Happy Feet Nursery and Out of School Club
Day Care of Children

47 - 49 Claude Street
Larkhall
ML9 2BU

Telephone: 01698 313111

Type of inspection:
Unannounced

Completed on:
16 October 2018

Service provided by:
Happy Feet OSC Limited

Service provider number:
SP2010011183

Service no:
CS2010273623
About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services can be found on our website at www.careinspectorate.com

The service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Happy Feet Nursery and Out of School Care is operated by a private provider. The service is registered to provide early learning and childcare to a maximum of 110 children divided as follows:

- Baby Room: 15 children
- Toddler Room: 25 children
- 3 years to those not yet attending primary school: 70 children.

The service operates Monday - Friday from 7am - 6pm, 51 weeks per year. There are currently 175 children attending the service on a mixture of full-time and part-time places. The service is in partnership with South Lanarkshire Council to provide funded places for children between 3 - 5 years.

The service is provided from a single storey property in the Larkhall area of South Lanarkshire. The spacious accommodation provides separate playrooms for the different ages and stages of development of the children attending the nursery. It is located close to local amenities including parks, shops and primary schools. Children attending the service have access to a secure outdoor play area to enjoy active play, fresh air and outdoor learning.

Included in the service aims and objectives is to provide a “friendly, clean, comfortable and safe environment which the children will find stimulating and challenging and where enjoyment and fun are linked with discovery and learning”.

We checked the service was meeting the principles of Getting it Right for Every Child (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 parents to work with the services that help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

What people told us

The children present were all observed to be happy and relaxed in the care of the staff. Many of the children told the Inspectors enthusiastically how much they enjoyed nursery and what their favourite activities were.

Children’s comments included:

"I love playing with the dinosaurs best."

"Going outside to play is my favourite."

"I like to build with the Lego."

"Playing in the water is good fun"
“I love numbers, I love to match them.”

“You play with toys and things and magnets.”

Children told the Inspectors that they went outside everyday to play.

We sent 35 care standards questionnaires to the service to distribute to parents/carers of children who used the nursery, 13 of which were returned before the inspection. We had the opportunity to speak with a further three parents. All parents told us they were happy with the quality of care their child received.

Comments included:

“I am happy and confident about the care and attention the staff give to my daughter. She loves her time at nursery and has a great bond with the staff who always go that extra mile for them to make her feel special. The nursery are always looking to get us parents involved in nursery life and they are always trying to improve the service.”

“We are incredibly happy with the quality of care our son receives at Happy Feet. He loves the staff and enjoys a varied, energetic and happy curriculum.”

“I feel that the girls genuinely care for my son and have made it easier for me to leave him to go back to work - nothing is ever a bother to them.”

“I have found Happy Feet to be very good. I feel confident leaving my child in their care. My child appears to have formed great relationships with all the ladies.”

“Within the baby room the staff are absolutely incredible. My child loves them all so much. Overall I cannot fault Happy Feet. My child loves going there and I can’t imagine a better place for him to be. Thank you for everything you do to keep my baby happy, healthy and confident.”

“My child has attended Happy Feet since he was 7 months old, he went from babies to toddlers and now pre-school and the staff in every room have been great. He forms strong relationships with his teachers and this is down to the care and attention they constantly provide whilst teaching.”

“I’ve always been happy with the care my child has received at Happy Feet. My child loves the staff; they have a varied range of activities and are always out and about in the community. My child’s keyworker knows him well and he adores her.”

**Self assessment**

The service had not been asked to complete a self assessment in advance of this inspection. We discussed the improvement plan for the service which demonstrated clear priorities for improving outcomes as well as progress made.
From this inspection we graded this service as:

<table>
<thead>
<tr>
<th>Service</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Quality of care and support</td>
<td>5 - Very Good</td>
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<tr>
<td>Quality of environment</td>
<td>not assessed</td>
</tr>
<tr>
<td>Quality of staffing</td>
<td>not assessed</td>
</tr>
<tr>
<td>Quality of management and leadership</td>
<td>5 - Very Good</td>
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</tbody>
</table>

What the service does well

The management and staff provided a warm, supportive and nurturing environment for children and their families.

Staff were caring and respectful in the interaction with the children. Their skilful practice allowed children to think things through for themselves and problem solve. Staff took account of children’s interests to extend their learning and enjoyment. A good example of this was children were interested in the building work taking place around the nursery. Staff used this to develop a construction area complete with cement mixer, bricks, hard hats and high visible vest. Steps were placed at the window to allow children to observe the workmen. Children were observed to be having great fun designing and building their own houses. This child centred approach resulted in children feeling respected, responsible and included in their learning.

Through discussion staff demonstrated that they knew the children well. They had a good understanding of individual needs and worked in partnership with parents and other professionals to tailor care and learning to each child. Appropriate information was gathered and recorded to ensure children’s health and wellbeing was supported by staff including medical protocols. Children’s learning was monitored and progress discussed with parents. This approach ensured parents felt respected and included in their child’s learning.

Children had the opportunity for outdoor play in the nursery garden as well as exploring the local community. They were working with a community volunteer group looking at being more Eco friendly. Pre-school children took part in Forest School which contributed to them learning new skills, exploring the natural world and learning about risk and how to keep themselves safe.

There was a service improvement plan in place reflecting key priorities for the service. This was a working document, evidencing action taken and progress made. It was displayed in each playroom and cloakroom area to allow parents, staff and visitors to monitor impact of any changes made. One priority highlighted was to review planning, tracking and monitoring of children’s learning and progress. To achieve this management reviewed how group time was organised. This was now more flexible with observations now carried out in all areas of the curriculum by all staff. Staff share information from these to plan and support individual children. This new approach helps staff to audit and track children’s progress more effectively to ensure they are progressing in all aspects of the curriculum.

Another area included in the Improvement Plan was parental involvement. The manager recently introduced Showcase Days. During these days parents can attend the nursery to view their child’s learning and development. They can take part in a range of activities with their child and find out what they are learning about. The outcome of this is that parents have a better understanding of their child’s experience at nursery and how they can support their learning at home.
Management encouraged parents, staff and children to have a voice in the service to share ideas, suggestions and feedback. This was achieved through parent and children’s council, surveys, questionnaires, discussions and open door policy. The outcome of this was that all stakeholders felt valued, respected and included in the development and improvement of the service.

**What the service could do better**

There were no significant areas for improvement identified during this inspection visit. Through our discussions with management, we feel they and staff are well placed to make further progress on the areas they had identified in their improvement plan.

**Requirements**

Number of requirements: 0

**Recommendations**

Number of recommendations: 0

**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

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Gradings</th>
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<tbody>
<tr>
<td>3 Nov 2016</td>
<td>Unannounced</td>
<td>Care and support 5 - Very good</td>
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<tr>
<td></td>
<td></td>
<td>Environment Not assessed</td>
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<tr>
<td></td>
<td></td>
<td>Staffing 5 - Very good</td>
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<tr>
<td></td>
<td></td>
<td>Management and leadership Not assessed</td>
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<tr>
<td>2 Feb 2015</td>
<td>Unannounced</td>
<td>Care and support 5 - Very good</td>
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<td></td>
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<td>Environment 5 - Very good</td>
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<td></td>
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<td>Staffing 5 - Very good</td>
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<td></td>
<td>Management and leadership 5 - Very good</td>
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<tr>
<td>4 Feb 2013</td>
<td>Unannounced</td>
<td>Care and support 5 - Very good</td>
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<td></td>
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<td>Environment 5 - Very good</td>
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<td>Staffing 5 - Very good</td>
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<td></td>
<td></td>
<td>Management and leadership 5 - Very good</td>
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<tr>
<td>19 Oct 2011</td>
<td>Unannounced</td>
<td>Care and support 4 - Good</td>
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<td></td>
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<td>Environment 4 - Good</td>
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<td>Staffing 4 - Good</td>
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<tr>
<td></td>
<td></td>
<td>Management and leadership 4 - Good</td>
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