Big Bird Nursery (Larkhall) Ltd
Day Care of Children
51 Machan Road
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Telephone: 01698 306090

Inspected by: Mary Crocker
Type of inspection: Unannounced
Inspection completed on: 3 December 2013
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Service provided by:
Big Bird Nursery (Larkhall) Ltd

Service provider number:
SP2005007519

Care service number:
CS2003054524

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

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<td>Quality of Care and Support</td>
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What the service does well

The service provided a safe and stimulating environment for children to grow and develop their life skills.

The service had established warm, caring relationships between staff, parents/carers and children.

The service was providing depth and challenge in its delivery of the Curriculum for Excellence and had established very good transition systems for children moving into Primary 1.

Excellent methods of consultation and participation with parents/carers and children were in operation in the service.

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 had attained an excellent level of participation in assessing and improving the quality of the nursery through ongoing consultation with staff, parents/carers and children. It was very evident that the management team and staff had worked hard to develop all aspects of the nursery service.

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 which extended their learning and development. The manager and staff team were committed to the ongoing development of the service and to improving learning and teaching to enhance children’s experiences.

Who did this inspection
Mary Crocker
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.

Big Bird Nursery is registered to provide day care to a maximum of 86 children at any one time and of these 70 children are aged from 3 months to those not yet attending primary school and 16 children within the out of school care are of primary school age.

The nursery offered full and part day care between 07:00 hours and 18:00 hours Monday to Friday with set closure dates over Christmas. Children attended on a full or part time basis. On the day of the inspection 42 children were attending the nursery and 16 children within the out of school care were going to a local swimming pool.

The nursery operated from a two storey building in Larkhall. The nursery children were accommodated on the ground floor within three playrooms. There was also a welcome area and sufficient toilets. Out of school care children were accommodated on the first floor. The nursery had a secure door entry system in operation and was well maintained throughout. There was also a secure and well resourced garden which was divided into four areas comprising of an all weather surface for large physical play, a sensory garden, an imaginative and creative story area and a planting and growing area. There was also a heated outdoor classroom for activities including woodwork and transient art.
The nursery was in partnership with South Lanarkshire Council to provide pre-school education.

The service aims to provide:

“A safe, secure, stimulating and happy environment for each and every child.”

These were reflected in the observation of staff practice during the inspection visit.

The full statement of the aims and objectives of the service 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 6 – Excellent
Quality of Environment – Grade 6 – Excellent
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 on Tuesday 3rd December 2013 between 09:25 and 14:45 hours. We also gave feedback to the manager on the same day as the inspection visit.

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 Care Standards Questionnaires to the manager to distribute to parents/carers. Fourteen parents/carers completed questionnaires and returned them before the inspection. Eight of these had written comments within them.

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

During the inspection we gathered evidence from various sources.

We spoke with:

* ten children
* three parents/carers
* the owners
* the manager
* four staff

We looked at:

* the service’s most recent self assessment
* health and safety records, including infection control, risk assessments
* medication, accident and incident records
* First Aid box
* questionnaires that had been requested, filled in and returned to the Care Inspectorate from parents/carers
* service questionnaires for parents/carers and children
* aims and objectives
* registers
* staff training and supervision records
* staff rota/Ratios
* staff remits - leadership opportunities e.g. Woodlands Project, Home Link Officer, Health and Safety, Eco Schools, outdoor play etc
* children’s files, care plans and profiles
* information for people who used the service
* minutes of staff meetings
* minutes of eco committee meetings
* improvement plan
* standards and quality report
* quality assurance systems
* registration procedures
* snack preparation and menu planning
* food storage and temperature controls
* policy and procedures folder
* evidence folder
* hygiene policies and procedures
* cleaning rota
* certificate of registration
* insurance certificate

We observed:

* staff practice
* the environment and equipment including the outdoor play area

**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
The service must ensure that new staff are fit to be employed and have carried out appropriate checks including two references, one of which must be from a previous employer. This must be done prior to candidates being employed.

This is to comply with regulation SSI 210 Regulation 9 (1) - fitness of employees. Timescale: Immediately.

What the service did to meet the requirement
This requirement had been given at the inspection of the service on 20th September 2011. The Inspector had carried out a follow up inspection on 3rd February 2012. The service had improved the recruitment process and the staff file viewed contained the relevant checks which were sourced before the candidate commenced employment.

The requirement is: Met - Within Timescales

What the service has done to meet any recommendations we made at our last inspection
There were no outstanding recommendations.

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 ten children and all of them told us that they enjoyed coming to nursery.

Comments were as follows:

"I like pasta."

"We get to go outside to plant."

"I like painting."

"This is my picture."

"This is a T-rex."

Taking carers’ views into account

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

Comments were as follows:

"The staff are always friendly and helpful whenever needed."

"Staff are always looking for engaging activities for the children."

"My children thoroughly enjoy their experiences at nursery."

"My son is extremely happy at Big Bird Nursery."
"I have no complaints at all and most importantly neither does my son."

"Big Bird Nursery has been a huge part of my child’s development. He is a very happy and confident individual."

"Staff are like an extension to the family and he is very comfortable with them."

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: 6 - Excellent

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 and viewed information displayed throughout the nursery. We also spoke with the manager, parents/carers, staff and children. From the evidence gathered at the inspection we found that the manager and staff team actively sought the views of parents/carers and children on all aspects of the service.

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

* questionnaires issued to parents/carers and children who used the service seeking their views on various topics and issues
* children’s meetings to influence daily planning
* individual personal plans
* developing children’s big books
* children’s evaluations of activities and resources
* white boards at entrance to each playroom informed of current learning
* mind maps were in use to consult with the children regarding a number of topics including mini beasts, pirates area, little snowmen and the builders area
* Thinking and Talking Wall used for parents/carers to give suggestions and feedback
* consultation with parents/carers regarding children’s care, developmental areas and educational topics
* regular parents/carers evenings to share information and developmental achievements
on line Learning Journals which parents/carers could access any time and allowed them to see their child’s profile and contribute to their child’s learning at home or in the work place

transition information shared with parents/carers

We found that the systems used were effective in giving parents/carers a voice which ensured the service was child centred in its approach and promoted user participation in all aspects of the day to day operation.

Stakeholders and parents/carers using the service had the opportunity to complete service questionnaires which reflected the Care Inspectorate’s grading and quality themes. Service users had been consulted over such topics as the menu, staffing and Child at the Centre 2. Results had been audited and displayed using pie charts. Each parent/carer had received a copy of these results as well as the outcomes being displayed within the nursery. One parent had commented that her child’s jacket had mud on it and the management had responded to this in an appropriate manner.

Service questionnaires had been given to parents/carers regarding Child at the Centre 2 which is a self evaluation tool used to assess progress. The nursery had received 35% of questionnaires back and had used feedback to contribute to service improvement. Questions had covered the following areas: children’s achievements, child’s involvement in their own learning, parental involvement in the life of the nursery, range of learning experiences, staff qualifications, engagement with the community, evaluation and improvement and the management team.

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.

The Getting it Right for Every Child (GIRFEC) initiative was used within the service to ensure that the voice of the child was contributing to the assessment of and planning to support their additional needs.

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

Children’s profiles were easily accessible to parents/carers but there was also scheduled times for them to formally review the content with their child’s key worker. The key worker is an identified member of staff who takes a special interest in an individual child’s care and monitors their developmental progress.
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.

The service’s website was informative and easily navigated.

We found excellent examples of how the nursery involved parents/carers and children such as:

Monthly newsletters were produced for each play room and informed of current events and activities taking place. Information on children’s learning for the month, topic work, staffing information and fund raising events was included. Parental suggestions to improve the nursery service were also sought via the newsletter as well as highlighting a service policy for information.

We were very impressed with the role of the Home Link Officer who was a staff member with delegated responsibility for this area. Her role included visiting children about to start the service in their own home. The child’s settling in programme was discussed and drawn up with parents/carers. The child’s personal plan was also started at this time with the Home Link Officer gathering information about the child including eating habits, sleep habits, allergies, medical needs and interests. She was able to talk with parents/carers about the operation of the nursery including the events calendar, newsletter and menus. The Home Link Officer was then able to update nursery staff in the relevant playroom about the new child and enable planning to be carried out in advance of their start date.

Home link bags had been developed to encourage parental involvement in individual children’s learning. These supported the curricular documents used by the nursery and individual family and children’s needs.

Parents/carers and children were members of the Eco Committee and were involved in recycling and in litter collection. The service was working towards its Green Flag.

Eight parents/carers were members of the Parents’ Committee and were involved in various fund raising events including supplying eggs for the Easter celebrations, school ties given to children on their Graduation Day, Sports Day and the Christmas Fete.

Parents/carers and children were encouraged to express any concerns and the service’s complaints procedure was displayed.
We evidenced that children were involved in designing the nursery’s events calendar and were consulted over which trips/outing to include.

We were impressed by the nursery’s Achievement Wall and how individual achievements were celebrated at the weekly assembly and also recorded within online profiles.

We evidenced that the service was working with the after school care children to support them with their own fund raising efforts and in managing their own budget as part of their school committee.

The nursery playrooms used “Wee Moment Slips” to gain comments from parents/carers when bringing their child into the nursery. These were particularly well used within the 2-3 playroom and comments from parents/carers were as follows:

“Coming into nursery with no tears and excellent behaviour.”

“For doing really well.”

“For counting up to number 25.”

“For sleeping in her own bed.”

These comments were then transferred to the nursery’s Achievement Tree.

Parents/carers stated that they received clear information about the service before their child started using it in the form of a service handbook.

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

Parents’/carers’ comments were as follows:

“We always have good communication between parents and staff.”

“There is good information and feedback provided by staff.”

“Parents/carers are consulted on a range of topics and encouraged to input their ideas.”
“Very happy with the service, receive lots of information.”

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

The manager had identified as an area for improvement within the self assessment the continuation of ensuring that parents’/carers’ views were taken into account in assessing and improving the quality of the service. Also to further engage the children in the evaluation of the service and self improvement.

**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 an excellent 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, 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 drawn up in conjunction with the overall aims and objectives. Children were observed to be courteous to each other, shared resources and listened to staff guidance in relation to their safety indoors and out.

Staff demonstrated safe practice and a good understanding and knowledge to keep children safe. For example:

* 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 demonstrated an understanding of the Child Protection Procedure and these were revisited each year and discussed at staff meetings.

* Staff undertook yearly updates on infection control to keep up to date with best practice. The majority of staff had completed first aid training.

We found that the service had a comprehensive range of policies and procedures in place to support safe practice and promote children's health and wellbeing. These were available to view and included health and safety, daily room check lists, infection control, administration of medication, child protection, tooth brushing, outdoor play and a home link policy.

Before lunch we observed older children escorting younger children to the toilet to wash their hands. Children were aware of hand washing procedures and staff effectively promoted hand hygiene prior to eating and after toileting.
We observed the lunchtime and snack procedures and found that children had daily access to fresh fruit which contributed to a healthy diet. Staff sat with children during lunch to encourage independence skills and good manners. The service provided water and milk at all snack and meal times and children had access to drinks throughout the day. We observed children confidently interact with staff and their peers creating a pleasant experience. Two children helped staff to lay the tables with real cutlery, napkins and plastic beakers. Children chose where to sit and were encouraged to spoon their food onto their plate from a serving dish as well as pouring their own drinks. We observed children helping prepare snack which was provided in a buffet style.

A cook was employed to prepare meals and snacks based on the best practice guidance "The Nutritional Guidance for Early Years - Food Choices for Children Aged 1 - 5 Years in Early Education and Childcare Settings." She was well experienced and had undertaken relevant Food Hygiene Training. She discussed with the Inspector the winter/summer menus and how parents/carers and children had input into the types of meals provided. Food tasting sessions were also made available at various nursery events.

The service’s registration form completed by parents/carers at the time of admission provided information relating to children’s individual needs including allergies, G.P. medication, emergency contacts, diet and additional support. This ensured that the service had up-to-date information about each child.

The service had developed comprehensive individual personal plans for children. We sampled six 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 information about health and wellbeing, learning across the curriculum, maths, literacy and English, achievable targets and documentation of next steps in learning.

Parents/carers informed us that they had opportunities to attend annual parents’ meetings to discuss their child’s progress and profiles. We observed staff giving verbal feedback to parents/carers at pick up time.

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.
We found very good evidence that children’s health and wellbeing needs were being met for example; children had opportunities to learn about healthy living, diet, exercise, environmental issues, personal hygiene and tooth brushing. Healthy activities promoted by the service included walk to nursery week, healthy body, happy me and fruity Friday.

The service promoted physical and active play and sufficient outdoor space was provided in the garden area. Physical play was planned as part of the nursery curriculum. We observed children having access to the outdoor area during the inspection visit. They were able to play with a variety of outdoor equipment including wheeled toys and larger equipment within the physical play area with its all weather safety surface. An imaginative and creative story garden, a mud kitchen, planting and growing area and an outdoor heated classroom were all accessed by the children.

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

Curriculum for Excellence ( CfE) was promoted within the 3 to 5 area. Staff were confident in using the experiences and outcomes from CfE in planning children’s learning. CfE is for all children and young people in educational settings aged 3 to 18 years. It is designed to engage children in activities that promote depth in learning, supports them in gaining knowledge and skills and in applying these skills in a variety of ways.

From the Care Standards Questionnaires ten parents/carers had strongly agreed and four 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:

"I find the meals and snacks to be tasty, varied and nutritious."

"I am very happy with how my son has settled in and developed within Big Bird Nursery."

"We are delighted with the quality of care and range of activities our daughter experiences at the nursery."

"My son receives excellent care and I would recommend this nursery to my friends as I have done in the past."
“They recognise children’s achievements and they support families and parents with ongoing events and workshops.”

Service questionnaires were issued to parents/carers on a regular basis. Some comments were as follows:

“Impressed with staff members who all went to the woods today in such poor weather but in high spirits. They seemed to be such a team, all working well together.”

“Child enjoyed his trip to Ayr yesterday - had a fab time.”

“Clean, friendly and educational environment with healthy food provided.”

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

The manager had identified as an area for improvement within the self assessment the ongoing commitment to encouraging parents/carers to participate more in their child’s health and fitness through workshops and fun classes.

**Grade awarded for this statement:** 6 - Excellent

**Number of requirements:** 0

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

Grade awarded for this theme: 6 - Excellent

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 used the service are outlined under Quality Theme 1, Quality Statement 1.1.

We found that the children had been consulted regarding the purchasing of new equipment and resources for the nursery. Children had also been involved in decision making regarding the development of areas within their playroom.

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

The manager had identified as an area for improvement within the self assessment the continuation of ensuring that parents’/carers’ views were taken into account in assessing and improving the quality of the service. Also to further engage the children in the evaluation of the service and self improvement.

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 an excellent standard for this statement. To assess this we observed staff practice and sampled relevant health and safety documentation including security, hygiene and infection control, child protection, first aid, accident and incident reports, risk assessments and environmental checks.

We found the nursery environment was warm and welcoming and the available space was used effectively. Resources were well organised and easily accessible to the children. The nursery building was well maintained and decorated. The service had suitable and effective ventilation, heating and lighting.

The nursery operated a secure entry system and all visitors were required to sign in and out and their identifications were checked. The playrooms were accessed from the entrance hall through a secure keypad system.

We found staff effectively monitored people arriving and leaving the service and were very aware of procedures for monitoring children collected by relatives. Parents/carers spoken with were very happy with security procedures and informed us 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, snack preparation area 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 in the outdoor area and in the playrooms.

We were impressed with the outdoor area which was divided into four sections: a large physical play area with all weather safety surface, a sensory garden, an imaginative and creative story garden with mud kitchen and a planting and growing area. A heated outdoor classroom catered for activities such as woodwork and transient art. A willow igloo had also been planted by the children. Toys and equipment included a slide, rocking toys and tunnel. The children had asked for a small pond for the garden area and this had been actioned with all safety features in place.

Groups of children had access to a Forest School Programme (Woodlands Project) within a local wooded area which they attended for a week and this enabled them to assess risk appropriately, understand boundaries in learning and promoted positive relationships and team working across all age ranges.
The nursery was part of the Eco Schools initiative and was working towards its Green Flag. The children had helped construct an Eco greenhouse made of one litre sized plastic bottles.

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 entrance provided relevant national and local information for parents/carers as well as information on the Curriculum for Excellence.

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

Nursery children had the opportunity to go walks in the local community, use the facilities at the leisure centre, visit the park, library and pet shop. Community links had been made with the local Police and lollipop lady and visits to a care home for the elderly was undertaken to share songs and stories.

Within the out of school care children were involved in swimming lessons, drawing up the weekly shopping list and visiting the local supermarket. Visits had been undertaken to the Riverside Museum, Science Centre, M and Ds Theme Park and the opportunity to be involved in the Forest School Programme during school holidays was available.

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

“Big Bird provides an extensive range of activities beyond any other nursery that I have previously been associated with.”

“Big Bird works very closely with the community and this is very apparent with all the activities and events provided - well done.”

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

**Grade awarded for this statement:** 6 - Excellent

**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 used the service are outlined under Quality Theme 1, Quality Statement 1.1.

Children had selected the new staff uniforms and also helped create a person specification for the recruitment pack.

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

The manager had identified as an area for improvement within the self assessment the development and review of how service users contribute to the staff training calendar.

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 parents/carers and sampled the annual training plan, staff review meetings, 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.

The nursery had an induction process for new staff which outlined how they would be introduced to the service and supported in becoming aware of the systems and care provided.

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
* First aid
* Curriculum for Excellence
* Pre Birth to Three
* Getting it Right for Every Child (GIRFEC)
* National Care Standards

Staff had recently been involved in a team building event.

Four staff had completed Care Service Staff Questionnaires and all had stated that they had opportunities for training. Comments from staff were as follows:

“Together I feel we have a great staff team and work well together. I am also given lots of opportunities within my work place to develop my skills and am currently working towards my PDA. I am encouraged to share my skills with my peers and enjoy doing so. I have recently put together a powerpoint on Schemas for staff as my manager provided me with the materials to further develop my knowledge of this.”
“There is relevant training programmes for me to go on. This is the first nursery I’ve been in that has such strong links to the community and does so much with the children outside nursery hours.”

“The nursery has supported me very well in the year and a bit I have been here. We are a very happy staff team.”

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.

We saw that 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.

Staff said they had opportunities to be involved in identifying service improvements and were well placed to make further progress in taking these forward for the future benefit of service users.

The nursery had developed appropriate policies and procedures and staff implemented these accordingly. The service undertook 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 (SSSC). The SSSC is responsible for registering people at work in social services and regulating their education and training. The nursery ensured that staff were registered and this was part of the service’s safe recruitment practices and meant that the provider knew staff were appropriate people to be working with children.

Staff were aware of the management structure and their own individual accountability. We found that regular staff meetings were held and documented. Discussion centred around staffing, planning and new guidelines.
Staff were delegated a specific area of responsibility for the curriculum and for taking this forward within the nursery setting. Also staff members had been assigned responsibility for Eco Schools, the snack and outdoor play. Staff displayed enthusiasm for their delegated roles. The role of Home Link Officer had been established and a staff member was responsible for taking this forward. We observed that staff were also encouraged to become involved in organising workshops and classes for parents/carers.

Staff members were also involved in the Woodlands Project which had involved additional training, organising and planning activities and resources in order that children could have active play in a local woodland area.

Staff retention in the nursery was very good and parents/carers mentioned this when speaking with the Inspector. The consistency of staff was highly valued by them.

A Staff Member of the Year Award was established practice within the nursery.

The well resourced staff room with a library and computer linked to the internet allowed opportunities for staff to access their SSSC account and workforce development websites.

Staff appraisals were carried out annually and these encouraged staff to be reflective practitioners and identify strengths and areas for their Continuing Professional Development (CPD).

Fourteen parents/carers who completed Care Standards Questionnaires stated they strongly agreed that they were confident the staff had the skills and experience to care for their children and support their learning and development. Eleven parents/carers strongly agreed and three agreed that they were confident that there was always enough staff in the service to provide a good quality of care. Fourteen also stated that they strongly agreed that their child appeared happy and confident with the staff.

Some comments were as follows:

“The staff are absolutely brilliant, they go out of their way to always be pleasant and polite and are always thinking of new activities and outings for the children.”

“Great staff, full of fun, attentive and my son loves his time there.”

“The staff always make sure my child is happy and settled.”

“The staff are all great.”
"Staff see my child as an individual which I think is great."

**Areas for improvement**

The service should continue to maintain the very good standard evidenced during the inspection visit and continue to support staff to reach their full potential as well as continuing to further their professional development.

**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
Methods to involve people who used 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.

The manager had identified as an area for improvement within the self assessment the continuation of parental involvement in the self assessment process using a variety of methods including work shops and group consultation.

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. She had a clear vision for the nursery and demonstrated a high level of professional competence in all areas. It was evident that she had worked tirelessly with the staff team to improve the service offered to parents/carers.

The service’s Improvement Plan for 2013-14 identified areas for improvement, 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. Child at the Centre 2 is an evaluation tool which includes quality indicators to help services assess their progress. This tool tells us how the service thinks it is performing over four quality themes: quality of care and support, quality of the environment, quality of staffing and quality of management and leadership.

The manager stated that Child at the Centre 2 was used as their quality assurance scheme and management and staff met on a regular basis 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 nursery worked with the early years development team in order to assess the provision and to share good practice.

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

Four staff had completed Care Service Staff Questionnaires and had made the following comments:

“I feel very valued within my work place by management and staff.”

“I feel my manager is very approachable.”
All staff were registered with the Scottish Social Services Council (SSSC) and were working to their code of conduct guidelines. Staff had opportunities to continue their own professional development by attending training and researching information online.

Parents’ meetings, newsletters and questionnaires 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. This enhanced children’s development within the service by monitoring their progress, informed parents/carers of their children’s development and also provided information to the receiving primary school when the child moved from the nursery setting.

Ten parents/carers who completed Care Standards Questionnaires stated they strongly agreed and four agreed that the service involved them and their child in developing the service for example asking for ideas and feedback.

Some comments were as follows:

"Hazel is a very able manager and we are happy to see how she takes forward Curriculum for Excellence and GIRFEC."

**Areas for improvement**

The manager had identified as an area for improvement within the self assessment the continued adoption of current quality assurance systems to take forward best practice.

**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
n/a

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 - 6 - Excellent</th>
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<tbody>
<tr>
<td>Statement 1</td>
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<td>Statement 3</td>
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<table>
<thead>
<tr>
<th>Quality of Environment - 6 - Excellent</th>
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<tbody>
<tr>
<td>Statement 1</td>
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<td>Statement 2</td>
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<tr>
<th>Quality of Staffing - 5 - Very Good</th>
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<tr>
<td>Statement 1</td>
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<tr>
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<tbody>
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<td>Statement 1</td>
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<td>Statement 4</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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<tbody>
<tr>
<td>3 Feb 2012</td>
<td>Announced (Short Notice)</td>
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</tr>
<tr>
<td></td>
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<td>Environment Not Assessed</td>
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<td></td>
<td></td>
<td>Staffing Not Assessed</td>
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<td></td>
<td></td>
<td>Management and Leadership Not Assessed</td>
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<tr>
<td></td>
<td></td>
<td>Care and support 4 - Good</td>
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<tr>
<td></td>
<td></td>
<td>Environment Not Assessed</td>
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<tr>
<td></td>
<td></td>
<td>Staffing 4 - Good</td>
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<td>Management and Leadership Not Assessed</td>
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<tr>
<td>20 Sep 2011</td>
<td>Unannounced</td>
<td>Care and support 4 - Good</td>
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<td></td>
<td></td>
<td>Environment 5 - Very Good</td>
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<td></td>
<td></td>
<td>Staffing 2 - Weak</td>
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<td></td>
<td></td>
<td>Management and Leadership 5 - Very Good</td>
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<tr>
<td>26 Jul 2011</td>
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<td></td>
<td>Staffing 3 - Adequate</td>
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<td></td>
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<tr>
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<td>------------</td>
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<td>8 Dec 2009</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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