

Bardykes Farm Nursery School Day Care of Children

Bardykes Farm
Bardykes Road
Blantyre
Glasgow
G72 9UJ

Telephone: 01698 822212

Type of inspection: Unannounced
Inspection completed on: 19 April 2017

Service provided by:
Bardykes Farm Nursery School

Service provider number:
SP2003001443

Care service number:
CS2003006362

About the service

This service has been registered since April 2002. It is registered to provide daycare for twenty-four children aged from two to those not attending primary school. A maximum of ten children can be aged between two and three. The service operates Monday to Friday from 8am to 6pm throughout the year.

The service is situated in the grounds of Bardykes Farm in Blantyre in the original Dairy building. The children regularly have contact with the farm animals and enjoy caring and learning about a range of animals. The nursery building has three playrooms, toilets and changing area, office, and basic kitchen facilities to allow snack preparation. A secure outdoor area can be easily accessed, and the wider farm land is routinely used by children.

The nursery is in partnership with South Lanarkshire Council to provide pre-school education. The owner of the service is also the manager, and early years staff provide and plan the day-to-day care and support for all children. The service aims and objectives include that they will, "Provide a stimulating and varied curriculum to meet the needs of all the children", and "To provide a welcoming and friendly environment where everyone is treated fairly and with respect."

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with services that can help them. There are eight wellbeing indicators at the heart of Getting it Right for Every Child: safe, healthy, achieving, nurtured, active, respected, responsible and included, often referred to as the SHANARRI indicators.

We wrote this report following an unannounced inspection which took place on 13 April 2017. We visited the service again on 18 April 2017 on an announced basis and provided feedback about our inspection on 19 April 2017.

What people told us

We received eight care standards questionnaires before the inspection, and spoke with one parent and emailed another two parents during the inspection. We also spoke with most children attending.

Overall, all parents/carers indicated that they were happy with the service provided. They trusted staff to treat their child with respect and protect them from harm, and felt that they were kept informed about what happened in the service. Comments from parents/carers included:

"I couldn't be happier with the care my child receives at the nursery. The staff are excellent and learning opportunities are ideally suited to my child's needs."

"The staff at the nursery are very cheerful, happy and very knowledgeable. They are informative and very understanding. I am very confident that all staff are more than capable and have exceeded my expectations. Amazing, caring knowledgeable and make you feel part of their family."

"My children attend Bardykes Farm Nursery and they absolutely love it. I have seen how their experiences at nursery help with their learning and development. I am more than happy with the environment, the staff-an eclectic mix of role models and teachers-and the opportunities at Bardykes."

"A delightful nursery with a homely but professional feel. We couldn't buy the support the staff gave us. We cannot thank the nursery enough."

"As first time parents we were immediately put at ease with the staff at Bardykes and the home from home environment. We know our child is well looked after by staff who genuinely care about him. I couldn't imagine him attending anywhere else."

"Management are really helpful. I wouldn't send my children anywhere else. I'm really happy with the service."
 "I am extremely happy with the correspondence at Bardykes Nursery. We are always informed of everything and if I have any questions or worries about anything they are very obliging. Communication here is fantastic as are the staff and nursery."

We saw that children were happy at nursery. They talked about staff and the various activities they enjoyed. Children said:

"I like playing with the bricks."
 "I like drawing and I like playing hide and seek in the garden."
 "I like to play with all the toys and all the boys and girls."
 "Look at our garden. There's a hill and a bridge. I like playing hide and seek and playing on the seesaw and slides."

We asked children about the farm environment. They said:

"There are two horses called Ruth and Rosie and we go out and feed them."
 "There are lambs but I've not given them milk yet. I might do it today."
 "We're going outside to feed the animals. I'm going to feed the baby lambs."
 "I see the horses when I go outside. We're going to see if the chickens have laid eggs."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

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

Quality of care and support

Findings from the inspection

Staff and management knew all children very well. They worked closely with parents to ensure there was continuity from home, and that parents were involved in agreeing their child's care and support. Since the last inspection, personal plans for children had been further developed. We discussed how these could be changed to more clearly reflect that parents had agreed how the information they had provided was being used to plan care and support. Plans did not always set out how staff would meet the child's health, wellbeing and safety needs, although through discussion it was clear that they used the SHANARRI indicators when planning in the

nursery. Learning journals had also been developed since the last inspection, and observation records improved so that these effectively identified where support or challenges would be of benefit.

Staff provided regular opportunities for children to share their thoughts about their learning. We saw that children were confident and they could talk to us about what they were learning. Floorbooks reflected that children's views were used when planning topics. The unique setting of the nursery meant that children were learning about life cycles and the care of animals and we saw that this learning had helped them to understand emotions and respect among their peers.

Staff and management were aware of the support available within the local authority and confidently made referrals for support for children where necessary. The manager was the designated child protection co-ordinator, and had attended training relevant to her role. She planned to share this with staff while reviewing the service child protection policy.

The nursery provided snacks for children, and parents provided packed lunches. Staff used the guidance, "Setting the Table" to plan snacks. They also shared healthy packed lunch ideas with parents to encourage healthy eating in the nursery. Since the last inspection, staff had changed the snack routines to allow children more opportunities to be independent. We discussed how opportunities for children to self-serve could be further developed. Other opportunities for children to become more independent included use of the toilet, handwashing, choosing activities, and preparing to go outside.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

The environment was inviting and we saw that staff welcomed families warmly on their arrival. Staff knew families well and meaningful interactions took place. An office provided private space if needed for any parent discussions.

The unique outdoor learning environment was very effectively used to provide children with opportunities to use open-ended materials such as dirt and wood. We saw that children enjoyed role play outdoors, as well as planned structured activities such as feeding and caring for the farm animals. Staff ensured children could access the outdoor area regularly over each day, and planned a full week of outdoor learning each month. Staff included literacy, numeracy and health and wellbeing into the learning opportunities provided. We saw that children were counting the eggs laid and that they knew how much food the chickens, lambs and horses should have at each feed. Staff had worked with children to help them understand the necessity for safe hand washing, and we saw that this was done routinely over the day.

The outdoor environment provided very good opportunities for children to learn about hazards and how to reduce risks. Staff talked to children throughout all activities to help them think about the impact of an action. We saw that children were becoming confident in managing conflict among their peers, and that they were gaining an understanding of safe behaviour.

The indoor environment continued children's education. Staff consulted with children and reflected on their learning from outdoors. Care and welfare was a focus for the animals and it was clear that children were learning to share and be kind to each other and that they had made good friendships. We noted that the carpet in the toddler's playroom would benefit from cleaning/replacement and the provider told us that plans were in place to review the nursery environment when the nursery closed for a month during the summer.

Since the last inspection, the nursery had registered with an external company who had provided health and safety procedures, and carried out a risk assessment that detailed any action the service should take to ensure they provided a safe environment for staff and children. Staff had been involved in reviewing risk assessments and these were almost completed for each area of the nursery.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of staffing

Findings from the inspection

Staff were open and honest with us throughout the inspection process. They engaged with us very well, and it was clear that they were committed to providing a quality service for all children attending. Although there had been some staff changes since the last inspection, team work was evident and new staff reported that they had been very well supported by staff and management. Staff were reflective practitioners, and recent appraisals had identified their professional goals and set out how these could be achieved. Appraisals reflected that management saw each staff member as an individual and that they planned training and support accordingly. Staff were aware that there had been a lack of formal training. They had made good informal use of other professional agencies to ensure they could provide the right support for individual children and looked forward to getting time to update their knowledge more formally through training now that the staff team was complete. (see recommendation 1)

All staff who were required to be were registered with the SSSC (Scottish Social Services Council-who register and regulate social care workers) and applications were being processed for new staff. We talked to staff about the requirement to record their training for the SSSC and encouraged them to access the Care Inspectorate HUB, the SSSC website and the Education Scotland website to help them develop their practice.

Staff had used the publication Building the Ambition to review the layout of playrooms and had made changes, reviewed practice and evaluated the outcomes. Staff spoke confidently about how and why they did this. One staff member had been appointed as literacy coordinator and enjoyed this role. We discussed the benefits of expanding leadership roles within the nursery and management agreed to discuss this with staff so that this had a positive impact on individuals and the nursery as a whole.

Staff had developed caring relationships with children and we saw that they were skilled during interactions; helping children to problem solve and consider the impact of their actions. Staff were committed to the nursery and were confident that their views were valued.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. Training opportunities for staff had been limited since the last inspection. This meant that staff had not received training on current guidance, for example How Good is Our Early Learning and Childcare, and had not had regular reviews of child protection and supporting children's welfare, for example Autistic Spectrum Disorder/Attachment Disorder. Staff and management were discussing how to address this. A training plan should be developed to help staff stay motivated and skilled in their role. Training should be evaluated and included in staff SSSC post registration training log.

National Care Standards Early Education and Childcare up to the age of 16, standard 12: Confidence in staff.

Grade: 4 - good

Quality of management and leadership

Findings from the inspection

The management team was reflective and had been working on improvements, particularly around health and safety procedures in the nursery. An improvement plan was in place that included priorities from South Lanarkshire Council, and the manager and staff shared a clear vision for the service. Communication with parents had been reviewed as management felt that consultation methods had not been effective, and a Facebook page and emails were now the regular communication methods. Parents we spoke with or who responded to our questionnaires were happy with communication in the nursery. We agreed with the manager that ways to include parents and children in evaluating the service as a whole would continue to be sought.

The manager found support from other nurseries in the area helpful, and had attended regular twilight training/professional dialogue sessions which she shared with staff. The manager was using guidance from Education Scotland to develop a quality assurance system for the nursery. She was aware that there were gaps in monitoring and that they needed to find ways to look inward, outward and forward to enable further improvements to take place. She was eager to develop this. We discussed how personal plans and tracking children's learning could be included in the service monitoring improvement strategies. We found that there was some information missing from some medication records that should have been identified through monitoring. A

system should be developed that was workable, effective and enabled management to plan for continuous improvement. This may include staff leadership roles and shared responsibility. (see recommendation 1)

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. As planned, the manager should develop a quality assurance system that effectively enabled both management and staff to evaluate where the service was, where they wanted to go and how they would get there. This may include carrying out a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis before identifying SMART (Specific, Measurable, Attainable, Relevant, Time bound) goals for the continuous improvement of the service.

National Care Standards Early Education and Childcare up to the age of 16, standard 14: Well-managed service.

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 provider must not employ any person in the provision of a care service unless that person is fit to be so employed. In order to do this the provider must demonstrate that safer staff recruitment and selection procedures are in use to safeguard children by:

- implementing a clear policy which outlines the steps to be taken by the provider when employing new staff and/or volunteers
- ensuring that the provider carries out PVG checks/updates prior to the employment of any new staff
- updating checks through PVG scheme for existing employees.

This is to comply with SSI 2011/ 210 Regulation 9(1) - fitness of employees.

Timescale: Four weeks from receipt of this report.

This requirement was made on 8 March 2017.

Action taken on previous requirement

Since this requirement was made, a policy on safe recruitment had been developed using the most current guidance. We advised the nursery to add information about registration with the SSSC to this policy and they agreed. All staff had been registered with the PVG scheme, including a new member of staff who starting during our inspection.

Met - within timescales

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

Previous recommendations

Recommendation 1

Staff should continue to monitor cleaning procedures for the pets to ensure that there was no smell of urine coming from the pet rats housing.

National Care Standards Early Education and Childcare up to the age of 16, standard 2: A safe environment.

This recommendation was made on 16 July 2015.

Action taken on previous recommendation

There were no pets within the nursery. The recommendation is met.

Recommendation 2

Appropriate children's safety helmets should be purchased and used for all children using wheeled toys such as bikes and scooters. Risk assessments should be reviewed to include this information.

National Care Standards Early Education and Childcare up to the age of 16, standard 2: A safe environment.

This recommendation was made on 16 July 2015.

Action taken on previous recommendation

Children's safety helmets had been purchased and we saw these being used routinely by children playing on wheeled toys outdoors. The recommendation is met.

Recommendation 3

Quality assurance systems should improve. A plan should be put in place that sets out action, timescales and aims. This could include an annual monitoring calendar reflecting when audits should take place and who was responsible. Clear responsibilities should be identified for staff with appropriate time and support provided by the manager to enable them to carry out these tasks effectively. Areas needing attention included the following:

- closer monitoring of medication records to ensure there were no gaps in information
- closer monitoring of children's personal plans

- closer monitoring of equipment
- fridge temperature records were not always consistent with national guidance
- staff training records did not include an evaluation
- parents/carers had not recently been involved in evaluating the service
- room/staff monitoring visits had not taken place
- parents/carers had not been included in any policy reviews
- staff had not been made aware of the Care Inspectorate HUB or of the new guidance, Building the Ambition
- no action plan had been put in place following a visit and subsequent report from South Lanarkshire Council in January 2014.
- discuss the appointment of a child protection coordinator
- there was no clear development plan for the service as a whole.

National Care Standards Early Education and Childcare up to the age of 16, standard 14: Well-managed service.

This recommendation was made on 16 July 2015.

Action taken on previous recommendation

Action had been taken to address some of the points in this recommendation. However, although the manager was working on this at the time of inspection, quality assurance systems had not been developed that would ensure any gaps in the service quickly. We have repeated a recommendation about quality assurance but we were confident that there was a commitment from management and staff to develop an effective system. The recommendation is repeated in part.

Recommendation 4

The provider should comply with the SSSC code of practice for employers 1.3 in seeking appropriate references relevant to a person's suitability to work in the nursery prior to the person starting employment.

National Care Standards Early Education and Childcare, Standard 12: Confidence in staff.

This recommendation was made on 8 March 2017.

Action taken on previous recommendation

The recruitment procedure had been reviewed and updated using the most current guidance. We asked the manager to add information about the SSSC to this policy. A checklist had been developed that clearly showed the references that had been sought. We asked the manager to consider adding the dates to the checklist to provide easier and quicker access to this information. The recommendation is met.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

Enforcement

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

Inspection and grading history

Date	Type	Gradings
28 May 2015	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 5 - Very good Management and leadership 4 - Good
27 Aug 2013	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
4 Oct 2012	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 3 - Adequate
31 Aug 2011	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing Not assessed Management and leadership 3 - Adequate
7 Jun 2010	Unannounced	Care and support 4 - Good Environment Not assessed Staffing 4 - Good Management and leadership 3 - Adequate
4 Mar 2009	Unannounced	Care and support 2 - Weak Environment 4 - Good Staffing 3 - Adequate Management and leadership 3 - Adequate

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