

Care service inspection report

Cranley Nursery Buckstone

Day Care of Children

226 Braid Road
Edinburgh
EH10 6NZ

Type of inspection: Unannounced

Inspection completed on: 12 March 2015



HAPPY TO TRANSLATE

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Service provided by:

Cranley Nurseries Limited

Service provider number:

SP2013012215

Care service number:

CS2013322289

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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	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

What the service does well

The service has a strong management team in place who are committed to the overall development and improvement of the nursery. Parents and carers spoke very highly of the care, support and commitment shown to them and their children by all staff within the nursery.

What the service could do better

The management of the service should address the recommendations highlighted within this report. This includes ensuring all staff are trained and familiar with current best practice documentation for infection prevention and control and hand hygiene. This information should then inform and improve their daily practice to improve outcomes for children who use the nursery. Management should monitor the infection prevention and control measures put in place and the impact of any changes made.

What the service has done since the last inspection

This is the first inspection of Cranley Nursery Buckstone.

Conclusion

Cranley Nursery Buckstone provides excellent opportunities for children, parents and carers to participate in the ongoing development and life of the nursery. The nursery should maintain and build upon the very good grades awarded for all four quality themes at this inspection.

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

The service registered with the Care Inspectorate on 6 December 2013.

Requirements and recommendations

If we are concerned about some aspect of a service, or think it could do more to improve its service, we may make a recommendation or requirement.

- A recommendation is a statement that sets out actions the care service provider should take to improve or develop the quality of the service but where failure to do so will not directly result in enforcement. Recommendations are based on the National Care Standards, relevant codes of practice and recognised good practice.
- A requirement is a statement which sets out what is required of a care service to comply with the Public Services Reforms (Scotland) Act 2010 and Regulations or Orders made under the Act, or a condition of registration. Where there are breaches of the Regulations, Orders or conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Cranley Nursery Buckstone is provided by Cranley Nurseries Ltd and is one of three nurseries provided by this company. It is registered to provide a care service to a maximum of 71 children at any one time aged from birth to entry into primary school.

The service is provided from a large detached house within the Buckstone area of Edinburgh. There are four separate playrooms within the service, divided into different age groups. There are fully enclosed outdoor play areas for each age group within the large gardens. The service is close to local shops and public transport links.

The nursery is in partnership with the City of Edinburgh Council. This means that funding is available for children aged over three years of age in line with national guidelines.

Aims for the service include:

'to provide a happy, caring and secure environment which encourages confidence and development of self-esteem through positive reinforcement'

'to encourage an excitement of learning through a stimulating environment which encourages exploration and discovery'

'to encourage positive relationships with parents and encourage two-way communication.'

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 - Grade 5 - Very Good

Quality of Staffing - Grade 5 - Very Good

Quality of Management and Leadership - Grade 5 - Very Good

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.careinspectorate.com or by calling us on 0345 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 wrote this inspection following an unannounced inspection. This was carried out by one inspector from the Care Inspectorate. The inspection took place on Thursday 12 March 2015 between the hours of 9.30am and 6.15pm. We gave feedback to the director, manager and depute manager of the service at the end of the inspection.

As part of the inspection, we took into account the completed annual return and self-assessment forms that we asked the provider to complete and submit to us.

We sent 20 Care Standards Questionnaires to the manager to distribute to the parents/carers of children who used the service. Fifteen of these were completed and returned before the inspection.

We sent six staff questionnaires to the service. All six questionnaires were completed and returned before the inspection.

During the inspection process, we gathered evidence from various sources, including the following:

we spoke with:

- the director
- the manager
- the depute manager
- room co-ordinators within each of the playrooms
- practitioners within each of the playrooms
- two trainees
- children across all of the age ranges/playrooms
- six parents/carers of children who attend the service

We looked at:

- the premises, indoors and outdoors
- security of the building
- observation of staff practice, staff/child ratios and staff/child interactions
- evidence from the service's self-assessment and annual return
- the registration certificate
- the public liability insurance certificate
- aims and objectives
- relevant policies and procedures
- nursery website
- care standards questionnaires from parents/carers and staff
- the service's participation and consultation evidence
- wall displays within the playrooms, corridors - information displayed for parents and children
- newsletters
- a sample of children's personal plans over all age groups
- planning and activities taking place over the course of the inspection
- snack and lunch procedures and practice
- risk assessments
- accident and incident records
- a sample of staff files
- staff supervision and appraisal records
- quality assurance systems
- monitoring records

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

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.

We received a fully completed self-assessment document from the manager of the service. We were satisfied with the way this was completed and with the relevant information included for each heading that we grade services under.

The manager identified what she thought the service did well, some areas for improvement and any changes planned. The manager told us how the people who used the service had taken part in the self-assessment process.

We advised that future self-assessments should include a clear focus on experiences and outcomes for the children and families who use the service and the impact their involvement has had on the ongoing development of the service.

Taking the views of people using the care service into account

We observed the children in all of the playrooms, both indoors and outdoors over the course of the inspection. Children were generally seen to be very happy, engaged in activities either independently or supported by staff, where appropriate. Some younger babies and children were settling into particular playrooms and staff responded to these children in an individual, nurturing manner. Some of the older children's comments are included within the relevant sections of this report.

Taking carers' views into account

15 out of 20 parents/carers had completed and returned the Care Inspectorate's Care Standards Questionnaires before the inspection. Nine of these contained written comments. We also spoke to five parents/carers as they collected their children at the end of the session. Most comments were very positive. One person made a suggestion which was taken on board by management, when discussed at feedback. This is included under Quality Theme 1, Statement 1 of this report. Parental comments and some of the 'ticked' responses to questions asked within the questionnaires are included within the relevant sections of this report.

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

The service provided excellent opportunities for children and parents/carers to participate in assessing and improving the quality of care and support provided by the service. We gathered information from a variety of sources including questionnaires issued by the Care Inspectorate, questionnaires, evaluations, surveys, newsletters and consultations issued by the service. We saw parent noticeboards within the playrooms and information displayed within the cloakroom, corridor and stairwell areas of the service. Further information about the service was included on the nursery website and within the nursery handbook. We viewed minutes of meetings and spoke to children, parents and staff over the course of the inspection to assess this statement.

Parents were issued with a welcome pack when they first enrolled with the service. This informed them of the day-to-day routines within the nursery and information about how their views would be sought and respected and how they and their child could be involved in the development of the service. This together with regular newsletters, in electronic or paper format, a parental and child participation policy and information on the nursery website ensured parents were included and informed about the service and their involvement opportunities.

We observed staff having verbal discussions with parents/carers as they dropped off and collected their children. Information on eating, sleeping, daily routines and planned activities were discussed. We saw babies had two-way communication diaries which went home daily. This very good resource offered parents the additional opportunity to record relevant and important information from home, as well as finding out about their child's day at nursery. Examples from home included children's unsettled sleep patterns the night before, nappy changes, medication and foods eaten before arriving at the service etc. This assisted staff in following and

respecting parents wishes and routines and being more aware of individual children's differing needs on a daily basis.

Interactions and communications with babies during song times were assisted by use of a pictorial choosing board. Examples included pictures of animals, stars, transport etc which were associated with familiar nursery rhymes and songs. We observed individual babies choosing a picture and participating in actions with staff during familiar songs. We advised that this very good resource could be extended for daily needs such as being thirsty, hungry, tired or choosing activities.

We saw older children sharing their learning experiences, thoughts and suggestions at 'circle time'. This activity offered each child an opportunity to have a turn to share their views about activities they had participated in, what they had learned and what they would like to find out more about. It was also a useful method of sharing news and encouraged social activities such as turn taking. We viewed floorbooks and mindmaps where children's ideas were obtained, planned for and extended. Children in the Junior Room were taking part in a topic of 'Around the World' and were learning about different cultures, international songs and a variety of foods. Staff explained that this interest had developed from a celebration of Chinese New Year. Children and families had been supportive in sharing ideas, personal stories, suggestions and resources to further extend children's learning opportunities for this current theme.

Parent noticeboards within the playrooms also displayed information about activities and snack choices. A policy of the month was displayed to allow parents the opportunity to focus and comment on one policy at a time, although the full set of policies and procedures was available to parents at any time. This month's policy was the Babysitting Policy.

We saw an annual in-depth online survey had been completed by parents which gauged their views over all four quality themes. The results of these had been very positive. The overall results were audited and feedback to parents within newsletters in both written and graphic format. Individual parents were emailed directly if a personal response was required or more suitable. This contributed towards making sure parents views were respected and valued.

All 15 parents who completed the Care Inspectorate's Care Standards Questionnaires 'agreed' that they received clear information about the service and were able to visit the service before their child started. 11 'strongly agreed' and 4 'agreed' that they were kept informed about what was happening in the service, for example through newsletters and information boards. One parent we spoke to over the course of the inspection acknowledged that space was limited downstairs and suggested that some information which was passed on by staff verbally or displayed within the playroom, could perhaps be added on a board within the cloakroom area or alternatively on an easel/board outside the front door. This included information

about snack choices and activities undertaken. She felt this would be informative for parents and may also offer opportunities to open discussions about the day's activities with their children. When this was discussed at feedback, the manager and director responded positively and agreed to action this suggestion.

A recent development for all children had been the introduction of an online individual personal learning plan. This system enabled all parents to log-into their own child's folder at a time convenient to themselves. Information consisted of photographs of activities undertaken, learning experiences, outcomes and identified next steps. This also offered an opportunity for parents to share their child's experiences and achievements at home, add relevant information, comments or next steps for their child. All parents we spoke to spoke very positively of this recent initiative.

Comments included:

'It's really nice having the opportunity to look at everything he has done. The girls are really good at putting on regular photographs and updates and it gives us a chance to talk about things at home. (child's name) loves looking at the photographs and telling me what he did and then it opens up a full conversation. I also like to get a chance to look at it on my own later and have shared it with my mum, who thinks it's wonderful!'

Additionally individual 'Achievement Booklets' were stored in an easily accessible area within each playroom. These contained children's drawings, paintings and personal achievements. Children and parents could access these at any time, offering an opportunity for them to share personal achievements and acknowledge completed work together with their child.

Areas for improvement

The service should maintain and build upon the excellent opportunities for parents/ carers and children to participate in assessing and improving the quality of care and support.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3

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

Service strengths

At this inspection we found the performance of the service was good for this statement. To assess this, we sampled children's personal plans, reviewed medication storage and procedures, observed sleeping arrangements, nappy changing procedures, the lunchtime experience, activities taking place and the nursery routines throughout most of the morning session and part of the afternoon session. We also spoke to children, parents/carers and staff about children's health and wellbeing needs, observed staff/child interactions and referred to responses within the Care Standards Questionnaires. As part of this year's inspection, as in all daycare of children and childminding services, we also focussed on how the service promoted children's health and wellbeing through infection prevention and control measures.

We sampled eight children's personal plans within each of the age groups/playrooms: babies, tweenies, juniors and seniors. These plans included the child's personal information, emergency contacts, medical and health needs, 'all about me' information, personal achievements, yearly reports and transition records between playrooms. The online PLP (personal learning plan) for each child offered an extension to this information giving parents current, informative of their child's ongoing development in all areas. This together with daily conversations with staff and formal parents evenings enabled parents to be actively involved in their child's learning and development. One parent had commented within the next steps section:

'(child's name) wants to learn how to put his shoes on and off by himself.'

100% of parents/carers who completed the Care Standards Questionnaires 'strongly agreed/agreed' that staff regularly assessed their child's learning and development, used this information to plan their next steps and shared this information with themselves and where appropriate, their child.

Comments included:

'Cranley has been an excellent nursery to both our children. It has set our eldest child up very well for school and we are happy with the care our youngest child is receiving.'

'In my opinion, the setting provides good care and support to both children and staff. The children and staff both seem very happy and enthusiastic.'

A healthy snack was provided by the nursery. This was in line with current best practice guidance 'Setting the Table - nutritional guidance and food standards for early years childcare providers in Scotland' published by NHS Health Scotland. Information on children's likes/dislikes and allergies were displayed for staff information. We advised that this personal information should be put inside cupboard doors or covered to ensure confidentiality.

Parents provided their child's own packed lunch. Good infection prevention and control practices were followed. This included: decanting children's perishable food items into individual plastic tubs within a designated fridge for each playroom, recording and monitoring fridge temperatures, using food probes to ensure food was heated to a safe, required temperature and keeping relevant records of checks.

Children had access to plates and cutlery and water, if required and staff noted how much each child ate to inform the parent on a daily basis. Lunch was a pleasant, social experience for the children, where some staff sat and chatted with the children.

Medication was stored within individual zipped bags in a designated area within each of the playrooms. An area of the fridge was identified if this was required for particular medications. Long-term medication was reviewed with parents on a monthly basis. We sampled the completed paperwork in the seniors, 3-5 playroom.

Staff demonstrated nurturing and caring responses to children's individual needs in each of the playrooms. We saw children who were settling into the playrooms being cuddled and reassured, staff encouraging children in the tweenie room to persevere in tasks, open-ended questioning at story time in the junior playroom and encouraging and supporting independence within the senior playroom. We saw that most children were happy and content in each of the playrooms.

Comments from the older children included:

'I liked playing in the mud kitchen. I made strawberry soup.'

'I made a card for Mother's Day.'

'I was rolling logs down the hill. I had my gloves on.'

'I made sandcastles in the sandpit.'

All staff received annual training in child protection and in discussions it was clear they were aware of their roles and responsibilities in this area and in ensuring children were kept safe from harm. Child protection information was highlighted throughout the nursery building for parents and visitors information. This assisted in informing all adults that child protection was everyone's duty.

Areas for improvement

We observed staff changing two baby's nappies during the morning session. Although the current, best practice nappy changing procedures were displayed, these procedures were not followed, which had the potential to spread infection within the nursery.

(See Recommendation 1)

We sampled three children's medication and associated paperwork stored within the senior playroom (children aged 3-5). There was missing information within all three of those sampled. Examples included: one tub of cream had two children's names on it (siblings), not all of the required information was included on the administration of medication forms in line with current best practice guidance and a dispensing label was not on one bottle of medicine.

(See Recommendation 2)

On several occasions, in each of the playrooms, we saw children who required their noses to be wiped. On a few occasions, where children were assisted by staff in blowing their nose, staff did not wash their hands afterwards.

(See Recommendation 3)

Of the eight personal plans we sampled, four had not been signed by parents to acknowledge they had been reviewed within the six month period, as required by legislation. Two transition records had not been dated or signed by either the staff member or the parent. Although we acknowledged the valuable information collated for each child, we advised that these should be monitored more closely to ensure all information was current, had been reviewed and agreed with parents.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 3

Recommendations

1. We advised that all nursery staff should be made aware of the importance of following correct nappy changing procedures in order to ensure the health and safety of the children and reduce the potential for infection to children and within the nursery.

National Care Standards Early Education and Childcare up to the age of 16:

Standard 3: Health and Wellbeing.

2. All stored medication and associated forms should be reviewed to ensure they are in line with current best practice guidance 'Management of medication in daycare of children and childminding services'.

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

3. Although generally caring and nurturing, we advised that all nursery staff should be more attentive to the personal needs of the children in their care. They should all be made aware of current hand hygiene guidance to emphasise the importance correct handwashing has in the prevention and control of avoidable infections.

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

Quality Theme 2: Quality of Environment

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 environment within the service.

Service strengths

Methods to ensure that children and parents participated in assessing and improving the quality of the environment within the service are also included under Quality Theme 1, Statement 1 of this report.

A noticeboard for each playroom displayed information about staff, the monthly theme, relevant information, a playroom booklet and examples of children's artwork. This enabled parents to see at-a-glance what was taking place in each area of the nursery. A 'Room of the Month' encouraged children and staff to take a pride in their playroom. This month we saw that the Juniors were room of the month.

Children were encouraged to recycle household 'junk' and containers from snack and lunch time, for example, yoghurt pots and cardboard packaging. The children in the Senior room had made a new recycle bin to extend recycling opportunities for different materials.

A comments box and comments slips were located within each of the cloakroom areas to encourage parents and children to comment on any areas of the nursery. These forms could be completed within the nursery or at home.

The service were part of the Eco schools programme and were due to receive their second green flag status. An Eco Committee of children and staff was displayed together with an Eco Action Plan and Eco Code song the children had learned. A variety of photographs displayed the variety of activities the children had been involved in, such as making soup from vegetables grown on the allotment, collecting rags for recycling, litter picking, saving water and electricity.

The children and parents had been involved in consultations about the refurbishment and development of the outdoor environment. A 'Secret Garden' had been developed to the side of the property. The children were keen to show us this area and both they and staff explained its ongoing development.

A den structure had been built and the interior changed to respond to themes, topics, children's interests and suggestions. A more structured mud kitchen and a wooden

playhouse were in the process of being built to extend children's learning opportunities.

71% of parents who returned the Care Standards Questionnaires, agreed that staff asked for their child's views about activities and outings and used them to plan future activities.

Areas for improvement

The service should continue to maintain and build upon the excellent opportunities for children and parents/carers to participate in assessing and improving the quality of the environment within the service.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 2

We make sure that the environment is safe and service users are protected.

Service strengths

At this inspection, we found the performance of the service was good for this statement. We looked at the security of the building, layout of the playrooms and use of space, sleeping arrangements, sampled risk assessments, registers, cleaning checklists, maintenance records and accident and incident records. We also focussed on infection prevention and control measures with regards to the environment, both indoors and outdoors, to ensure that children were safe and protected.

The nursery was located in a large detached property. The playrooms were divided over two floors, with the younger children accessing the ground floor. Each playroom was spacious to accommodate the numbers of children in attendance and the layout ensured that children could access resources independently throughout the session. Staff and parents signed their children in and out of the nursery and visitors were asked to sign the visitor's book. This ensured that there was an accurate record kept of everyone who was in the building, should an emergency arise.

All 15 parents/carers who completed the Care Standards Questionnaires 'strongly agreed/agreed' that the service was a safe, secure, hygienic, smoke free, pleasant and stimulating environment with enough space for the children to play and get involved in a range of activities.

Comments included:

'The hallways of the building can be a bit crowded when parents collect their children. I like how the nursery encourages children to go and play outside as much as possible.'

'My only suggestion is that they take babies and tweenies out more eg walks in buggies to the park or just round the block.'

We saw that all children had access to fresh air and outdoor learning experiences throughout the day of the inspection. Each playroom had ownership of a particular area of the garden, for example the juniors were responsible for the sand pit and the digging area. Children aged 1-2 were outdoors when we arrived at the nursery, making use of the story den and decked area. Windows were left open to allow fresh air into the rooms.

The baby room had patio doors which led on to an outdoor play area. Individual activities were planned to meet the needs and stages of development of the children in attendance, both indoors and outdoors. There was a designated sleeping area in a small room within the playroom. Staff used a timer to remind them to check on sleeping babies every ten minutes. A baby monitor was used which recorded the room temperature and allowed staff to hear crying or unsettled babies easily. We saw that babies were positioned correctly in the cot with their feet to the bottom and an individual sheet and blanket used. Staff were also attentive and responsive to babies who were settling-into the nursery and getting used to a different environment and cot.

We saw children in the 3-5 area upstairs had free-flow access between the indoor playrooms and outdoors on to a large balcony area. The children showed us around all areas. They had planted pansies that morning and were keen to explain how it was done and how the plants should be looked after. We saw a wide variety of planned and free choice activities were taking place indoors. Children were seen to access resources independently and confidently throughout the day.

We saw that there were appropriate risk assessments, maintenance records and accident and incident sheets to maintain a safe environment for the children. The nursery were fortunate in having access to an allotment at another of the provider's nurseries, which offered the children further outdoor planting, digging and growing experiences. The allotment also had chickens. We noted that the service were in the process of extending the risk assessment for the allotment to include the risks associated with chickens and eggs. This all contributed to the overall health and safety of the children.

Cleaning checklists for the start and end of the day, colour-coded chopping boards, separate, disposable cleaning cloths within the kitchen areas, all contributed towards maintaining a clean, safe environment for the children.

Areas for improvement

When being shown around the nursery at the start of the day, we saw that some wheeled toys and resources were stored within the children's cots. Although individual bedding was used for each child, the mattress was not wiped after the sheets were removed and before another child was placed in the cot. This had the potential to spread infection.
(See Recommendation 1)

Although babies were checked on every ten minutes and a baby monitor was used which also recorded the temperature within the room, this sleeping area should be assessed to ensure that there is adequate ventilation in place.

The downstairs children's toilets had an open nappy changing area where two babies could be changed at the same time in close proximity to one another. There were also children's toilets and sinks and two nappy bins in this area. Wipes, gloves and nappies were not stored or accessed correctly. We saw that this area was very cramped for the amount of children in attendance, especially just before lunchtime. We observed nappies being changed, older children accessing toilets, children washing hands before lunch, children washing hands after using the toilet all at the same time. While we understood the limitations of the building, we advised that this area, practice and procedures should be reviewed, in line with best practice guidance on nappy changing facilities and hand hygiene. We emailed the manager copies of this guidance.

(See Recommendation 2)

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 0

Recommendations

1. We advised that resources should not be stored in the cots when they are not in use. Mattresses should be cleaned after use by each child, in line with best practice guidance for infection prevention and control.
National Care Standards Early Education and Childcare up to the age of 16:
Standard 2: A Safe Environment.
2. The downstairs toilet and nappy changing facilities, practices and procedures should be reviewed to address the infection prevention and control and health and safety issues stated above.
National Care Standards Early Education and Childcare up to the age of 16:
Standard 2: A Safe Environment.

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

Methods to ensure that children and parents participated in assessing and improving the quality of staffing in the service are included under Quality Theme 1, Statement 1 of this report.

There were display boards which highlighted photographs, roles and qualifications of staff within each playroom. Newsletters kept parents up-to-date with staff training opportunities and a 'staff member of the year' was voted for by both parents and staff within the service. We observed very good interactions between staff and parents as they dropped their child off or collected them on the day of the inspection. This contributed towards parents feeling informed and included and their views respected.

A section on staffing was added to the annual survey for parents and the children's questionnaires, issued by the service. Results from this were very positive.

All 15 parents/carers who returned the Care Standards Questionnaires 'strongly agreed/agreed' that they were confident staff had the skills and experience to care for their child and support their learning and development.

Comments included:

'Cranley Buckstone is excellent. I feel confident to leave my son there knowing he is well looked after. The staff are clearly fond of all the children and even the staff who don't work in my son's room, know his name.'

'Cranley Nursery is fantastic. The management of the nursery is very good and the staff are the best trained staff I have ever encountered in such an environment.'

Areas for improvement

The service should maintain and build upon the excellent opportunities available for children, parents and carers to participate in assessing and improving the quality of staffing in the service.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3

We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.

Service strengths

At this inspection, we found the performance of the service was good for this statement. We concluded this after observing staff practice throughout the day, staff/child, staff/parent interactions, staff working together as a team within playrooms and staff deployment within each of the playrooms. We spoke to individual members of staff, management, children and parents. We also sampled staff records and training opportunities attended and planned.

From our observations and discussions, it was clear that staff knew the individual needs and interests of the children in their care well. They were responsive to children who were just settling into their new playroom and offered extended learning opportunities for children who were more settled and showing an interest in particular topics. Older children were keen to show us what they had been learning about and shared their 'Achievement Booklets' with us. This all contributed to children being achieving and responsible individuals.

On the day of the inspection, some staff were on annual leave and staff were re-deployed from one of the other nurseries within the provider's group of nurseries. This ensured that staff were familiar with the general policies, procedures and routines of the nursery and were familiar with other staff, children, parents and families. We saw trainee members of staff being supported by their colleagues. All members of staff we spoke to agreed that they felt supported by management and the staff team, that there was a good induction programme in place and that they had been offered many opportunities for in-house and external training. This included child protection training, first aid and food hygiene training. We saw examples of staff evaluations from training events.

There was a room co-ordinator supervising within each playroom and we saw staff generally working well together as a team. All staff were registered with the SSSC (Scottish Social Services Council). This body is responsible for registering people who work in early learning and childcare establishments, such as nurseries and regulates their education and training. Annual appraisals and regular supervision meetings were in place to support staff, acknowledge strengths and areas for improvement and determine development and training needs.

Comments from staff questionnaires included:

'Had child protection course within first month of starting. First Aid course is organised and asked if any courses I am interested in going to. Service are great with staff/personal problems. At induction, everything was explained clearly. I was offered advice and they answered any questions asked with great answers. Policies are clear, inviting to read and easy to understand. Lots of paperwork. However, it is checked daily and shared out equally between staff in the room. Children and parents are always friendly and interested in the service.'

'The nursery is always keeping staff up-to-date with new training and policies. We have regular meetings for improvements and reflection on our work.'

We saw that there were staff achievement boards in place to encourage and motivate staff, which individual members of staff confirmed worked well. We saw minutes of staff meetings and management meetings, where planning, individual children's needs and the ongoing development of the service were discussed.

100% of parents/carers who completed the Care Standards Questionnaires 'strongly agreed/agreed' that their child appeared happy with the staff, staff treated their child fairly and with respect and that they were confident staff would protect their child from harm, abuse, bullying and neglect. Comments included:

'I cannot fault the care and attention my child receives at Cranley. The staff and management are extremely professional and caring to my child.'

'Overall I am happy with the nursery and staff and my son loves his time there. The questions I marked as 'don't know' are because we haven't been here long.'

'My son seems happy and contented at the nursery. Staff are always friendly.'

Areas for improvement

All members of staff should ensure that they are familiar with current best practice guidance 'Infection Prevention and Control in Daycare of Children and Childminding Settings' published by HPN Scotland and the associated nappy changing and hand hygiene publications, reflected in Theme 1 Statement 3 of this report. This would contribute to ensuring that children are cared for in a safe, hygienic environment by staff who are aware of and demonstrate current best practice.

Although staff were observed to be caring and nurturing, we also felt some staff were very task-orientated and there were missed opportunities where staff could interact/sit more with the children, for example, during lunchtimes it would be beneficial for more members of staff to sit with the children, while chatting, to create a more sociable experience.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 4: Quality of Management and Leadership

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 management and leadership of the service.

Service strengths

Methods to ensure that children and parents participated in assessing and improving the quality of the management and leadership within the service are included under Quality Theme 1, Statement 1 of this report.

Specific questions were included about management in the annual parent surveys. We saw the results were very positive.

100% of parents/carers who returned the Care Standards Questionnaires 'strongly agreed/agreed' that the service had involved them and their child in developing the service, for example, asking for ideas and feedback and that overall, they were happy with the quality of care their child received in the service. Comments included:

'My child has been at the nursery since aged one year old. I would like to highlight these key areas: strong, clear management is always evident within the nursery, my child has enjoyed every stage of her care from one to pre-school. the pre-school preparation is excellent. Staff always go the extra mile for the children.'

Areas for improvement

The service should maintain and build upon the excellent opportunities available for children, parents and carers to participate in assessing and improving the quality of management and leadership of the service.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 4

We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide

Service strengths

At this inspection, we found the performance of the service was very good for this statement. We sampled the quality assurance processes and evaluations, the improvement plan and spoke to children, parents, management and staff. We referred to consultations, information for parents and participation opportunities highlighted for parents and children. We assessed how staff and stakeholders were involved in the quality assurance processes and referred to results from the care standards questionnaires. This enabled us to assess the impact and outcomes of involvement and overall quality of the service.

There were some very good examples of informal and formal monitoring systems within the service. The manager and depute manager spent time within each of the playrooms each week to informally assess staff practice, playroom organisation and activities undertaken. A formal monitoring and evaluation recording system was used through the document 'Child At the Centre Two', which was seen to be very much a working document shared and evaluated within the staff team and linked into staff's individual support and supervision ensuring they felt included, responsible and their views respected.

Staff had been on training and were becoming familiar with the document 'Building the Ambition - National practice guidance in early learning and childcare, Children and Young People (Scotland) Act 2011'. This document provided detailed and practical guidance on the experiences and interactions necessary to deliver the learning journey. It described what was good practice in creating caring and nurturing settings for young children. The service were in the process of using 'early learning and childcare' terminology in policies and associated written documents.

The improvement plan had identified priorities and had been shared with parents in a summarised, targeted, easy-to-read format. This was in line with national and local priorities. Currently the service were looking at the ongoing development of outdoor opportunities and had identified ways in which each group of children and staff could take ownership of an aspect. Parental involvement was also highlighted. Parents had formal opportunities to meet with staff twice a year and were also welcomed at any time in line with the service's open door policy.

Monitoring and auditing systems were in place to monitor accidents and incidents, medication and personal plans for individual children within the service.

We received all six staff Care Standards Questionnaires. Results were generally positive although three of the six staff had 'ticked' responses or left the box blank to indicate they were unaware of some policies and how they were implemented within the service. This may have been due in part to the timing of the questionnaires being issued, as several members of staff had just started at the service at that time.

Comments included:

'I am currently finishing my second year of doing the BA Childhood Practice degree in which I gain so much support from my management team. I feel the in-house training nights contributes to my learning. Also, where I am able, I put this into practice within our setting and support staff. This is a great opportunity for all staff from the three nurseries to come together and work in groups. We have our co-ordinator catch-ups, supervised meetings, monthly with management to discuss areas in our rooms that we feel we are developing eg teams, journals etc.'

'I would like to say Cranley is a good place to work. Management are good and the owners are lovely. It is amazing how many training nights Cranley put on and how beneficial they are, not to mention how much hard work is put in.'

Various consultation methods for children, parents and staff were in place. This included a parents and staff comments tree, comments box, comments slips, evaluations of the service provision within the annual survey, thank you cards, emails and verbal chats/comments book. Staff had been part of a team building day outdoors. This had been an interactive day with all three nurseries coming together to share ideas and work together. Photographs were displayed to recognise staff achievements and participation and to highlight this to parents and visitors. There was also a staff intranet system, which was used internally by all staff to share ideas, good practice and gain and give support to each other when undertaking training. All staff confirmed that they felt this was a very useful and easily accessible way to keep in touch and share ideas and some gave us individual examples of where they had shared someone else's idea or highlighted one of their own.

Areas for improvement

Although there were the required number of staff in place on the day of the inspection, some staff had been redeployed from one of the other nurseries. Although this provided familiarity and continuity in some ways for this nursery and the nursery group, it may also have had an impact on the continuity and attachment for children within the other nurseries where staff had been redeployed from. We discussed this in more detail with the group director.

Management should further monitor infection prevention and control practice within the nursery as a whole, following staff training and awareness raising.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

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

Cranley Nursery Buckstone was registered with the Care Inspectorate on 6 December 2013. This was following a change of legal entity and therefore the applicant was required to undergo a new registration process.

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 the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).

5 Summary of grades

Quality of Care and Support - 5 - Very Good	
Statement 1	6 - Excellent
Statement 3	4 - Good
Quality of Environment - 5 - Very Good	
Statement 1	6 - Excellent
Statement 2	4 - Good
Quality of Staffing - 5 - Very Good	
Statement 1	6 - Excellent
Statement 3	4 - Good
Quality of Management and Leadership - 5 - Very Good	
Statement 1	6 - Excellent
Statement 4	5 - Very Good

6 Inspection and grading history

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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