South Park Primary School Nursery Class
Day Care of Children
Netherton Road
East Kilbride
G75 9DU
Telephone: 01355 224748

Inspected by: Lynn Clements
Kara Doonan
Type of inspection: Unannounced
Inspection completed on: 28 November 2011
Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

<table>
<thead>
<tr>
<th>Area</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Quality of Care and Support</td>
<td>4</td>
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<tr>
<td>Quality of Environment</td>
<td>4</td>
</tr>
<tr>
<td>Quality of Staffing</td>
<td>N/A</td>
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<tr>
<td>Quality of Management and Leadership</td>
<td>N/A</td>
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What the service does well

Staff and children used the layout flexibly to suit the changing needs and interests of the children. The play room and outdoor areas were safe, spacious, welcoming and offered children freedom to move around.

Systems were in place to identify and support children’s’ learning and development needs.

Parents, children and stakeholders continue to be involved in the decision making process.

Children were not restricted in their play and resources were easily accessible to them.

What the service could do better

Children’s independence could be further promoted.

Cream used by staff should be stored separately away from medical supplies for children’s use.

The complaints procedure should be updated to include changes in SCSWIS guidance.

Staff should review planning to ensure children’s profiles have a more child centred
approach. The children should be given to the opportunity to take part in activities and learning taking their personal goals into account.

**What the service has done since the last inspection**

Action has been identified and addressed; the staff have a good awareness of how to progress the service.

Planting and growing has been a continuous focus as well as using the environment to discover where food comes from.

Times of meetings have been reviewed to accommodate parents.

There are more opportunities to enable the children to select resources.

**Conclusion**

At this inspection two quality themes were inspected against each containing two quality statements.

For the statements considered at this inspection the service is currently performing at a good level.

Overall, the service provided child care from a safe and secure environment. The staff and children planned care and support that met the needs of the children and families using the service.

The service had developed and implemented good systems and processes to achieve their aims and objectives.

**Who did this inspection**

Lynn Clements
Kara Doonan
1 About the service we inspected

Before 1 April 2011 this service was registered with the Care Commission. On this date the new scrutiny body, Social Care and Social Work Improvement Scotland (SCSWIS), took over the work of the Care Commission, including the registration of care services. This means that from 1 April 2011 this service continued its registration under the new body, SCSWIS.

South Park Primary School Nursery Class provides a daycare service for a maximum of 30 children aged 3 years to those not yet attending primary school. The service operates 5 days a week, term time only.

The provision is based in South Park Primary School, East Kilbride, South Lanarkshire.

The full aims and objectives statement is available to people who use the service.

Based on the findings of this inspection this service has been awarded the following grades:

- Quality of Care and Support - Grade 4 - Good
- Quality of Environment - Grade 4 - Good
- Quality of Staffing - N/A
- Quality of Management and Leadership - N/A

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.scswis.com or by calling us on 0845 600 9527 or visiting one of our offices.
2 How we inspected this service

The level of inspection we carried out
In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection
Basis of the report:
This report was written following an unannounced inspection visit carried out by Lynn Clements and Kara Doonan, SCSWIS Inspectors on Monday 28 November 2011 between the times of 8:30 am and 1 pm.

Before the Inspection:
The Annual Return
The service submitted a completed annual return as requested by us.

The Self-Assessment Form
The service submitted a self-assessment form as requested by us that contained clear information about how well the service was performing and how things could be improved.

Views of service users
We issued 20 care standard questionnaires and asked the staff to give these to people who use the service, 10 were completed and returned to us before the inspection. The care standard questionnaire provides an opportunity for parents or carers to comment on the quality of the care, staffing, the environment and management and leadership.

Regulation Support Assessment
The inspection plan for this service was decided after a Regulation Support Assessment (RSA) was carried out to determine the intensity of inspection necessary. The RSA is an assessment undertaken by the SCSWIS Inspector which considers complaints activity, changes in the provision of the service, nature of notifications made to the Care Inspectorate by the service (such as absence of a manager) and action taken upon requirements. The SCSWIS Inspector will also have considered how the service responded to situations and issues as part of the RSA.

This assessment resulted in this service receiving a low RSA score and so a low intensity inspection was required. The inspection was based on the relevant Inspection Focus Areas and associated National Care Standards, recommendations
and requirements from previous inspections and complaints or other regulatory activity.

During the inspection process:
In this inspection we gathered evidence from various sources, including the relevant sections of policies, procedures, records and other documents, including:
* the self assessment.
* range of policies and procedures
* questionnaires
* planning
* mind maps
* displays
* newsletters and notices
* registration certificate
* insurance certificate.

Discussions with various people, included:
* the Head Teacher
* the Nursery Teacher
* the Early Years Worker
* children individually and in small groups
* parents and carers.

The Inspectors also observed practice, the general environment and resources.

The inspection also took account of The Social Care and Social Work Improvement Scotland (Requirements to care services) Regulations 2011.

**Grading the service against quality themes and statements**
We inspect and grade elements of care that we call ‘quality themes’. For example, one of the quality themes we might look at is ‘Quality of care and support’. Under each quality theme are ‘quality statements’ which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

**Inspection Focus Areas (IFAs)**
In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.
Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services’ responsibilities for fire safety at www.firelawsotland.org
What the service has done to meet any recommendations we made at our last inspection
The last inspection was carried out by HMIE.

The annual return
Every year all care services must complete an ‘annual return’ form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.
Annual Return Received: Yes - Electronic

Comments on Self Assessment
Every year all care services must complete a ‘self assessment’ form telling us how their service is performing. We check to make sure this assessment is accurate.
We received a completed self assessment document from the service provider. We were satisfied with the way the service provider had completed this and with the relevant information they had given us for each of the headings that we grade them under.

The service provider identified what they thought they did well, some areas for development and any changes they planned.

Taking the views of people using the care service into account
The children were observed to be taking part in a variety of play situations. The children that spoke with the SCSWIS Inspectors said they enjoyed the service. They described how they were involved and any changes they planned.

Taking carers' views into account
We sent out 20 care standard questionnaires to the service for distribution to people who use the service and 10 were returned to us before the inspection.

These gave carers the opportunity to comment on how the service performed in relation to care and support, environment, staffing and management and leadership. Parent’s comments can be found through out the report.

Seven parents involved in the inspection gave positive feedback about the service provided. They were happy and felt their children’s needs were being met and that they were kept informed about their progress. They also confirmed nursery parents
were on the P.T.A and parent's council and involved in making decisions about the service.

The parents also commented that the changes in staffing had made a positive impact on the service and the care their children received.
3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

Quality Theme 1: Quality of Care and Support
Overall grade awarded for this theme: 4 - Good

Statement 1
We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.

Service strengths
We considered how the service encouraged parents/carers and children to be involved in assessing and improving the quality of care and support provided. The partnership with parents policy outlined their commitment in this and we found evidence supporting the service were meeting their aims in relation to parental involvement.

We found that parents were given the opportunity to share their views through a variety of methods. These included:
- questionnaires
- welcome to nursery meetings
- parents council
- meet and greet sessions
- parents meetings.

The questionnaires used focused on specific areas for development including outdoor play, information sharing methods and being kept informed and involved in children’s learning and development. The results were taken on board, included in the improvement plan and were being addressed. The outcome was that the service listened to and responded to the parents/carers comments and suggestions.

The service had a good representation of nursery parents on the P.T.A and parent’s council. At present the council were developing ‘parents as partners’ within the service.

The service was reviewing the ‘welcome to nursery’ meetings to encourage more parent/carers to attend. As this is one of the first contacts with in the service they want to ensure that parents/carers receive the information they need.
In the care standards returned to us parents said:

"My child has just started but so far my impression has been of a positive nature".

The children were observed to move freely between play areas within the service. There were no restrictions within play areas, for example a large group of children were playing in the water trough, staff monitored, but as children were playing safety they did not intervene.

The children were encouraged to share their views and interests and staff used these to plan daily activities and events. Children also were involved in choosing their daily snacks and writing the weekly shopping list.

The service had a learning wall to inform parents/carers of what the children have been learning.

After a review of the documentation presented and discussions with the staff, management, children and parents and observation of practice we have found the service to have a good performance in relation to this quality statement.

**Areas for improvement**

The staff recorded the discussions they had with children (big ideas), for example what children had learned, using a mind mapping format. We discussed how these could be further developed to consult with children on what they would like to learn and what they enjoyed or did not enjoy about their experiences.

The service kept parents informed of the children progress, we discussed how this could be further developed though involving the parents/carers and children more in the profiles and planning personal goals. We have made a recommendation in relation to these points.

Within the self assessment the staff plan to encourage parents/carers to become involved through workshops, focus groups and active learning. The service was currently developing an email contact list to help improve communications.

It was discussed with the staff and management to review the questions asked with in questionnaires. The questions used were closed questions limiting the opportunity for parent/carers to make comments, although comment boxes were provided.

The service informed us that they had a suggestion box but it was rarely used by parents. We discussed finding methods that would be more effective in encouraging parents/carers to share their views.
Grade awarded for this statement:  4 - Good

Number of requirements:  0

Number of recommendations:  1

Recommendations

1. The service should review the planning and child profiles to have a more child-centred approach. The children should be given the opportunity to take part in activities and learning taking their person goals into account. Parents should be given the opportunity to be more involved in their children’s learning and development. National care standards for early education and childcare up to the age of 16, standard 13 - improving the service and Standard 5: quality of experience.

Statement 4
We use a range of communication methods to ensure we meet the needs of service users.

Service strengths

See strengths in quality statement 1.1.

We considered the range of communication methods in use and how effective they were. We found that staff use a range of methods to communicate with people who use the service including:

* written correspondence
* face to face discussion both formal and informal
* through the variety of meetings held
* parents evenings, open days,
* information boards.

The outcome was that parents are kept informed about the care service.

The entrance areas and play room contain sufficient systems to enable people who use the service to access current information and a raised understanding of what was happening in the service. They are updated and consulted. All parents have the opportunity to attend meetings to discuss their children’s learning. Staff speak informally with parents and carers as they drop off and collect their children. A range of polices and procedures are established and applied by staff to support effective communication including confidentiality and complaints.

Strategies ensure that formal and informal involvement in the service is considered by staff.

At the inspection carers spoken with informed that they were satisfied with the communication methods in place.
Staff use a range of methods to ensure successful and effective communication with the children. They are given time to respond at their own pace. The way staff generally communicate enabled the children to participate in the service confidently. Children communicated successfully with their peers and staff.

After a review of documentation presented, discussions with staff, management, children, parents and observation of practice we have found the service to have a good performance in relation to this quality statement.

**Areas for improvement**

We observed children arriving in the service and one child arrived dressed up with a hat and a neck chain on. The child was asked to put these in his tray immediately on arrival. The child collected these when leaving and there was no opportunity throughout the session to let the child share experiences with staff or the other children.

We observed children sitting together in the book corner before gym. Children were directed to join up and take someone’s hand. We found that staff could have let the children decide for themselves.

We observed how the water tray was filled for the children, the play dough was made for the children, the snack table was set and snack was made for them. We discussed with staff how this could be improved and children’s involvement in these tasks increased.

We have recommended that these are improved.

We examined completed accident forms and found the times that accidents occur were not recorded.

We examined the contents of the first aid basket and found that cream used by staff was unlabelled and not stored separately away from medical supplies for children’s use.

We examined the complaints procedure and found that it had not yet been updated to include changes in SCSWIS guidance.

We have recommended that these are addressed.

**Grade awarded for this statement:** 4 - Good

**Number of requirements:** 0

**Number of recommendations:** 4
Recommendations

1. Staff should further encourage children to share their experiences responsive to their interests. National care standards for early education and childcare up to the age of 16, standard 5 - quality of experience.

2. Children’s independence should be further promoted in every day tasks. National care standards for early education and childcare up to the age of 16, standard 5 - quality of experience.

3. Accident forms should include the time that the accident occurred. Cream for staffs use should be stored separately away from the supplies for children’s use. National care standards for early education and childcare up to the age of 16, standard 14 - well managed service.

4. The complaints procedure should be updated to include current guidance. National care standards for early education and childcare up to the age of 16, standard 14 - well managed service.
Quality Theme 2: Quality of Environment

Grade awarded for this theme: 4 - Good

Statement 1
We ensure that service users and carers participate in assessing and improving the quality of the environment within the service.

Service strengths
We considered how the service encouraged parents/carers and children to be involved in assessing and improving the quality of the environment.

Parents/carers were given the opportunity to view and discuss the environment and resources during enrolment and special events. The P.T.A were involved in fundraising events for resources and equipment.

Questionnaires gave parents/carers the opportunity to comment on the environment. One area identified for improvement was more outdoor play; the service had taken this on board and improved the outdoor play experiences. The children had all weather clothing and a secret garden had been developed, these provided children greater access to outdoor play.

Children were observed to be confident in making choices and selecting from a range of resources.

The service had recently purchased 2 wheeler bikes for children who were more confident in this area.

After a review of documentation presented, discussions with staff, management, children, parents and observation of practice we have found the service to have a good performance in relation to this quality statement.

Areas for improvement
Staff discussed how they created an environment that was responsive to the children’s needs. Some evidence was found to support this; we discussed how this could be further developed. We have recommended that staff review how they involve the children in assessing and improving the service environment.

In the self assessment returned to us staff planned to build an environmentally friendly greenhouse and continue to develop the nursery secret garden.
Recommendations

1. The staff should consult with the children and gather their views on the environment. This information should be taken on board and used to make changes in the playroom and outdoor areas to reflect the children's ideas and preferences. National care standards for early education and childcare up to the age of 16, standard 13 - improving the service.

Statement 2

We make sure that the environment is safe and service users are protected.

Service strengths

The accommodation is secure and welcoming. The play room and outdoor areas were spacious, welcoming and offered children freedom to move around. Children accessed areas in the premises easily.

Staff conducted safety checks regularly. Staff and the children were familiar with each area and the layout in the building. Areas were clearly defined. Visitors were encouraged to sign into the service and do not have unsupervised access to the children.

The premises were clean and organised. Staff encouraged the children to tidy up and care for equipment and resources.

In the care standards returned to us parents said:
“My child has loved being at nursery, a happy learning environment is provided”.
“The staff are very friendly and approachable as a parent this makes a difference knowing my child is going into a happy environment”.

After a review of documentation presented, discussions with staff, management, children, parents and observation of practice we have found the service to have a good performance in relation to this quality statement.

Areas for improvement

We found that waste bins to promote better infection control practice should be in place. We recommend that this is addressed.

We observed that children were unable to see out of 4 windows in the nursery play room. Nursery children do not have their own toilets and a new school is planned to rectify these issues.
Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. Staff should ensure that waste bins promote better infection control practice. National care standards for early education and childcare up to the age of 16, standard 2 - a safe environment.
Quality Theme 3: Quality of Staffing - NOT ASSESSED
Quality Theme 4: Quality of Management and Leadership - NOT ASSESSED
4 Other information

Complaints
No complaints have been upheld, or partially upheld, since the last inspection.

Enforcements
We have taken no enforcement action against this care service since the last inspection.

Additional Information

Action Plan
Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in SCWSIS re-grading the Quality Statement within the Management and Leadership Theme as unsatisfactory (1). This will result in the Quality Theme for Management and Leadership being re-graded as Unsatisfactory (1).
5 Summary of grades

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<thead>
<tr>
<th>Quality of Care and Support - 4 - Good</th>
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<tbody>
<tr>
<td>Statement 1</td>
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<td>Statement 4</td>
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<tr>
<th>Quality of Environment - 4 - Good</th>
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<tbody>
<tr>
<td>Statement 1</td>
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<td>Statement 2</td>
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<tr>
<th>Quality of Staffing - Not Assessed</th>
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<tr>
<th>Quality of Management and Leadership - Not Assessed</th>
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6 Inspection and grading history

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<tr>
<th>Date</th>
<th>Type</th>
<th>Gradings</th>
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<tbody>
<tr>
<td>22 Jan 2009</td>
<td>Unannounced</td>
<td>Care and support 4 - Good</td>
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<td></td>
<td></td>
<td>Environment</td>
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<td></td>
<td>4 - Good</td>
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<td>Staffing</td>
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<td>4 - Good</td>
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<td>Management and Leadership</td>
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<td>4 - Good</td>
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All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.
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Email: enquiries@scswis.com
Web: www.scswis.com