Hyndford Manor
127 Hyndford Road
Lanark
ML11 9AU

Telephone: 01555 664643

Type of inspection:
Unannounced

Completed on:
8 May 2019

Service provided by:
Grand-y-Care

Service no:
CS2003006600

Service provider number:
SP2003001507
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.

Conditions of registration allow the service to provide a care service in the playrooms to a maximum of: 25 children 0 - under 2 years 14 children 2 - under 3 years 39 children 3 to those not yet attending primary school. Also to provide a service in the Gym Hall 14 children 0 - 2 years or 18 children 2 and under 3 years or 23 children 3 to those not yet attending primary school or 23 children aged 5 and above. The out of school care accommodation on the first floor may take up to 34 children aged between 5 and 12 years. Currently, the service is using the gym hall flexibly for all children and using the upstairs level for out of school care children. Babies, toddlers and children aged from 3 to 5 years use the separate playrooms equipped and resourced for their age and stage of development. The service operates Monday to Friday from 07:30 to 18:00.

The service is provided from a large detached house with spacious gardens to the front and side which can be easily accessed by all children. It is located in Lanark close to schools, parks, woods, shops and the library. Secure entry systems are in place for the nursery with a separate secure entrance for the out of school care. Reception staff welcome parents and visitors on arrival.

The service is in partnership with South Lanarkshire Council to provide care and education for children aged from three years. A manager, depute, senior practitioners and early years practitioners plan and provide day-to-day care for all children.

The service aims include, “To provide a safe, happy, caring, stimulating and secure environment for our children.”

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.

What people told us

We sent eight questionnaires to the service and asked the manager to give these to families using the service. We received seven completed questionnaires before the inspection visit took place. Five of these included additional comments. We emailed two of these parents and asked them to give us more information and received a reply from one parent. Overall, all parents were happy with the service. They agreed that staff worked with them to develop individual plans for their child, and that they shared information about their child’s learning with them. Parents indicated that their child was encouraged to form positive relationships with other children and that there was a clear code of behaviour for children which they understood. Parents indicated that the environment was safe and secure and that a suitable range of toys and equipment was provided. Parents had confidence in staff and indicated that their child appeared happy with them. Parents agreed that management and staff involved them and their child in developing the service. Comments from parents included:

“Grand-y-Care has been exceptional in meeting all of my child’s needs and my child is really happy in their care.”
“Grand-y-Care has helped and supported us to an exceptionally high standard. Their attention to detail, support and level of care puts me completely at ease with the complex needs of my children. No concerns, only praise and thanks for the wonderful job they do.”

“Grand-y-Care is a wonderful nursery where the staff go above and beyond in supporting children’s individual needs. Support has always been given with patience and encouragement. As a parent I was fully included in all aspects of assessment, my views have always been taken into account. Not only do the staff support all the children, they support parents 100%. My children both gained so many wonderful experiences and opportunities. They have taken part in activities that have been so carefully planned and their confidence has grown so much. Grand-y-Care provided the best pre-school education for my children. Fabulous nursery.”

“Grand-y-Care Academy has been excellent. We have 100% faith in them and wouldn’t trust any other nursery with our baby.”

“This nursery has worked hard at making my child completely comfortable and happy. They went out of their way to help us. Brilliant establishment.” This parent provided additional comments as follows:

“Looking at how staff support children I’d say the staff at GYC are a well organised team. They work seamlessly with other agencies and agree what would be best for my child going forward. Staff regularly speak with me and keep me up to date and together we discuss any new strategies or anything to try to make transitions easier. They are very particular about the staff they take on and I couldn’t be happier that that’s the case as all of the staff I’ve met are fab.” The parent wrote about the individual support their child received and was particularly happy with the way staff shared information and helped them make decisions about the best way forward for their child.

We spoke to most children in the nursery with some children being particularly excited to talk to us about what they were learning. Children remembered a previous topic about fairies and described how they had made furniture and a garden for them. Children also talked about trolls and how they needed to “camouflage” themselves so that the trolls and fairies would come to life. Staff had been totally responsive to children when planning and extending this topic. At the time of our visit, children had moved on to learn about the jungle including animals, and we saw them playing games outside relating to this topic. One child said, “If you go outside you will see the safari truck we made.” Other comments from children included:

“We go to Forest School. We make dens and fires.”

“Look, I can make sounds on the computer. I can do it myself.”

“Nursery is fun.”

“Electricity needs to go all the way round. If you miss a bit it won’t work.” (When making circuit boards.)

“Look, these are dinosaur bones.” (when playing in the sand outdoors.)

“Look, that’s our stage and those are the curtains.” (Pointing to the outdoor stage.)

“Look how far I can jump.”

“T’ll show you something that’s fun. Our mud kitchen. Look, it’s got a toaster.”
All children were provided with cuddles, care and love during their time at the service.

We visited the out of school care service for a short time on the morning of the second day of our visit. We saw that children arrived happy and excited to plan activities. Children showed us around their service and clearly felt an ownership of the rooms and resources. We talked about the activities they enjoyed and they asked if we wanted to see them sing. A small group of children quickly rehearsed and presented us with a carefully choreographed performance. Some children talked to us about activities recorded within their floorbooks and told us they decided where to go and what to do. Floorbooks reflected the variety of trips and activities children experienced. It was clear that children evaluated activities and made decisions about how the service should operate. Their comments included:

“I like it a lot.”

“The adults are outstanding.”

“It’s very exciting.”

“It’s amazing.”

“It’s fun seeing my friends.”

“It’s outstanding.”

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection.

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: 5 - Very Good

What the service does well

Across the nursery and out of school care children were confident, happy and independent. Learning opportunities were exciting and staff ensured there were no barriers to children’s learning. For example, STEM (Science, Technology, Engineering and Mathematics) resources and activities planned for out of school care children were shared with interested younger children and we saw that they could confidently use complicated computer programmes and technology resources. Children attending the nursery who showed an interest in reading were suitably challenged to ensure their skills and interests were nurtured. We saw that children were inquisitive and eager to learn. As a result, children were self-sufficient in their play and planned complicated projects and role play independently.

Staff were responsive to children and it was clear that their voice was present in all planning and evaluations. In particular, excellent work was taking place to support children with additional needs.
Staff were skilled in the way they questioned children so that they had to think about “what if”. Children talked to us about the various ways they tried to make furniture for their fairy house, explaining their successes and failures along the way. Children confidently did this and were proud of their achievements. Achievements within the nursery and out of school care were recognised and celebrated through discussions and wall displays which helped children develop self-esteem.

Space in the nursery was used very well to support all children. Smaller nurture areas had been created which were often used by children who needed their own space. In the out of school care, children had the use of four playrooms which meant that they could decide if they wanted to be part of a larger or smaller group. We saw that all children in the service were secure and valued. Staff referred to the SHANARRI indicators when planning, updating personal plans and talking to children to help them become more familiar with their Rights. There was a clear ethos of respect and inclusion within the service among staff and families using the service.

Children’s independence was encouraged through visits to the Forest as they learned rules to keep themselves safe, outdoor play where they were practising putting on their own coats and boots, and using the toilet including washing their hands. Snacks and lunches were sociable occasions where staff ate with the children and children chatted with their friends. This time also encouraged children’s independence when choosing and tidying their food.

The management team helped to foster the excellent relationships in place with families through home links. These included a monthly “cheeky challenge” where parents were asked to work with their child on a creation relating to topics being studied in nursery, parent workshops including behaviour management, a Health and Wellbeing evening where families learned about healthy living, story bags, and consultation about how the service was provided. The service used community resources very well to extend children’s learning and experiences. They visited the library, local care home for older people, went to the fire station and took part in fundraising for local causes such as the food bank. This helped children understand and feel part of their local community.

The management team supported staff very well to attend relevant training that we saw was evaluated and shared with the staff team. The impact of training was measured to ensure children had benefited from this. Staff had been recognised in the wider community as experts in their field and shared their learning with other services. The depute manager was committed to carrying out research and this ensured she was aware of a vast amount of guidance, research and theories relating to quality childcare and outcomes. We saw that all of this had a positive impact on all children and on staff confidence and skills. Staff were meeting regularly to reflect on their practice and to consider any improvements. We found that the staff team engaged positively with the inspection process and were eager to take any suggestions we made on board. Overall, management and staff had created an excellent environment that was caring, nurturing, happy and safe, where children were able to express themselves, become confident individuals and learn life skills.

What the service could do better

Children’s personal plans should link more clearly to next steps planned. The manager developed a new plan for out of school care children during our visit and agreed to monitor the content of plans for all children to ensure these set out how the service would meet the child’s health, welfare and safety needs.

Some medication consents did not include signs and symptoms for staff to check before administering medication given on an “as and when” basis. The manager agreed to monitor this more closely.
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.

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

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अनुरोधस्पष्ट इस प्रकाशन को अन्य फर्माट एवं अन्य भाषा भविष्य आया।

پیشخواہی یہ کہ خوست کرے، پھر وہ فلکون اور دیگر زبانوں میں فرمائے کی یکبولی۔

बेहद जी के लिए पुस्तक के उच्च तुलना में अन्य रूपों में विस्तारी बिंदु पर उठाने की भी संभावना है।

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