

Snowdrop Nursery Day Care of Children

Snowdrop Nursery
Pentland Road
Chryston
Glasgow
G69 9DL

Telephone: 0141 779 9605

Type of inspection:

Unannounced

Completed on:

30 November 2018

Service provided by:

Fagan, Frances

Service provider number:

SP2003000987

Service no:

CS2003004694

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

The service registered with the Care Inspectorate on 1 April 2011.

Snowdrop nursery, Chryston, North Lanarkshire, is operated by a private provider. The provision is close to local schools, nurseries, shops and parks and benefits from a secure outdoor play area. The service is registered to provide a care service to 30 children two - under three years and 40 children three years to those not attending primary school. The service operates between the times of 08:00 to 17:00 Monday to Friday, 52 weeks per year.

On the day we inspected, 39 children attended the morning and afternoon session. Thirty one children stayed for lunch. Children were aged from two to five years.

We wrote this report following an unannounced inspection that was carried out by one Inspector on Thursday 29 November 2018. Feedback was provided to the head and depute head of centre on Friday 30 November 2018.

The aims and objectives of the service include:

"To provide a safe and stimulating environment in which children can feel happy and secure and to work in partnership with parents, building relationships and acknowledge the child as an individual and his/her family is unique."

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure that 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 (GIRFEC), Scotland's national approach to improving the outcomes for children, by offering the right help at the right time from the right people. It supports them and their parents to work with services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured active, respected, responsible and included.

What people told us

We observed happy, confident children who were engaged in a range of self chosen activities indoor and out. We spoke with many of the children who told us that they enjoyed coming to nursery and observed what their favourite things to do were. For example, build using architect plans, role play in the home corner, listen to stories at the story corner and sing/dance to the Scottish music.

We sent 20 care standard questionnaires to the service to distribute to parents/carers of children who used the service, 14 of which were returned before the inspection. The feedback provided from parents was very positive, in particular with regard to the loving caring, welcoming environment provided by the head of centre and her staff. Children and their families were welcomed, by staff like an extension to their family. The nursery has a fantastic reputation in the local community and parents would highly recommend the service to others.

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:

Quality of care and support	5 - Very Good
Quality of environment	4 - Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

Snowdrop Nursery provided very good care and support to the children and families attending the service. The warm, welcoming environment enabled children to settle and engage well with staff and visitors. Staff were compassionate and nurturing, they knew children well and responded to their individual needs. This was evidenced through our care standard questionnaires, discussions with staff, documentation and our observations. Among the very positive questionnaires returned, one parent commented that the staff were fully supportive, not only to the children but to their families. They understand how important a family unit is. The high quality relationship between staff, parents and carers ensured positive social and emotional outcomes for children and effective support to families that used the service.

Children's personal plans contained relevant information for staff to meet the individual needs of children. Information was linked to the 'SHANARRI' wellbeing indicators, this was in keeping with the principles of 'Getting it Right for Every Child' (GIRFEC) and were reviewed and updated in line with current legislation. We sampled medication policies/procedures and found these to be managed safely and in line with best practice guidance. Clear protocols were in place for the administration of medication which helped guide staff.

Training on specific medication administration was undertaken for children that needed extra care. One parent commented that staff had gone above and beyond in learning and understanding their child's care needs and the level of care shown by staff had surpassed their expectations. Individual plans supported by medical professional were in place. This supported staff with clear guidance and action to be taken. This ensured that children received medication they needed at the correct time by staff who had the responsibility for monitoring and administering the medication given.

Children's transitions when entering into the service, transitioning between playrooms and moving onto school, were carefully planned to support children's emotional wellbeing. Familiar staff supported children as they settled, this offered continuity and good opportunity for information to be shared between the early years staff and relevant professionals. The service involved parents in the process and worked in partnership with relevant professionals to ensure transitions were tailored to individual needs, this enabled children to feel secure and supported them to develop new relationships.

Children's emotional wellbeing was supported well in the service. Staff knew the importance of developing trusted loving relationships with children to help them feel valued safe and secure and had developed areas that were cosy and nurturing to support this. Staff used the 'SID and SHANARRI' wellbeing toolkit a resource created

by North Lanarkshire Council to support GIRFEC and children's understanding of wellbeing. Information can be found here <http://sidandshanarri.co.uk/>. Individual targets for children were written in collaboration with parents and recorded on a wellbeing wood display to support children with their own wellbeing journey. This enabled children to regulate their emotions, improve aspects of self awareness and resilience.

What the service could do better

Children were encouraged to form healthy lifestyle choices through the foods they ate for snack; this was provided by staff and was popular and well planned. Some children were encouraged to use their independent skills, such as; pouring their milk and selecting own fruit using tongs. We spoke to the service about staff understanding the importance of this, knowing when to stand back, observe and wait to see what happens before intervening. This will support children's independence progression. We spoke about snack time being a time to relax and an opportunity for staff to engage children in open ended discussion. This will help to ensure that children are listened to, respected and included.

Parents provided children's lunch at the service. Staff had previously given guidance to parents on what foods should be brought in to the service to promote healthy eating habits. We spoke to the service about the importance of healthy eating advice given to parents on a regular basis on the types of food/drink brought in from home and the importance of parental involvement in the settings food policy. This will support them to make informed healthy choices. NHS Health Scotland 'Setting the Table' document would support this. Information can be found here <http://hub.careinspectorate.com/media/177298/nhs-setting-the-table.pdf>

During the inspection we sampled online learning journals for individual children. These were at an early stage and needed to be developed further. The quality of observations to take account of children's individual needs development and progress, needed to be more specific and meaningful. This will ensure that next steps in learning are consistent and will support staff to develop playrooms that provide a range of activities and experiences that effectively support children's learning needs and interests. The service used a variety of methods to involve the parents/carers in the assessment and improvement of care and support provided. These included; questionnaires, parent evenings and newsletters. During feedback we spoke about parents having the opportunity to be involved in their children's learning journey. This could include learning that takes place at home. Effective partnership working with parents will support staff to determine learning priorities and support children's learning.

We saw that staff had created a large creative area with accessible resources for children to take part in adult and child led experiences. Additional resources, including natural materials, would enable the children to choose from a wider range promoting their independence. We discussed with staff how they could use best practice documents including 'Loose Parts' play to support them to further develop play opportunities for children. This can be found on our HUB www.hub.careinspectorate.com

During the inspection we saw staff had introduced literacy in to the playroom. Children had a library area to self select books and have books read to them. One parent commented that their child is very much into books and felt the nursery had developed their interest more and how they loved the lending library. We saw that the playroom encouraged children to write their name and familiar words. We spoke to the staff about the benefits of children having pre-writing resources also, such as, play dough, peg boards and threading. This will ensure that children are developing their pincer grip which will be helpful for future handwriting skills. We observed children playing with ready made play dough. We spoke to staff about the importance of children making own play dough, to develop their mathematical skills when counting and measuring the ingredients. Children's science skills are developed also when they discover that mixing different components creates something new. Promoting deeper thinking skills and creativity through play.

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

Date	Type	Gradings
18 Jan 2017	Unannounced	Care and support 4 - Good Environment Not assessed Staffing Not assessed Management and leadership 4 - Good
17 Feb 2015	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
17 Sep 2012	Unannounced	Care and support 6 - Excellent Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
30 Sep 2010	Unannounced	Care and support 6 - Excellent Environment Not assessed Staffing Not assessed Management and leadership 5 - Very good
1 Mar 2010	Unannounced	Care and support 5 - Very good Environment Not assessed

Date	Type	Gradings	
		Staffing Management and leadership	5 - Very good Not assessed
5 Feb 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good

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