

Penninghame Nursery Day Care of Children

Penninghame Primary School
Auchendoon Road
Newton Stewart
DG8 6HD

Telephone: 01671 402386

Type of inspection: Unannounced
Inspection completed on: 10 March 2017

Service provided by:
Dumfries & Galloway Council

Service provider number:
SP2003003501

Care service number:
CS2003015536

About the service

Penninghame nursery is situated within the campus of the primary school. It is provided by Dumfries and Galloway Council. It is staffed by a manager, nursery practitioners, early learning and support staff, additional support staff and students.

The nursery has registration for providing a care service to a maximum of 65 children.

-15 children 2 to under 3 years

- 50 children 3 years to those not yet attending primary school.

The service operates from a newly built building which benefits from a secure outdoor area, two playrooms and integrated toilets shared between both rooms.

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.

What people told us

We sent fifteen questionnaires (CSQ's) to the service to distribute to parents/carers using the service. We received six completed returns with three providing additional written comments.

We also spoke with four parents during our time at the inspection.

Comments from parents included:

"My (child) has additional support needs, all of the staff have bent over backwards in order to accommodate (child) and have helped (child) develop. (Child) loves going to nursery and I have every faith that every need will be seen to by the hardworking lovely staff".

"I think the nursery staff do a fantastic job with all the kids and are extremely good at keeping us all informed. I am a very proud mum to be able to send my child to Penninghame nursery".

"I am extremely satisfied with the level of care my daughter receives from the staff at Penninghame nursery. They are a great asset to the nursery and provide my daughter with a safe and friendly environment in which she can continue to learn and grow".

"The staff are extremely helpful, friendly caring and are easily approachable. They interact well with the children and encourage them to achieve and learn new skills, songs, words, activities etc."

Other comments are included in the appropriate sections of this report.

We chatted to children and observed them at play and saw how staff worked with them. They told us that they liked coming to their nursery and that there was lots to do.

"I have made a big puddle"-said a child playing in the water.

"I fixed the digger" said one child engaged in outdoor play.

"We are having our favourite snack"- a group of children at the snack table.

"I like the ladies who look after me" said one child about the staff.

Other feedback told us that two parents would like better communication and information about how their child learns and develops. We have included this in the Care and Support section of this report.

Self assessment

The self-assessment was submitted on 16 November 2016, as requested. We found the content to accurately reflect the practice we saw and agreed with the areas for improvement identified.

We spoke with the staff team about how to improve this important document further by all staff contributing to the ongoing self-assessment process.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	5 - Very Good
Quality of staffing	4 - Good
Quality of management and leadership	5 - Very Good

Quality of care and support

Findings from the inspection

We found that the service offered a good service to families when we looked at the quality of the Care and Support.

Children were settled and happy. Staff met children and families at the start of each session to allow them to chat and gather important information about them. Some parents told us they would welcome improved access to the waiting area during poor weather. We spoke with staff about this who explained that, as this area was used for play, this was not appropriate and we asked that this be highlighted to parents. We found the arrangements at the end of sessions could be improved. Children waited too long after dressing for home and there was limited information sharing due to the reduced access for parents to the playroom. Children were well supported by staff who were warm, caring and nurturing. It was clear staff had developed good bonds with children, giving them praise and encouragement during play.

One parent told us they would like to see improved communication from staff. They expressed some uncertainty about how effective information was shared between part-time staff. We spoke with the manager about this who agreed to improve this.

Parents told us:

"We given an opportunity to visit the nursery to enable my daughter to meet staff and other children who would be attending along with her. She was given a tour of the nursery and also shown the different activities that she would be able to take part in. I feel this was a valuable experience for both myself and my daughter as it gave us both an insight of what to expect when she started a few weeks later".

"Nursery staffare extremely good at keeping us all informed".

The service had introduced an electronic system to allow them to plan for children's learning and development. Staff had started to use it to good effect and the manager was supporting staff to improve how they tracked children's progress. Parents told us they liked the easy access to their child's nursery experience and felt they were more involved in their learning outcomes. We found that children were making good progress. Management should now support staff to continue to use the electronic journals to follow 'Building the Ambition' tracking format.

We found that all children had Personal Plans in place. Staff needed to gather more information from parents when completing personal plans regarding difficult behaviours, for example, biting. There was no risk assessment for this or clear strategy for managing this difficult behaviour. We sampled some and found that there was limited information of how matters identified would be managed and supported/improved. Reviews were not carried out as we would expect. We have made a recommendation about this.

We looked at how children were protected from harm or abuse. Staff told us they attended in-service refresher courses which set out how any concerns of neglect or abuse would be dealt with. Staff we spoke with were confident in their role and responsibilities for safeguarding the children in their care. We have asked that staff put a process in place to follow-up on absent children.

We examined the medication administration arrangements. We found that staff could improve how they record instructions from parents and directed them to the current best practice guidance from the Care Inspectorate. hub.careinspectorate.com/managementofmedicationindaycareofchildrenandchildminding services.

We found that the experiences for children were very good. Staff had planned imaginative and fun activities which children clearly enjoyed. We spoke with staff about how they followed children's interests and they told us they used observations and discussions with them to plan and extend their learning. We saw how children worked together well, forming friendships and having fun.

Staff encouraged children to be responsible: they tidied up and helped each other during play. Staff should provide a shorter mop to promote their independence, help them to assess risk and encourage their responsibility for tidying up and preventing slips and falls.

The snack service was observed and we saw that it was well organised and children enjoyed spending time together and sharing stories. We asked that staff ensure children have daily opportunities to plan, prepare and learn new skills when making snacks.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. In order to ensure each child has a Personal Plan which meets their individual needs and is effective, staff should improve their content and outcomes for children.

Reference: National Care Standards, early education and childcare up to the age of 16.

Standard 7 A Caring Environment.

Grade: 4 - good

Quality of environment

Findings from the inspection

Following our observations of the environment, discussions with parents, children and staff and seeing how children used their nursery spaces, we found the outcomes to be very good.

As the service benefitted from a new build, the rooms were bright and fresh, with good space for differing types of play. Staff had carefully assessed the layout to allow some quiet spaces for storytelling and cosy time. We found that informal arrangements for assessing risks meant that the door to the outside area was not securely fixed. We asked that staff develop a checklist to ensure all aspects of risk reductions from the risk assessment are in place. Use of a 'walkie-talkie' could aid communication with staff between the indoors and outdoors.

We saw children in the main playroom enjoying the water play and taking part in pouring, measuring and filling, giving rich and successful learning and problem solving. They should also continue to extend this interest by including more scientific work for experiments.

The area used mainly by the two-year olds was bright and inviting, however, we have asked that staff assess and improve the 'homeliness' and provide more space for cosy play. Staff need to establish a rationale for the room to ensure 'core' resources such as sand and water and sensory play are decided and provided. They should consider adding further materials for dressing up, handbags, fabrics and items for skills development, zips and buttons. Toys for the very young, such as more babies, cribs and prams should be added. We spoke with some staff about improving the activities for younger children by introducing treasure baskets and adapting loose parts play, to suit their interests and abilities.

The toilet area provided a separate space for nappy changing, allowing privacy and dignity for the children. The layout of the toilets meant children could freely access the toilets and we have asked that staff monitor how children wash their hands to minimise the risk of cross contamination.

There was ongoing work to improve the outdoor play space. Children and parents had been part of the planning for this and their ideas had been taken account of. Staff had used the Care Inspectorate document, 'My World Outdoors' to help create an environment which offered challenge and interest for the children.

We observed some good interaction between staff and children which meant they were being encouraged to problem solve and extend their play. We directed staff to the 'Loose Parts' document to help them to further improve outdoor play experiences.

We were disappointed that there was no easy access planned to the more adventurous play area and have made a recommendation that this be improved. The management need to carefully consider improving this direct access to the new outdoor area as this would greatly improve the quality of the play. The 'My World Outdoors' should continue to be used to provide a rich and stimulating space for independent play in the fresh air (see recommendation 1, below).

Use of a walkie-talkie could help with managing the outdoor area. We have asked that staff improve how risks are managed both indoors and outside and should produce a checklist for room set ups. Door to outside should be included in this.

Outings for the very young were limited due to staffing and we have asked that this be carefully considered to allow them to explore their community.

After spending time in the 'twos' room, we saw that snack was prepared in the larger room kitchen and brought through. This reduced the opportunities for the younger children to be part of their own food preparation. Use of a fridge in this room would benefit children's access to fresh cool drinks for hydration. We have recommended that this be improved by better kitchen facilities in the 'two's' room.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. In order to facilitate high quality outdoor experiences, direct access to outdoors should be considered to allow children to reach the adventurous play area.

Reference: National Care Standard, early education and childcare up to the age of 16.
Standard 5 Quality of experience, Standard 3 A safe environment.

2. To improve the snack/lunch arrangements, management should consider improving the two's food preparation area and provide a fridge for cool drinks and food.

Reference: National Care Standards, early education and childcare up to the age of 16.
Standard 3 A safe environment.

Grade: 5 – very good

Quality of staffing

Findings from the inspection

We spoke with staff, used feedback from their questionnaires and those of the parents to find out how the quality of the staffing met children's needs.

We found the staff team to be hard-working and conscientious, striving for good outcomes for children in their care. They were keen to show how they had used their recent training on children's behaviours to benefit children. We suggested they share this with parents to continue this good work.

Although some staff had attended a 'Schema' event, we found that not all staff who cared for the younger children had been provided with specific training such as attachment theory, to help them in their work. We asked the management team to plan for appropriate training and support for their role. Staff were enthusiastic about training attended, such as Schemas. We have asked that staff be more mindful of children's experiences with this in mind as we saw children being removed or discouraged from some activities due to being 'too messy or destructive'.

All staff who needed to be registered with their professional body, the Scottish Social Services Council, (SSSC), were appropriately entered and those with a condition to achieve were actively working to secure their qualification. We reminded staff about the 'Steps into leadership' to further improve their leadership skills. The manager should consider adding staff qualifications, training courses and professional interests to the notice board, alongside the staff photographs to help inform parents of who was caring for their child.

Staff had used their learning well and understood the current good practice approaches, such as 'Building the Ambition' and 'Getting it right for every child'. The nursery was at an early stage of using the 'How Good Is Our Early Learning and Child Care'. We have asked that they focus on a method to gather self-assessment material, which allows all staff to contribute to, and for children and parents to comment on.

Staff told us they had time for meetings, although the change to session times had impacted negatively on the quality of these. For example, we found that records were being maintained in staffs' own time. The allocation of hours for staff to attend parents events or some external training was discussed. We questioned how this was being used as some staff had no allocated time left and planned to attend parents events in their own time. (see recommendation, below).

We found one project to produce a parents handbook was very well completed and showed how, when given the opportunity, that they could use their skills and interests well.

All staff are trained in paediatric first aid and there are arrangements in place for 'first aid at work' staff.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. In order to provide staff with time for developing the service and discussing improvements, the management team should ensure time is allocated for this.

Reference: National Care Standards, early education and childcare up to the age of 16.

Standard 13 Improving the Service

Grade: 4 - good

Quality of management and leadership

Findings from the inspection

We found that the management and leadership arrangements were very good. The new manager had started to use her expertise with families to good effect. She had improved the way the service communicated with parents and carers. The foyer was used well to meet informally with parents and to display helpful information for them. There were limitations with this arrangement as there was no dedicated space for parents, for private meetings or staff meetings, supervision and support. The manager was not 100% supernumerary which meant that this limited her capacity to develop the service with home visits which as seen as best practice, and to meet with parents in an unplanned manner. We reminded the manager of her responsibilities for submitting notifications to the CI, such as outbreaks of infectious diseases and child protection referrals. There was no arrangement for a senior to be in charge during the managers absence (see recommendation, below).

We spoke with the manager about her plans to involve parents, children and stakeholders in finding out what they thought about the service. It was clear this was a key area for improving and developing the service which means their opinions were valued and respected. We asked that she continues to develop the self-evaluation process to involve the whole team, including families.

The manager had the support of the primary school head teacher who, along with her deputy, provided mentoring for the team. We discussed how formal arrangements for the operation of the nursery would extend into the school holidays when the pilot started in August 2017. There needed to be better systems for child protection referrals and we have asked the manager to develop this as soon as possible.

We spoke with staff who told us that the new team were starting to work collaboratively and that staff appraisals were ongoing, meaning their career interests could develop appropriately. We directed the manager to the Scottish Social Services Council (SSSC), the professional register for staff. There were useful 'Step into Leadership' sections which could offer staff support for leadership roles.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. We recommend that consideration be made to staff deployment to allow the manager to be 100% supernumerary and a senior to act as manager in her absence which would benefit the outcomes for service users.

Reference: National Care Standards, early education and childcare up to the age of 16.
Standard 14 A Well Managed Service.

Grade: 5 - very good

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

Previous requirements

Requirement 1

The provider must ensure that there are safe medication arrangements for all children.

This is in order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) - regulations 4(1)a

Timescale for completion: Upon receipt of this report.

This requirement was made on 27 January 2016.

Action taken on previous requirement

The medication arrangements had been improved, although we gave further advice on how to follow the medication guidelines in relation to administration instructions. .

Met - within timescales

Requirement 2

The provider must ensure that there appropriate arrangements for all children to have nappy changing in a dignified and hygienic way.

This is in order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011(SSI 2011/210)- regulations 4(1)a

Timescale for completion: within 8 weeks of receipt of this report.

This requirement was made on 27 January 2016.

Action taken on previous requirement

The new build premises have been well equipped to accommodate nappy changing which is both hygienic and dignified.

Met - within timescales

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

Previous recommendations

Recommendation 1

Management and staff need to improve the communication methods with children and families.

National Care Standards, early education and childcare up to the age of 16. Standard 1 Being welcomed and valued.

This recommendation was made on 27 January 2016.

Action taken on previous recommendation

We saw that improvements had been made to the way parents and children communicated with staff. This included the introduction of an electronic learning journal.

Recommendation 2

Staff need to ensure they provide good opportunities for children to develop self-help skills.

National Care Standards, early education and childcare up to the age of 16. Standard 3 Health and wellbeing.

This recommendation was made on 27 January 2016.

Action taken on previous recommendation

We saw that there were some opportunities for children to be independent, although snack service was not wholly child-led.

Recommendation 3

We recommend that staff ensure they work in partnership with parents in developing effective care plans when problematic behaviour is identified.

National Care Standards, early education and childcare up to the age of 16. Standard 3 Health and wellbeing.

This recommendation was made on 27 January 2016.

Action taken on previous recommendation

Staff had improved how they recorded behaviours and are continuing to develop Personal Plans.

Recommendation 4

Management and staff need to develop a policy which allows better access to energetic play in fresh air for all children.

National Care Standards, early education and childcare up to the age of 16. Standard 5. Quality of experience.

This recommendation was made on 27 January 2016.

Action taken on previous recommendation

Since the previous inspection, the nursery had benefitted from a new build premise. The outdoor area was still under construction and staff had clear plans to make best use of this space. During the inspection, we observed very good outdoor play being offered.

Recommendation 5

The toilets should be included in routine cleaning during sessions.

National Care Standards, early education and childcare up to the age of 16. Standard 2.1. A safe environment. Children are cared for in a safe and hygienic environment.

This recommendation was made on 27 January 2016.

Action taken on previous recommendation

There were arrangements in place for the toilets to be cleaned during the day.

Recommendation 6

Management need to support staff to access training which meets their needs and the needs of children.

National Care Standards, early education and childcare up to the age of 16. Standard 12 Confidence in staff.

This recommendation was made on 27 January 2016.

Action taken on previous recommendation

Staff told us they had attended courses and training events which they had identified through their development meetings with management.

Recommendation 7

Management need to improve the arrangements for staff meetings.

National Care Standards, early education and childcare up to the age of 16. Standard 12 Confidence in staff.

This recommendation was made on 27 January 2016.

Action taken on previous recommendation

Staff told us they met both formally and informally.

Recommendation 8

Management need to ensure all current good practice guidance, including GIRFEC and Building the Ambition are used by staff in their day-to-day work with children and families.

National Care Standards, early education and childcare up to the age of 16. Standard 12 Confidence in staff.

This recommendation was made on 27 January 2016.

Action taken on previous recommendation

We noted that GIRFEC and Building the Ambition were core documents in use by staff in their day-to-day work.

Recommendation 9

Management needs to timetable appraisals for each nursery nurse as soon as possible.

National Care standard, early education and childcare up to the age of 16. Standard 13 Improving the service.

This recommendation was made on 27 January 2016.

Action taken on previous recommendation

Staff confirmed arrangements were in place to allow them to discuss and plan for their career progression.

Recommendation 10

The manager needs to develop and implement a written monitoring process which leads to improvement for the nursery.

National care standard, early education and childcare up to the age of 16. Standard 14 A well-managed service.

This recommendation was made on 27 January 2016.

Action taken on previous recommendation

There was a new manager in place since our previous inspection. We found she had undertaken some monitoring and have asked that this be further developed, to ensure a targeted and thematic approach is in place.

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	
20 Nov 2015	Unannounced	Care and support	4 - Good
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	4 - Good
5 May 2009	Unannounced	Care and support	4 - Good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	5 - Very good

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