Grand-y-Care Academy
Day Care of Children

Hyndford Manor
127 Hyndford Road
Lanark
ML11 9AU

Telephone: 01555 664643 ex 21

Type of inspection: Unannounced
Inspection completed on: 26 April 2017

Service provided by: Grand-y-Care
Service provider number: SP2003001507

Care service number: CS2003006600
About the service

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.

We carried out a quality themed inspection. This targeted approach meant that we looked at identified aspects focusing on children’s experiences under two quality themes - care and support and staffing.

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

The nursery offers full and part-time day care Monday to Friday, 7.30am to 6pm, 50 weeks per year. Children can attend on a full or part-time basis.

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

The service provider is Grand-y-Care. The nursery is in partnership with South Lanarkshire Council to provide pre-school education.

The service values, aims and objectives are: “To offer a family friendly environment where children are safe and happy and can learn foundation life skills to their full ability. To meet and exceed our aims and objectives for the Academy to become a centre of excellence.”

We evidenced that these aims and objectives were adhered to through the staff practice of the nursery and out of school care services.

A full statement of the service’s values, aims and objectives is available to people who use the service.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives. 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. GIRFEC supports children and their parents to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included.
What people told us

We issued 30 care standards questionnaires to the manager to distribute to parents and carers. We received 19 completed questionnaires before the inspection with 12 having additional comments. Parental comments were as follows:

“The staff are absolutely lovely. I’m happy that my children are so happy at Grand-y-Care.”

“Best decision I’ve made, once I worried about putting my children in full-time childcare.”

“The staff are always happy and passionate about the children’s learning and my child loves it.”

“I am very satisfied with the quality of the care. It is informative, inclusive and offers a wide range of activities and experiences across all the age groups and stages.”

“The quality of care and standard of provision is excellent. The management and staff take great pride in what they do and make it a safe, fun and happy environment for my children to attend.”

“Fantastic nursery where staff show genuine interest in children and their development. My child is learning lots and playing outdoors at every opportunity.”

“My child wasn’t sure about nursery at first but the care, attention and fun he received while there has made his transition so easy. He now gets excited in the car when we drive up the drive way. Highly recommend.”

We issued seven staff questionnaires before the inspection visit and six were returned with comments as follows:

“Having worked in Grand-y-Care for 18 years I still enjoy coming to work. We have excellent staff work ethic and enjoy facing new daily challenges. I have seen lots of children over the years and been responsible for their development and growth. We have a fantastic management team who are very approachable at all times.”

“I have been part of this service for nearly five years and I feel this is an excellent place to work. I have been supported and trained to become a great early years practitioner. My manager is always there and gives great support for my professional development. The quality of care giving to meet the children’s needs is outstanding.”

“I feel valued as a staff member and we are all consulted in the running of the Academy and as a result this has a positive impact on the children’s learning and attainment levels.”

“I have had the opportunity to assist in forest school sessions and through expressing an interest I am now currently undertaking forest school training.”

“I have been working here for one year and felt welcomed straight away. The opportunities I have been given are fantastic and feel it has made me grow into a better person and supervisor. I have never worked somewhere where I felt so valued.”

“I have received a great deal of training on literacy and English as my manager was aware that this was a great interest of mine. As a result this has made a positive impact on my ability to develop literacy within my working environment. I have also been able to deliver the knowledge gained to other staff members which has helped develop my confidence and self-esteem.”
We spent time in the nursery playrooms and observed children who were happy, settled and enjoying a variety of play experiences. The interactions between staff and children were friendly and nurturing which created a positive environment.

We spoke with 10 children and all of them told us that they enjoyed coming to the service. We observed that the children were very settled within the nursery environment and presented as being very confident and enjoying their learning.

**Self assessment**

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own development plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of provision within the service.

**From this inspection we graded this service as:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Quality of care and support</td>
<td>6 - Excellent</td>
</tr>
<tr>
<td>Quality of environment</td>
<td>not assessed</td>
</tr>
<tr>
<td>Quality of staffing</td>
<td>5 - Very Good</td>
</tr>
<tr>
<td>Quality of management and leadership</td>
<td>not assessed</td>
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</tbody>
</table>

**What the service does well**

We looked at the service’s child protection policy and procedures and evidenced that staff received annual child protection training. Staff told us how training had provided more in depth information and highlighted the important role all people play in children’s lives in order to better protect them. Staff were also knowledgeable about the procedures to be followed and were confident in their written recordings of concerns when required. They spoke confidently about their roles and responsibilities in relation to keeping children safe from harm. We evidenced that all new staff undertook training as part of their induction process. The service had also provided a child protection information evening for parents/carers and evaluations evidenced that this was found to be very informative and provided useful knowledge.

The transition programme used within the nursery for children settling in, moving playrooms and in preparing pre-school children for their move to primary school was excellent and resulted in positive experiences for all. Individual learning folders tracked children’s progress throughout their time in each playroom. These contained a list of skills achieved, children’s evaluations of activities/events experienced and examples of children’s work which was all embedded in the SHANARRI health and wellbeing indicators. Children moved playroom according to individual need and this was not dictated solely by age. Discussions were undertaken with the playroom senior, manager and parent/carer before regular transition visits were undertaken with the support of a known staff member.
We evidenced that pre-school children were extremely well prepared for their move to primary school resulting in confident children who were looking forward to going to school. Children’s achievements were listed and evaluated and included being able to find their name on a chair, wait for the register, follow instructions, get changed for gym and use the lunch tray. Learning across the curriculum was particularly well planned and included children being able to create a story, ask questions, interact and talk with others, understanding of what is fair and unfair, sharing/co-operating with others and taking turns. Individual floor books entitled getting ready for school were provided to each pre-school child. Using mind maps each child noted what they wanted to learn and any specific worries about starting school. Topics covered included the roles and jobs of people in school, meeting their teacher, school visits and getting together for fun days with other children going to the same school.

A calendar of transition events included a graduation ceremony, personalised graduation books and a nursery to primary transition visit to the appropriate seven receiving schools. For parents/carers a transition report evening to discuss individual children’s progression was organised as well as a chance to meet the primary 1 teacher and head teacher of the receiving primary school. Transition information booklets were thorough and provided a wide range of information on the child’s development and included space for child/parent and nursery comments. Transition arrangements were strongly embedded throughout the nursery and particularly within the 3 to 5 area where pre-schoolers were amply prepared for their move to primary school both across curriculum areas and within the social context.

We found that the management structure encouraged the involvement of staff in identifying their own personal development and training needs. The annual training plan evidenced the range of training undertaken by the staff. A variety of mandatory and specific training courses linked to the service’s improvement plan. These included child protection, infection control, food hygiene, paediatric first aid, Pre-Birth to Three, Curriculum for Excellence and Getting it right for every child (GIRFEC). A well equipped study room was also accessed by staff to enable research and reading opportunities to enhance their practice. This included access to the internet, current best practice documents, journals and books by respected authors in the field of childcare.

Staff reflected and evaluated their training and recorded how it had helped them in their current roles and benefitted children in their care. Staff we spoke with were very clear about how training had impacted on children in particular how autism training had helped them to put in place strategies to support particular children. They also discussed how training in diabetes had been undertaken in response to a child’s needs. They were aware of the need to record the impact of their training as a requirement of their Scottish Social Services Council (SSSC) registration.

Staff held a range of childcare qualifications and showed commitment to their own personal development and that of the service. All team members took part in monthly in-house training and support nights which allowed for team building and discussion of various topics. Attendance at external training and self study was also actively encouraged. New ideas and suggestions from this were shared with staff members giving presentations to their colleagues.

During appraisals, staff had the opportunity to show interest in promotion and were empowered by management to apply for more senior posts within the service. Leadership opportunities and extended remits were in operation with staff having delegated responsibility for outdoor play, literacy and numeracy. One staff member had the role of literacy co-ordinator and had undertaken a phonological awareness course which we evidenced had led to improved use of the book corner and literacy areas by the children.
Staff we spoke with were very familiar with Building the Ambition National Practice Guidance on Early Learning and Childcare (Scotland) Act 2014. This sets out the context for high quality early learning and childcare settings and supports practitioners working with children in their role of delivering high quality care and support to children. All staff had received in-house training and management had also carried out training to colleagues in their own learning community and across South Lanarkshire.

What the service could do better

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

The service should continue to provide staff with up to date training and encourage continual evaluation processes in order to evidence the impact on children’s developmental needs.

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

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<th>Date</th>
<th>Type</th>
<th>Gradings</th>
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<tr>
<td>27 Apr 2015</td>
<td>Unannounced</td>
<td>Care and support 5 - Very good</td>
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<tr>
<td></td>
<td></td>
<td>Environment 6 - Excellent</td>
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<td></td>
<td></td>
<td>Staffing 5 - Very good</td>
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<tr>
<td></td>
<td></td>
<td>Management and leadership 5 - Very good</td>
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<td>30 Apr 2013</td>
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<td>Care and support 5 - Very good</td>
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<tr>
<td></td>
<td></td>
<td>Environment 5 - Very good</td>
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<td></td>
<td></td>
<td>Management and leadership 5 - Very good</td>
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<td></td>
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<td></td>
<td>Staffing 4 - Good</td>
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<tr>
<td></td>
<td></td>
<td>Management and leadership Not assessed</td>
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Tha am foilseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

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