

Kelbourne Park School (Nursery) Day Care of Children

109 Hotspur Street
Glasgow
G20 8LH

Telephone: 0141 946 1405

Type of inspection:
Unannounced

Completed on:
4 December 2018

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003016233

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.

Kelbourne Park School nursery is provided by Glasgow City Council. The service is registered to provide a care service to a maximum of 15 children aged between two years to those not yet attending primary school. This includes 3 children aged 2 years to under three years and 12 children aged 3 years to not yet attending primary school. The service is based within the Maryhill area of Glasgow with children attending from across the city; most children were transported by bus with the support of staff. Staffing ratios were determined to meet the needs of the children.

The service is provided from one playroom that can be sectioned off to meet the needs of the children. There is access to an outdoor area and also the wider school grounds. The sensory room and physical room were well used by the children and staff.

The service's aims and objectives include:

'To create a nurturing, happy and stimulating environment in which every individual's achievements are valued.'

A full copy of the aims and objectives can be obtained from the nursery.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service to ensure that they have the best start in life, are ready to succeed and live longer, healthier lives. The Care Inspectorate has an important role to play in supporting this approach by inspecting care services for children.

The Getting it right for every child (GIRFEC) approach is underpinned by the principles of prevention and early intervention. It is a consistent way for people who work with all children and young people. This approach has been introduced by the Scottish Government and helps practitioners focus on what makes a difference for children and young people and how they can act to deliver these improvements. GIRFEC is being threaded through all policy, practice, strategy and legislation affecting children, young people and their families. In Scotland, the GIRFEC approach puts wellbeing at the heart of its approach. The eight indicators of wellbeing that form the basis of GIRFEC are: safe, healthy, achieving, nurtured, active, respected, responsible and included, often referred to as SHANARRI.

What people told us

We met with two children during our visit. They spent time individually and accessed the areas of the service that staff had observed that they enjoyed. This included sensory play and the physical room. Children were well supported to access social experiences including listening to songs in a small group and meal times. These experiences were planned on the basis of children's individual needs. Staff very much supported children with communication and had strategies in place to encourage communicating. Staff celebrated children's achievements.

We received two care standards questionnaires from parents before the inspection. Both parents were overall happy with the quality of care and support provided. Parents also shared positive feedback with staff and this included their children's achievements since starting the service.

Self assessment

Services, with the exception of childminders, have not been asked to provide a self assessment for the year 2018-19. We have referred to the most recent self assessment provided by the service and used any relevant information to inform the inspection.

From this inspection we graded this service as:

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

What the service does well

The management and staff provided an ethos that was relaxed, nurturing and welcoming for children and families. The relationships we observed between children and staff showed affection and warmth. Staff were skilled in their interactions with children and their experience and expertise enabled children to achieve, be included and develop ways of communicating. Throughout our visit, we observed staff being responsive to the individual needs of children.

By developing ways to communicate, the service was widening children's experiences this included communication aids, using body language and signing with children. Pragmatic Organisation Dynamic Display (PODD) books gave children the opportunity to use visual communication to structure their day and communicate with staff, this showed that staff were supporting children to achieve and reach their potential. Collaborative working with parents ensured a consistent approach which resulted in children succeeding. Staff celebrated children's achievements and shared children's successes with us. Staff had an enabling approach to working with the children.

Children's health and wellbeing needs were being met very well. Staff worked closely with therapists and parents, they ensured a multi-agency approach to meeting the needs of children, offering consistency and an individual approach. Staffing needs were planned on an individual basis and we saw close links between key workers and children which fostered relationships and contributed to children feeling safe and secure. Meal times were planned on an individual basis to suit the needs of children. We saw this was a positive experience and children were well supported and given time and appropriate resources. Staff told us that meal times had been a big success for the children we met and they had shared this with parents. Staff underpinned their work with the principles of Getting it right for every child (GIRFEC), this ensured they had a framework in place to support children.

There were clear procedures in place to safeguard children. Staff attended regular child protection training and demonstrated they had the right skills and knowledge to ensure children were protected. Staff, including escort staff, had developed good open links with parents, creating an open and inclusive environment. This contributed to children being safe.

There was a team of health and wellbeing workers within the service who supported children with their medical needs. The team linked closely with staff to ensure children were well supported. Children's medical plans were regularly reviewed and staff were responsive to the needs of the children. The policy on the 'supervision and administration of medication and support of healthcare needs' showed there were clear protocols in place to ensure the welfare of the children.

Staff shared the strategies in place for the delivery of current improvement priorities. There were working groups across the service and they were making very good progress with priorities, particularly communication and the change of space. Staff regularly reviewed their practice in relation to children's experiences and communication and language. We could see that as a team, they were reflective practitioners and were continually assessing the impact of improvement priorities. This had led to staff accessing further training and development.

Particular training on autism and communication was impacting positively on outcomes for children. Staff were committed to their own continuous professional development and often it was linked to meeting the individual needs of children. Staff were very good at working collaboratively and sharing ideas, skills and knowledge as a whole team. Reflection from recent training allowed staff to use their observations to adjust the environment and their interactions, resulting in improved outcomes.

Staff took leadership roles across the service and this had enhanced the experiences for children. The service was continuing to have a strong ethos of continuous improvement, developing staff practice and continually reflecting through quality assurance systems.

What the service could do better

At the previous inspection, we asked the provider to improve the changing facilities for children. These areas were in need of upgrading to ensure a well-maintained and aesthetically pleasing space where children's personal needs can be met. This was a recommendation at the previous inspection that will continue. (See recommendation 1)

Parental engagement continued to be an area the staff wanted to develop. Through the school improvement plan, we could see this had been highlighted as a priority. Staff were keen to engage further with parents, logistics of parents not attending for drop off and pick up meant that staff had to be more creative in the ways that they engaged with the parents.

We signposted the service to The Hub section of the Care Inspectorate website, where they can access a range of best practice documents and guidance in relation to early learning and childcare.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. The provider should improve the rooms which house the toilets and changing area within the nursery.

This is to ensure care and support is consistent with the Health and Social Care Standards which state:

I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment. (HSCS 5.22)

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 Nov 2016	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing Not assessed Management and leadership Not assessed
11 Nov 2014	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 6 - Excellent Management and leadership 5 - Very good
22 Nov 2012	Unannounced	Care and support 4 - Good Environment 5 - Very good Staffing 5 - Very good Management and leadership 4 - Good
15 Dec 2010	Unannounced	Care and support Not assessed Environment 5 - Very good Staffing Not assessed Management and leadership Not assessed
29 Mar 2010	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing 4 - Good Management and leadership Not assessed
28 Oct 2008	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 4 - Good Management and leadership 4 - Good

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