Lasswade School
Day Care of Children
7A Pendreich Drive
Bonnyrigg
EH19 2DU
Telephone: 0131 6634579

Inspected by: Isobel Reilly
Type of inspection: Unannounced
Inspection completed on: 1 November 2012
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Service provided by:
Midlothian Council

Service provider number:
SP2003002602

Care service number:
CS2003016400

Contact details for the inspector who inspected this service:
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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>
<th>Description</th>
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<tbody>
<tr>
<td>Quality of Care and Support</td>
<td>5</td>
<td>Very Good</td>
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<tr>
<td>Quality of Environment</td>
<td>5</td>
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What the service does well
We found that staff worked well as a team using their strengths to make sure that children’s needs were met. There were a range of ways for families to get involved in the service and these were well publicised.

What the service could do better
The service should continue to develop their existing positive practice by taking forward the areas for improvement they identified in the self evaluation of their service.

What the service has done since the last inspection
A new staff team has been established in the nursery. The team have worked hard at developing an a positive and dynamic environment for children. Staff training continues to take place and staff are well supported by the Head Teacher.

Conclusion
We feel that children attending Lasswade Nursery are cared for by enthusiastic staff in a positive learning environment. Staff are well trained and professional. The views of parents and children are valued and are taken account of in the development of the service and the activities provided.
Who did this inspection
Isobel Reilly
1 About the service we inspected

The Care Inspectorate regulates services in Scotland. Prior to 1 April 2011, this function was carried out by the Care Commission. Information in relation to services is available on our website at www.careinspectorate.com

Requirements and recommendations
If we are concerned about some aspect of a service, or think it could do more to improve its service, we may make a recommendation or a requirement.

A recommendation is a statement that sets out actions the care service provider should take to improve or develop the quality of the service but where failure to do so will not directly result in enforcement.

A requirement is a statement which sets out what is required of a care service to comply with the Public Services Reform Scotland Act 2010 and Regulations or Order made under the Act, or a condition of registration. Where there are breeches of the Regulations, Orders or conditions a requirement must be made. Requirements are legally enforceable at the discretion of the Inspectorate.

The service is registered to care for a maximum of 30 children at any one time between the ages of 3 years and entry into primary school.

The service shall operate between 9.00am and 12.00noon and between 1.00pm and 3.15pm on Monday to Thursday and between the hours of 9.00am to 12.00noon on Fridays during term time.

The nursery is based in Lasswade school, the premises consists of a large playroom with toilet facilities and an enclosed outdoor play area. The nursery shares facilities in the school including the gym hall and the library.

The Aims and Objectives of the service include the following:
"Continue to progress through working together and aiming high/
We look forward to getting to know you and your child, and to working closely with you to ensure that your child’s experiences at Lasswade Primary School Nursery are happy and stimulating. At Lasswade Primary School Nursery class we value:
High quality education
happiness and security
equal opportunities"

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 - Grade 5 - Very Good
Quality of Staffing - Grade 5 - Very Good
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.careinspectorate.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
We wrote this report after an unannounced inspection that took place on 24 October 2012 by Social Care and Social Work Improvement Inspector Isobel Reilly. We gave feedback to the service on 1 November 2012

As requested by us the service sent us an Annual Return and a Self Assessment document.

We sent 20 Care Standards questionnaires to the service to give to parents and carers who use the service. Fourteen completed questionnaires were returned to us before the inspection took place.

In this inspection we gathered evidence from number of sources including relevant sections of policies, procedures, records and other documentation including:

- Statement of Aims and Objectives
- Certificate of Registration
- Evidence from the services most recent Annual Return
- Observation of the interaction between staff and children
- Samples of children’s information
- Accident and incident records
- Activity plans
- Parents Questionnaires
- Notice Boards
- Conversation with some parents
- Discussion with the Head Teacher and staff

This information was taken account of and reported on within each quality statement

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
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.firelawscotland.org
What the service has done to meet any requirements we made at our last inspection

The requirement
The provider must ensure that, where staff are required by law to be registered with an appropriate professional body, checks on the validity of such registrations are carried out and results clearly evidenced. This is to comply with SSI 2002/114 Regulation 9 2(c) Fitness of employees and Regulation 19 (2)(d) Records. It also takes into account the SSSC Codes of Practice for Employers of Social Service Workers 1.2 Checking relevant registers

What the service did to meet the requirement
The Local Authority has taken the action needed in order to meet this requirement.

The requirement is: Met

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.

The Care Inspectorate received a fully completed self assessment document from the service before the inspection took place. We were satisfied with the quality of the information in the document. The service identified what they did well and some areas for future development.

Taking the views of people using the care service into account
We found that the children present on the day of the inspection were busy and focused on their chosen activities. We could see that friendships had been formed and children played well together. We could see that children were confident in relating to staff.
Taking carers' views into account

Before the inspection took place we sent 20 Care Standards Questionnaires to the service to distribute to families using the service. Fourteen of the questionnaires were returned to us before the inspection took place. Eight of the families who returned our questionnaires told us they strongly agreed with the statement “Overall I am happy with the Quality of care my child receives in this service.” The remaining six families told us they agreed with the statement. We also spoke to some parents on the day of the inspection.

The following representative comments were made:

“Both my children really enjoy going to Lasswade and we are happy with the school and the teaching staff. We believe that the nursery has coped well over the past year with significant staffing issues due to sickness. Our child has enjoyed their time at Lasswade so far despite being quite shy and has been unaffected by these staffing issues. This is down to the standard and continuity of care staff provide. Our child had flourished at Lasswade and is excited to go in every day.

I feel the nursery is doing a great job and my child seems to enjoy going there however since since they have been there less than one month it is difficult to answer some of the questions fully.

My child had really just started so it’s difficult to answer the questions at this time. The induction to start nursery requires more support to parents and definitely more daily feedback should be offered on my child about how they are settling.”

A concern expressed about the use of temporary staff was discussed with the Headteacher during the course of the inspection.
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

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 found that the nursery in Lasswade school had very good systems in place to make sure that parents, carers and children were involved in assessing and improving the quality of care and support provided.

We concluded this after we:

- Spoke with children, staff and parents
- Reviewed Policies
- Observed the quality of interaction between staff and children
- Reviewed feedback from our questionnaires
- Looked at feedback from parents to the nursery

Staff in the nursery used a range of ways to give parents the opportunity to get involved in the quality of care and support their children receive; they included:

- Staff on duty to welcome families into the nursery
- Daily informal discussion with staff when children are dropped off and picked up
- Access to the school website
- Written information about the service
- Notice boards with information about the nursery
- Photographs of children at play in the nursery
- News Letters
- Questionnaires
New families were given a well presented and comprehensive Nursery Welcome Pack. The pack included information about nursery staff, tips on how to help children settle into the nursery and some of the ways of finding out about children’s progress. In addition the nursery included information on routines, policies and procedures and health and nutrition.

The Parental Involvement policy encouraged parents to get involved in the life on the nursery and listed some of the ways of doing this.

We saw samples of the nursery newsletter which kept parents informed of events in the nursery including forthcoming opportunities to “Meet the Teacher”, information about children’s folders and how to use the suggestions box.

The school sent the same questionnaire to all of the families using the service including the nursery. The nursery suggestions basket and comment cards offered further opportunities to make comments on the service.

Informative notice boards in the nursery entrance gave families information including the annual plan, the weekly plan, snack menu, newsletters and the parent helper rota.

Staff were available to talk to parents about how their children had spent their day and private meetings could be arranged if they were needed.

Parents were encouraged to spent time in the nursery as volunteers. This put them into a good position to comments on staffs practice in meeting children’s needs.

We found evidence of children’s involvement in the service including:

Daily circle time
Voting for activities, songs and stories
Nursery Challenge (a link with home which children could choose to take part in)
Photographs of children taking part in activities in the nursery and garden
The children’s garden committee

During circle time we saw staff remind the children of some of the activities that had been set up for them.

There were positive links with the rest of the school. Children from nursery attended some of the school assemblies. They were also strong links with P1 and the two groups had worked together on projects including “Fair Trade” and the “Eco School” work. Children from the upper primary came into nursery to talk to children about things they felt might be of interest to them. On the day of the inspection we saw a pupil arranging with staff to share their experience of Eid with the nursery children.
Parents who returned our questionnaires told us:

They received clear information about the service before they took up a place
They were kept informed about what was happening in the service
Staff shared information with them about their children’s learning and development

Areas for improvement

In their self evaluation document the service identified the following areas for further improvement: “Continue to develop the use of questionnaires, learning stories and focus groups to gather wider views of parents /carers across all aspects of nursery. Encourage parent comments in learning stories.

We agreed that these would be positive steps in further improving the service.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 3

We ensure that service users’ health and wellbeing needs are met.

Service strengths

We found that the service provided Very Good evidence of how they met the areas covered by this Quality Statement. We concluded this after we:

Spoke with staff and parents
Spoke with children
Observed staff practice
Looked at relevant policies

Enrolment forms were in place which ensured that the nursery had essential information on children including key contact details and relevant medical information.

A Key Worker system was in place. When we spoke to staff we found that they were able to describe the interests and developmental stages of the children in their care. We could see from the quality of the interaction between staff and children that staff had achieved a balance in creating an environment which both supported and challenged children. We saw examples of skilled questioning from staff which encouraged children to think things through for themselves. We were aware that effective use of questions was a focus area for the whole school.
Daily information ‘post it’ stations were in place for each area of the nursery. Staff used this to make observations which were then transferred to children’s folders and used to inform planning.

Staff were aware of the Public Services Reform (Scotland) Act 2010 regarding information to be held on children’s progress and development. We looked at samples of children’s “All about Me” folders. We found that they were well maintained with samples of children’s work and up to date observations from staff. Children’s next steps were identified for action. Staff confirmed that children’s information was reviewed with parents once every six months and more frequently if this was required.

During snack time children were reminded of the importance of personal hygiene and of washing their hands before eating. The Nutritional Guidance document was used as the basis of foods offered to the children. Snack consisted of pizza that some of the children had made, pineapple, banana and milk or water. Although children were encouraged to serve themselves at snack time a member of staff was on duty to support them and encourage conversation. We could see that this helped to support the children’s growing independence. We observed some interesting discussion about the pineapple children were eating, children were shown the uncut fruit and talked about whether it was heavy or light, how the skin felt, how it smelt and so on.

All staff had taken part in training in Food Hygiene and Infection Control. Certificates were displayed in the kitchen area. We could see that procedures were in place to make sure the environment was clean and hygienic.

Throughout the year children took part in project work on the importance of healthy lifestyles and personal safety. This was supported by visitors to the service including a dental hygienist and road safety officers. We could see that the nursery was in the process of introducing tooth brushing to the children.

Part of the nursery enrolment procedure required parents to give written permissions for a range of purposes including the administration of medication. We could see that safe procedures for administration and storage of medicines were in place.

There had been recent changes to the staffing in the nursery. We found that the new team worked well together and had created a positive environment for the children in their care. Due to circumstances beyond their control the nursery currently employed a temporary member of staff to make up the team. The Head teacher had done all that she could to make sure that there was continuity in this area. We could see that the children related confidently with all of the staff.

We were aware that the nursery had worked with children who had additional support needs. Staff were aware of the systems in place for contacting other professionals if this was needed in order to support children development.
Areas for improvement

In their self evaluation the service identified the following area for further improvement: “To continue with the review of our health curriculum, as part of our developing work on Curriculum for Excellence.”

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0
Quality Theme 2: Quality of Environment

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 environment within the service.

Service strengths
The areas of strength identified in Quality Theme 1 statement 1 also apply to this Quality Statement.

Areas for improvement
The area for improvement identified in Quality Statement 1.1 applies to this Quality Statement.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 2
We make sure that the environment is safe and service users are protected.

Service strengths
We found that the service had very good systems in place to make sure that the environment was safe and children were protected.

We concluded this after we:
Spoke with staff
Looked around the environment
Observed staff practice
Reviewed relevant policies.

We looked round the parts of the building and the outdoor play areas used by children. We found that they were in good condition.

The service employed a janitor to monitor the condition and security of the building. The janitor liaised with the Head Teacher to ensure that all repairs were recorded and reported to the landlord Midlothian Council. Nursery staff confirmed they
understood the systems in place for reporting concerns. Staff felt that the landlord responded to requests in a reasonable timescale.

We found that the service had a secure entry system in place. This ensured that no one could enter the building without staff's knowledge. We were asked to sign a visitors book and could see that the book was well used. Visitors to the service who had and identification badge were asked to wear them.

As previously stated in Quality Statement 1.1 informative notice boards gave families a wide range of information about the nursery and other information related to young children.

Staff were aware of the importance of maintaining a safe environment. We found that daily risk assessments were in place covering the nursery and the outdoor play area. Fire safety evacuations were practiced. This information was checked and overseen by the Head teacher.

Children's toilets were well stocked with tissues, soap and paper towels. There was a good supply of disposable gloves and aprons for staff.

Staff had worked hard to create an interesting environment which children could move around easily and explore. Activities were well presented and we could see that children enjoyed them and were motivated by them. Topic tables relating to current themes and interests were in place. The nursery had a large stock of toys and equipment which meant they were able to respond to children's developing interests quickly.

An example of children's input into the service came from a recent visit from the dental health services. This had led to the children deciding to use the home corner as a dental surgery.

The nursery walls were decorated with children's painting and arts and crafts work. There was good photographic evidence of the children at play and taking part in project work in the garden. Some of this was supported by folders of work on the environment and from the Eco folder.

The playroom opened directly onto the outdoor play area. This allowed children to choose to play outdoors or indoors. A large fixed climbing frame gave children the opportunity to practice climbing and balancing skills. We could see that children had taken part in planting and growing activities in the garden.

Families who returned our questionnaires told us they found that the service provided their children with a safe, secure hygienic, and pleasant environment.
Areas for improvement

On the day of the inspection we could see that staff were taking some indoor activities out into the garden. We talked to the staff about their plans to expand this and we agreed that this would be a positive step in supporting the children's experience.

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

**Number of requirements:** 0

**Number of recommendations:** 0
Quality Theme 3: Quality of Staffing

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 staffing in the service.

Service strengths
The areas of strength identified in Quality Theme 1 statement 1 also apply to this Quality Statement.

Areas for improvement
The area for improvement identified in Quality Statement 1.1 applies to this Quality Statement.

Grade awarded for this statement: 5 - Very Good

Number of recommendations: 0

Number of requirements: 0

Statement 3
We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.

Service strengths
We found that the service provided very good evidence of how they were meeting the areas covered by this Quality Statement. We concluded this after we:

Spoke to Staff
Looked at minutes of meetings
Looked at relevant policies and procedures
Discussed staffing records

We found that the nursery teacher was registered with the General Teaching Council and the remaining staff were registered with Scottish Social Services Council (SSSC).

We found that staff were aware of the key documents supporting their practice including The Curriculum for Excellence and the National Care Standards.
An annual training plan was in place. Staff told us that they had good opportunities to take part in training courses. A member of staff was currently studying for her B.A. Childcare Practice, she told us that the Head teacher had been very supportive of this. Training being undertaken by staff included, Co operative Learning, Outdoor Story Telling, Box of Feelings and Outdoor Learning.

Staff were able to give positive examples of how they met children’s needs. This was apparent from their day to day observations, planning and recordings.

Staff took part in 1-1 support and supervisions sessions and in an annual appraisal of their practice. This was an opportunity for reflection on their practice and to plan and build on areas for development. Staff told us that the Headteacher had an open door policy and they found that she was always available for discussion if this was needed.

The Head Teacher described the Midlothian Competency Framework for support staff which ensures that professional development targets are set and reviewed regularly. Support staff are also required to keep a portfolio of evidence of learning and development for the purposes of registration with the Scottish Social Services Council.

Staff met regularly to evaluate how each session had been and and to make sure individual children’s needs were met though responsive planning.

The Head Teacher spent time in the playrooms on a regular basis which ensured that she was aware of staff strengths and was able to offer supportive feedback.

Parents who completed our questionnaires told us they were confident that staff had the skills necessary to look after their children’s needs.

Areas for improvement

In their self assessment document the service identified the following areas for further development in relation to this Quality Statement "Continue to focus on a range of training for staff. Provide opportunities to visit other services."

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0
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
The areas of strength identified in Quality Statement 1.1 apply to this Quality Statement.

Areas for improvement
The area for development identified in Quality Statement 1.1 also apply to this Quality Statement.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 4
We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide

Service strengths
We found that the service provided very good evidence of how they met this Quality Statement.

An annual plan and a self evaluation document were in place. Information from these documents was available to families and other stakeholders.

As previously stated in Quality Statement 1.1 we found that children and parents were given opportunities to comment on and influence practice in the service.

A complaints system was in place and was shared with families. Families were given information on how to contact the Care Inspectorate if they wished,
The Head Teacher was responsible for monitoring practice in the nursery taking account the comments of stakeholders. Regular Senior Staff meetings took place to ensure that key developments in the service were focused on.

We were given examples of how feedback had influenced practice and systems in the nursery.

Meetings with other professionals for a range of purposes gave them a clear understanding of how the service supports children and put them in a good position to comment on the service.

External evaluation of the service came from Education Scotland (formerly HMIE) Quality Assurance Officers from Midlothian Council and the Care Inspectorate.

**Areas for improvement**

We noted that in two documentation the Care Inspectorate was still referred to as the Care Commission. We discussed the importance of ensuring that all of the services documents identified the Care Inspectorate correctly. We were satisfied that the Head teacher would take the necessary action to deal with this,

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

**Number of requirements:** 0

**Number of recommendations:** 0
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 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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<th>Quality of Care and Support - 5 - Very Good</th>
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## 6 Inspection and grading history

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