

Care service inspection report

Full inspection

Ladywell Nursery School - Livingston Day Care of Children

Willowbank
Ladywell
Livingston

Service provided by: West Lothian Council

Service provider number: SP2003002601

Care service number: CS2003042522

Inspection Visit Type: Unannounced

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and set out improvements that must be made. We also investigate complaints about care services and 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.

Contact Us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

www.careinspectorate.com

 [@careinspect](https://twitter.com/careinspect)

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 headteacher and staff are working well together, to ensure positive outcomes for the families who use the service. The children remain safe and secure while enjoying a wide range of experiences which promote their learning. There is direct access from the playrooms to the outdoor area which offers an interesting and largely natural environment for the children to explore. Parents and carers have opportunities to share in their children's learning and to offer comments and suggestions. All of those who provided feedback as part of the inspection process confirmed that they are satisfied with the service.

What the service could do better

The headteacher and staff planned to further develop the curriculum in line with recent national guidance (Building the Ambition).

What the service has done since the last inspection

Priorities for the past year have included further developing a nurturing approach in the nursery and further promoting parental involvement.

Conclusion

By continuing to effectively monitor and evaluate the work of the nursery, and by carrying out any further improvements which are identified, the headteacher and staff will be able to ensure continued positive outcomes for the children who attend.

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Prior to 1 April 2011, this function was carried out by the Care Commission. Information in relation to all care services is available on our website at www.careinspectorate.com.

The service is provided by West Lothian Council. The headteacher is the designated manager for this service and another two early years services in the locality. The nursery is based within self-contained accommodation. The children have access to a good-sized outdoor area.

The nursery is registered to accommodate a maximum of 60 children aged from 2 years upwards to entry to primary school, of whom no more than 10 will be aged 2-3 years. At the time of inspection, there were 43 children present of whom 7 were under the age of 3 years.

The nursery offers both morning and afternoon sessions. Children attended for one session per day.

Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

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 report following an unannounced inspection visit on Thursday 25 February 2016. The inspection was carried out by two inspectors who were present in the service for approximately five hours.

The service submitted an annual return during February 2016, as required. A self-assessment was also submitted as part of the inspection process. .

We asked the service to issue questionnaires to parents, in order to allow us to take account of their views. We received seven completed questionnaires.

We issued questionnaires to staff, five of which were completed and returned to us.

We looked at elements of the following four quality themes during our visit: -

- Care and support
- Environment
- Staffing
- Management.

We gathered evidence from a number of sources, including the following:

- evidence relating to the information in the service's self assessment
- discussion with the headteacher and nursery team
- observation of staff/child interaction
- observation of the environment
- children's personal learning journeys (PLJs)
- other records, including medication and accident/incident recording
- information for parents
- selected policies and procedures

- comments from children
- comments from parents.

We have taken account of all of the above information when writing this report.

We assessed practice through looking at how the service provided positive outcomes for children using the SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included) wellbeing indicators which were developed by the Scottish Government. (Information on SHANARRI can be found at www.scotland.gov.uk/topics/people/young-people/gettingitright).

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.firescotland.gov.uk

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 self assessment document from the service, in advance of the date of inspection, as requested. We were satisfied with the information provided in relation to each of the quality statements. We have confirmed the grades awarded by the service (grade 5 - very good) against the statements we considered during our inspection.

Taking the views of people using the care service into account

We observed happy, settled children who were familiar with nursery routines and were engaged in their learning. Some of the children talked to us about what they were doing in nursery. Children's individual comments included the following:

"I'm big. I like football. You kick the ball."

"I like yellow playdough."

"I can do running I can run even faster outside."

"Look! Lights out. That means tidy up."

"I'm going to play in the house."

"There is playdough in the water. You don't put playdough in the water. We will have to get it out."

"I'm making a picture for mummy and daddy and me."

"I can write my name. My mum showed me."

"I can jump from there to over there."

"I'm drawing a happy face."

Taking carers' views into account

We asked the nursery to issue questionnaires to parents to enable them to comment on the service. We received seven completed questionnaires. Feedback from parents was positive which confirmed that parents were satisfied with the service. For example, in response to the statement 'Overall, I am happy with the quality of care my child receives in this service', five parents strongly agreed and two agreed. Further information is included under the individual statements in this report.

Individual comments from parents' questionnaires included the following:

"My child has progressed well since his time at nursery. He was quite emotional when he started and was prone to outbursts when he couldn't get his own way. The staff have worked with him, shown patience and he is a completely different wee boy who listens and is beginning to participate."

"Nursery is a nice friendly environment and all of the staff seem very friendly and helpful."

"Staff do their utmost to help my child thrive. Ladywell 2s class has brought my son on leaps and bounds."

We spoke to eight parents/carers during our visit. They confirmed that their children were happy and settled in nursery. Individual comments included the following:

"The staff are great. They were very patient with him when he started and they helped him to settle in."

"I can only tell you positive things about the nursery. The staff are all very good and we have no problems."

"I know she is learning things here. She knows her colours and listens to what's going on. I'm very happy."

"I couldn't fault it."

"She just loves X (key worker) and talks about her a lot."

One parent mentioned that the process for securing a preschool place could be improved. We discussed this with the headteacher who explained why delays sometimes occurred.

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 2

“We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.”

Service Strengths

We found that the service was performing at a very good level in relation to this statement. We looked at opportunities for choice and ways in which children's health, wellbeing and learning were supported.

There was a calm, purposeful atmosphere which was conducive to children learning and achieving. The children were valued and respected and activities were largely child led. This meant that children were able to work at their own pace and follow their own interests. We saw that the children were familiar with nursery routines and confident in choosing how they would like to spend their time. They were free to use resources creatively and could move some of the play materials around from one area to another. Their play was uninterrupted which promoted their learning. Staff were on hand to provide support and the children readily asked for help when needed.

The younger children enjoyed an 'all together' time on their arrival and staff sang a 'hello' song to welcome each of them. Some of the children joined in before requesting an action rhyme. All of the children joined in with the actions and some knew the words.

The children were beginning to learn to be independent. For example, staff allowed plenty of time for them to change their clothing before going outside. Most managed to put their waterproof suits on without help and were praised for doing so.

Children were proud of their work and were praised for their efforts. Many of the children persevered with their chosen tasks; for example, we saw one child concentrate on building a tower. Another child sat on the floor playing with chinks and paper. She enjoyed repeatedly tipping the chinks out onto the floor and lining them up. Another persevered with a multi-layered jigsaw and was delighted when he managed to complete the first level with minimal support. A small group enjoyed pretend play in the book corner, using the bottom shelf of the bookcase as a bed and remaining quiet not to disturb the "sleeping" child.

Many of the older children were developing writing skills and were encouraged to add their name to their paintings and models. There were opportunities for children to develop a love of books which promoted their language and literacy. A member of staff read 'The Gingerbread Man' and paused from time to time to allow the children to predict what was going to happen next. They were eager to join in and afterwards one girl 'read' the story aloud to herself before singing the song 'You can't catch me, I'm the Gingerbread Man'. The member of staff then read the book again, recognising that repetition supports children's learning. There were many opportunities for the children to develop mathematical skills. One of the children pointed out numbered stones which were arranged along the edge of the sand table, for example, and was able to recognise some of the numbers.

Children enjoyed spending time in the nursery garden where they benefited from outdoor learning as well as fresh air and exercise. This enabled them to extend their skills and confidence while beginning to develop an awareness of risk and how to keep themselves safe. The older children enjoyed a free flow between the nursery and the garden which meant that they could decide where they would like to spend their time. Outdoor play was well managed with younger children being able to play safely alongside the children aged 3-5 years. This meant that siblings based in different rooms could spend some time together.

The keyworker system contributed towards good working relationships between home and nursery. This, in turn, helped ensure that children's individual needs were identified and addressed. Staff encouraged parents to be involved in their child's learning, for example by making use of the nursery library to share books at home. Personal learning journeys (PLJs) were used to record information about children's learning and parents were invited to meet with their child's keyworker to share this information.

The nursery worked closely with other professionals when appropriate, so that children who may need any additional help could be appropriately assessed and supported. The headteacher confirmed that systems were in place to ensure that children's progress was tracked and support measures reviewed and assessed. In some cases, the nursery was able to provide additional staff to help children with specific needs to fully benefit from their experience of nursery.

The children enjoyed a healthy and nutritious snack which they helped to prepare. Fresh fruit was available on a daily basis. Children learned to brush their teeth which, over time, will contribute towards good dental health.

Areas for improvement

We discussed ways in which personal learning journeys could more effectively reflect parental participation in their child's learning.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

Statement 2

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

Service Strengths

We found that the service was performing at a very good level in relation to this statement. We looked at some policies and procedures and risk assessments, observed nursery practices and took account of feedback from parents.

The nursery had a secure entry system which meant that staff could control who had access to the building. Arrivals and departures were managed in a way that reduced the risk of any child leaving unaccompanied. The outdoor area was fully enclosed. These measures helped keep children safe.

The accommodation was well maintained and welcoming to children and their families. Children under three were cared for in their own room, off the main nursery room. Both rooms gave direct access to the garden. Furnishings and play equipment had been upgraded and were seen to be of good quality, in good condition and age and stage appropriate. There were cosy areas where children could enjoy quiet activities or rest.

Risk assessments were in place which showed how risks to children had been assessed and minimised by staff, both within the premises and in relation to outings. Staff monitored the environment throughout the session to ensure that it was safe. Children were encouraged to learn to be responsible, for example, by tidying up when finished playing. Staff alerted children to "tidy up time" so that they could finish what they were doing. The children responded well to the tidy up song and were praised for helping.

Toilets were easily accessible which promoted the children's independence.

Children were encouraged to learn good hygiene routines, for example through reminders to wash their hands before snack and after going to the toilet. The nappy changing area was suitably equipped and easily accessible to staff caring for the younger children. Staff used personal protective equipment (gloves and aprons), when appropriate. In this way, the risk of infection was reduced which had a positive impact on children's health

A record was kept of any accidents which occurred and this information was shared with parents. First aid was provided by trained staff.

In response to the statement 'The service is a safe, secure, hygienic, smoke free pleasant and stimulating environment', five parents strongly agreed and two agreed. This confirmed that those parents were satisfied with this aspect of the service.

Staff were deployed in a way that enabled them to supervise the children effectively, both indoors and outside. This meant that they were aware of the children's whereabouts at all times. Staff provided gentle reminders to the children about ways in which they could keep themselves and others safe while enjoying their activities.

Areas for improvement

Staff advised that there had been plumbing issues which had resulted in blocked toilets and meant that there was sometimes no hot water available. The council had arranged for maintenance to be carried out promptly on each occasion; however, any underlying issue should be addressed by the provider to avoid any further inconvenience to the nursery.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 3

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

Service Strengths

We found that the service was performing at a very good level in relation to this statement. We looked at staff practices, qualifications and experience and took account of feedback from staff and parents.

Staff were skilled and motivated and worked well together to meet children's needs. As a result, children were appropriately supported, safe and included. We saw that children were comfortable in the setting and confident in approaching staff when they needed help.

Staff were qualified and experienced which contributed towards positive outcomes for the children they cared for. They had formed positive working relationships with the families who used the service which helped ensure that the needs of the children were understood and met. We asked staff if they felt confident in their roles. All members of staff who submitted a questionnaire agreed or strongly agreed that they had confidence in their own skills and that overall the service provides good support to the people who use it. Similarly, all seven parents who submitted a questionnaire agreed or strongly agreed that staff have the skills and experience to care for their child and support their learning and development. Parents we spoke to spoke highly of staff and the support their children receive. We observed that staff were sensitive in their interactions with the children.

Early years staff were registered with the Scottish Social Services Council (SSSC), as required. (The SSSC is responsible for registering people who work in social services and regulating their education and training. Its role is to raise standards of practice, strengthen and support the workforce and increase the protection of people who use services). Staff confirmed their awareness of the SSSC codes of practice to which they are expected to adhere.

The staff team had access to a range of national guidance documents which supported their day to day work with the children, including the following:

- Curriculum for Excellence
- Pre-birth to three
- Child at the Centre 2
- Building the Ambition
- National Care Standards
- Infection Prevention and Control in Childcare Settings.

Staff were committed to professional development and were allocated some non contact time for planning and other tasks. They had accessed training since the last inspection, including training on Building the Ambition (recent national guidance). Staff confirmed that this training had helped them in their day to day work. The headteacher and nursery teacher were undertaking Froebel training, which upholds specific principles in childcare including the uniqueness of every child's capacity and potential and the role of play and creativity in development and learning. Their learning was being shared with the staff team and used to further develop the quality of the children's experience.

Areas for improvement

Staff planned to extend the range of resources made from natural materials, to further support children's learning and achievement.

Grade

5 - Very 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 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

We found that the service was performing at a very good level in relation to this statement. We had discussions with management and staff and took account of written information including the service's own self-assessment. Strengths identified under previous statements are also relevant to the grading for this statement.

The service is provided by West Lothian Council which has a well-defined management structure. This ensured accountability within the service and meant that management and staff were supported in their roles. Quality assurance visits from the education officer and heads of other centres complemented the internal processes which were in place.

The headteacher was the designated manager for this service and two others. She was supported in this role by a principal teacher whose role included providing support to Ladywell Nursery School. The nursery teacher, early years officer and nursery nurses were responsible for the direct care of the children. A pupil support worker was also working part-time hours in the nursery.

The headteacher impressed as being accessible and approachable. She was committed to maintaining and improving the quality of the service. She was aware of relevant guidance and was working with staff to ensure that this is implemented.

Processes were in place to support self-evaluation, including a quality assurance timetable. Priorities for improvement had been identified, in line with the overall priorities for the authority as a whole and an improvement plan was in place.

Staff were fully involved in evaluating their work and contributing towards improvement. Staff who completed questionnaires all agreed that they were asked for their opinion on improvements to the nursery.

Similarly there was a commitment to involving parents. A variety of methods had been used to seek parents' views about the quality of the service and the management team was committed to further developing partnership working. Parents who completed questionnaires confirmed that the service had involved them and their child in developing the service, for example asking for ideas and feedback.

Staff were aware of their obligation to protect children and followed established care and welfare procedures. This meant that any concerns were noted and shared with a senior member of staff, so that the need for follow up actions could be assessed. The nursery liaised with other agencies, when appropriate, and the headteacher recognised the importance of sharing information with social work at an early stage in the event of any concerns.

The headteacher was aware of regulatory issues and had an understanding of notification procedures. (Further guidance on notification requirements is available from the Care Inspectorate website).

Areas for improvement

Medication permission forms were not routinely reviewed. We asked the headteacher to review and develop medication procedures in line with current guidance (available from the Care Inspectorate website).

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

There are no outstanding recommendations.

6 Complaints

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

7 Enforcements

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

8 Additional Information

There is no additional information.

9 Inspection and grading history

Date	Type	Gradings	
11 Mar 2013	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 4 - Good 5 - Very Good 4 - Good
18 Jun 2012	Re-grade	Care and support Environment Staffing Management and Leadership	Not Assessed Not Assessed Not Assessed 2 - Weak
24 Nov 2009	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 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.

You can also read more about our work online.

Contact Us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

www.careinspectorate.com

 [@careinspect](https://twitter.com/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 c?nain eile ma nithear iarrtas.

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۔

ਬੈਨਤੀ '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.