Cathkin Community Nursery
Day Care of Children
Community Nursery
Langlea Road
Whitlawburn
Cambuslang
Glasgow
G72 8ES
Telephone: 0141 643 3484

Type of inspection: Unannounced
Inspection completed on: 30 January 2015
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Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Care service number:
CS2003015283

If you wish to contact the Care Inspectorate about this inspection report, please call us on 0345 600 9527 or email us at enquiries@careinspectorate.com
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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What the service does well

Management and staff had created a hub of learning and support for families in the community. Relationships with families were particularly good, and support was tailored to meet the immediate needs of families and their children.

What the service could do better

Personal plans for children needed to be further developed to ensure they set out how staff would meet children’s health, welfare and safety needs. Some additional information should be included on medication consents to ensure staff were fully supported in making decisions about when to administer medication.

What the service has done since the last inspection

The manager, who had been in post for some years, had resigned and there had been significant staff changes. During these changes, the depute manager had sustained the quality of the service as well as continuing to support staff in developing team relationships and their skills and training.

Conclusion

We saw that children attending the nursery were happy and confident. Parents/carers we spoke with told us they were extremely happy with how staff cared for their
child. Overall, families were experiencing a high quality service where staff cared about outcomes for children.
1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Prior to 1 April 2011, this function was carried out by the Care Commission. Information in relation to all care services is available on our website at www.scswis.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 based on best practice or the National Care Standards.

- 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 (“the Act”) and secondary legislation made under the Act, or a condition of registration. Where there are breaches of Regulations, Orders or conditions, a requirement may be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Cathkin Community Nursery is registered to provide a day care service for a maximum of 72 children. A maximum of 6 children can be under two years, with 10 being between 2-3 years. The remaining children are aged from three years to those not attending primary school.
The service is provided by South Lanarkshire Council and a Head of Establishment manages the day-to-day running of the nursery. A Depute is also employed and skilled and experienced staff provide direct care to the children attending. The service is available Monday to Friday between the hours of 8.00 am and 6.00 pm.

The service is provided from a purpose-built nursery centre in the grounds of Cathkin High School. There is a separate entrance and parking for parents and staff. The nursery has playrooms for all age groups of children as well as a parent’s room, staff room and offices for staff and visiting professionals. The outdoor area can be accessed directly from all playrooms and provides frequent outdoor play and learning opportunities.

The nursery aims include to provide a “Happy, welcoming, caring and secure environment within which we can provide a high quality service for children, parents and carers.”
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 0345 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. The inspection took place on Wednesday 28 January 2015 from 8.50am until 5.00pm. It continued the following day, Thursday 29 January from 12.15 until 2.45pm, and was concluded on Friday 30 January 2015 from 8.30am until 6.15pm. These visits allowed us to see children arriving and leaving the nursery, and to speak to parents/carers. Feedback was given to the depute manager on Friday 30 January 2015.

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

We sent 25 care standards questionnaires to the manager to give to families using the nursery. We received 18 completed questionnaires before the inspection.

During this inspection process, we gathered evidence from various sources including the following:

We spoke with:

- the depute manager
- six members of staff
- six parents/carers
- one visiting physiotherapist
- one early years home link worker

We looked at:

- information recorded about children
- medication records
- accident records
- attendance records
- how staff planned for children
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
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 self assessment had been completed well. It set out how the service was meeting the needs of children, and the positive impact of their work. The depute manager planned to more fully involve staff and parents/carers when updating the self assessment in the future.

Taking the views of people using the care service into account
We spoke with most children during our inspection visits. We saw that children were happy at the nursery. The were excited coming into nursery, and were happy to see staff and their friends. We saw that very young children separated from their parent/carer happily and confidently reached out to staff. All children enjoyed using the equipment and taking part in a range of activities. We asked older children if nursery was fun, and they said “Yes”. Comments from children included, “Play is why I like nursery”, and “I’ve got lots and lots and lots of friends here.” The views of children are included in this report.

Taking carers’ views into account
We received 18 care standards questionnaires from parents/carers and 8 of these contained further comments about the nursery. We contacted 5 of these parents/carers by email, and spoke to one of them by telephone. We also spoke with another 5 parents/carers during our visits. Feedback from all parents/carers was very positive. All parents/carers indicated that staff worked with them to plan for their child’s care, and that the nursery provided a healthy and well-balanced diet for their child. They were confident that staff treated their child fairly and with respect and that they would protect their child from harm. Some parents/carers gave us very good examples of where staff had provided excellent support through difficult
decisions, and all were confident that their child’s needs were being met very well at the nursery. Comments included, “Cathkin Community Nursery is a wonderful place for children. They are excellent professionals who offer first class care and support for every child”, “I think that the nursery is excellent”, “I could not be happier with the service at Cathkin Community Nursery”, “Cathkin Nursery has provided excellent care, support and services for my child and family”, and “Fabulous Nursery”. The views of parents/carers are included in 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 that there were very good opportunities for parents/carers and children to be involved in assessing and improving the quality of care and support, the environment, staffing, and leadership and management.

Nursery management and staff had worked to create a welcoming environment where parents/carers and children knew that their views were valued. This meant that parents/carers could raise any concerns, confident in the knowledge that these would be addressed appropriately. Parents/carers spoke highly of all members of staff, saying that the ethos of the nursery was friendly and that their views and suggestions were encouraged.

Two members of staff had been identified to take the lead in coordinating partnership with parents/carers. A committee was well established in the nursery, and we spoke with members of the committee during this inspection. One parent told us, "The nursery is always keen to get everyone involved. They’re really welcoming, and when we started we were introduced to other parents. This helped. It’s nice to be involved." The nursery aim was to provide appropriate support for families in the community. To do this, they encouraged the committee to carry out fundraising events that would highlight their own community as well as giving a wider national perspective. The nursery recognised national events such as National Women’s Day, and National Autistic Day, and targeted their fundraising events to charities associated with the needs of families using the service. Parents/carers told us they were happy to be involved in nursery fundraising events. One parent said, "You take these people into your hearts because of what they do for your child."
Management and staff built on the relationships they had established with parents/carers through inclusion. They provided workshops to help develop confidence and parenting skills, and had established very good relationships with support services in the community to help raise their profile with families. This meant that parents/carers were able to quickly and easily access information about help available in their local community. This nursery “hub” created by management and staff meant that communication in the service was very good, and that staff, and parents/carers aimed for excellence in the service. One parent we spoke with talked about their involvement. They said that staff shared information about the curriculum and that the workshops provided were “Great fun. It’s good doing adult thing together while getting ideas for things to do with your child”. The parent particularly enjoyed the Forest School experiences and said, “It’s great. I love den building. That was one of the best days out ever.”

Newsletters were provided for parents/carers. These reminded parents/carers that their views were welcomed and also encouraged them to become part of the committee. Committee members were also involved in working towards the ECO flags for the nursery, and we saw that children and all parents/carers were considering ways to make best use of resources and space. For example, by celebrating “Walk to school week”, recycling, growing vegetables, and gathering and re-using rainwater in the garden. Parents/carers and children were actively involved in planning these events.

We saw that staff respected and valued children’s views and suggestions. Staff used mind maps with children when planning activities to gather their views. These were displayed for parents/carers to let them see how their child had been involved in planning, and also to encourage parents/carers to add their suggestions and ideas about how topics could be developed. This meant that planning effectively met the needs and interests of children attending.

Management and staff encouraged parents/carers to be involved in planning their child’s care and support through regular informal discussions, as well as more detailed and personal discussions during formal progress meetings. One parent told us, “There are regular meetings. My child’s next steps are always discussed and I am asked if there’s anything I want included. I know my child was also asked to identify a goal and that staff are working to help him achieve that.” Through the parent committee and newsletters, parents/carers were involved in making decisions about how any fundraising money was spent. This included buying new equipment and planning trips and celebrations in the environment. Two parents/carers had been included in the recent recruitment of new staff, and the depute told us that all parents/carers had been given the opportunity to have their say about staff qualities that should be present in any new staff. This meant that parents/carers knew that their views were welcomed within the nursery environment.
Management and staff evaluated workshops and events with parents/carers to ensure these were appropriate and enjoyed. Where suggestions were made for improvement, changes were made. Home links were being fostered to ensure that the opportunities for involvement were effectively helping improve outcomes for children.

Overall, we assessed this statement as very good.

**Areas for improvement**

Parents/carers could be more involved in service development. For example, when staff were reviewing policies and procedures, or further developing risk assessments, parents/carers and children could be included in these reviews. Parents/carers had not been directly involved in developing the nursery improvement plan, although their views had helped inform the plan. They had also not been involved in completing the self assessment for this inspection. As the parent/staff relationship was so strong in this service, it would be a natural progression to further involve parents/carers in assessing, reviewing and developing all areas of the service.

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

**Number of requirements:** 0

**Number of recommendations:** 0
Statement 3
We ensure that service users’ health and wellbeing needs are met.

Service strengths
We found care and support in the service was very good. Staff knew children very well, and worked in partnership with parents/carers to help achieve very good outcomes where children were learning and developing in a nurturing environment.

We looked at how staff were taking account of the SHANARRI (Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included) wellbeing indicators when planning care and support for children. Staff followed very good procedures to keep children safe. The depute manager was the named child protection co-ordinator and she ensured all staff were updated on child protection procedures each year. Where real life examples could be used, these were discussed during in-service days or staff meetings. This helped staff understand their roles and responsibilities in keeping children safe. Safeguarding children was a priority in the service. The depute manager discussed the child protection procedures with parents/carers during their induction, as well as sharing this information with all new members of staff and visitors to the service. Information on child protection was displayed around the building to enable parents/carers to access this if they wished. Parents/carers we spoke with knew about child protection procedures and understood the staff role to keep children safe. Staff knew all children very well, including any sensitive information where additional support would be of benefit. Staff were skilled in identifying where families needed extra support, and through the nurturing and safe environment created, were able to support families very well.

Staff considered all aspects of care and support when measuring safety in the service. Medication procedures were clear, and parents/carers aware that consent needed to be in place before medication would be administered. Medication was stored safely, and where children suffered from allergies, clear information was available for staff while being displayed out of sight of parents/carers to maintain confidentiality. Staff worked with children through activities to help their understanding of safety, for example by talking about risk assessments, hygiene, and the nursery “rules”. Children could talk to us about keeping safe and how their behaviour helped themselves and each other. Staff working in the service had established particularly good relationships with other professionals. Where children were being supported by other professionals, for example speech and language therapists or physiotherapists, very good communication was in place to ensure clear strategies and targets were being supported consistently. One parent we spoke with talked about how all agencies involved in their child’s care worked together. They said, “Communication is done very well and there’s a joined up approach. Good communication flows between ourselves and the nursery and any other agencies. The nursery is a central point and this is done very well.” We spoke with one visiting professional during our inspection visits. They told us that staff worked very well with
them, seeking and following advice to ensure consistency in care. They said, "I've provided in-house training to help staff with techniques. They are usually already on the ball as far as identifying strategies and they catch on really quickly." Staff also had the benefit of good links with the language teacher who could support children whose first language was not English. Staff told us this was particularly helpful and strategies in place were helping children feel settled in their new environment.

To help children learn about healthy living, nursery staff focused on health and wellbeing when planning activities and topics. The nursery had been involved in a healthy lifestyles pilot programme in association with NHS Lanarkshire, and had involved parents/carers and children in learning about healthy eating and living and the long-term benefits of making positive changes. Varied and healthy snacks were provided, and the depute manager planned to include the new "Setting the Table" nutritional guidance at the next staff in-service day. Staff worked with other professionals in the community to provide workshops focusing on healthy eating, and parent/carer feedback about these workshops was positive. Feedback indicated that parents/carers had changed how they prepared food, and that they were more conscious of the content of salt and sugar in everyday foods. Outdoor play was encouraged, and the linked high school gym hall was used to allow children a bigger space to run and play. The easy access to the secure outdoor areas meant that staff could encourage children to enjoy fresh air and physical play opportunities often. Staff worked well, considering strategies and support that would help all children participate in energetic play, and be fully included in all aspects of nursery life. We saw that children were given praise and that their achievements were recognised. There were strong bonds between staff and children which meant that children were able to approach staff easily and be comforted if upset. One parent/carer wrote, "The quality of care is exceptional at Cathkin Community Nursery. My daughter blossomed within two weeks of attending". Comments from other parents included, "My child is confident in and out of nursery and loves the place", and "Cathkin Community Nursery has helped my son grow in confidence and helped him build relationships with his peers."

Staff respected children and listened to their views. All staff were very familiar with GIRFEC (Getting it Right for Every Child) and what this meant in their work. They used mind maps regularly, and considered other methods of communication where children were unable to be part of the mind map process. Prompts and sign language was being used where appropriate to help children understand the routine of the nursery and become confident in their environment. Staff worked closely with parents/carers to ensure all information about their child was shared and could be used to inform how care was provided. Each play area in the nursery could be adapted to provide a quiet area for sleeping if this was required for children. We saw that staff were caring and sensitive in their approach with children, and that they focused on children’s needs rather than a set programme of activities. Where other agencies were involved in a child’s care, clear records of any meetings or agreements were in place. Staff were knowledgeable and aware of current attachment theories.
and how they could support separation issues with families. The welcoming and caring environment created was helping children and parents/carers manage this separation very well. One child told us, “I have lots and lots and lots of friends in nursery.” Parents/carers were confident that staff used information provided by them to plan care and support for their child. One parent told us, “A programme was devised to suit my child’s needs.” Another parent told us, “I am completely involved in care dialogue in a number of ways prior to any changes taking place.”

Transition from home to nursery and nursery to school was supported well. The Early Years Home Link Worker newly appointed would have a role in meeting parents and children in the family home to support early relationships with families. Staff supported children through the nursery, making sure all aspects of care and support were shared with other staff, and that parents/carers knew what to expect. We saw that older children were confident and they talked about starting school. Feedback from parents/carers about transition to school was positive. One parent wrote, “I know that Cathkin Nursery has prepared my child for school through good transitions.”

As part of this inspection, we focused on how the service promoted health and wellbeing through infection prevention measures. We saw that staff helped very young children to wash their hands before snacks, and that they followed best practice in relation to toothbrushing. Children were encouraged to be independent while still being supported well by staff, for example through reminders to wash hands after using the toilet. Policies and procedures followed best practice.

We saw that staff and management had a very good understanding of GIRFEC and the SHANARRI wellbeing indicators. They considered these wellbeing indicators when planning the wide range of topics for children. The inclusive and nurturing environment meant that children were happy in the service and confidently learning new skills. Staff recognised where children would benefit from additional support or challenges and were effectively meeting children’s needs. Although there were some excellent aspects to this statement, because of the areas for development noted below, we assessed this statement as very good.

**Areas for improvement**

Personal plans for children needed to be further developed. In order to meet our requirements, these needed to be put in place with parents/carers within 28 days of a child starting the service, and set out how staff would meet the child’s health, welfare and safety needs. They also need to be reviewed at least once in every six months. We gave the depute manager a copy of the legislation relating to personal plans and we were confident that these would be further developed.

Some medication consents had been given on an “as required” basis. This meant that staff were making the decisions about when it was appropriate to administer the
medication. We advised the depute manager that additional information such as triggers should be sought from parents/carers and included on the consent.

Staff were using “running records” to assess children’s learning and development. Where a child started the service beyond the youngest age of development on these records, staff had at times missed the developments on the earlier records. This meant that it was not always clear if staff had assessed each developmental stage on the running record. We discussed this with staff and the depute manager and they agreed to consider how these records were maintained.

We discussed safe handwashing procedures with staff and management and reminded them of the importance of following these when showing children how to wash their hands.

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
Please see Quality Theme 1, Statement 1.

Areas for improvement
Please see Quality Theme 1, Statement 1.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0
Statement 2
We make sure that the environment is safe and service users are protected.

Service strengths
We found the environment was safe and secure. There was security at the entrance, and parents/carers and children were welcomed by the depute manager on arrival. A reception area was staffed, and parents/carers spoke highly of the member of staff working in reception describing her as "Friendly" and saying that she, "Knows every child and adult", and "Makes sure only people who should be here can get in". A friendly ethos was evident on our arrival, and we saw that parents/carers and children were welcomed by name. This meant that children were excited coming into nursery and that they felt comfortable and safe.

Children used the environment very well. They enjoyed the space available, and took part in a wide range of activities. During our visits, we saw older children dressing up and taking part in role play, as well as working cooperatively with their peers to build and create objects that would be part of their play. Older children had the use of two large playrooms as well as direct access to a secure outdoor area. When we asked children what they liked about nursery they said, "I just like play the best." Children playing with snow in the playroom said, "I'm making a cake", "I made a snowman but its arm fell off", and "I'm looking for treasure in the snow." We saw that children were learning through play, and that staff planned exciting activities where children could be involved and lead. For example, the topic about under the sea was very well recorded in a floorbook. This reflected that children's learning had been supported very well by staff. Parents/carers we spoke with also talked about this topic and their "amazement" at what their child learned. One parent said, "A lot of thought goes into sharing learning. We're happy with the regular reviews so we know what topics they're working on." We saw that children particularly enjoyed a "Pirate Party" on the final day of our inspection. They were happy to have their faces painted, and dressed as pirates to come to nursery. Most children took part in the singing and dancing that was led by "Captain Hook".

Two separate playrooms were available for younger children and they were able to access suitable climbing equipment, arts and crafts, and imaginative play materials. Younger children also had direct access to a safe outdoor play area. We saw through staff observation records that the layout and equipment provided had been considered to ensure all children were appropriately supported and challenged. For example, where a child would benefit from equipment to allow them to be independent in the nursery, where possible, this was provided. One parent wrote about the support provided for their child, and said, "Everything possible has been done to ensure (my child) is cared for and included as much as possible." Staff encouraged parents/carers to add their ideas to any planning and displayed this clearly in the corridor area so that parents/carers knew what was planned and how they could contribute. Staff worked closely with visiting professionals to ensure the
environment could safely meet the needs of all children. For example, for some children with additional support needs, the occupational therapist had been consulted about the layout and equipment available. This meant that staff were working hard to ensure that all children attending the nursery were safe, could be independent, and had access to appropriate equipment and activities.

The environment provided very good space for parents/carers and visiting services. There was very good space for staff to take breaks, and a wide range of resources were available for them to keep up to date with any changes relevant to their work. The parent’s room was very well used. The committee used this, and where parents/carers were planning events or preparing activities, they used this space. Parents/carers we spoke with said they knew they could use the parent’s room at any time, and we saw that the room was very well used during our visits. Parents/carers spoke positively about the environment and saw this as a place where they were welcomed and valued.

In this statement, we continued to focus on how the service promoted children’s health and wellbeing through infection prevention measures. We saw that a very good standard of hygiene was apparent throughout the nursery. Staff followed safe food preparation guidelines, as well as infection control guidance associated with exclusion periods, handwashing, and toothbrushing. There was very good access to handwashing facilities and we saw that children routinely washed their hands at appropriate times. Baby changing facilities were available in each playroom for younger children, and for older children two toilets off the playroom were fitted with changing resources including gloves, aprons, and a change of clothes. There were clear cleaning records for equipment and the environment, and staff we spoke with had individual roles and responsibilities for maintaining a safe and clean environment. Procedures in place included recording fridge temperatures, and thermometers were in place in each playroom to monitor temperatures and ensure these remained safe. One parent we spoke with said, “It’s safe and secure and there is generally a high standard. The surroundings are well maintained and I like the outdoor areas. The kids are out all day when weather allows.”

Staff had made attractive displays in the nursery corridors. These displays included health and child protection information. Staff and management had gathered a wide range of relevant information for families. This included information about local support, for example, the local food bank, as well as information about starting school and accessing support. Feedback from evaluations was also displayed to ensure parents/carers knew that their suggestions were being taken into account. This helped parents/carers gain information about help and support, as well as feel that their opinion mattered.

Overall, we found the environment was safe and secure and that staff were using the space very well to ensure children enjoyed their time at nursery. We assessed this statement as very good.
Areas for improvement

There were areas around the sinks in all children toilets where the paint had worn off. This meant that these areas were not sealed and could become a risk of infection. We discussed this with the depute manager who told us that these areas had been repaired in the past. The depute manager agreed to submit another repair request for these areas.

Nappy changing procedures were brief and did not set out step by step instructions for staff about handwashing and the use of aprons and gloves. Although we had no concerns about the way staff changed nappies in the nursery, it would be good practice to display clear nappy changing procedures as included in the “Infection Prevention and Control in Childcare Settings”, published by Health Protection Scotland. The depute manager agreed to do this.

Although generic risk assessments were in place, and staff completed daily checklists for any risks in the service, there were no specific risk assessments for activities or areas in each playroom. We discussed the benefits of these and the depute manager agreed that staff would consider the existing information in risk assessments to ensure these reflected the service provided and children using it more accurately.

It would be useful if clear pictures of the stages of safe handwashing were displayed for children near the wash hand sinks in the toilets. The depute manager agreed to consider this.

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
Please see Quality Theme 1, Statement 1.

Areas for improvement
Please see Quality Theme 1, Statement 1.

Grade awarded for this statement: 5 - Very Good

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 that staff were professional, polite and knowledgeable and that they engaged positively with the inspection process. We saw that staff were happy at their work and that they greeted each parent/carer and child warmly and with a smile. Feedback from parents/carers about staff was very positive. Comments included, "Staff have been fantastic", "Thanks to all staff at Cathkin Nursery", and "Staff are welcoming and always greet with a smile. Nothing is ever a problem for the whole team from the cleaning, clerical, staff and managers."

Staff were registered with the Scottish Social Services Council (SSSC - responsible for registering people who work in social services and regulating their education and training.) They were aware of the associated codes of practice, and were well-informed about the care and sensitivity needed around the use of social media, and whistleblowing. Staff received regular updates about child protection from the depute manager, and all staff were confident when completing referral forms and attending meetings with other professionals. New staff we spoke with had quickly become part of the team and were being very well supported by their peers and management. New staff appreciated the learning and development opportunities in the nursery and were motivated and excited in their role. We saw that there was very good teamwork and that staff communicated very well throughout the day to ensure each area of the nursery was supervised appropriately. There were clear roles and responsibilities for each staff member, and most staff had a lead role within the nursery. For example, partnership work with families, or health and wellbeing. Staff focused on health and wellbeing in the nursery, planning topics, observing how children reacted and learned from these, and assessing how to continue to support that learning. This meant that children at the nursery were progressing well in all areas of the curriculum, and that they felt safe and secure with staff.

Staff had attended a wide range of training to help them support children appropriately. This included training on attachment, Autistic Spectrum Disorders, and health and wellbeing. They were confident in their role and eager to seek advice from visiting professionals. The annual planning calendar highlighted that there was set time for staff to read or carry out research to ensure they were up to date with any changes to legislation or guidance. From records available, we saw that staff had recently attended training on outdoor learning, Autism, and speech and language. They had also read the new guidance in relation to hand hygiene, and all staff had been trained on how to use an Epipen. This training and reading was helping staff feel confident in the workplace and competent to make assessments and evaluate their practice. The nursery ethos was that this was a “community of learners”, and
staff were very well supported to achieve this aim. This meant that outcomes for children were being supported by skilled and knowledgeable staff.

Management carried out annual performance reviews. These allowed staff to formally evaluate their own practice and identify where they would like to attend training or develop their work. All staff we spoke with said that this process was useful and that they felt supported and valued in the workplace. Interactions between staff and parents or children was of a high quality. Questions were answered sensitively, and staff took time when parents requested this to discuss any issues. One parent wrote, "All the staff are very helpful and understanding and work really well with my child", and another told us, "Although it is busy here, you can always talk to staff and they give you feedback."

Staff were planning for individual children and working closely with parents/carers to ensure consistency between home and nursery. One parent wrote, "The staff are all extremely caring and professional and as a result my child has shown great progress mentally and physically since starting at the nursery." Staff attitude to their work, including how they worked with each other was very positive and helped to reassure parents/carers when leaving their child with them.

Overall, we assessed this statement as very good.

**Areas for improvement**

Although professional development review interviews were taking place and staff felt completely supported by management, records of these did not reflect the discussions and agreements that were taking place. Management was using records provided by South Lanarkshire Council and told us that these had been reviewed. The depute manager agreed to consider how records of meetings could better reflect the discussions that took place with staff.

Although staff were keeping records of training and development, these did not always include the number of hours which is required by the SSSC. We gave the depute manager information to help her support staff when recording training and development.

The self assessment form for this inspection had been completed by the depute manager with some input from staff. The depute manager told us that for future self assessments in the service, all staff would be fully involved in the process.

The whistleblowing policy from South Lanarkshire Council did not make reference to the Public Interest Disclosure Act 1998 which informs staff about the support available for them if they "blow the whistle."
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
Please see Quality Theme 1, Statement 1.

Areas for improvement
Please see Quality Theme 1, Statement 1.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0
Statement 4

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

Service strengths

We found that quality assurance systems in the nursery were very good. Although some quality assurance records were unavailable at this inspection, through discussion with the depute manager and staff it was clear that quality assurance was continuing in the service and improvements and changes were planned. A detailed and ambitious improvement plan was in place, and staff and management had a clear vision for the service.

Since the last inspection, there had been a change of manager and significant changes to the staff team. This meant that until very recently, the nursery had not been staffed with permanent staff and management. The depute manager had capably managed the service until a new acting manager was appointed in January 2015. Although these changes had been frustrating for staff and had meant that staff deployment was less certain, all staff and management had coped extremely well with the changes. The depute manager was compassionate about the quality of service provided and engaged positively with the inspection process. We were confident that management was well placed to drive the service forward and that they would include staff and parents/carers in this process.

Staff and management used the Child at the Centre two as well as South Lanarkshire Council’s publication “Together we Can” to assess children’s learning and evaluate their successes. There was a clear ethos of improvement and staff and management aimed for excellence in all they did. The work of staff was monitored by management, including planning and running records that set out children’s achievements and stage of development. Staff and management had clear roles to ensure audits took place of medication and accidents. The self assessment submitted to us contained information about what the service did well and it was clear that consideration had been given to the impact the work of the nursery had on outcomes for children.

Communication in the service was very good. Feedback from parents/carers was positive and comments included, “The depute manager is so approachable and I would be confident enough to raise a complaint if I was unhappy about anything”, and “I have no doubt that the new manager and depute will continue to develop the service.” The complaints policy was available for parents/carers, and those we spoke with said they were confident that if they made a complaint it would be managed appropriately. The atmosphere of trust created in the service had helped parents/carers feel that they could raise any issues immediately. Parents/carers described all staff and management as “approachable”.

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Management and staff involved parents/carers and children when evaluating the service. For any events or meetings that took place, parents/carers were consulted and asked for suggestions for improvement. At the end of any topics carried out with children, staff took time to gather the views of children to inform their evaluations and help them plan next steps for children. This attitude to evaluation and inclusion was evident throughout the service.

Management planned training in consultation with staff. They took account of children’s needs, and ensured that the staff team was confident and knowledgeable. In house training and training from visiting professionals also took place over the year to keep staff and management abreast of any new development. The depute planned to discuss the new guidance, Building the Ambition with the staff team at the next in-service day.

In conclusion, management and staff worked very well together to ensure they were well equipped to manage change and the more complex needs of some children. Management had a very good overview of staff skills and provided appropriate support and training opportunities to help them further develop these. There was a clear vision of excellence for the service and all staff and management were committed to achieving this through consultation with families, working in partnership with other agencies, and measuring outcomes for children attending. This meant that staff and management could quickly identify where support or training would be of benefit, and that the focus of the nursery staff team was always on positive outcomes for children.

Overall, we assessed this statement as very good.

Areas for improvement
Management had not identified the need to develop personal plans for each child. We were confident that management and staff were well placed to take this forward.

We were unable to see some quality assurance records at this inspection and although we were confident that quality assurance remained a focus, we will check these at the next inspection.

It is a requirement that the provider of a service notifies the Care Inspectorate when a manager will be absent for a period of 28 days. Although the manager of this service left her post in July 2014, we were not notified of this until January 2015. This was after we contacted the new manager. The manager and depute manager were unable to submit this notification and it was the responsibility of South Lanarkshire Council. South Lanarkshire Council was aware of this requirement and need to take account of the regulations around their registered service in the future.
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
None.

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>
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<tbody>
<tr>
<td>Statement 1</td>
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<td>Statement 3</td>
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<tr>
<th>Quality of Environment - 5 - Very Good</th>
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<tr>
<td>Statement 1</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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<tbody>
<tr>
<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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<th>Date</th>
<th>Type</th>
<th>Care and support</th>
<th>Environment</th>
<th>Staffing</th>
<th>Management and Leadership</th>
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<td>31 Jan 2013</td>
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<td>6 - Excellent</td>
<td>6 - Excellent</td>
<td>6 - Excellent</td>
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<tr>
<td>15 Dec 2010</td>
<td>Unannounced</td>
<td>6 - Excellent</td>
<td>Not Assessed</td>
<td>Not Assessed</td>
<td>Not Assessed</td>
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<tr>
<td>2 Mar 2009</td>
<td>Announced (short notice)</td>
<td>6 - Excellent</td>
<td>6 - Excellent</td>
<td>6 - Excellent</td>
<td>6 - Excellent</td>
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</tbody>
</table>
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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cânain eile ma nithear iarrtas.

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