Grand-y-Care Academy
Day Care of Children
Hyndford Manor
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Lanark
ML11 9AU
Telephone: 01555 664643 ex 21

Inspected by: Mary Crocker
Barbara Miller

Type of inspection: Unannounced
Inspection completed on: 30 April 2013
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Service provided by:
Grand-y-Care

Service provider number:
SP2003001507

Care service number:
CS2003006600

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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

- Quality of Care and Support: 5 Very Good
- Quality of Environment: 5 Very Good
- Quality of Staffing: 5 Very Good
- Quality of Management and Leadership: 5 Very Good

What the service does well

The service provides a safe and stimulating environment for children to be cared in. The service has established warm, caring relationships between staff, parents/carers and children.

What the service could do better

The service should continue to maintain the very high standard of service provided to parents/carers and children.

What the service has done since the last inspection

The service has attained an excellent level of participation in assessing and improving the quality of the nursery through ongoing consultation with staff, parents/carers and children.

Conclusion

The service has shown a commitment to further develop and maintain the very good quality of service offered to children and parents/carers.

The children were very happy and comfortable within the service enjoying a variety of activities and experiences.
Who did this inspection
Mary Crocker
Barbara Miller
1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com. This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Requirements and recommendations

If we are concerned about some aspect of a service or think it needs to do more to improve we may make a recommendation or 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. Recommendations are based on the National Care Standards, relevant codes of practice and recognised good practice.

* 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 Orders made under the Act or a condition of registration. Where there are breaches of the Regulations, Orders or conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Grand-y-Care Academy is registered to provide daycare to a maximum of 78 children at any one time. The age range of the children is from birth to those not yet attending primary school. The service is also registered for a maximum of 34 children within the Out of School Care Service for children aged between 5 and 12 years.

The nursery offers full and part day care between 07:30 hours and 18:00 hours Monday to Friday, 50 weeks per year. Children can attend on a full or part time basis.

The nursery operates from a two storey detached manor house in Lanark and the children are accommodated on the ground floor of the main part of the property. The out of school care is accessed through a separate entrance on the first floor. There is a secure and well resourced outdoor play area that can be accessed from the physical room. The nursery and out of school care have secure door entry systems in place.

The nursery is in partnership with South Lanarkshire Council to provide pre-school education.
The services values, aims and objectives are: To offer a family friendly environment where children are safe and happy and can learn foundation life skills to their full ability. To meet and exceed our aims and objectives for the Academy to become a centre of excellence.

A full statement of the service’s values, aims and objectives were available to people who used 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 - 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 following an unannounced inspection which was carried out by Inspector Mary Crocker and Co-Inspector Barbara Miller. The inspection took place on Tuesday 30th April 2013 between 11:00 and 16:00 hours.

As part of the inspection we took account of the completed annual return and self-assessment forms that we asked the provider to complete and submit to us.

We sent thirty-two Care Standards Questionnaires to the manager to distribute to parents/carers. Twenty-three parents/carers completed questionnaires and returned them before the inspection. Thirteen of these had written comments within them.

We also asked the manager to give out ten questionnaires to staff and we received nine completed and returned.

We spoke with:
* six children
* four parents/carers
* the manager
* six staff

We looked at:
* health and safety records, including infection control, risk assessments
* medication, accident and incident records
* questionnaires that had been requested filled in and returned to the Care Inspector from parents/carers
* service questionnaires
* aims and objectives
* observation of staff practice
* the environment and equipment
* staff training and supervision records
* children’s files, care plans and profiles
* information for people who use the service
* complaints and comments
* improvement plan
* resource management
* maintenance reports
* registration procedures
* safe sleeping practices
* meal preparation and menu planning
* food storage and temperature controls
* policy and procedures folder
* evidence folder
* hygiene policies and procedures
* cleaning rota
* the participation strategy, this is the service’s plan for how they will involve services users
* certificate of registration
* insurance certificate

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

The requirement
Medication must be used in relation to best practice guidance. This is in order to comply with SSI 2002/114 Regulations 4 (1) (a) - Welfare of Users, 13 (c) (i) - Staffing and 19 (3) (a) Records.

What the service did to meet the requirement
The service had addressed this requirement and no longer kept medication such as Calpol on the premises.

The requirement is: Met - Within Timescales

The requirement
The provider must check candidate’s registration with relevant professional registers at the point of employment. This is in order to comply with SSI 2002/114 Regulations 13, Staffing 9 (2) (c) Fitness of Employees and 19 (2) (d) Records.

What the service did to meet the requirement
The provider carried out relevant checks regarding registration with relevant professional registers.

The requirement is: Met - Within Timescales

What the service has done to meet any recommendations we made at our last inspection
There were 6 recommendations from the last Care Inspectorate report in 2010. These had all been successfully addressed. They were as follows:

1. Feedback from carer’s and children’s questionnaires and surveys should be shared with all who attend the service. National Care Standards Early Education and Childcare up to the age of 16 - Standard 13: Improving the Service.

Met
2. The complaints policy should give clear information on when carers can raise concerns with other agencies and the Care Inspectorate.
National Care Standards Early Education and Childcare up to the age of 16 - Standard 14: A Well Managed Service.
Met

3. The child protection policy should reflect best practice in relation to taking photographic evidence and the involvement of other agencies.
National Care Standards Early Education and Childcare up to the age of 16 - Standard 14: A Well Managed Service.
Met

4. References should be signed by the referee and the designation of the referee and company name noted.
National Care Standards Early Education and Childcare up to the age of 16 - Standard 12: Confidence in Staff.
Met

5. The recruitment procedure should include an application form, CV or letter of application. This should outline previous employment, training and qualifications.
National Care Standards Early Education and Childcare up to the age of 16 - Standard 12: Confidence in Staff.
Met

6. The recruitment process should ensure that prospective employees understand the aims and values of the service and their role within it.
National Care Standards Early Education and Childcare up to the age of 16 - Standard 12: Confidence in Staff.
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 provider. We were satisfied with the way the provider had completed this and with the relevant information included for each heading that we grade services under.

The provider identified what it thought the service did well, areas for improvement and any changes it had planned. The provider told us how the people who used the care service had taken part in the self-assessment process.

Taking the views of people using the care service into account

We observed the children enjoying a variety of play experiences. We talked with 6 children and all of them told us that they enjoyed coming to nursery. Comments were as follows:

"I love the soup."
"We planted potatoes."
"I like going outside to play."

Taking carers' views into account

Thirty-two Care Standards Questionnaires were sent to the service for completion by parents/carers. Twenty-three parents/carers completed these with thirteen giving written comments which were all very positive. We also spoke with three parents/carers during the inspection.

Comments were as follows:

"Both my children attend Grand-y-Care Academy. The staff are exemplary. In the four years I have used the service I have never had any cause for concern. My children are happy, safe and are learning. I couldn’t envisage a better learning environment. Both my children are thriving thanks to the efforts of the Grand-y-Care staff."

"Super friendly service. Children love it."

"My daughter has been attending Grand-y-Care since she was 9 months old, she is now 5 and she continues to love her time at Grand-y-Care. The staff are fantastic and always put the needs of the children first, ensuring all developmental needs are catered for. I have always been involved in my daughter’s care plans and feel assured she is receiving the best care possible."
“The questionnaire does not really touch on the reception staff who are key in the nursery forum. Our view is that Janette on reception is great. She welcomes the children, expertly juggles admin, medicine requests etc and is a key wheel in the process (or perhaps I mean cog!)."

“The flexibility of having separate rooms in the after school care for computer games/craft activities/tv room means it is like a home from home environment and I am confident my child is being well looked after there. During holidays staff make an effort to ensure there are visits to parks, cinema etc and that the gym hall/outdoor space is used so the children don’t feel hemmed in or bored.”

“Both my sons attend Grand-y-Care Academy and I have been extremely impressed with all aspects of childcare provided.”

“I truly have no concerns regarding my children’s welfare and appreciate that I often receive cards and pictures that they have completed. I also think the nursery is very good at trying to teach the children about other cultures and significant events e.g. Burns, St. Andrews Day and Chinese New Year.”

“I know my 1 year old loves going to nursery as although he can’t yet talk he bounces up and down and smiles every time we drive in the driveway. The staff are all extremely friendly and answer any questions quickly.”

“Having used other childcare providers the service Grand-y-Care Academy provides is far superior. I am really pleased with the level of care and attention my child is receiving at the moment.”

“It is a pleasure to work with a nursery that understands the parents’ point of view and family situation e.g. juggling work and parenthood. I have complete confidence in leaving my child at the nursery and can clearly see progress in his development as a result of their care and education.”

“This is a great nursery. My son has come on leaps and bounds. What they are doing with the curriculum is fantastic. My son is well prepared for school.”

We have included further comments and views from people using the service throughout this report.
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 this service was performing at an excellent standard for this statement. To assess this we observed staff practice, sampled relevant documentation provided by the manager, viewed information displayed throughout the nursery and through talking to the manager, parents/carers, staff and children. The manager and staff team actively sought the views of parents/carers and children on all aspects of the service.

The service implemented the following communication systems to seek parents’/carers’ and children’s views on the quality of provision. Systems included:

* questionnaires issued to people and children who use the service seeking their views on various topics and issues
* surveys covering a variety of topics including children’s opinions of staff members
* newsletters
* open door policy
* children’s meetings to influence daily planning
* feedback via children’s diaries
* individual personal plans
* developing children’s big books - evaluations and planning
* children’s evaluations of activities and resources
* consultation with parents/carers regarding new planning period and any developmental areas to focus on
* consultation with parents/carers about all aspects of children’s care
* external evaluations completed by other professionals including Head Teachers, Speech and Language Specialists.
* participation policy
* regular parents’/carers’ evenings to share information and developmental achievements
* parental notice boards
* eco schools information board
* white board in reception highlighting relevant information
* white boards in each playroom displaying daily learning activities
* feedback at handover time
* suggestion boxes
* new parents/carers induction
* out of school care evaluation sheets for trips
* exit questionnaires
* menus displayed
* children’s graphs recording favourite meals
* receptionist at entrance who welcomed everyone and provided relevant information and advice to parents/carers
* transition information shared with parents/carers
* Staff had collated and displayed children’s views and suggestions

Stakeholders and people using the service had the opportunity to complete service questionnaires which reflected the Care Inspectorate’s grading and quality themes.

Local and national information displayed throughout the service raised parents/carers awareness of current best practice guidance and local and national initiatives. The manager regularly provided additional information at parents’ requests.

Staff within the playrooms listened to children’s views during activity planning and evaluations. Children had input into decisions regarding the purchase of new resources and voted for their choices.

Parents/carers could view photographs of activities and children’s artwork displayed throughout the service and there were opportunities to share their children’s achievements and learning.

Monthly newsletters informed of current events and activities taking place in each room.

Parents/carers were encouraged to nominate areas for development for their child by using daily diaries or “my learning books” as well as suggesting topics for learning.

Parents/carers on the Eco Committee had been involved in completing the story/blether den in the front garden which the Inspector observed being used by children and staff during the inspection visit.
Parents/carers and children were encouraged to express any concerns and the service’s complaints procedure was displayed. One parent informed that any issues were dealt with effectively.

Parents/carers stated that they received clear information about the service before their child started using it.

Within Care Standards Questionnaires 18 parents/carers said they strongly agreed and 5 agreed that the staff shared information about their child’s learning and development with them and where appropriate with the child. Twenty-two parents/carers strongly agreed and one agreed that they were kept informed about what was happening in the service through newsletters and information boards.

Parents’/carers' comments were as follows:

“An excellent service with caring, dedicated and knowledgeable staff. I am kept well informed, invited to contribute and participate and the team work very closely with the parents taking all input into consideration.”

“The communication between staff and parents is excellent and the nursery tries where possible to invite parents to participate in certain activities. Most recently I was able to assist in the interviewing process of a new drama teacher.”

Areas for improvement
The service should continue to maintain the current excellent standard of this quality statement.

Grade awarded for this statement: 6 - Excellent

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 this service was performing at a very good standard for this statement. To assess this we observed staff practice, sampled relevant health and wellbeing documentation including admissions, personal plans, learning profiles, hygiene and infection control, medication, access to water, safe sleeping, staff training and also through discussions with the manager, parents/carers, staff and children.

The service’s aims and objectives were reflected within the practice observed during the inspection. Children were involved in developing “golden rules” in each playroom and these also were in conjunction with the overall aims and objectives.

A comprehensive range of policies and procedures were available to view and included health and safety, daily room check lists, infection control, administration of medication and child protection. Child Protection procedures were revisited each year and discussed regularly at staff meetings. Staff demonstrated an understanding of the Child Protection Procedure.

Staff were knowledgeable about the service’s storage and administration of medication policy and through discussion demonstrated a clear understanding of procedures in place.

Staff undertook yearly updates on infection control to keep up to date with best practice. Regular first aid training was also undertaken. Within each playroom at least one staff member held a food handling certificate. The manager and head cook also held intermediate food handling qualifications. The kitchen within the service had held an “eat safe award” since 2009. Children helped prepare their snack and had opportunities to visit a local market and supermarket to buy produce. We observed the lunchtime and snack procedures and found that children had daily access to fresh fruit and home cooked meals which contributed to a healthy diet. Staff sat with children during lunch to encourage independence skills and good manners. We observed children confidently interact with staff and their peers creating a pleasant experience.

The service’s registration form completed by parents at the time of admission provided information relating to children’s individual needs including allergies, G.P. medication, emergency contacts, diet and additional support.
The service had worked hard to develop individual personal plans for children. We sampled 6 personal plans that provided clear and comprehensive details about children’s personal care needs, routines, diet, family members and preferences. These were made up of “my learning plan”, “all about me” booklet, “my achievements at home”, health and wellbeing, learning across the curriculum, maths, literacy and English.

Parents/carers informed that they had opportunities to attend annual parents’ meetings to discuss their child’s progress and profiles.

We viewed recorded information which showed how children’s interests and next steps where observed and taken forward. Big books showed photographs and drawings of how children evaluated their learning and were available in the playroom for children and parents/carers to view.

The service worked closely with other agencies including speech and language therapists. We found staff appropriately took forward additional support plans for individual children when required.

Children had opportunities to learn about healthy living, diet, exercise, environmental issues, personal hygiene and tooth brushing. The service promoted physical and active play and sufficient outdoor space was provided as well as having a designated physical room. Physical play was planned as part of the nursery curriculum.

Children were aware of hand washing procedures and staff effectively promoted hand hygiene prior to eating and after toileting.

The service provided water and milk at all snack and meal times and children had access to drinks throughout the day.

Staff were vigilant in monitoring sleeping children and responded instinctively to meet children’s individual sleep patterns. Staff were familiar with best practice guidance from the Scottish Cot Death Trust.

The service had forged local links within the community to help children gain a wider knowledge and to further citizenship opportunities through visits, visitors, fundraising and collections for those in need.

The under 3s used Pre-Birth to 3 guidance and South Lanarkshire’s “Together We Can” documentation. Curriculum for Excellence was promoted within the 3 to 5 area.
From the Care Standards Questionnaires 20 parents/carers had strongly agreed and 3 agreed that the service provided a healthy and well balanced diet which met children’s dietary and cultural needs.

Parents/carers comments were as follows:

“The quality of care at Grand-y-Care is very high. The after school club is run very professionally but without losing the personal touch. I especially value the range of activities children are encouraged to participate in and the attentive and personal relationship staff have with the children.”

“We are delighted with the care provided, our little boy has developed in all areas and Grand-y-Care staff have been key in this process.”

“I am particularly impressed with the 3-5 room where my child can access a wide range of activities and learn from these due to the caring and supportive ethos that the facilitators create.”

Areas for improvement
The service should continue to maintain the very good standard evidenced during the inspection visit.

The service should continue to review its after lunch procedure to further improve the children’s sleep routines as discussed at feedback.

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
Methods to involve people who use the service are outlined under Quality Theme 1, Quality Statement 1.1.

Areas for improvement
The service should continue to maintain the current excellent standard of this quality statement.

Grade awarded for this statement:  6 - Excellent

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 this service was performing at a very good standard for this statement. To assess this we observed staff practice and sampled relevant health and safety documentation including security, hygiene and infection control, maintenance reporting (a handy man was responsible for all repairs), child protection, first aid, accident and incident reports, risk assessments and environmental checks.

The nursery environment was warm and welcoming and the available space was used effectively. Resources were well organised and easily accessible to the children.

Risk assessments for all indoor and outdoor activities were in place.

We found staff effectively monitored people arriving and leaving the service. Visitors signed in/out of the premises and staff were very aware of procedures for monitoring children collected by relatives. The receptionist was very active in maintaining security and was aware of all comings and goings within the premises. Parents/carers spoken with were very happy with security procedures and informed that the front door was always secure and staff were always vigilant.

Hygiene policies and procedures were displayed and made available to parents/carers. Staff were aware of policies relating to prevention of infection including hand hygiene, toilet and nappy changing areas, kitchen and daily/weekly cleaning tasks. Toilet areas were clean and there was a supply of liquid soap and paper hand towels.

Children benefited from taking part in activities to raise awareness of health and safety issues including discussing risk while on walks, in the outdoor area and in the playrooms.

The service’s accident and incident reporting procedures provided guidance in the event of and following accidents and incidents. Parents/carers confirmed that they signed accident report sheets and that staff informed of first aid administered.

The service employed one full time and one part time housekeeper/domestic to carry out cleaning rotas which were recorded to ensure a very good standard of hygiene within the service.

The service operated a no indoor shoes policy and visitors to the playrooms were required to wear shoe covers to prevent infection being brought into playrooms. Staff and children wore slippers or indoor only shoes.
The manager stated that Environmental Health audits the nursery on a 12 to 18 month basis and to date have been very happy with their findings.

The entrance provided relevant national and local information for parents/carers including contacts for social work services, child protection guidance and health and education support agencies. The nursery handbook and newsletters provided parents/carers with information relating to childhood illnesses and exclusion periods for communicable illnesses. Staff members were trained in First Aid and Food Hygiene.

Older children could freely access age appropriate resources and playroom activities on display.

The baby room provided space for children to crawl and develop walking skills using appropriate aids. There were natural and sensory resources for children to explore.

Maintenance reporting and recording systems were in place to maintain a safe environment. Staff confirmed that maintenance issues were reported and dealt with promptly by the handy man.

Parents/carers who completed Care Standards Questionnaires stated that they strongly agreed and agreed that the environment was safe, secure, hygienic, smoke free, pleasant and stimulating. Some comments were as follows:

"I find Grand-y-Care to be a stimulating, motivating and secure environment for my child."
"Very happy with centre and all staff."
"I am very happy with Grand-y-Care. It’s a caring environment for my two children with plenty of play (both indoor and outdoor) opportunities for them. Staff are very friendly, approachable and efficient."

Areas for improvement
The service should continue to maintain the very good standard observed during the inspection visit.

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
Methods to involve people who use the service are outlined under Quality Theme 1, Quality Statement 1.1.

Areas for improvement
The service should continue to maintain the current excellent standard of this quality statement.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 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 this service was performing at a very good standard for this statement. To assess this we observed staff practice, spoke to staff and people who used the service and sampled the annual training plan, staff appraisals, qualifications, leadership opportunities and staff remits.

We found that the management structure encouraged the involvement of staff in assessing the quality of the service and in identifying their own personal development and training needs.

We viewed the annual training plan showing recent and planned training undertaken by staff. The training plan highlighted a variety of mandatory and specific training courses linked to the service’s Improvement Plan.

Staff training included:

* Child protection
* Infection control
* Food hygiene
* Paediatric first aid
* Pre birth to three
* Curriculum for excellence
* Getting it Right for Every Child (GIRFEC)

The manager provided opportunities for staff to discuss and assess how best to implement current best practice guidance and national initiatives. Current topics included the Scottish Government’s Getting it Right for Every Child (GIRFEC), a national initiative to work with parents to make sure children grow and develop in the best possible way with identified support and the NHS prevention and control of infection.

Staff in the service were appropriately deployed and demonstrated awareness of the individual needs of the children in their care. Staff were appropriately skilled and their qualifications were relevant to the aims of the service. Induction procedures were in place and exit questionnaires were carried out when staff left the service.

Staff welcomed the opportunity to be involved in identifying service improvements and we found they were well placed to make further progress in taking forward these for the future benefit of service users.
The nursery had developed appropriate policies and procedures and staff implemented these accordingly. The service undertook yearly refresher and updating of training on various policies and procedures to ensure each staff member was reminded of best practice.

Registration procedures on a daily basis were well organised and the service maintained appropriate adult:child ratios.

The staff were aware of the regulatory role of the Care Inspectorate and were familiar with the National Care Standards. Staff members were qualified and had registered with the Scottish Social Services Council.

Staff were aware of the management structure and their own individual accountability. Room meetings were held weekly and documented. Monthly supervisor meetings were held and minuted. Discussion centred around each playroom team, working hours, staffing and new guidelines.

A monthly staff newsletter was written by the manager to keep all staff updated with nursery life and relevant information.

Staff retention in the nursery was very good with most staff being employed between 5 and 14 years.

Twenty-one parents/carers who completed Care Standards Questionnaires stated they strongly agreed and two agreed that they were confident the staff had the skills and experience to care for their children and support their learning and development.

Some comments were as follows:

"The staff are wonderful with the children and our little boy is hugely fond of them. This in turn makes the whole nursery experience great fun; he doesn’t realise that all the time he is learning and developing which is a great trick!"

"Both my sons attend Grand-y-Care and I have been extremely impressed with all aspects of childcare provided. Special mention must be made regarding the pre-school room. The facilitators/supervisors involve and engage the children in learning while ensuring activities are fun and appropriate. A first class service."

**Areas for improvement**

The manager should introduce staff support and supervision sessions to give staff the opportunity to discuss any concerns, worries and training needs. See Recommendation 1.
Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. The manager should implement regular one to one support and supervision sessions for staff.
   National Care Standards for Early Education and Childcare up to the age of 16 - Standard 12.2: Confidence in Staff.
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
Methods to involve people who use the service are outlined under Quality Theme 1, Statement 1.1.

Areas for improvement
The service should continue to maintain the current excellent standard of this Quality Statement.

Grade awarded for this statement: 6 - Excellent

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
Through discussion, reviewing documentation and observing practice we found the manager had the skills and experience to take the staff team forward and effectively continue to implement change as required to deliver better outcomes for people using the service.

The service’s Standard and Quality Improvement Plan for 2012-13 identified areas for improvement from the HMie inspection findings, new guidelines from Getting it Right for Every Child (GIRFEC) and from stakeholders questionnaires. We were satisfied the Improvement Plan provided comprehensive targets, timescales, actions and a means to monitor the impact and outcomes for staff and people using the service.

Staff stated they had benefited from being involved in the improvement planning process and were using the Child at the Centre 2 performance indicators as part of the self-assessment and self-evaluation process.

The manager stated that Child at the Centre 2 was used as their quality assurance scheme and management and staff met 2 to 3 times each year to focus on assessing the quality of the service, gathering evidence and planning next steps.

South Lanarkshire Council’s (SLC) early years development team and manager audited the service and provided an annual assessment.

The service worked closely with their quality link manager who assessed the provision and made suggestions to improve practice where appropriate.

Parents/carers and staff confirmed they found the manager and staff team to be very approachable and supportive when undertaking new challenges.

All staff were registered with the Scottish Social Services Council (SSSC) and were working to their code of conduct guidelines.

The service had been awarded an “Eat Safe” award by the Food Standards Agency each year since 2009. The Eco Schools bronze award had been achieved in 2012 and the service was waiting on news of the silver award.

The manager attended learning community meetings and training to share good practice and gain further ideas to promote and enhance the nursery.
The manager and senior staff also attended SLC manager’s meetings and quality seminars to keep abreast of new guidelines and gain information to ensure the continual improvement of the service.

The service had planned and developed systematic procedures for monitoring and evaluating their provision.

Parents’ meetings, newsletters and audits all supported the quality assurance systems within the service. Information on children’s learning and development was maintained and evaluated within children’s profiles, settling-in and transition reports.

Areas for improvement
The service should continue to maintain the very good standard observed during the inspection visit.

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
The service had undergone an HMIe inspection in August 2011. There were two areas for improvement within the report. They were as follows:

Continue to improve children’s learning, taking account of Curriculum for Excellence.

Develop further arrangements for assessing children’s progress and involve parents even more fully in the process.”

We found that both these areas had been successfully addressed by the service.

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 the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).
5 Summary of grades

<table>
<thead>
<tr>
<th>Quality of Care and Support - 5 - Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 1</td>
</tr>
<tr>
<td>Statement 3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of Environment - 5 - Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 1</td>
</tr>
<tr>
<td>Statement 2</td>
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</table>

<table>
<thead>
<tr>
<th>Quality of Staffing - 5 - Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 1</td>
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<td>Statement 3</td>
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</table>

<table>
<thead>
<tr>
<th>Quality of Management and Leadership - 5 - Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 1</td>
</tr>
<tr>
<td>Statement 4</td>
</tr>
</tbody>
</table>

6 Inspection and grading history

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Gradings</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 Jan 2010</td>
<td>Unannounced</td>
<td>Care and support 4 - Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environment Not Assessed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staffing 4 - Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management and Leadership Not Assessed</td>
</tr>
</tbody>
</table>

| 30 May 2009   | Unannounced   | Care and support 6 - Excellent|
|               |               | Environment 6 - Excellent     |
|               |               | Staffing 5 - Very Good        |
|               |               | Management and Leadership 5 - Very Good |

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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