

Elmwood Nursery Day Care of Children

1 Elmwood Avenue
Newton Mearns
Glasgow
G77 6EH

Telephone: 0141 639 9554

Type of inspection:

Unannounced

Completed on:

4 December 2019

Service provided by:

Elmwood Nursery Ltd

Service provider number:

SP2003000808

Service no:

CS2003003982

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 check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

Elmwood Nursery is a privately owned nursery in the Newton Mearns area of East Renfrewshire. The registered provider continues to be Elmwood Nursery Limited, however since the last inspection, the company has been taken over.

The new owner, who is the founder of the practice named the "Hjalli Model", has recently begun to partially introduce the model within the service.

This is based on three pillars:

- Equality in kindness and joy
- Creativity in positivity and resilience
- Democracy in respect and freedom.

The service is provided from two separate two storey villas. The accommodation consists of five playrooms and secure and well-resourced outdoor play areas. The service is close to public transport, local parks and community facilities.

Elmwood Nursery is registered to provide early learning and childcare to a maximum of 87 children not yet attending primary school, of whom no more than 51 are under three years and of whom no more than 21 are under two years.

The nursery offers full and part-time day care Monday to Friday from 08:00 to 18:30.

What people told us

Children present during the inspection were happy and settled in the nursery. Older children in particular were confident in the nursery environment.

"My favourite thing is going out to play."

"We can go out when the other children come back."

"I'm a superhero, spiderman and I can fight aliens"

We received 31 completed questionnaires from parents and carers. Their responses showed that they were happy with the quality of care their child received.

"We are delighted with our son's first year at Elmwood Nursery and the progress he has made. He has come on leaps and bounds. The staff keep us regularly updated through their online portal with comments, pictures and videos which we regularly log in to see. This provides plenty of reassurance during the nursery day."

"As parents we are still unsure in the direction the nursery is taking after new ownership. Insufficient communication on development of the changes, for example the clear out of rooms. We would welcome more parent involvement i.e play and stay."

"Elmwood is a safe, nurturing environment for my child. The staff seem to have coped well with the changes to the management team and whilst there was an implication that there would be changes to incorporate a new teaching model (not all of the changes welcomed) things seem to have settled down. The new management seems committed to maintaining and upgrading the facilities."

"My child has received excellent care, support and development at Elmwood Nursery. I am extremely happy with the standards of care, quality of staffing and resources used e.g. equipment, materials or external coaches."

"We cannot rate this nursery highly enough. The staff are fantastic and caring towards our child. The facilities are excellent, and we are always impressed by the activities on offer such as football and yoga. The meals are outstanding. We feel lucky to have found a nursery that we feel completely confident and happy to leave our child every day."

"My child loves this care service and I feel very fortunate that is the case. They enjoy going and have learnt so much. Communication is excellent from the room staff and overall staff. I'm confident in approaching staff. I love the learning journals and all the photos every day. Huge range of activities for the children."

"We are very happy with the high quality of care our child receives at Elmwood Nursery. The staff are friendly and nurturing, demonstrating a high level of care, support and respect for my child ****. They have been given lots of opportunities to get involved in a wide range of activities and their learning journal and feedback is reported on a daily basis."

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 and quality assurance paperwork. These gave some indication of their priorities for development and how they were monitoring the quality of the provision of the service.

From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	3 - Adequate

What the service does well

The provider is the founder of the Hjalii model and had introduced the approach to the nursery during the past year.

Hjalii pedagogy is based in three pillars:

- Equality in kindness and joy
- Creativity in positivity and resilience
- Democracy in respect and freedom.

As part of this approach, there was a focus on small groups of children spending most of the day with a Key Worker, building on their relationships with them and establishing a secure attachment. Research supports that attachment-led practice impacts positively on children's health and wellbeing.

Each of the children had a personal plan and learning journal, where staff could record important information in relation to their individual needs and progress.

We observed warm, caring engagement between most of the adults and children and among the children themselves.

There were transition arrangements in place to support children as they moved through the nursery and to ensure all relevant information was shared between staff.

Each of the children had a place for personally important items from home. Staff told us that children found this comforting.

Throughout the day, we saw some positive examples of children having access to good resources and some good quality experiences. For example children under two playing in water benefited from positive interaction with staff. They learned about splashing, getting wet and playing alongside others.

We noted that children's outdoor play experiences were enhanced by the smaller groups and they had good opportunities to explore the environment and lead their own play.

A visiting sports coach led the children in games to promote their physical development and coordination skills. Children we spoke with were excited about his arrival, telling us about the activities they enjoyed.

Children throughout the nursery experienced quality play with blocks. Younger ones learned about design, turn taking and construction. Older children spent a prolonged period of time in the block area. Some working on joint projects, others planning quite complex structures on their own.

At key times during the day children over two were invited to choose from a small selection of resources using photographs. Their choices included play with natural material, open-ended play such as blocks and loose parts, and the opportunity to go outdoors.

Older children were encouraged to tell their friends about their choice and why they had made it.

Children were encouraged to spend 45 minutes engaged with the resource they had chosen. The aim was to encourage children to persevere in their play and work in collaboration with others to reach joint solutions. Thus developing their social skills and resilience.

Children were given a nutritious home cooked vegetarian lunch with no added sugar or salt and additional snacks during the day.

For many of the children snacks and lunches were relaxed with appropriate support. Older children were encouraged to be independent and considerate of one another. They served themselves and waited until all were ready to eat.

The provider and manager had worked hard to support the service during the introduction of the new model.

The manager in particular had provided strong leadership throughout the changes. She had introduced a cycle of consultation involving families and staff, conducting detailed surveys at regular intervals and responding immediately to any enquiries she received.

The manager had then developed a detailed action plan which she shared with parents, it clearly showed her consultation, the impact of the changes and how she had responded. This provided her with a strong basis for developing the service.

The manager had led the staff team as they reflected on changes to their practice in relation to the Health and Social Care Standards and provided opportunities for them to visit other services and engage in professional dialogue.

Many of the parents who wrote to us praised the manager for her key leadership role.

There was a wider management structure in place which included senior staff in each of the rooms. They held responsibility for planning all aspects of the care of children and some distributed leadership roles.

What the service could do better

Overall, we found that staff were responsive to children and their interests. However, we did observe some missed opportunities, particularly for the younger children; sometimes due to lack of access to basic resources and sometimes due to staff not picking up on non-verbal gestures. These observations suggest that there is currently potential to reduce children's ability to direct their own play in a way that they may choose freely.

While older children did benefit in some ways from choosing time, we found that staff's expectation of younger children were at times, too high. They struggled to engage with the limited resources for an extended time. Through discussion, it was clear that staff had already identified that a shorter time frame would be more appropriate for children in this age group.

Also, while children had opportunities at different parts of the day to engage in free play or explore resources such as paint, sand and water, these should be more freely accessible to children. The provider acknowledged the need for further training for staff working with the youngest children.

Also, we observed older children waiting unnecessarily between activities. (See recommendation 1).

While we observed staff being respectful towards the children by asking them before wiping their face or nose, this was not consistent practice throughout the nursery. The manager agreed to discuss this with staff group.

We observed some of the youngest children being given bread sticks and water during their play. When one child indicated that they wanted more, they were told it would be lunchtime soon, and so their request was denied. The beakers containing water were removed almost immediately after being given and placed on a shelf outwith the child's reach. Children's access to water should not be restricted. Presenting snacks in this way does not give children the opportunity to sit and relax and enjoy the company of others. Nor does it teach them about the importance of good hand washing practice.

Through observations and speaking with staff we found that valuable information on a child which they had shared verbally had not been detailed within the written plan. There is an expectation within legislation that children's plans support their health, welfare and safety. (See recommendation 2).

While the manager had provided effective leadership through the transition, wider monitoring of the nursery provision had lapsed. Some strategies had been put in place, however, the impact could be improved upon. In the meantime, we found that some tasks had not been undertaken, such as the auditing of children's medication. Due to this there had been some possible inaccuracies in medicine recording which the manager agreed to review.

The provider recognised the need to make quality assurance systems more robust. They agreed to address our concerns through a review of the current management arrangements. (See recommendation 3).

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 3

1. The service should review existing care and support arrangements to promote choice and extend children's learning opportunities.

They should ensure a better balance between organised and freely chosen play.
This ensures health and social care standards that state;

2.27 As a child, I can direct my own play and activities in a way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.

1.31 As a child, my social and physical skills, confidence and self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including open ended and natural materials

2. To support children's health and wellbeing, the service should further develop written personal plans. These should demonstrate how children's needs are being met, their progress and achievements. Plans should be reviewed regularly with children (where appropriate) and parents/carers.

This ensures health and social care standards that state;
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. (1.15)

3. The provider should review and improve the management structure to ensure there is a stringent overview of all aspects of the service.

This ensures health and social care standards that state;
I use a service and organisation that are well led and managed.(4.23)

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

Recommendation 1

To support children's health and wellbeing, the service should further develop written personal plans. These should demonstrate how children's needs are being met, their progress and achievements. Plans should be reviewed regularly with children (where appropriate) and parents/carers.

Early National Care Standards. Early Education and Childcare up to the age of 16 - Standard 3 - Health and Wellbeing.

This recommendation was made on 12 February 2018.

Action taken on previous recommendation

The existing plans did not include sufficient information on some children's health needs. We asked the provider to review them.

Recommendation 2

To ensure children's health and wellbeing, the service should improve medication procedures. This should include:

- ensuring medication records are accessible to enable staff to refer to these when needed.
- consider the storage of medication, ensuring this is suitably accessible.
- ensure clear and relevant information is recorded about children's conditions and actions to be taken by staff.
- ensure medication arrangements are reviewed regularly with parents/carers.

National Care Standards. Early Education and Childcare up to the age of 16 - Standard 3 - Health and Wellbeing.

This recommendation was made on 12 February 2018.

Action taken on previous recommendation

We found that there were suitable procedures in place for giving medicine to children.

However, we identified an instance when these had not been followed. The manager agreed to revisit the procedures with staff to ensure that they adhered to them at all times.

Inspection and grading history

Date	Type	Gradings
13 Dec 2017	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing Not assessed Management and leadership Not assessed
5 Nov 2015	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
5 Dec 2013	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 5 - Very good Management and leadership 5 - Very good

Date	Type	Gradings	
21 Nov 2011	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	5 - Very good
9 Nov 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
11 Feb 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
19 Mar 2009	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.