

Care service inspection report

Fortrose Nursery School

Day Care of Children

74 Peel Street

Glasgow

G11 5LR

Telephone: 0141 339 1808

Inspected by: Louisa Walker

Type of inspection: Unannounced

Inspection completed on: 31 January 2012



HAPPY TO TRANSLATE

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Service provided by:

Glasgow City Council

Service provider number:

SP2003003390

Care service number:

CS2003017130

Contact details for the inspector who inspected this service:

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Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

Quality of Care and Support	5	Very Good
Quality of Environment		N/A
Quality of Staffing	5	Very Good
Quality of Management and Leadership		N/A

What the service does well

The Head Teacher and staff continue to provide a safe, stimulating environment for children to experience a very good range of play and learning experiences.

Nursery staff are given regular opportunities to update their knowledge and skills, ensuring the individual health and wellbeing needs of children are met.

The Head Teacher and staff ensure children are at the heart of any decision making processes regarding their play and learning.

What the service could do better

The service should continue to involve parents, carers and staff in the self assessment grading process.

A central audit of recruitment files identified a gap within the safer recruitment processes at Glasgow City Council which are now under review. This has resulted in a Grade of 4 within this report. All information audited in files held in the nursery were found to be satisfactory.

A requirement has been made under Quality Theme 1, Statement 3 of this report regarding access to the service. Glasgow City Council in conjunction with the Head Teacher of Fortrose Nursery School must review the access requirements for service users incorporating the requirements of the Disability Discrimination Act 2005.

What the service has done since the last inspection

The service has further developed consultation opportunities for children, parents and carers.

Individual staff are taking leading roles in the development of health and wellbeing, numeracy, literacy and ECO initiatives involving children, parents and carers.

A Curriculum for Excellence continues to form the methodology in curriculum delivery for children attending.

A new pilot system for children settling into nursery has been introduced.

Conclusion

Through discussion and observation of practice, management and staff demonstrated a clear commitment to the service's aims and objectives. The nurturing of all children attending to reach their potential was evident throughout the inspection.

Parents and carers were extremely happy with the service provided to their children.

Findings were confirmed through feedback received from children, parents, carers and staff in addition to observation of practice and examination of relevant documents.

Who did this inspection

Louisa Walker

1 About the service we inspected

Fortrose Nursery School was deemed registered with the Care Commission on the 1st of April 2011. On this date the new scrutiny body, Social Care and Social Work Improvement Scotland (SCSWIS), took over the work of the Care Commission, including the registration of care services. This means that from the 1 April 2011 this service continued its registration under the new body, SCSWIS, also known as the Care Inspectorate.

The service can care for a maximum of 33 children aged 3 years to those not yet attending primary school on a full and part time basis.
The service operates from a converted town house in the west end of Glasgow from Monday to Friday, 08:30 to 16:30 during term time.

The aims of the service state: To provide a safe, secure healthy and stimulating learning environment. Promote positive attitudes to learning and cultivate self esteem. Develop a rich and varied programme of learning underpinned by the four values of the Scottish Parliament: wisdom, justice, compassion and integrity.

Based on the findings of this inspection this service has been awarded the following grades:

Quality of Care and Support - Grade 5 - Very Good

Quality of Environment - N/A

Quality of Staffing - Grade 5 - Very Good

Quality of Management and Leadership - N/A

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.scswis.com or by calling us on 0845 600 9527 or visiting one of our offices.

2 How we inspected this service

The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection

We write this report after an unannounced inspection that took place between 10:30 and 15:00 hours on 31 January 2011.

As requested by us, the service sent us an annual return. The service also sent us a self assessment form.

We issued fifteen questionnaires to parents and carers of children who used the service. Nine completed questionnaires were returned before the inspection. Seven parents and carers were spoken with throughout the inspection process.

In this inspection we gathered evidence from various sources, including the relevant sections of policies, procedures, records and other documents including:

Evidence from the service's most recent self assessment/involvement staff, parents, carers and children

Questionnaires parents/carers

Consultation with parents/carers - letters, memos, other

Consultation with children/child led planning information

How consultation information has been feedback to parents and carers

Changes to service from parent/carer feedback

Newsletters/memos/e-mails

Open days/parents' evenings/evaluations

Children's information/profiles/likes-dislikes

Learning stories

Health and wellbeing information

Parent and carer committee information

Health and safety records

Risk assessment information (Environment)

Notice board information

Staff, parent and carer meeting minutes

Improvement plan

Complaints records/Policy

Accident and incident records

Staff supervision/appraisal/disciplinary records
Staff meeting minutes - how actions completed and reviewed
Management meetings
Quality assurance systems used
Management monitoring on floor/methods used
Behaviour management policy/written info to parents/carers, children's records
Staff training on Behaviour Management, Additional Support needs, Child Protection, First Aid, Food Hygiene, Infection Control, CFC, Birth to Three
Medication - recording, as and when required medications
Child protection/safeguarding information
SSSC - staff registration

Discussions with the Head Teacher, childcare staff, children, parents and carers

Observation of staff practice
Observation of the environment

Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at www.firelawscotland.org

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

The requirement

Requirement with reference to Theme 3 Statement 2: As part of the recruitment process, the provider should consistently implement the stated policy regarding securing two suitable references for each employee. This is to comply with SSI 2002/114 Regulation (9) (1) relating to the fitness of employees.

What the service did to meet the requirement

A further audit of Glasgow City Council early years safer recruitment procedures was carried out by the Care Inspectorate. The requirement is now met.

The requirement is: Met

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

Six recommendations were made at the service's last inspection.

1. The service should develop a snack menu and make this available to parents. NCS 3 Early Education and Childcare up to the age of 16 – Health and Wellbeing. The snack menu has been reviewed in consultation with children, parents and carers. Menus are now displayed within the reception area of the nursery.

This recommendation has been met.

2. The service should improve the quantity and variety of outdoor toys and play equipment. NCS 11 Early Education and Childcare up to the age of 16. The Inspector evidenced a wide range of outdoor play equipment for children.

This recommendation has been met.

3. Staff should review the positioning of the book area. The area should provide enough space to enable the children to have access to a wider selection of books and other associated resources. NCS 11 Early Education and Childcare up to the age of 16. The positioning of the book area has been reviewed and accessibility for children has improved.

This recommendation has been met.

4. The provider should maintain the outdoor play area. A maintenance programme should be put in place to make sure children can access this area. NCS 2 Early Education and Childcare up to the age of 16 - A Safe Environment.

A maintenance programme has been implemented and included regular grass cutting and path and resource cleaning.

This recommendation has been met.

5. The provider should continue to consider restrictions to the service for some people taking account of the Disability Discrimination Act 2005. The Head Teacher should continue to liaise with parents in relation to their concerns and suggestions.

This recommendation has not been met and forms a requirement under Quality Theme 1, Quality Statement 3 of this report.

6. Playroom monitoring should be recorded. NCS 13 Early Education and Childcare up to the age of 16 - Improving the Service.

The Head Teacher has implemented monitoring procedures including observation of staff practice within playrooms.

This recommendation has been met.

The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

Annual Return Received: Yes - Electronic

Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

A fully completed self-assessment document was submitted by the service. This was completed to a satisfactory standard and gave relevant information for each of the Quality Themes and Statements. The service identified its strengths and some areas for future development and gave evidence of service user involvement and how they planned to implement changes.

Taking the views of people using the care service into account

Children were observed to be happy and settled within the environment. Time was spent in all playrooms observing staff/child interactions and children's opportunities for play and learning.

Children talked the Inspector through their play and learning opportunities and their daily routine. Children presented as motivated who were clearly enjoying their play and learning experiences.

Taking carers' views into account

'The lending library is great; I am fully informed of my child's learning.'

'Great service, very helpful staff, my child looks forward each day to attending and meeting staff and friends.'

'My child has always been happy at Fortrose nursery. It is a warm and welcoming environment. Staff are friendly and helpful. It is a great wee nursery.'

'I think this nursery was great, the staff are excellent with the children.'

'I am very happy with my child's development ever since he has joined this nursery school. I really appreciate and am grateful to all the staff members for the teamwork they put in.'

'It would be good if they had more development plans for children. Also introduction of a uniform would be beneficial. My child is very happy at Fortrose Nursery. All staff are excellent and Alison Campbell is a superb Head, enthusiastic, caring, sincere and great with kids and parents.'

Comments were relayed to the Head Teacher as part of the inspection process.

3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.

Service strengths

Based on discussions with service users, staff members, parents and carers and a review of sampled written evidence, this service was found to have maintained a very good performance in relation to this statement.

The Head Teacher and staff team continue to develop methods to engage with parents, carers and children.

The service had a variety of methods in place to ensure that children and parents' views influenced the provision and development of the care and support provided. Methods include:

- *Parent and carer consultation questionnaires
- *Parent and carer participation policy
- *Notice boards
- *Staff, parent and carer consultation process for policy development
- *Children, parent and carer individual and group consultation meetings
- *Child-led planning, circle time, bring and tell, thinking trees
- *Big books, evidencing evidence of children's thoughts and ideas for play and learning activities, both indoors and outdoors
- *Children's individual profiles
- *Nursery newsletter updating parents and carers about nursery life
- *Improvement plans detailing what the nursery wants to achieve for children attending

- *Inspection reports are available for parents and carers to comment on
- *Home to nursery sheets for parents and carers to respond to detailing children's planning, interests and activities that can be completed at home
- *Enterprise, health and citizenship initiatives involving children, parents and carers
- *Complaints policy
- *Parent and carer open days and activity sessions
- *Promotion of parent and carer committee and forum
- *Feedback to children, parents and carers on outcomes of consultations

A programme for consultation with parents and carers was in place, responses are used to further develop specific areas within the service.

The inspector evidenced information relating to parents and carers reviewing the service's policies and procedures.

Through discussion, staff confirmed their knowledge and understanding of the need to ensure that children are involved, engaged and consulted about all aspects of their service.

Achievements and success are displayed for children, parents, carers and staff and celebrated.

The Inspector evidenced a range of initiatives implemented by the nursery over the last year, these included, lending library, story sacs, numeracy and literacy workshops.

Through discussion, staff confirmed the implementation of Curriculum for Excellence and assessment is for learning methods throughout the service.

Staff confirmed they utilised a range of observations and evidence from day-to-day activities to inform next steps in children's play and learning.

The Inspector evidenced information relating to how children voted and influenced the play and learning programme. The programmes were flexible and responded to the individual needs and interests of children. Children were offered choice through mind mapping. Home/Link resources encouraged partnership working with parents and carers.

Through discussion, parents, carers and children confirmed their views and ideas were sought, valued and acted upon. Recent changes, from parent and carer feedback, included the introduction of a new settling in procedure for children.

Of the nine written responses returned by parents and carers two strongly agreed, six agreed and one disagreed that the service had involved them and their child in developing the service, for example asking for ideas and feedback. In addition five strongly agreed, three agreed and one disagreed, that staff share information about their child's learning and development with them and, where appropriate, their child. Four also strongly agreed and five agreed that they are kept informed about what is happening in the service, for example through newsletters and information boards. Parents spoken with on the day of inspection all agree that they were consulted about all aspects of their child's learning and development.

Areas for improvement

The manager of the service should continue to involve all stakeholders in the Care Inspectorate self-assessment grading process.

The service should continue to develop and evaluate the very good practice identified within this Statement.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 3

We ensure that service user's health and wellbeing needs are met.

Service strengths

Based on discussions with service users, staff members, parents and carers and a review of sampled written evidence, this service was found to have a very good performance in relation to this statement.

The Inspector evidenced a wide range of information, ensuring the health and wellbeing needs of service users are met. These included:

- *Application and enrolment forms detailing children's care, support and health needs
- *Settling in policy detailing visits prior to attending the service
- *Formal and informal opportunities for parents and carers to discuss the individual needs of their child including parent and carer evenings, daily written and verbal feedback
- *Child protection and safe guarding policies and procedures
- *Evidence of staff training in first aid, food hygiene and infection control procedures
- *Smile Too accreditation
- *Healthy eating policy
- *Snack and lunch menus displayed
- *Parent and carer information boards displaying a wide range of information relating to health, social work and community involvement opportunities
- *Information about the service is available in differing formats and languages
- *Information about support services including links with health, social work and education agencies
- *Transition records from nursery to primary school
- *Children's daily routine, achievements and successes displayed.

An appropriate range of up-to-date policies and procedures were available to support children's health, safety and wellbeing.

An up-to-date written policy and procedures on the use, storage and administration of medication was available. Written consent from parents and carers was part of the service's medication procedure.

The nursery handbook contained a statement explaining the service's child protection policy. A range of child protection information was also available for parents and carers. Staff demonstrated a clear understanding of their role and responsibility in protecting children from harm, abuse, bullying and neglect. Child protection training was incorporated into staff induction procedures and reviewed annually.

Children had daily opportunities to access fresh air and energetic physical play activities both indoors and outdoors. During the inspection, children were observed enjoying indoor and outdoor play opportunities.

A key worker system, where staff had responsibility for a group of children, was in place which assisted in providing continuity of care. Through discussion, children confirmed who their key worker was and their daily routine.

Policies and procedures relating to the promotion of positive relationships were available. Written comments within parent and carer questionnaires confirmed a caring and supportive approach when dealing with challenging behaviour.

Through discussion, staff demonstrated a clear knowledge and understanding of the importance of working in partnership with parents and carers to reduce barriers preventing them from playing an effective role in their child's care and education.

Information about the child, including health and dietary needs, was obtained prior to placement. Parents and carers were made aware of the need to keep information updated. Information on children's needs and preferences were discussed regularly. Support plans were in place for children where required and staff worked with parents and other agencies to ensure needs were met.

Full time children sit together with a staff member for lunch. Planning takes in the needs of children who are in nursery a full day.

Children were observed to interact well with staff and other children and responded to the support, praise and encouragement provided by staff.

The nursery had a written policy on health and safety. All staff were aware of their roles and responsibilities ensuring a safe environment for children.

Risk assessment information was reviewed and displayed within the nursery environment.

Of the nine written responses returned by parents and carers, three strongly agreed and six agreed that the service is a safe, secure, hygienic, smoke free, pleasant and stimulating environment.

Areas for improvement

Children's contact details are reviewed regularly by the nursery; a note of when parents and carers have been asked to update their child's information should be recorded at least every six months.

The Head Teacher should continue to monitor and sign off accident and incident records and medication audits.

Policies and procedures are reviewed at least annually, a review date should now be recorded.

Risk assessment information was available, review dates should be updated.

Storage within toilet areas should be reviewed using updated cross infection guidance.

See Requirement 1 of Quality Theme 1, Statement 3.

Access to the service is by means of a hill with a graded path including a number of long steps. Access for service users with mobility restrictions is very difficult if not impossible. This also includes access to the rear garden play area.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 1

Number of recommendations: 0

Requirements

1. Requirement with reference for Theme 1, Statement 3:
Glasgow City Council in conjunction with the Head Teacher of Fortrose Nursery School must review the access requirements for service users incorporating the requirements of the Disability Discrimination Act 2005.

The Social Care and Social Work Improvement Scotland (Requirements) Regulations 2011 (SSI 2011/ 210), regulation (4)(a)

Welfare of users

4.-(1) A provider must-

(a)make proper provision for the health, welfare and safety of service users;

Timescale - 31 August 2012

Quality Theme 2: Quality of Environment - NOT ASSESSED

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 – Very Good

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of staffing in the service.

Service strengths

Based on discussions with service users, staff members, parents and carers and a review of sampled written evidence, this service was found to have an excellent performance in relation to this statement.

Parents and carers responses were a key part of the overall development of the nursery. Feedback was reviewed regularly with staff who take lead roles in the development of health and wellbeing, numeracy, literacy and ECO initiatives involving children, parents and carers.

Of the nine written responses returned by parents and carers, four strongly agreed, four agreed and one ticked do not know, that they were confident that staff have the skills and experience to care for their child and support their learning and development. In addition four strongly agreed and five agreed that staff treat their child fairly and with respect.

Parents and carers spoken with on the day of inspection highly praised the Head Teacher and staff team.

Staff supervision and appraisal systems were in place. Through discussion, staff confirmed they met regularly with the Head Teacher of the service to identify training and development opportunities. Staff felt very well supported by the Head Teacher of the service.

A framework of meetings for staff to meet and discuss nursery life, childcare practice and planning was in place.

The Inspector evidenced a wide range of information relating to the ongoing development of the nursery, the Head Teacher readily demonstrated a high level of professional competence and skill through a good understanding of childcare issues. The Head Teacher was committed to her own professional development.

Staff qualifications are in line with the Scottish Social Service Council's (SSSC) qualification framework.

Opportunities for staff to reflect on their childcare practice are built into the nursery week.

Consultation information evidenced related to, how effective staff were within the service and the relationships they had with children, parents and carers.

Through discussion, the Head Teacher confirmed quality is measured by effective monitoring of practice and interaction. Tools used to measure quality included the National Care Standards, Child at the Centre 2, Curriculum for Excellence, Pre Birth to Three Framework, varied consultation methods and nursery improvement plan.

The Inspector evidenced information relating to the Head Teacher monitoring the play and learning environment.

Evidence to support strengths in this quality statement is detailed under Quality Theme 1, Statement 1.

Areas for improvement

This section should be read in conjunction with associated comments made under Quality Theme 1, Statement 1.

The service should continue to develop and evaluate the excellent practice identified within this Statement.

Grade awarded for this statement: 6 - Excellent

Number of recommendations: 0

Number of requirements: 0

Statement 2

We are confident that our staff have been recruited, and inducted, in a safe and robust manner to protect service users and staff.

Service strengths

An audit was carried out centrally to assess how effectively Safer Recruitment processes are carried out. A number of staff files were viewed to make this assessment. A checklist system was in place to facilitate that staff recruited had been subject to necessary checks. Improvements were noted in respect of references being checked by senior staff members as being suitable. Also, systems were in place to ensure all relevant staff are registered with the Scottish Social Services Council.

Areas for improvement

Systems for the tracking of supply/temporary staff to be improved to ensure a clear record of where staff are located at any given time.

Operational policies and procedures to be reviewed and revised in light of latest legislation.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 0

**Quality Theme 4: Quality of Management and Leadership - NOT
ASSESSED**

4 Other information

Complaints

No complaints have been upheld, or partially upheld, since the last inspection.

Enforcements

We have taken no enforcement action against this care service since the last inspection.

Additional Information

N/A.

Action Plan

Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in SCSWIS re-grading the Quality Statement within the Management and Leadership Theme as unsatisfactory (1). This will result in the Quality Theme for Management and Leadership being re-graded as Unsatisfactory (1).

5 Summary of grades

Quality of Care and Support - 5 - Very Good	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
Quality of Environment - Not Assessed	
Quality of Staffing - 5 - Very Good	
Statement 1	6 - Excellent
Statement 2	4 - Good
Quality of Management and Leadership - Not Assessed	

6 Inspection and grading history

Date	Type	Gradings
7 Oct 2009	Unannounced	Care and support 5 - Very Good Environment 4 - Good Staffing 4 - Good Management and Leadership 5 - Very Good

All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.

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

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

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

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