

Muirhouse Primary Nursery Class

Day Care of Children

66 Barons Road
Motherwell
ML1 2NB

Telephone: 01698 274995

Type of inspection: Unannounced
Inspection completed on: 31 May 2018

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Care service number:
CS2003015397

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.

Muirhouse Primary Nursery Class is a local authority run nursery provided by North Lanarkshire Council. The service is situated in Muirhouse Primary School and consists of two linked playrooms, toilets, welcome area and accessible outdoor garden.

Muirhouse Primary Nursery Class is registered provide a care service to a maximum of 50 children aged three to five years.

The nursery has a statement of aims and objectives, which confirms their commitment to "empowering each child with the attitudes, skills and understanding which promote effective learning".

The full aims and objectives are shared with parents/carers and visitors.

A new head teacher had been appointed since the last inspection. She is the named manager of the service. A team comprising of a senior early years practitioner, seven early years practitioners and two additional support needs assistants deliver the early learning and childcare service on a daily basis.

This report was written following an unannounced inspection carried out by two care service inspectors over the course of two days. We visited on Tuesday 29 May 2018 and returned on Wednesday 30 May to complete the inspection and provide the head teacher with feedback on our visit. We awarded grades for care and support and environment during the feedback session and called to confirm grades for staffing and management and leadership on Thursday 31 May 2018.

During the inspection we spoke with many of the children, nursery team and head teacher. We also met with some parents/carers during our visit and spoke to many by phone.

We asked the service to distribute care standards questionnaires to parents/carers on our behalf. Eleven were completed and returned to us prior to the inspection taking place. We also provide additional care standards questionnaires during our visit. We also received three completed questionnaires from staff.

The Care Inspectorate upheld a complaint in November 2017, which resulted in a requirement and recommendation being made. The care and support, staffing and management and leadership themes were also re-graded as a result of the complaint investigation.

We assessed all for quality themes at this inspection.

What people told us

Children's views:

We observed children at play and chatted to them about their experiences. We observed how staff cared for, and interacted with them. We could see that children were happy, content and confident in the setting. They enjoyed spending time at nursery with their friends and many had formed some special friendships. Staff knew the children well. They listened to them and were responsive to their ideas and suggestions. The children had fun and were enthusiastic about the range of activities on offer.

Their comments included:

"I like playing tig outside, that's my favourite"

"We play hide and seek"

"The teachers are beautiful"

"We're making chocolate cupcakes, they are yummy"

"I'm making lentil soup, I'm mixing it all together. I've got chicken, lentils and vegetables. It's very hot"

"I can go very fast on my bike".

Parent / carer's views:

We spoke with nine parents / carers during our visit. They spoke of an unsettling time at the start of the year however, had seen some improvements recently. They felt the staff team was more settled which resulted in improved continuity of care for the children and improved learning opportunities. Some spoke positively about relationships with staff, some felt this had improved a little. They spoke very positively about the support of the new head teacher and felt she provided good leadership. They commented that she was very visible in the service which supported the development of positive relationships. They spoke of a more positive ethos and improved atmosphere. All agreed that their child enjoyed spending time at nursery and had a good time with their friends.

We sent out care standards at the start of the year and distributed additional questionnaires during our visit. We received some mixed feedback from parents / carers in the returned care standards questionnaires. Some recognised the service's key strengths, most highlighted some concerns and weaknesses.

Most parents / carers spoke of a poor atmosphere, significant changes to staff, not feeling welcomed, concerns relating to management and leadership and lack of information being provided about their child.

Some spoke positively about staff efforts and the support their child received. Some also indicated that they were pleased by some of the positive changes that had been introduced.

We took account of parents/carers feedback when carrying out this inspection and shared this with the head teacher.

Self assessment

We did not request a self-assessment from the service prior to this inspection. We looked at the service's improvement and action plan and talked to the head teacher and senior early years practitioner about progress and future plans for improvement.

From this inspection we graded this service as:

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

Quality of care and support

Findings from the inspection

We found children to be happy, safe and content in the setting. Children now benefited from familiar and consistent staff caring for them. Each child had a key worker who was responsible for their care and wellbeing. This supported continuity and helped children to feel settled, safe, secure. Staff knew children well and were caring and nurturing in their approach. Children experienced warmth, kindness and compassion and received reassurance and affection from staff.

Staff spoke of the positive relationships they had established with children and parents/carers. They spoke confidently about how they planned for individual children. We observed them sharing and gathering information with parents/carers at drop off and pick up times. This ensured staff had current information about, and enabled them to be responsive to children's changing needs.

The service had made significant changes to the information they recorded about children. Although still in its infancy, we could see how plans and learning journeys captured meaningful information about children, their progress and next steps in their learning and development. The child's voice was clear in records and staff were making good progress in involving parents/carers in this process. We provided information and advice about how children's records could be more effective. The senior early years practitioner agreed to take this forward.

Children who required additional support benefited from the expertise of additional support needs staff and visiting professionals. Written plans clearly set out how their needs were being met and included agreed strategies to support their development. Staff implemented children's plans effectively and used strategies and initiatives to support individual children. This ensured they received the support they needed to achieve their potential.

Children had a positive nursery experience in a safe and secure base, providing them with good opportunities to have fun and learn through play. They told us they enjoyed spending time at nursery with their friends. Most were confident and independently accessed, or were well supported to access, all areas of the nursery. The playroom and outdoor area were thoughtfully set out to promote children's choice and independence. Activities were well planned and we could see how these reflected children's interests and learning needs. As a result, children were engaged and motivated by the activities on offer.

We found that although routines were generally flexible and were adapted to meet the children's interests, there was scope for some improvement. For example, toothbrushing routines and children waiting at tables to be picked up early meant that children's play was interrupted.

While snack time was a positive, enjoyable experience, we noted that there were a number of children who did not access snack or arrived when it had been cleared. We suggested:

- Where children are still developing confidence in the setting, special consideration should be given to supporting them to access snack.
- Encouraging children to participate in snacktime routines.
- Attention is given to ensuring children are consistently provided, or supported to access, the utensils they need to enjoy snack.
- Where children are engaged in their play outdoors, consider how this could be offered in this area.
- Revisiting "Setting the Table, nutritional guidance and food standards for early years childcare providers in Scotland".

We noted that toothbrushing practice was inconsistent. We suggested support and guidance is sought from Childsmile colleagues. This will ensure children benefit from effective toothbrushing routines.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 – good

Quality of environment

Findings from the inspection

We made a recommendation that children have daily access to fresh air and energetic play and that all weather suits are provided. We found management and staff had competently addressed all areas of this recommendation. The outdoor area was now used as an extension of playroom learning. Children accessed outdoors freely, with most choosing to spend most of their session here. All weather suits enabled children to experience outdoors in all weathers.

Children benefited from the different outdoor surfaces and wide range of outdoor activities and resources. This was a good space for them to develop and practice key skills, for example, balancing, running, jumping, throwing and cycling. Planting areas and a mud kitchen provided children with opportunities to stimulate their natural curiosity, learning and creativity. Children were enthusiastic about being active and engaged very well with the outdoor learning environment. We suggested that staff should continue to develop their skills and knowledge in supporting outdoor play. This could enrich children's experiences and promote risk and challenge.

Children benefited from the recent positive changes to the indoor environment. Staff had consulted with children to gather their views and ideas about improving playrooms. We could see how their suggestions had influenced these areas. Playrooms were bright, airy and well set out, providing children with ample space to enjoy their activities. Resources were wide and varied, reflecting the children's interests and needs. Storage had been considered well to promote children's independence. We suggested that cosy spaces be further developed for children who wish to relax and be on their own. We also suggested that staff continue to promote loose parts play and ensure activities present risk and challenge for children.

We looked at the routine for children being dropped off and picked up and found that this was generally managed well. A member of the management team welcomed and said goodbye to children and parents/carers at the entrance, and children were taken directly to and from the playroom. We noted during this time that the foyer was very congested. We could see it was difficult for children to access their belongings independently and it was challenging for them and their parents/carers to find a space. Some parents/carers told us they felt this was an area which could be improved. We highlighted this to the head teacher who advised that this had been raised with the local authority and plans were being discussed.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of staffing

Findings from the inspection

Staff were kind, caring and nurturing in their approach. They knew children and their families well and were welcoming and friendly when speaking with parents/carers at the beginning and end of the day. Children enjoyed spending time with them and felt secure in their care. Staff spoke knowledgeably about how they supported individual children.

We found most staff were registered with the Scottish Social Services Council (SSSC) however, one application had not been submitted within the correct timescale, which meant that a member of staff was not registered within the required period. We have made a recommendation about this under management and leadership.

Staff were confident in their role and were clear about their responsibilities. They told us they felt fully supported by the new manager and spoke of a positive working atmosphere. They felt consulted on important matters and

had opportunities to discuss their work and individual children. The staff worked well as a team, communicated effectively with each other and were enthusiastic about their work.

Staff were aware of their responsibility to keep their professional knowledge up to date. They attended training, used professional reading and visits to other nurseries to ensure they had current knowledge of legislation and best practice. They were familiar with the codes of practice for social service workers and the standards of conduct and practice within which they should work. We encouraged the manager to continue to support staff to further develop their knowledge and skills, particularly relating to supporting outdoor and child led learning and using effective questioning to extend children's learning. This will support them to improve outcomes for children and families. We also felt staff would benefit from revisiting Setting the Table guidance and toothbrushing procedures to ensure a more consistent approach.

Staff told us they understood the service's child protection procedures and highlighted that they attended annual refresher sessions on this topic. However, through discussions we found there were some gaps in their understanding of roles and responsibilities. Staff would benefit from exploring this topic further to ensure they are clear about safeguarding procedures. We suggested it could be helpful to have details of child protection procedures displayed for parents/carers and visitors.

Staff would benefit from engaging in a meaningful, supportive professional review and development programme. This would enable them to develop in their role and improve outcomes for children and families.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of management and leadership

Findings from the inspection

As a result of an upheld complaint, we made a requirement about resolving staffing issues to ensure children's needs were being met. While we found the service had made good progress with supporting children's needs, we acknowledged that the circumstances relating to staffing issues had not fully concluded. As a result, this requirement will be repeated in this inspection (see requirement 1). We asked the service to update us with their planned actions once their investigations have concluded.

At the last inspection we highlighted the need for a more formal, systematic approach to monitoring and quality assurance. However, we found significant gaps in some areas. For example, we found a member of staff had not been registered with the SSSC within the timescale. All Early Years Practitioners working with children are required to be registered with the SSSC. The SSSC regulates the social service workforce in Scotland to ensure children are cared for by trusted, skilled and confident staff.

We found the management of medication could have been better. We found:

- A child's medication was not labelled, this meant it was not clear that the medication was prescribed for them
- Another child's medication was about to expire
- A care plan was not in place for a child who had a medical condition.

We also found management had not followed the Care Inspectorate's notification procedures. This meant that they had not informed us of a notifiable event.

We recommended that management and staff develop and implement strong, robust monitoring and quality assurance systems. This will support them to ensure high standards are being maintained and continuous improvement is ongoing-going. (see recommendation 1)

The new manager had made a very positive impact on the service. She had a clear vision with a strong focus on establishing relationships across the setting and improving outcomes for children and families. She was enthusiastic and fully committed to further developing the work of the service in partnership with staff, children and parents/carers.

Staff felt well supported by the manager and felt included and valued. The senior early years practitioner worked closely with, and supported staff in the playroom. This enabled her to model good practice and monitor children's experiences.

Management and staff provided children and parents/carers with good opportunities to provide feedback on the service. Throughout our visit staff were responsive to children's ideas and suggestions and we could see from consultations how their views had influenced how they spend their time at nursery.

Requirements

Number of requirements: 1

1. In order to improve the wellbeing and meet the needs of all the children attending the nursery and with specific attention to ensuring that plans for children with additional support needs, are carried out the provider must implement an action plan to resolve the current staffing issues

This is to comply with SSI 2010/2011 Regulation 4 1 a) - a requirement for the welfare of service users.

Timescale - 22 June 2018

Recommendations

Number of recommendations: 1

1. The management team should continue to develop and implement effective quality assurance systems. This is to ensure responsive care and support is consistent with the Health and Social Care Standards which state that "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes"

This should include:

- Developing a system to audit staff registrations with their relevant regulatory body.

- Monitoring all aspects of playroom practice.
- Implementing an effective professional review and development process for staff which promotes development and leadership
- Supporting staff to strengthen self- evaluation practice
- Notifying the Care Inspectorate of relevant events.

Grade: 3 - adequate

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

Previous requirements

Requirement 1

In order to improve the wellbeing and meet the needs of all the children attending the nursery and with specific attention to ensuring that plans for children with additional support needs, are carried out the provider must implement an action plan to resolve the current staffing issues

This is to comply with SSI 2010/2011 Regulation 4 1 a) - a requirement for the welfare of service users.

Timescale - 19 January 2018

This requirement was made on 29 November 2017.

Action taken on previous requirement

We found children's needs were being met effectively by a more settled, consistent staff team however, the circumstances relating to staffing issues had not fully concluded. As a result, this requirement will be repeated in this inspection (see management and leadership)

Not met

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

Previous recommendations

Recommendation 1

The head teacher should lead staff to ensure that all weather suits are provided for the children and that they have daily access to fresh air and energetic physical play.

This recommendation was made on 29 November 2017.

Action taken on previous recommendation

We found all weather suits had been sourced and children had free access to outdoor play.

This recommendation had been 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
12 Mar 2018	Re-grade	Care and support 2 - Weak Environment Not assessed Staffing 2 - Weak Management and leadership 2 - Weak
22 Oct 2015	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 5 - Very good

Date	Type	Gradings	
		Management and leadership	4 - Good
26 Oct 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 4 - Good
2 Sep 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 5 - Very good 4 - Good

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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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