1)(3) – Being welcomed and valued

This requirement was made on 18 March 2016.

Action taken on previous requirement

We observed the beginning of a transition process for a child from home to nursery being managed sensitively, inclusively and positively. We saw plans in place to support children making the transition from nursery to school through activities including role play dressing up in school uniform and pretending to do their homework in the home corner.

Met – within timescales

Requirement 4

The service must maintain accurate registers of children ensuring their safety and wellbeing when in attendance in the service.

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210), Regulation 4 (1)(a).

This requirement was made on 18 March 2016.

Action taken on previous requirement

We examined accurate registers of children ensuring their safety and wellbeing when in attendance in the service.

Met - within timescales

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

Previous recommendations

Recommendation 1

The service should as appropriate provide families with information about the service in a language and format that they understand. This will ensure that families are included, welcomed and valued in the service.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 1(2) - Being welcomed and valued.

This recommendation was made on 18 March 2016.

Action taken on previous recommendation

Information about the service was available various languages and formats to meet the needs of families ensuring that they are included, welcomed and valued in the service.

Recommendation 2

Staff should review the layout of the nursery play areas to ensure that children benefit from quality experiences in the service.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 2(3) - A safe environment and Standard 5(3) - Quality of experience.

This recommendation was made on 18 March 2016.

Action taken on previous recommendation

Improvement to the environment has been undertaken to ensure that children benefit from quality experiences in the service.

Recommendation 3

The service should make good use of individual staff strengths and interests in the distribution of leadership across the service to foster effective working relationships within the staff team. Staff should be involved in the systematic evaluation and discussion of their work and the work of the service.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 12(2) - Confidence in staff, Standard 13(1) - Improving the service and Standard 14(4) - Well-managed service.

This recommendation was made on 18 March 2016.

Action taken on previous recommendation

The process of distribution of leadership within the staff team had begun. Roles and responsibilities included two senior staff supporting the manager and taking on roles managing for example, medication, first aid and child protection. Staff facilitated PATHS programme and play for pedals for children in the service.

Recommendation 4

The service should develop effective systems that support staff with their continued professional development. A culture of continued learning and reflective practice should be fostered across the service as a result.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 12(2) - Confidence in staff, Standard 13 - Improving the service and Standard 14(4) - Well-managed service.

This recommendation was made on 18 March 2015.

Action taken on previous recommendation

The manager had developed opportunities for staff to support them with their continued professional development and regular team meetings and in-house training supported professional dialogue and some reflective practice in the staff team.

Recommendation 5

The service should develop systems and processes to monitor the quality of staff and the service as a whole.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 14(7) - Well-managed service.

This recommendation was made on 18 March 2016.

Action taken on previous recommendation

The process of developing systems and processes to monitor the quality of staff and the service as a whole were being developed. It was recognised that improvement as a result of self-evaluation would take time in the setting.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings	
18 Mar 2016	Unannounced	Care and support	2 - Weak
		Environment	2 - Weak
		Staffing	2 - Weak
		Management and leadership	1 - Unsatisfactory
4 Mar 2015	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate
6 Mar 2012	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
16 Aug 2010	Unannounced	Care and support	4 - Good
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate
6 Jul 2009	Unannounced	Care and support	4 - Good
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate

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