

Altens Nursery Day Care of Children

102 Hillview Road
East Tullos
Aberdeen
AB12 3GZ

Telephone: 01224 883911

Type of inspection:

Unannounced

Completed on:

29 January 2019

Service provided by:

Bright Horizons Family Solutions Ltd

Service provider number:

SP2003000319

Service no:

CS2003001743

About the service

Altens Nursery has been operating since April 2002 and registered with the Care Inspectorate since the Care Inspectorate was formed in 2011. The service is provided by Bright Horizons Family Solutions Ltd. It provides a day care of children service for a maximum of 35 children at any one time who are not yet attending primary school. There can be a maximum of 14 children aged zero to under two years and a maximum of 21 children are aged two to those not yet attending primary school. The service will operate between the hours of 7:45am and 5:45pm, Monday to Friday.

A full list of conditions can be found at <http://www.careinspectorate.com>

The service operates from a purpose-built nursery building within the grounds of Tullos Shell Complex. Play rooms for children are bright and of a good size for children to move freely. The garden and outdoor play areas provides a flexible space for children to explore within a safe and natural environment. A camera doorbell provided safe and secure entry to the building which was managed by staff.

The aims of the service included:

- * To provide a high quality nursery experience, where children at the heart of everything that happens.
- * To create a safe, appealing and inspiring nursery environment, inside and outside where children thrive and have fun.
- * To build on the parent's values and beliefs whilst upholding secure and trusting relationships with children and their families, always valuing parents as the child's first and most important educators.
- * To celebrate diversity, appreciating and respecting the things that make each child unique.
- * To continuously strive to improve the nursery to be the best that it can possibly be.
- * To promote bright horizons growing programme in our setting.

The Care Inspectorate check services are meeting the principles of Getting it Right for Every Child (also known as 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 parent(s) to work with services that can help them. There are eight wellbeing indicators at the heart of Getting it right for every child: safe; healthy; achieving; nurtured; active; respected; responsible; and included.

What people told us

There were approximately 21 children present in nursery at the time of the inspection. We observed the children and saw that they were happy during their time there. Children were confident in their surroundings and felt comfortable with staff who supported them to build positive relationships. Younger children explored activities such as sand, water and sensory trays whilst older children enjoyed playing house, completing puzzles, building with loose parts and painting snow outdoors.

We talked to children about their experiences and they told us that they liked nursery and had fun.

Some of their comments included:

"These are real life vegetables, we can cut them. I can cut the apple"

"I like to play in the role play corner. I like to make cups of tea"

"I know letters. I can put them together"

"I like building"

Six parents returned completed questionnaires to us before the inspection. We also spoke to three parents as they dropped off and collected their children. All told us that they were happy or very happy with the overall service provided. Some parents disagreed that the service made good use of the community. Some parents were unsure how their child's views were asked for and then used to plan for future activities. We looked at these aspects of care as part of the inspection and have included our findings in the report.

Comments from parents included:

"Excellent care provided by the staff at Altens. There is quite a bit of movement of staff however a few key members have remained consistently throughout the time our child has been attending which has been important. Quality of food provided and hygiene is excellent. Our child has been incredibly happy at Altens and we trust the staff implicitly. We feel the care that [our child] receives but also the learning opportunities have been excellent"

"I am very happy with the service provided. My only suggestion would be to replace the camera doorbell at the entrance with a fingerprint scanner to allow for easier entry for parents/emergency contacts and free up staff during busy periods"

"I am extremely happy with the care provided, [my child] is genuinely happy to go in in the morning and has lots of fun. The staff really care for the children and [my child's] skills are developing really well. The food in particular is outstanding. The location makes it difficult for them to go out into the community"

"We are happy with the care our children receive at Altens Nursery. The staff are excellent, caring for each child as individuals and meeting specific family needs. We leave our children every day confident they are well cared for at Altens Nursery"

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 processes. 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	3 - Adequate
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	2 - Weak

What the service does well

Children and families were made to feel welcome by staff who took time to greet them and share relevant information. Staff interactions with the children were warm, caring and respectful. This meant that children were happy and comfortable with the staff caring for them.

The children were forming friendships and playing cooperatively during a variety of play experiences provided and supported by staff.

In the younger play rooms staff knew the personal routines and preferences of the children and used these to inform their care. Staff understood the importance of children's routines and respected children's wishes well during opportunities such as nappy changing. This contributed to good outcomes for young children.

Meal times provided a good quality social experience for children. Staff supported children to be independent when serving and managing their own food and drinks. Children's allergies and preferences were well-managed. Food was of high quality, enjoyed by the children and cooked on the premises. This gave children further opportunities to help in the preparation.

Staff had developed positive ways of communicating with parents. Daily conversations along with newsletters, display boards and stay and play sessions helped keep parents informed. Regular 'parent partnership meetings' were held throughout the year which helped nursery staff and parents work together to identify areas of development within the nursery.

The manager was very new in role as was other lead staff within the nursery. Staff, where possible, made any adjustments or changes to areas of practice we had identified immediately. This encouraged a positive ethos to feedback and improvements within the nursery moving forward.

A formal staff induction process was in place, this was further supported by the staff team. This helped new staff get to know the children and build on team relationships.

An improvement plan was in place identifying areas such as wider staff training opportunities and working on being part of the community. These had been developed using feedback from parents. The nursery had recently taken part in a waste aware project winning an award.

What the service could do better

Staff were aware of the procedures to follow when concerned about a child's wellbeing or safety however these were not always followed. Some staff did not show confidence in recognising when to be concerned about children's safety and demonstrate understanding of how and when these concerns should be shared. Children's chronologies and other relevant records were not stored in a way that aided easy access and use. Effective systems were not in place to audit chronologies and child protection records to ensure the assessment of children's wellbeing and safety needs and identify when to take appropriate actions. Senior staff did not follow guidance and procedures to ensure any possible concerns were reported to the relevant authority. This meant that children were possibly at risk of harm. **(see requirement 1)**

Planning for older children had recently been revised however activities were, at times, too adult led and did not provide appropriate challenges for children to extend their learning. Opportunities to explore and extend literacy and numeracy skills within play were limited. Increased opportunities for children to lead their own learning and explore their understanding, investigation, problem solving and creative skills would provide more in-depth learning experiences for children and support them to progress and achieve. **(see recommendation 1)**

Staff made observations of children's progress within their learning journals however at times these did not consistently hold enough meaningful information to support staff to plan effectively. Staff would benefit from

continued support in how to identify and plan for play and learning in a way that meets individual interest and promotes children to lead their own learning.

Links to useful documents can be found here:

<https://education.gov.scot/improvement/learning-resources/Effective-observation-leading-to-effective-assessment>

Staff overall knew children well and were familiar with their individual needs and traits. However no formal personal plans were in place for children. This meant there were times where children could have been better supported. Meaningful personal plans will support staff in consistently meeting children's individual needs and interests. **(see recommendation 2)**

A variety of quality assurance and self-evaluation methods were in place. Parents were invited to take part through various questionnaire techniques. Staff took part in self assessment activities including using national guidance documents and peer on peer evaluation. Overall however these methods did not critically reflect on practice and were not effective in informing direct action plans for improvement to the outcomes for children. **(see recommendation 3)**

The Care Inspectorate is keen to support improvement in services. Options for support were discussed with the manager and we look forward to collaborative working to support our shared agenda of positive outcomes for children.

Requirements

Number of requirements: 1

1. To ensure children are safeguarded the provider must ensure the manager and staff have the skills, knowledge and experience necessary to protect children from harm, appropriate for the role in which they are employed. To achieve this the provider must ensure by 19 April 2019:

- a. The manager and staff are competent in and knowledgeable about national, local and the service's own child protection procedures and GIRFEC.
- b. Effective procedures to assess the manager and staff competency of child protection and GIRFEC is implemented and used on an ongoing basis
- c. The manager and staff are competent in using chronologies and child protection records to assess the level of risk to children and that any concerns are identified reported to the relevant authorities timeously.
- d. Effective systems are in place to review and audit chronologies and child protection records and appropriate actions have been taken.

This is to ensure that care and support is consistent with the Health and Social Care Standard 3.20, which states I am protected from harm, neglect abuse, bullying and exploitation by people who have a clear understanding of their responsibilities (HSCS 3.20) and I am protected from harm because people are alert and respond to signs of significant determination in my health and wellbeing, that I may be unhappy or may be at risk of harm (HSCS 3.21)

It is also necessary to comply with regulation 4 Welfare of users (1) A provider must (a) make proper provision for the health, welfare and safety, regulation 7 Fitness of managers (2) The following persons are unfit to act as a manager in relation to a care service:- (c) a person who does not have the skills, knowledge and experience necessary for managing the care service; and regulation 9 Fitness of employees (2) The following persons are

unfit to be employed in the provision of a care service:- (b) a person who does not have the qualifications, skills and experience necessary for the work that the person is to perform; of service users; of the Social Care and Social Work Improvement Scotland Regulations 2011.

Support guidance can be found at:

<https://hub.careinspectorate.com/media/109557/sg-national-child-protection-guidance.pdf>

<http://hub.careinspectorate.com/media/468617/practice-guide-to-chronologies-2017.pdf>

Recommendations

Number of recommendations: 3

1. In order to ensure children are supported to achieve their potential the manager and staff should effectively and consistently plan for experiences for children that meet their needs and are challenging to promote their learning

This ensures that high quality care is consistent with the Health and Social Care Standards which state that as a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including open-ended and natural materials (HSCS 1.31) and I am supported to reach my potential in education and employments if this is right for me (HSCS 1.27).

2. The provider and manager should ensure that personal plans are in place and implemented for all children. Personal plans should:

- * Include meaningful information to help meet the needs, wishes and choices of each child
- * Support staff to meet the needs of individual children.
- * Be reviewed with the child (when appropriate) and/or their carer and update at least every six months (or sooner if required)

This ensures that high quality care is consistent with the Health and Social Care Standards which state that as a child my personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices (HSCS 1.15)

3. In order to support the development of the service and to support improved outcomes for children, the provider and manager must ensure quality assurance methods are effective and are fully embedded into practice.

This ensures care and support is consistent with the Health and Social Care Standards which state as a child I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes. (HSCS 4.19).

Support guidance can be found at:

<http://hub.careinspectorate.com/media/201173/national-practice-guidance-on-early-learning-2014.pdf>

https://education.gov.scot/improvement/documents/frameworks_selfevaluation/frwk1_niheditself-evaluationhgieic/hgioelc020316revised.pdf

Complaints

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

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings
8 Aug 2016	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing Not assessed Management and leadership 5 - Very good
2 Sep 2014	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
15 Nov 2012	Unannounced	Care and support 5 - Very good

Date	Type	Gradings	
		Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good
18 Nov 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 4 - Good Not assessed
17 Sep 2008	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 5 - Very good 5 - Very good 5 - Very good

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