Crosshouse Primary School Nursery Class
Day Care of Children
Curlew Drive
East Kilbride
G75 8ZY
Telephone: 01355 245300

Inspected by: Lynn Clements
Kara Doonan.
Type of inspection: Unannounced
Inspection completed on: 12 December 2011
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Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Care service number:
CS2003015287

Contact details for the inspector who inspected this service:
Lynn Clements
Telephone
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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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<tbody>
<tr>
<td>Quality of Care and Support</td>
<td>5</td>
</tr>
<tr>
<td>Quality of Environment</td>
<td>N/A</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>5</td>
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What the service does well

Staff are friendly and approachable. They know the children and parents well. They work as a team and maintain a good rapport with the children.

The children are comfortable and confident in the care environment.

The outdoor environment is inviting and is used as part of the improvement plan. All areas of the nursery class are utilised.

The nursery class is part of the primary school and staff work together to provide a care service.

What the service could do better

Children’s independence should be further promoted in everyday tasks.

Policies and procedures should be updated in accordance with current guidance.

The self assessment should demonstrate outcomes for children following the use of methods in place.

Outdoor play should be extended and less structured.
What the service has done since the last inspection
The staff and management team have a good awareness of how to progress the service.

The new Depute Head Teacher oversees the running of the nursery class and is committed to working with staff to make changes beneficial to the service.

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 very 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.

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

The service is provided from a Crosshouse Primary School, East Kilbride, South Lanarkshire.

The full statement 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 5 - Very Good
- **Quality of Environment** - N/A
- **Quality of Staffing** - N/A
- **Quality of Management and Leadership** - Grade 5 - Very Good

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 13 December 2011 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.

The Self-Assessment Form
The service submitted a self-assessment form as requested.

Views of service users
We issued 20 care standard questionnaires and asked the staff to give these to people who use the service, 13 were completed and returned before the inspection. The care standard questionnaire provides an opportunity for parents or carers to comment on the quality of the care service.

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.

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:
Discussions with various people, included:
* the Head Teacher
* the Depute Head Teacher
* the Nursery Teacher
* two early years workers
* children individually and in small groups
* three parents.

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.firelaws.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. The service provider identified what they thought they did well, some areas for development and any changes they planned. We found that although most of the information was relevant, we have made a recommendation in quality statement 4.2 that the self assessment also details the outcomes for children.

Taking the views of people using the care service into account

All children were settled and content in their surroundings and happily engaged in play. The children chatted to the SCSWIS Inspectors about their chosen activities and what they enjoyed doing. They were proud of their achievements and clearly enjoyed the environment, resources and equipment. Staff cared for the children and allowed them to settle and play at their own pace.

Taking carers’ views into account

We sent out 20 care standard questionnaires to the service for distribution to people who use the service and 13 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.

We asked about the overall quality of the service their child receives.

* 6 people strongly agreed, 5 people agreed and 1 person disagreed that staff had involved them and their child in developing the service.
* 9 people strongly agreed and 3 people agreed that they were happy with the quality of care their child received.
Parent’s comments and views can be found in this report.

Three parents who participated in the inspection made positive and complimentary comments about the service, they told us:

“My child comes home happy”.
“There is a nice atmosphere”.
“My suggestions have been taken on board”. 
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: 5 - Very 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 involved parents/carers and children in the assessment and improvement of the quality of care and support provided. We found evidence supporting the staff listened to and responded to the children’s and parents/carers suggestions. The outcome was that the staff had made changes to improve the care and support provided as a result of the feedback received.

Consultations highlighted the need for better methods to share information on children’s learning and development with parents and carers. Through working with the parents/carers new methods were introduced including: Learning Logs, Welcome Wednesdays and Family Fridays sessions. Positive feedback about the changes had been received and staff told us about improved parental involvement within the service. Evaluations carried out on Welcome Wednesdays and Family Friday’s sessions demonstrated that parents were more informed.

Most of the parents/carers that returned the care standard questionnaires indicated that staff involved them and their child in developing the service. In the care standard questionnaires returned to us parents said:

"The children are nurtured and allowed to grow in the nursery environment and in the community".

"The staff create a fun and happy learning environment".

"I am happy to recommend the nursery to parents".

The children were encouraged to share their views and interests and staff used these to plan daily activities and events. Daily activities and focuses were evaluated and
used to plan future activities. The morning and afternoon children carried out different focuses and identified different learning experiences.

Children were encouraged to be involved in setting their own challenges to achieve personal learning goals. The children assessed their own progress and made choices in how they would take their learning further. The outcome was that the service involved the children in planning their own learning and experiences within the service.

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

**Areas for improvement**
The service were using new documents to record children’s development and progress, the staff discussed how they would monitor these to ensure they reflected children’s progress.

In their self assessment returned to us the area of improvement recorded by staff shows that they plan to further develop ways of consulting with children about their own learning for example through using Assessment is for Learning (AifL tools).

See the recommendation and area of improvement in quality statement 4.1.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

**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, committees,
* information boards.
The outcome was that parents are kept informed about the care service.
The entrance areas and play rooms 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.

In the care standard questionnaires returned to us parents said:
“The staff keep you informed about children’s progress”.
“The staff are friendly and welcoming”.

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. Language such as ‘good listening and good manners’ was used to reinforce self esteem in the children. Children communicated successfully with their peers and staff. Buddy systems are in place to assist the younger children.

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

Areas for improvement

All though the service is performing well for this statement we found that staff should continue to progress and improve on:

Children could be more involved in everyday tasks such as setting up the playroom and making snack. We found that on the day of inspection this had already occurred before children arrived. The outdoor play area is actively considered as part of the learning environment and during the inspection children accessed this area with staff for a short period of time. We found that children accessed this area as part of a group and not independently. We have recommended that this is improved.

Birthday celebrations with children occur and after observation of practice and discussion with staff and parents we have recommended that this is improved.

In the care standard questionnaires returned to us 3 parents did not know if staff asked their child’s views about activities and outings and 1 parent did not know if the
service made good use of resources in the community. One parent said “I am never informed about what my child as an individual likes to do or who my child plays with, I sometimes feel kept in the dark about what exactly my child is doing”.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 2

Recommendations

1. Staff should further involve children in every day tasks including the use of outdoor play to ensure independence is promoted. National care standards for early education and childcare up to the age of 16, standard 5 - quality of experience and standard 13 - improving the service.

2. Staff should review and improve celebrations with the children. National care standards for early education and childcare up to the age of 16, standard 5 - quality of experience.
Quality Theme 2: Quality of Environment - NOT ASSESSED
Quality Theme 3: Quality of Staffing - NOT ASSESSED
Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

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

Service strengths
We considered how the service encouraged parents/carers and children to be involved in assessing and improving the quality of management and leadership within the service. We found that the service had introduced new methods to involve the parents/carers and children, these had made positive impacts on the service the children and families received. The outcome was that the management team responded to the needs and suggestions of those using the service.

The service had used methods that encouraged parents and carers to get involved and share their views on how the service is managed and promotes leadership. These included regular discussion groups, use of email and coffee mornings.

The management team involve parents and children in assessing their performance. The outcome was that the management team changed how they involved themselves in the service. For example ensuring they were involved in the morning and afternoon sessions to ensure all children and parents received equal attention.

As a result of monitoring the induction days and settling in process the service made changes to ensure a better transition for children from home to nursery.

The service had policies and procedures in place for parents/carers to discuss any issues or concerns and for an agreeable outcome to be achieved.

In the care standard questionnaires returned to us parents said:
"I feel the nursery is fantastic and I am extremely happy that my child has the opportunity to attend. My child is always eager to go".

"The staff are welcoming to the children and treat them with love and respect".

After a review of documentation presented, discussions with staff, management, children, parents and observation of practice we have found the service to have a very good performance in relation to this quality statement.
Areas for improvement
All though the service is performing well for this statement we found that staff should continue to progress and improve on:

We discussed how the staff ensure that their records demonstrate how they have considered the views of those using the service and how these have improved the outcome for children. We have recommended that this is improved.

In the services self assessment staff plan to formalise a participation strategy.

Grade awarded for this statement: 5 - Very Good
Number of requirements: 0
Number of recommendations: 1

Recommendations
1. Staff should ensure that records demonstrate outcomes for children following consideration of their views and actions. National care standards for early education and childcare up to the age of 16, standard 14 - well managed service.

Statement 2
We involve our workforce in determining the direction and future objectives of the service.

Service strengths
We considered how staff progress the service in accordance with aims and objectives.

A sample review of records indicates that staff’s had individual files for their continuing professional development. Formal staff appraisals inform future training needs the details of which helped to formulate the service’s improvement plan.

Staff are consulted about the service and how they are deployed, discussion occurs. Staff spoken with said they had opportunities to contribute their ideas to the running of the service and they felt their views, suggestions and work are valued. Staff work very well together and influence direction of the service.

Leadership values are promoted and staff are encouraged to under take additional roles. Meetings between all staff are held regularly.

Staff spoke confidently about development in the service. Staff independently chose training linked to children’s individual needs and are committed to continual professional development. Staff have clear roles and responsibilities in progressing the service.

Staff consult with people who use the service to determine future objectives, identify
goals and meet service aims. In the care standard questionnaires returned to us parents said:

"My child is happy and content and loves going".
"The staff are professional, warm and friendly".
"I am overall happy with the 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 very good performance in relation to this quality statement.

**Areas for improvement**

All though the service is performing well for this statement we found that staff should continue to progress and improve on:

In their self assessment returned to us the area of improvement recorded by staff shows that they plan to re-establish a parents committee. At the time of inspection ‘Family Fridays’ had been established instead.

The self assessment returned to us told us about the methods in use instead of the outcomes for the children. The complaints procedure had not yet been updated to take account of current SCSWIS guidance. We have recommended that these are improved.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 2

**Recommendations**

1. The self assessment should include outcomes for children following the use of methods in place. National care standards for early education and childcare up to the age of 16, standard 14- well managed service.

2. The complaints procedure should be updated in accordance with current SCSWIS guidance. National care standards for early education and childcare up to the age of 16, standard 14- well managed service.
4 Other information

Complaints
Since the last inspection the service had 1 complaint which was partially upheld by us.

You can find information about complaints on our website www.careinspectorate.com

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 SCWIS 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 - 5 - Very 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 - Not Assessed</th>
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<tr>
<th>Quality of Staffing - Not Assessed</th>
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<tbody>
<tr>
<td>Statement 1</td>
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<td>Statement 2</td>
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6 Inspection and grading history

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<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Gradings</th>
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</thead>
<tbody>
<tr>
<td>5 Feb 2009</td>
<td>Unannounced</td>
<td>Care and support 5 - Very Good</td>
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<tr>
<td></td>
<td></td>
<td>Environment 5 - Very Good</td>
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<tr>
<td></td>
<td></td>
<td>Staffing 5 - Very Good</td>
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<td></td>
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<td>Management and Leadership 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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