

Rigside & Rural Communities Nursery Day Care of Children

Muirfoot Road
Rigside
Lanark
ML11 9LY

Telephone: 01555 880689

Type of inspection:

Unannounced

Completed on:

22 March 2019

Service provided by:

South Lanarkshire Council

Service provider number:

SP2003003481

Service no:

CS2003015326

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

Rigside & Rural Communities Nursery is registered to provide a care service in three venues to a maximum of 91 children.

Rigside Nursery - To provide a care service to a maximum of 48 children at any one time. Age range of children: 6 children aged 0 to under 2 years, 10 children aged 2 years to under 3 years and 32 children aged 3 years to those not yet attending primary school.

Abington Nursery - To provide a care service to a maximum of 20 children per session. Age range of children: 20 children aged 3 years to those not yet attending primary school.

Walston Nursery - To provide a care service to a maximum of 23 children per session. Age range of children: 23 children aged 3 years to those not attending primary school.

The service will be provided at the following three addresses:

Rigside & Rural Communities Nursery, Muirfoot Road, Rigside ML11 9LY
Abington Primary School, Carlisle Road, Abington ML12 6SD
Walston Primary School, Walston, Biggar ML12 6RA

The three venues are based several miles apart in rural locations. Each setting has differing days and times of operation.

Rigside Nursery provides a care service Monday to Friday, 52 weeks of the year.

Abington Nursery provides a care service Monday to Friday, term time only.

Walston Nursery provides a care service Thursday and Friday, 48 weeks of the year.

The nursery's vision statement, values and aims were displayed in all three settings. The aims included:

- '- to promote Lifelong Learning where babies, toddlers and young children are encouraged to continually improve, embrace ambition and achieve their full potential.
- to provide a safe, caring, nurturing and welcoming environment for all stakeholders.
- Encouraging and supporting our children to live happy, healthy, rewarding lives in an ever changing society.'

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 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 visited all three venues over the course of the inspection and spoke to children over all age groups. We saw that the majority of children were confident, happy, engaged in play and having fun as they took part in various activities, both indoors and outdoors. Some older children were keen to tell us about their nursery, their favourite activities and what they were learning about. Their comments included:

'This is Bunny. He comes to nursery every single day with me.'

'We're playing a game. It's called 'Hide the Ducky Thing. Do you want to play?'

'I love this book. It's my favourite - 'A Squash and a Squeeze.'

'That made it stable.' (building a tower and adding wood around the base)

'I've made a robot. It's arms go round.' (modelling)

'It costs two pennies for snack. You put them in there. Then you get a cup and a plate. Then you get snack. I don't know what snack is today.'

'You missed this. A balloon went along, along straight and all the way to the back. It had energy. It had a hundred energy.' (explaining an experiment to another member of staff)

We sent 30 care standards questionnaires to the manager to distribute to the parents/carers of children who experienced care at the service. Fourteen of these were completed and returned before the inspection. We also spoke to four parents who were attending a 'stay and play' session at one of the settings. All parents stated that overall, they were happy with the quality of care their child received at the service. Parental comments included:

'I am very happy with the nursery. I think they work very hard. All the staff are lovely and always go out their way to help if you need anything.'

'Rigside and Rural Communities Nursery is a fantastic establishment. It is clear that the staff have the passion and dedication to enrich the children's lives. I feel my children are cared about as an individual and there are always new and exciting ways to learn (play/sensory focussed) being explored. Each year the nursery constantly looks to improve - turning eco, building mud kitchen, waterfall and book borrow. The only slight down mark would be on the SLC hot food menu being slightly too 'grown-up' for the children.'

'Particularly impressed with accessible, child friendly translation of the UNCRC articles and the presentation of them on nursery walls.'

'The nursery has regular meetings for parents and any queries or suggestions are answered or taken up. The nursery has several events where parents/carers can take part and see what their children are doing.'

'Happy with everything. Staff are very approachable. I have never had any concerns. Not the best building when you see other new nurseries, but they make sure the children are getting outside, are active and having fun.' (Walston Nursery)

We shared further parental comments and the summary of 'ticked' responses to questions asked within questionnaires with the manager and depute manager of the service.

Self assessment

The service had not been asked to submit a self-assessment in advance of the inspection. We discussed their improvement plan and looked at quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision.

From this inspection we graded this service as:

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

What the service does well

We saw that all children had the opportunity to participate in a variety of activities, both indoors and outdoors over the course of the inspection. The majority of children were having fun and were engaged in purposeful, learning experiences throughout the session. This included sensory play, science experiments, literacy, numeracy, arts, crafts and imaginative play. The staff team were observed to be kind, patient and nurturing towards all children. This created a warm, secure atmosphere which contributed to children feeling confident, valued and loved.

We acknowledged that the new management team and all staff knew the care and support needs of all children very well. Relevant information and individual targets/next steps for each child had been agreed with their parents. The management had recently updated systems to ensure the agreed next steps within children's personal plans were meaningful, clear and easily accessible to all staff and children. They agreed that the 'all about me' sheets would also be reviewed and updated to ensure these were a current reflection of children's care and support needs, interests and preferences. This would contribute towards ensuring each child experienced high quality care and support that was right for them and further include the child in recognising and celebrating their individuality and achievements.

We saw that staff communication with babies, toddlers and older children was very good. This was done through observation, signing, skilled questioning and knowing each child's preferences, personalities and interests well. Staff took time to listen, respond and engage appropriately to build children's confidence and self-esteem. They recognised the strong emotions some children had and supported them sensitively. Individual sleep patterns and children's routines were respected and followed by staff. This together with a keyworker system and a more settled staff team contributed to secure attachments, trusting relationships and the provision of a busy learning environment.

We observed snack times to be pleasant, relaxed and sociable experiences for children where healthy options were promoted. Children were actively involved in the decision-making, preparation and serving of snack, together with setting and clearing the table. Hand hygiene was promoted to ensure a safe, clean environment for eating. We signposted the service to a recently published document by the Care Inspectorate, 'Food Matters' to share good practice examples of how to support children and families to explore and connect positively with healthy eating.

Each nursery setting, although different, used the space available to them effectively. Children benefitted from opportunities to make choices about their play, develop physical skills, manage risk in daily outdoor play and take an active part in varied activities, indoors and outside. We saw children confidently negotiating with each other while making an obstacle course from planks of wood, stepping stones, boxes and crates, using buckets of water to create puddles to splash in and taking part in science experiments with their parents at a 'stay and play' session. Involving parents meaningfully and respecting their views created a strong sense of community between the settings.

Management and staff were clear about their roles and responsibilities for child protection. Robust record-keeping and annual training took place to refresh staff knowledge and responsibilities. Relevant information was also displayed for parents/visitors to the service. This highlighted the responsibilities all adults had in keeping children safe.

The children had been actively included in knowing their rights and responsibilities by using the language of the United Nations Convention on the Rights of the Child (UNCRC) in regular discussions and displays, demonstrating what these rights meant to the individual child. One parent commented:

'Particularly impressed with accessible, child-friendly translation of the UNCRC articles and presentation of them on nursery walls.'

The provider and management of the service had ensured the provision of a safe, good quality environment for children. We saw that they had followed up maintenance issues for the indoor environment, where required and we were satisfied they had taken appropriate measures to ensure the health and safety of children, where necessary. This contributed to the improvement focus and the organisation having clear and transparent quality assurance processes.

What the service could do better

We saw that the main doors to the children's toilets were wedged open throughout the session. This had the potential to spread infection and impact on children's privacy and dignity. The toilets at Walston Nursery were shared with the school children. We saw that this area was cluttered with school aged children's coats, clothes and shoes and spills of water on the floor. This had the potential to make this area unsafe for nursery children to access.

(see recommendation 1)

The service should consider the benefits of having more free flow play opportunities between the indoor and outdoor environments throughout the session in the settings where this is possible. This would enhance children's choice, independence and offer children more flexible access to the full learning environment.

Information regarding the named first aiders for each setting should be displayed for staff, parents and visitors information. This would ensure a named first aider is available at all times the children are in attendance. This would contribute to children's health and safety when attending the service.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. Each nursery setting should review and update the risk assessments for children's toilets. This would include ensuring the main doors to the toilets were closed during the session, referring to guidance in 'Space to Grow' and 'Infection Prevention and Control in Daycare of Children's Services' documents and ensuring children's safety. The toilets should be risk assessed and appropriate actions taken prior to children arriving and throughout the session to ensure these areas are clean, uncluttered and safe for children to access.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state, my environment is secure and safe (HSCS 5.17).

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
2 Dec 2016	Unannounced	Care and support Environment Staffing Management and leadership
		6 - Excellent 6 - Excellent Not assessed Not assessed
18 Feb 2015	Unannounced	Care and support Environment Staffing Management and leadership
		6 - Excellent 6 - Excellent 5 - Very good 5 - Very good
20 Feb 2013	Unannounced	Care and support Environment Staffing Management and leadership
		6 - Excellent 5 - Very good 6 - Excellent 6 - Excellent
18 Mar 2010	Unannounced	Care and support Environment Staffing Management and leadership
		6 - Excellent Not assessed 5 - Very good Not assessed
5 Mar 2009		Care and support Environment Staffing Management and leadership
		6 - Excellent 5 - Very good 5 - Very good 6 - Excellent

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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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