

Rosshall Nursery School Day Care of Children

35 Cronberry Quadrant
Glasgow
G52 3NU

Telephone: 0141 882 3605

Type of inspection:

Unannounced

Completed on:

6 February 2020

Service provided by:

Glasgow City Council

Service provider number:

SP2003003390

Service no:

CS2003014925

About the service

Rosshall Nursery School is registered to provide a care service to a maximum of 85 children in the following age range:

- 60 children aged 3 to those not yet attending primary school
- 25 children aged 2 years to under 3 years.

The nursery is provided by Glasgow City Council and is located within the Crookston area of Glasgow. It operates from single storey premises with safely enclosed outdoor play areas where children enjoy active play in the fresh air.

The main aim of the nursery is:

"To provide a safe, happy, healthy and stimulating environment that offers opportunities for everyone to develop their full potential."

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 spent time in both playrooms and outdoors observing children and their interactions with staff. Children were mainly seen to be happy and relaxed in the nursery setting and were confident in expressing their views to staff and to us. There were additional support staff to support the communication and care needs of children who presented with additional needs. We chatted to children about their routines and the activities they enjoyed at nursery. Comments from older children included:

"I like playing in the water, there's jugs."

"I'm going to see if this floats." Children were experimenting in the water and naturally discovering different properties.

"There's a bunny over there I want to play with - it's mine. The nursery don't have any." Some of this child's peers could explain that when children brought in their toys they were kept safe on the shelf so that they didn't get lost at nursery.

"There's a lolly." A child showed us a lolly they had created using playdough and sticks.

"I've made a truck, look it has four wheels." A child was using Lego to demonstrate their creativity and numeracy skills.

Forty care standards questionnaires were sent out by the Care Inspectorate and 15 were completed and returned to us by parents/carers. Respondents strongly agreed or agreed with most of the statements and all were happy with the overall quality of the service. Seven had taken time to write additional comments, these included:

"My daughter loves coming to nursery and playing with her friends, she tells me all about her adventurous day when she arrives home, she has learnt so much and her confidence has come on leaps and bounds since arriving at nursery."

"Any time my daughter's key worker was on a course or absent they would always take care of my wee girl."

"Rosshall Nursery is a great part of my child's life. He has thrived and is so much more confident than he ever was. I cannot praise staff enough for their good hard work and patience."

"My child is happy at nursery and looks forward to going. There are a wide range of activities for her each day. These activities are rotated on a regular basis. She is outside whenever the weather permits."

"Rosshall is a fabulous nursery. The teachers are so friendly, happy and energetic with the children. My son has grown in confidence. The learning and fun time is perfect and plenty of outdoor play too. I wouldn't hesitate to recommend this nursery."

"I am happy with my child's care here. I feel she is well looked after. She has lots of friends and enjoys going to nursery every day. She likes all the teachers. It is a friendly, welcoming environment."

"XXX has been my two girls' teacher for the last four years. She is the best nursery teacher I have come across and has treated both my girls with love and respect as well as helping them to learn to the best of their ability."

Two respondents identified areas where they believed the nursery could do better. One felt the nursery would benefit from additional space and the other felt that staff should give more daily feedback about how their child had spent their time in nursery. However, overall they were happy with the quality of care their child received.

We spoke with four parents during the inspection process. They spoke highly of staff and the experiences offered to their children. One parent raised some concerns about how the safety and wellbeing of younger children was managed and we shared this with the management team.

Self assessment

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

From this inspection we graded this service as:

| | |
|--------------------------------------|---------------|
| Quality of care and support | 3 - Adequate |
| Quality of environment | 5 - Very Good |
| Quality of staffing | 4 - Good |
| Quality of management and leadership | 4 - Good |

Quality of care and support

Findings from the inspection

A nurturing and supportive ethos towards families was promoted by the nursery. For example food and clothes banks made sure that children had their basic needs met when families were facing financial difficulties. We observed some warm interactions where both children and adults were valued and listened to. Parents confirmed they were made to feel welcomed and respected by staff. As a result, people felt included and respected.

We sampled the different elements of children's personal plans for evidence to support how children's health, wellbeing and safety needs were being met. In response to a previous recommendation, the manager and staff had worked hard to ensure key information was recorded about children. Staff liaised with parents/carers and, where appropriate, colleagues from other agencies for example speech and language therapist to share strategies for meeting children's individual needs. We acknowledged elements of good practice, such as staff training on the new Seesaw software for children's learning journals. Staff we spoke to really knew children's individual needs and personalities. However through our observations of children, and conversations with staff, it was clear that not all information recorded was up-to-date. Potentially this could mean that, if core staff were not present, covering staff would not have access to valuable information to help them support individual children. (Please see recommendation 1)

There were some good examples of staff:child ratios being increased to meet the individual needs of children needing additional support. However we observed that for children aged under three years there were at times not enough experienced staff in the room. For example when a child's keyworker was not on shift, other staff did not present as confident in using strategies to calm the child's emotional outbursts. Staff need to understand what helps very young children feel secure and settled while also keeping children around them safe.

Staff had given consideration to children's emotional health, for example they followed nurture principles. The nursery was using the Providing Alternative Thinking Strategies (PATHS) programme to help older children to share their emotions and feelings as well as to respect the needs of others. We liked that photographs of children were used to remind children about the golden rules at their nursery; thus promoting positive behaviour in a meaningful way. Visiting specialists had been used to further support children's wellbeing. For example, we observed children enjoying a yoga session that helped them to relax and build personal resilience.

Staff followed good practice by completing chronologies for individual children if they had concerns for their welfare and safety. We found that robustness of chronologies varied. The nursery manager agreed that child protection procedures should be reviewed to ensure consistency in approach and that timely support was offered to families. The manager should make sure that notifications are submitted to us through the eForm system about all child protection concerns that arise. This will help ensure children are safeguarded by people who have a clear understanding of their responsibilities. (Please see requirement 1)

Requirements

Number of requirements: 1

1. To ensure children are safeguarded, the service provider must ensure that the manager and staff are competent in and knowledgeable about child protection procedures, including application of the Getting it right for every child (GIRFEC) national practice model. The manager must ensure that:

- a. The management team and staff are competent in using chronologies and child protection records to assess the level of risk to children and that any concerns identified are reported to the relevant authorities timeously.
- b. Effective systems are in place to review and audit chronologies and child protection records and appropriate actions have been taken.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that:

3.20 I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities.

3.21 I am protected from harm because people are alert and respond to signs of significant deterioration in my health and wellbeing, that I may be unhappy or may be at risk of harm.

It is also necessary to comply with regulation 4, Welfare of users (1) A provider must (a) make proper provision for the health, welfare and safety of service users, of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.

Timescale for meeting this requirement: 31 March 2020.

Recommendations

Number of recommendations: 1

1. As a matter of best practice, the service should implement a personal plan that includes all relevant information required to care for children. Staff should have a consistent approach to regularly reviewing the plan with parents to ensure they have the right information and it is current to the child's individual needs.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that:

1.15 My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.

Grade: 3 – adequate

Quality of environment

Findings from the inspection

The playrooms had been refreshed since our last inspection. Resources were varied, high quality and well organised to offer an enabling environment that enriched children's learning experiences. For example, we observed children in the 3-5 playroom transporting materials between different areas to extend their play ideas. Staff were recording children's interests in floor books so that children were helping decide what they wanted to learn about next. This approach motivated children to want to learn new skills and feel their views had been respected.

The outdoor play areas included both cemented and grassy surfaces, with a range of climbing equipment and loose parts that motivated children to explore and be curious about their natural environment. Children of all ages and abilities were accessing outdoor play on a regular basis so that they were active in the fresh air. Staff ensured that children were suitably dressed to play freely and safely outdoors. One of the service priorities was to develop an outdoor learning strategy and they had planned to visit similar settings to assist with this. They should continue with these plans as it will improve the pace of children's day, ensuring they can choose from a range of recreational, social, creative, physical and learning activities, both indoors and outdoors.

Children's snacks in both playrooms were relaxed and unhurried, giving children opportunities to develop social skills and good eating habits. We acknowledged that staff had tried different ways of organising children's lunch time but asked that they continued to evaluate this with children. We observed that the current approach did not give many opportunities for children to be involved in setting the table or to be independent. We signposted the management team to our best practice guidance Food Matters Nurturing happy, healthy children to assist with this task. <https://hub.careinspectorate.com/media/3241/food-matters-nurturing-happy-healthy-children.pdf>

The premises had a secure entry system in place. Staff, children and visitors were required to be signed in. During our inspection, there were instances where registers were not updated. We asked the manager and staff to keep track of which children had gone outside to play and also when staff were providing cover in a playroom. This was to make sure that adult:child ratios met children's needs and that there was always an accurate record of people in the building. In this way, everyone could be safely accounted for in an emergency.

We encouraged staff to be more vigilant about infection prevention and control measures. The examples we highlighted were ensuring bins in children's toilets were emptied before they overflowed and nappy changing units being wiped down at same time as the mat. This practice will prevent any cross contamination and keep children healthy. Guidance from Health Protection Scotland on infection control can be found in The Hub area of our website.

<https://hub.careinspectorate.com/media/1538/infection-prevention-and-control-in-childcare-settings.pdf>

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 – very good

Quality of staffing

Findings from the inspection

The nursery had been experiencing a period of transition with staff changes, however the manager had been focusing on building the team and them having a shared ethos. We could see from wall displays and the staff base that staff were encouraged to familiarise themselves with best practice guidance so that they could contribute to nursery improvements. In their conversations with us, staff reflected on the challenges of having new shift patterns but had found ways to ensure that they could share good practice. This contributed to everyone feeling respected and included.

The service provider had a continuous professional development programme that all staff could access. Some staff also participated in cluster meetings of the local learning community where they shared good practice with similar settings. For example, staff had participated in moderation training and also on topics to improve their planning for children using computer software programmes. Staff were encouraged to reflect on the impact of their training and also to share their learning with colleagues. A shared understanding of good pedagogical practice made it more likely that children would experience high quality care and support based on relevant evidence.

Staff were leading children's learning both through the allocation of keyworker groups and by taking responsibility for a curricular area. We observed many sensitive staff interactions where staff supported children to communicate in a way that was right for them. For example some staff were developing skills in using Makaton, a language communication programme using signs and symbols. This supported children to feel included and understood.

There were other staff at an early stage in their career who were yet to develop confidence and experience in how they interacted with children and families. The manager should continue to use staff supervision and observation to inform staff deployment and future professional development. For example in their own improvement plan, the service had identified that new members of staff would need training in compiling care plans for children as well as developing positive staff/child interaction. This will help ensure children are supported and cared for sensitively by people who anticipate issues and are aware of and plan for any known vulnerability or frailty.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 – good

Quality of management and leadership

Findings from the inspection

The nursery was an early adopter of the Scottish Government's plans for the expansion of early learning and childcare. As a result, the nursery manager's energy had a strong focus on the leadership of change, which included managing a staff team that had grown significantly. They told us about the inspirational training they had participated in to assist them with this task. This made it more likely that individual members of the team would feel respected and included.

The management team now consisted of the manager and two team leaders. Overall, staff spoke positively about the support received through this new management structure although they would have liked more clarity about their individual responsibilities. The management team recognised this and were in the process of identifying lines of accountability. They should continue with these plans. We have highlighted earlier in this report areas of practice that would have benefited from closer monitoring to ensure children experience high quality care and support.

It was evident that improvements had been made since the nursery's last inspection, with three out of four recommendations being met. For example, the manager had undertaken a staff training needs analysis and was monitoring the impact of training on positive outcomes for children. This had helped staff to reflect on their own leadership capacity. Staff had contributed to the nursery's improvement plan, using How good is our early learning and childcare? (HGIOELC) to help evaluate the quality of the service and set out the nursery priorities for improvement. HGIOELC is a national quality assurance tool that supports services in self-evaluation so that outcomes for children can be measured and improved.

The manager should continue with plans to make use of HGIOELC to develop staff leadership opportunities. We signposted them to other leadership materials available online from the Scottish Social Services Council (SSSC): <http://www.stepintoleadership.info/>. The SSSC is responsible for registering people who work in social services and regulating their education and training.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 – good

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

Recommendation 1

As a matter of best practice, the service should implement a personal plan that includes all relevant information required to care for children. They should have a consistent approach to regularly reviewing the plan with parents to ensure they have the right information and it is current to the child's individual needs.

Heath and Social Care Standards My support, my life

1.15 My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.

This recommendation was made on 22 February 2019.

Action taken on previous recommendation

We acknowledged the time and effort invested in making improvements to the different elements of children's personal plans but found there were gaps in information recorded. This included ensuring relevant fields in templates were completed and dated. The service manager had not been able to access the electronic template for children's wellbeing and assessment plans therefore we found one example where an alternative paper version had not been completed for a child, whose needs had changed. All about me information was not always updated in a timely way or readily available in the playrooms so that staff could support children. There had been significant changes to the staff team, which meant that not all staff were familiar with their responsibilities for completing personal plans. The nursery should continue to streamline and embed children's personal plans, ensuring that information recorded about children's care, learning and support is robust.

This recommendation had not been met. Please see Quality of care and support.

Recommendation 2

As a matter of best practice, the head teacher should carry out a needs analysis of training and develop an overall training plan for the staff team.

Health and Social Care Standards My life, my support

3.14 I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.

This recommendation was made on 22 February 2019.

Action taken on previous recommendation

A summary was available of staff training, including gaps and training planned, it linked to the overall service improvement plan. This training overview ensured the staff team was building its capacity to meet children's needs as well as service priority areas for development.

This recommendation had been met.

Recommendation 3

As a matter of best practice, the head of centre should work with staff to develop leadership opportunities to develop and improve the programme for children.

Health and Social Care Standards My support, my life

4.25 I am confident that people are encouraged to be innovative in the way they support and care for me.

This recommendation was made on 22 February 2019.

Action taken on previous recommendation

Staff appraisals had been used to discuss staff strengths and leadership potential. Staff had been allocated leadership responsibility for curricular areas to develop, which was displayed in the main office and staff room. The manager planned to make use of How good is our early learning and childcare? (HGIOLC) to further develop staff leadership roles. They should continue with these plans.

This recommendation had been met.

Recommendation 4

As a matter of best practice, the management team should monitor the impact of training and evaluate where they need to develop and improve outcomes for children.

Health and Social Care Standards my life, my support

4.19 I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.

This recommendation was made on 22 February 2019.

Action taken on previous recommendation

See action taken in relation to recommendations 2 and 3 above. Both within their appraisals and in staff meetings, staff were encouraged to give feedback on the benefits of training attended - individually, generally to the service and specifically on outcomes for children.

This recommendation had been met.

Complaints

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

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

| Date | Type | Gradings |
|-------------|-------------|--|
| 20 Dec 2018 | Unannounced | Care and support 3 - Adequate Environment Not assessed Staffing Not assessed Management and leadership 3 - Adequate |
| 12 Jan 2017 | Unannounced | Care and support 4 - Good Environment 5 - Very good Staffing 4 - Good Management and leadership 4 - Good |
| 11 Feb 2016 | Unannounced | Care and support 3 - Adequate Environment 4 - Good Staffing 4 - Good Management and leadership 3 - Adequate |
| 14 Jan 2014 | Re-grade | Care and support Not assessed Environment 4 - Good Staffing Not assessed Management and leadership Not assessed |

| Date | Type | Gradings | |
|-------------|-------------|---------------------------|---------------|
| 11 Jun 2012 | Unannounced | Care and support | 5 - Very good |
| | | Environment | 2 - Weak |
| | | Staffing | 4 - Good |
| | | Management and leadership | 4 - Good |
| 20 Sep 2011 | Unannounced | Care and support | 5 - Very good |
| | | Environment | 2 - Weak |
| | | Staffing | 4 - Good |
| | | Management and leadership | 2 - Weak |
| 29 Oct 2010 | Unannounced | Care and support | 5 - Very good |
| | | Environment | Not assessed |
| | | Staffing | 4 - Good |
| | | Management and leadership | Not assessed |
| 20 Nov 2009 | Unannounced | Care and support | 2 - Weak |
| | | Environment | Not assessed |
| | | Staffing | 3 - Adequate |
| | | Management and leadership | Not assessed |

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