

Lasswade High School Childcare Service (Nursery) Day Care of Children

Lasswade High School Centre
11 Eskdale Drive
Lasswade
Bonnyrigg
EH19 2LA

Telephone: 0131 271 4540

Type of inspection: Unannounced
Inspection completed on: 7 November 2017

Service provided by:
Midlothian Council

Service provider number:
SP2003002602

Care service number:
CS2006117191

About the service

We carried out an unannounced inspection of Lasswade High School Nursery in Midlothian on Tuesday 7 November 2017. We gave feedback to the service on the same day. At this inspection we spoke with six children. We observed staff practice throughout the nursery and checked documentation relevant to the inspection.

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

Lasswade High School Nursery is situated in the grounds of Lasswade High School in Midlothian. The service is registered to provide a daycare service to a maximum of 15 children under primary school age.

The nursery has its own entrance area and its own kitchen area, a toilet with nappy changing room and a safe enclosed outdoor area of the playground.

We carried out a themed inspection. This targeted approach means that we looked at identified aspects focusing on children's experiences in the themes we looked at. These were:

Care and Support.

Environment.

On the day of the inspection there were six children, the manager and three childcare and development workers present.

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 the 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. GIRFEC 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 GIRFEC. 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. Information on SHANARRI can be found at: <http://www.scotland.gov.uk/Topics/People/young-People/gettingitright>.

What people told us

We observed the children throughout the inspection and found them to be happy in their environment and were engaged with a variety of activities throughout the sessions. They interacted confidently with staff and approached them for support when needed.

We sent 20 Care Inspectorate care standards questionnaires to the service to distribute to parents. Parents returned eight completed questionnaires before the inspection.

Four strongly agreed three agreed and one disagreed that 'overall I am happy with the quality of care my child receives in this service'.

Additional comments included:

"We are happy with the service. The staff are excellent".

"The recent extended hours until 5.30pm is a huge help. It really helps make work and childcare balance a lot easier".

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	not assessed
Quality of management and leadership	not assessed

What the service does well

The quality of care and support experienced by children across the service was very good. The provider had invested in an environment which focused on natural materials and high quality furnishings and fittings. This helped children to be independent in their play and supported creativity and imagination.

Staff demonstrated that they knew the children in their care and were respectful and nurturing in their interactions with them. They gave encouragement to children during their play. Staff were knowledgeable about involving children to gain their views and suggestions in order to plan activities and experiences.

The outdoor environment supported active play and children made good use of a range of equipment to promote their physical development. The focus on outdoor learning meant that children were able to develop their skills including problem solving skills through natural materials. Activities such as loose parts play with crates and tyres meant that children were able to experience risk and challenge in their play. There were no restrictions on where children chose to play and this ensured they were given opportunities to explore the natural environment. This helped support their growing independence and decision-making skills.

Staff were fully aware of how to safe guard children in their care. Speaking to staff highlighted that they had good knowledge in this area and they understood their responsibility for protecting the children in their care.

We discussed the 'Read On Get On Campaign' This was produced by 'Save the Children' to get every child reading well by the age of 11 across the whole of the UK by 2025. We could see the service had implemented the 'Bedtime Read' to support children with this. More information on this can be found at:

https://www.savethechildren.org.uk/sites/default/files/images/Read_On_Get_On.

What the service could do better

In our questionnaires a parent made the following comments; 'We feel the daily communication with us about our child's activities could be improved. This used to be a daily diary but this has been withdrawn as apparently staff were too busy to fill them in. It was replaced with a daily sheet, which we don't feel that the information is detailed enough to discover what our child has been doing all day'

We looked at the daily sheets and saw that some information was missing such as how much lunch the child had eaten. We discussed this with the staff at feedback and suggested they provide more information on the daily sheets to ensure parents are fully informed about their child's day.

(See recommendation one)

We could see that the children's personal learning plans were stored in a drawer. We would expect a service to have children's personal learning plans in a place accessible for children and parents to read together when it suits them. We discussed this with the service as three parents in our questionnaires disagreed that staff had worked with them and their child to develop an individual education and support programme and one parent disagreed and two didn't know if staff regularly assess their child's learning and development and use this to plan their next steps. By having the folders more assessable to show parents how staff do this would address this. In addition to ensure parents are aware of what a personal leaning plan is we suggested the service include an explanation of what these are in their information to parents.

The progress of this will be followed up at the next inspection.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. To ensure parents are fully informed about their child's day, we recommend that staff provide more detailed information on the daily sheets.

National Care Standards Early Education and Childcare up to the age of 16.

Standard: 3 Health and wellbeing.

Complaints

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

Inspection and grading history

Date	Type	Gradings
15 Sep 2015	Unannounced	Care and support 5 - Very good

Date	Type	Gradings	
		Environment	5 - Very good
		Staffing	6 - Excellent
		Management and leadership	6 - Excellent
24 Sep 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
18 Sep 2012	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	1 - Unsatisfactory
20 Mar 2012	Re-grade	Care and support	Not assessed
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	1 - Unsatisfactory
21 Jun 2011	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
12 Aug 2010	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	Not assessed
		Management and leadership	Not assessed
14 Oct 2009	Unannounced	Care and support	4 - Good
		Environment	Not assessed
		Staffing	4 - Good
		Management and leadership	4 - Good
11 Nov 2008	Unannounced	Care and support	3 - Adequate
		Environment	4 - Good
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate

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