

Clydeview Primary School Nursery Class

Day Care of Children

Magna Street
Motherwell
ML1 3QZ

Telephone: 01698 264843

Type of inspection: Unannounced
Inspection completed on: 5 October 2016

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Care service number:
CS2003016806

About the service

This service has been registered with the Care Inspectorate since April 2011. The service is registered to provide a nursery for a maximum of nine children aged from three years to those not attending primary school. Since the last inspection, the nursery had moved into a new room within the school and reduced the number of children they could care for from nine to six. There are currently five children attending morning and afternoon sessions and plans are in place for another one child to start the nursery in the next few weeks. The nursery is provided from Clydeview Primary School which caters for pupils with a wide range of additional support needs. The nursery is solely for the use of children with additional support needs. The nursery is available Monday to Friday during school term time and children attend either morning or afternoon sessions. Sessions are 8.40 until 11.50am or 1.15 until 4.25pm. All children are escorted to the nursery by taxi or bus.

The nursery has sole use of one playroom, and shared use of the gym hall, sensory room, kitchen, personal care areas and toilets, and a multi purpose room. There is also space available for visiting professionals who have a remit in the nursery and school and are seen as part of the staff team. The head teacher of the school is the named manager, and the depute head teacher has delegated responsibility for the nursery. A Principal Teacher advises the nursery and three early years practitioners as well as an Additional Support Needs Assistant provide the day-to-day care and support for children.

The service aims include that they, "Provide a broad, balanced, appropriate and challenging curriculum which meets the needs of every child while enabling them to reach their full potential", and "Create a safe and caring environment where mutual respect, trust and confidence are embedded within the ethos of the school."

We check services are meeting the principles of Getting it Right for Every Child (GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible, and included, also known as the SHANARRI wellbeing indicators.

At this inspection, we looked at how children were supported before and after starting nursery, and how well staff worked with other agencies. We also looked at how management supported relationships with families and embedded the GIRFEC principles into the work they did.

What people told us

We spoke with parents from four families during our inspection. Ten families are currently using the service. Parents spoke very highly of the service. They trusted staff to care for their child, and strongly felt that staff and management genuinely cared about them and their child. Comments included:

- "Clydeview Nursery provides excellent care for my son. I cannot recommend them highly enough. I am very grateful for everything they have done. The care is incredible and staff go above and beyond anything they have to do. I can't fault them. There's a real connection between home and nursery. It is massive for me that there are methods in place to allow my child to communicate with me at home. Everything he's learning at nursery can be reinforced at home. I know staff and management at there at the end of a phone. I feel empowered since starting here as I've learned Makaton (which uses signs and symbols to help people communicate) and my whole family can be involved, especially when recording our feedback each day on the Switch (a talking diary used to share messages between nursery and home). There are fabulous workshops and loads of advice. We are all so well supported. It's excellent."
- "As soon as I contacted the nursery a visit was very quickly arranged for the following day. I felt staff and management were really good at what they did. I can't thank the nursery enough for helping me and my

child. They did a home visit and got to know all members of my family. I felt my child was safe in their hands. Staff and management here are playing a big part in helping my child through this journey. There's an open door and reassurance at any time. They've got to know us on a personal basis. They care and they're genuine. For me, the stress has been removed and my health has improved as a result. The nursery has been a pathway to other support that I didn't know was out there."

- "I can't praise this nursery enough. It's a brilliant place. As soon as my child got a place, management were right on the phone, getting information about my child, arranging to visit my child in the nursery they were attending, they came to the house to get to know us all, and they want to know everything about my child. I was really worried about the transition but they do a fantastic job. I was quickly introduced to everyone who would work with my child including the escorts and taxi drivers. It's comforting to know my child is in safe hands. I feel although I don't come into nursery every day, communication is better here and more personal. I get lots of information. My child loves it and has settled so well. This has made such a difference to my wee boy and is the best place he could be."
- "I'm really happy with the nursery and know it's the best place for my child. He's settled great and I wish he had been here last year too. I feel staff are supporting him very well and I'm able to contribute to his plan."

Self assessment

The Care Inspectorate received a fully completed self-assessment from management and staff. They identified what they thought the service did well and gave examples of improvements in specialist support and communication methods used. The self-assessment clearly identified some key areas that management and staff believed could be improved and showed how the service intended to do this. Management told us that feedback from people using the service had influenced their annual improvement plan and areas for development noted in the self-assessment.

From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	6 - Excellent

What the service does well

Excellent processes were in place to ensure staff got to know each child before they started nursery. Management and staff immediately made contact with families when a place had been confirmed, then arranged visits to any nursery currently being attended as well as home visits. The GIRFEC principles were firmly embedded in the work of the nursery, with management and staff working exceptionally well with other agencies involved in each child's care and support. For example, Speech and Language Therapists and Educational Psychologists. These other agencies were part of the staff team at the nursery which meant that the service was inclusive and integrated. Parents talked to us about how the nursery had been a pathway to many other support services they had been unaware of until their child started and the positive impact this had had on their family as a whole.

Staff and management worked consistently to establish relationships of trust with the families. They appreciated that families were experiencing a specialist service for the first time, including the use of escorts to

transport their child to and from nursery. To provide reassurance, management and staff continued to develop communication methods which meant that parents could be included in their child's day at nursery. Parents described this as "massive", particularly when their child was non-verbal. Talking diaries, sign language, and the use of pictures was shared with parents and opportunities provided for them to attend workshops to learn more about these methods if they wished.

Within the nursery, management and staff were aiming for a total communication environment. This meant that structure and routine was part of the day, and encouraged through the use of "now" and "next" prompts as well as sign language, talking, and pictures. We saw that this worked extremely well, and that children were quickly calmed if upset. Staff planned appropriately for children attending, using a focus that could be extended at home. For example using a well-known book. Parents told us they appreciated this.

Staff training was linked directly to the care and support provided for children. The deputy head teacher worked closely with staff to monitor planning, carry out professional reviews of development, and identify appropriate training. Staff had found Solihull training particularly useful in supporting them to understand the emotional impact for families, and they were currently using VERP (Video Enhanced Reflective Practice) training to help them critically analyse their interactions and talk about team knowledge, values and goals.

Management and staff had created an ethos of calm, inclusion and trust in the service. Their knowledge of supports in the community and through other professionals was very well used to support families. Families were being empowered to attend and then lead groups, and this was impacting positively on their health and subsequently on outcomes for their child.

What the service could do better

We discussed with management how using the SHANARRI indicators within the initial personal plans would help reflect how children were being supported in all areas.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Inspection and grading history

Date	Type	Gradings	
9 Jun 2014	Re-grade	Care and support Environment Staffing Management and leadership	Not assessed Not assessed Not assessed 5 - Very good
29 Aug 2013	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent 6 - Excellent 6 - Excellent 1 - Unsatisfactory
9 Nov 2010	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent 5 - Very good 5 - Very good 5 - Very good

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