

## Care service inspection report

# Happy Feet Nursery and Out of School Club

## Day Care of Children

47 - 49 Claude Street

Larkhall

ML9 2BU

Type of inspection: Unannounced

Inspection completed on: 2 February 2015



HAPPY TO TRANSLATE

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### **Service provided by:**

Happy Feet OSC Limited

### **Service provider number:**

SP2010011183

### **Care service number:**

CS2010273623

If you wish to contact the Care Inspectorate about this inspection report, please call us on 0345 600 9527 or email us at [enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

## 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

Happy Feet Nursery and Out of School Club provided a caring, respectful environment for both children and their families.

Staff worked very well as a team and complimented each other's skills and experiences ensuring positive outcomes for children and their families.

### What the service could do better

Management and staff should continue to embed planned approaches to monitoring and quality assurance.

### What the service has done since the last inspection

The manager and staff team discussed the following improvements that they felt had taken place since the last inspection:

- continued support for staff in their ongoing professional development
- ongoing programme of refurbishment of the premises
- keeping up to date with best practice for example: nutritional guidance "Setting the Table"
- achieving an award in relation to their indoor learning environment.

### **Conclusion**

Management and staff took great pride in the quality of service they provided and were committed to keeping up to date with current legislation and best practice, and involving children and their families in the development and assessment of the service.

Parents told us they were happy with the service provided. This was confirmed by the parents in their responses we received in our questionnaires and the parents we spoke with during the 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](http://www.careinspectorate.com)

## 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 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 Reform (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.

The provider of Happy Feet Nursery and Out of School Club is a private provider.

The service is in partnership with South Lanarkshire Council to provide part-time commissioned places for children aged between three and five years.

The provider had submitted a variation application on 6 November 2014, to request the removal of the conditions relating to the Out of School Club and vary the conditions relating to the nursery. At the time of this inspection, the variation was still in progress.

The service is registered to provide early learning and childcare to a maximum of 112 children at any one time. The age range of the children is from birth to under 16 years. This includes.

A maximum of 11 children aged from six weeks to two years

A maximum of 25 children aged two to not yet three years

A maximum of 42 children aged three years and not yet attending primary school.

A maximum of 34 children attending school and aged under 16 years.

During term-time only between 9am and 3pm, the service may be provided to a maximum of:

A maximum of 11 children aged from six weeks to two years

A maximum of 25 children aged two to not yet three years

A maximum of 62 children aged three years and not yet attending primary school with access to both the OSC and Pre-School Playrooms.

The service offers full and part day sessions throughout the year from 7am to 6pm. Children present had various patterns of attendance over a week.

The service operates from a modern detached, single storey property in the Larkhall area of South Lanarkshire. The service is near to shops, local amenities including motorway and bus routes.

The service had designated playrooms for children in each of the age groups, children's toilet and changing facilities, staff room, kitchen and laundry room, entrance foyer, office and staff toilet facilities. Staff used the outdoor areas as an integral part of the children's learning environment.

The service aims include the following information: "Provide the highest standards of care and education for all children under our responsibility."

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](http://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. This was carried out by two Inspectors. This inspection took place on Monday, 2 February 2015 between the hours of 7.55am and 4pm. We gave feedback to the manager and depute manager on Monday, 2 February 2015.

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

We sent 25 care standards questionnaires to the manager to distribute to parents who use the service. Twenty one parents returned the questionnaires before the inspection. Fourteen had written comments included. We shared some of these with management and all are included in this report.

Ten Care Inspectorate staff questionnaires were provided. Eight questionnaires were completed and returned before the inspection. Information and comments are included in this report.

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

We spoke with:

- the manager
- business manager
- depute manager
- thirteen childcare practitioners
- groups of children
- seven parents.

We looked at:

- participation policy, this is the service's plan for how they will involve service users
- samples of services users' involvement in the service
- children's on going profiles
- additional support needs policy, procedure and records
- administration of medication information and records
- consent forms for medication
- child protection policy and procedure
- accident and incidents records and audits
- risk assessments for inside and outdoors
- maintenance records
- infection control policy and observation of practice
- registration certificate
- insurance documents including car documentation
- staffing rotas
- service aims and objectives
- staff files including training and appraisal records
- services monitoring and evaluation systems
- services improvement plan
- complaints policy
- quality assurance policy and systems
- photographs of children participating in a range of activities inside and outdoors
- observation of how staff work caring for and interacting with children.



## **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](http://www.firelawscotland.org)

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

### The requirement

1. The provider must ensure that risk assessments are robust and provide staff with the relevant information to reduce the risk of harm to children. Risk assessments must be reviewed at least once every six months or unless changes occur within the service.

This is to comply with:

Social Care and Social Work Improvement Scotland (Requirements for care services.) SS1 2011/201 Regulation 4 (1) (a) Welfare of Service Users. And refers to NCS for Early Education and Childcare up to the age of 16 years. Standard 14: Well managed service.

### What the service did to meet the requirement

Please refer to quality theme 2, statement 2 for progress on this requirement.

**The requirement is:** Met - Within Timescales

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

1. Medical information held on children should be kept confidentially.

National Care Standards for Early Education and Childcare up to age 16, Standard 14: Well managed service

Please refer to quality theme 1, statement 3 for progress on this recommendation.

2. Staff should consider how to make lunchtime in the 2-3 room a more enjoyable experience for themselves and the children.

National care standards for early education and childcare up to the age of 16, Standard 13 - Improving the service and Standard 5 - Quality of experience.

Please refer to quality theme 1, statement 3 for progress on this recommendation.

### 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.

The Care Inspectorate received a fully completed self-assessment document from the provider. We were satisfied with the way the provider completed this and with the relevant information included for each heading that we grade services under.

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

### **Taking the views of people using the care service into account**

During the inspection, time was spent in each of the playrooms. Children were observed to be happy and confident in their environment.

We observed staff to be responsive, kind and caring in their approach in supporting young children's individual needs. For example, if they were upset, tired and through their learning experiences.

The older children were seen to have developed positive relationships with staff and were comfortable and relaxed in their company. The children moved around the nursery confidently and were at ease in their surroundings. We could see that the children enjoyed the attention of the staff and they readily involved them in their play. Interaction between the staff and children was respectful, warm and friendly.

## Taking carers' views into account

We sent out 25 Care Standards Questionnaires to the service who gave them to parents. Twenty one were completed and returned to us before our inspection.

In addition to the comments which are detailed throughout the report, we received the following:

"Reason for N/A answer in 17: my child is only 14 months old and not able to give his view."

"I transferred my daughter to Happy Feet for her pre-school years and couldn't be happier with the service. The staff made (child's name) feel at ease from the beginning and I am amazed at how much she has developed/learned since attending this nursery. Would highly recommend it to others."

"Although my child has her favourite friends, the staff encourage play with other children, encouraging positive relationships with other children."

"New menus are tried with the children first and if none of the children like it then other ideas are tried before it is used on the final menu."

"As the Scottish Government have now increased the hours in which children attend nursery to 600 hour per year, Happy Feet have had to accommodate this therefore adapted their session times accordingly. I for one was very happy with their decision to increase the daily sessions by half an hour then an additional two weeks attendance at the end of term. Before management made this decision they communicated with parents and listened to their ideas, suggestions and concerns. I was kept up to date with the new session times via email and letters as my son attends term time. I knew exactly what time my son was to arrive on his first day back and the room appears to be uninterrupted by the change. Happy Feet have achieved it successfully through good organisation and preparation."

### 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

We found this service to have a very good approach to involving children and families in assessing and influencing the quality of care and support provided after we sampled participation methods and the services participation policy.

The provider had developed a handbook which was given to each parent before the placement started. This information provided new families with an opportunity to find out about some of the policies, procedures and systems used by the nursery and how they could become involved in its ongoing improvement.

The service's participation policy which parents were made aware of, explained to them the ways in which the nursery aimed to establish and maintain an effective, included partnership with them, in running the service and in their child's ongoing achievements.

Children were consulted using a variety of methods including: daily discussions, voting system, mind maps and floor book planning. From the sample we looked at children had been exploring and learning about 'space.' We saw children making choices of where to play and what to play with linked to their interests. This included: imaginative play, water play, drawing, matching and sorting and story-telling. Staff supervised and supported children who needed help to use electronic resources.

Children's views informed the way the nursery was organised and in the planning of activities. For example, through consultation, the layout of the playroom had been changed to include: 'Santa Land' and a 'restaurant. Children's learning plans and big books recorded children's knowledge and reflections on what they had learned.

The outcome of this was, learning experiences were reviewed to provide appropriate challenges where identified.

Parents were encouraged and played an active and successful role in developing the nursery and in their children's care and learning. There were a variety of methods of consultation, reviews and evaluation opportunities and systems available to help them do so.

Positive feedback from parents showed they valued the opportunities provided to keep up to date with their child's progress and agree the approach on aspects of their child's early learning and childcare, such as parents' evenings, workshops, play days and meetings. Our feedback from parents included: "My son loves nursery and each day I can see him developing new skills, which makes it easier for me having to leave him to go to work."

Parents were consulted on a regular basis for their views on the work of the nursery. Views were audited, fed back to parents and action taken reported through email, newsletters and display boards. Overall, parents' comments noted on the most recent survey indicated that they were very satisfied with their child's nursery experience. Our feedback from parents included: "The quality of Happy Feet Nursery is faultless in my opinion. My child has grown and developed so well and I believe that Happy Feet Nursery has had a great input as my child loves the nursery!" "My boy attends the 'baby mumble' room and has done since eight months he's now 12 months. I am confident that he receives the best care and stimulation possible to help him progress. The girls in the room led by (staff named) are wonderful! They are attentive, kind, playful and loving to my child, who is extremely happy going there."

The parent council group were involved in fundraising events, reviewing policies and procedures, children's menus and reviewing aspects of standard of service provided. Our feedback from parents included: "I am a working parent but feel very much part of my child's nursery experience due to parents' council being in the evening, being part of the policy reviews, noticeboards, emails and newsletters."

Management and staff had displays that were attractive and informative to help engage parents in the work of the nursery. The displays provided information on the life of the nursery, its and children's achievements and information on forthcoming events.

In our questionnaires parents gave us the following information: Eighteen parents 'strongly agreed' and three parents 'agreed' that they were happy with the overall quality of care their children received in the service.

### Areas for improvement

The provider should continue to monitor and maintain the very good quality of care. The provider should ensure it is rigorous in identifying any areas for improvement and implementing action plans to address these.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 3

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

### Service strengths

As part of this inspection, we have focused on how the service had promoted children's health and wellbeing through infection prevention measures.

We found this service to have a very good performance in relation to this statement after we sampled the following:

- Children's personal plans and profiles
- Additional support needs systems and records
- Medication systems and records
- Child protection policy and procedures
- Aspects of infection control and prevention.

Staff through consultation with parents had developed care plans for children. This approach demonstrated that staff recognised, respected and responded to children's health, safety and wellbeing needs. Our feedback from parents included: "Having a disabled child feel so happy, relaxed and secure is a major achievement for the Happy Feet gang. They have been amazing. They just know what (child's name) needs and how to cope with his sometimes demanding needs. My son has really blossomed with the help of the staff. They have also been an amazing source of support for me as his mum."

Flexible arrangements were in place to support children and families while settling into the nursery. Planned programmes to support children's transition within the nursery and two different establishments were also in place. Records sampled demonstrated that parents were involved during this important time.

Children who were settling into the nursery were continuing to build confident relationships and were supported by staff and children in a nurturing environment. This approach benefited the children, as it took account of their different needs and sensitivity to individual circumstances.

We sampled personal plans across the age range of children in attendance. These provided clear and comprehensive guidance about personal details, care needs, health routines, interests and preferences of the children. This provided staff with very good information to meet children's individual needs. These were reviewed by parents every six months in line with current legislation.

Individual learning story folders were available in each playroom. These were accessible to children and their parents. They contained a variety of interesting photographs and art work. In 'my learning book' staff had recorded observations, children's identified next steps in learning and their achievements in learning.



Regular evaluation sheets assessed children's learning and development. This combined information supported clear, effective planning and improved outcomes for children. Children's learning stories were shared with parents consistently through meetings, written reports and transition records. This demonstrated one of the many circumstances we evidenced where staff respected parents' knowledge of their children and how by working together they were achieving positive learning outcomes for children.

Through our discussions with staff and from sampling children's learning stories, we were able to determine that staff knew the children in their care very well. Staff demonstrated that they were aware of children's individual needs, routines and preferences in their day-to-day planning experiences. This contributed positively to the children's experiences when at the nursery. Our feedback from parents included: "My child has a hormone imbalance and is currently going through diagnosis assessment. My child can be very difficult to manage at times and emotions can be all over the place. The staff at Happy Feet have taken time to get to know and focus on my child's individual needs, in such a fantastic way that my child feels accepted and not rejected as when in another environment. I can't thank them enough for the great job they do and the secure, caring environment they provide."

Staff had participated in Getting It Right for Every Child (GIRFEC) training sessions and discussions. Children's records and staff practice took account of the principles of GIRFEC. This had helped staff to focus on what makes a positive difference to children and their families and how they can deliver improvements if identified. Information on GIRFEC was on display for parents' information and guidance.

Management and staff had developed effective partnerships with parents and various external agencies to identify and provide all children and their families with individual help and assistance when and if required. For example, putting in place detailed staged intervention programmes where needed. They met regularly as a multi-agency support group to monitor and review children's progress. Additionally, staff could tell us of individual children's particular needs and stages of development and involvement with particular agencies. As a result, children were well supported and their learning and welfare needs addressed.

Management and staff demonstrated a clear understanding of record keeping systems of South Lanarkshire Council's procedures that they had to put into practice, if required, to meet children's individual learning needs.

The service had a detailed medication policy and procedure in place in line with current best practice. Staff were aware of this guidance. During our observations, we observed very good medication procedures being followed. For example, two parents arrived and wanted to leave medication for their children.

Staff explained the procedures to them and provided the required form, which they were asked to complete before they left. The forms were fully completed with signs and symptoms clearly recorded. This information was kept in a confidential way. This addressed a recommendation made at the last inspection. This very good practice contributed to the overall, health, wellbeing and safety of individual children. Parents were informed of changes to the medication policy and information now required, through the service newsletter.

Staff had regular child protection training to keep their skills and knowledge up to date. Management and staff demonstrated a clear understanding of their roles and responsibilities with regards to implementing their procedures in line with the service's child protection policy. This helped keep children safe.

As a result of the service participating in the national oral hygiene programme, children had opportunities to learn about good oral health and develop their tooth brushing skills while being assisted by supportive staff.

The children were observed demonstrating an understanding of personal hygiene as they washed their hands before snack, lunch and after using the toilet. Helpful posters were displayed to encourage this. This helped to minimise the possible spread of infection.

Healthy eating was promoted and we observed children enjoying a variety of nutritious food. A cook was employed. Staff were aware of the new nutritional guidance document, 'Setting the Table'. They had taken steps to review their practice, to ensure they continued to support the health and wellbeing of children in their care. Lunch times for the babies were very flexible to meet their individual needs, routines and sleep patterns. We observed lunch in two playrooms on the day of inspection, the two to three years and three to five years and both provided children with a relaxed and calm experience.

Children in the two to three room had small group settings with two sittings taking place. We saw staff encouraging them to be independent and giving them praise and encouragement. Where children did not eat lunch of, pasta and fresh vegetables a sandwich was offered. Children waiting for the second sitting enjoyed listening to a story. There did not appear to be any issues with this group of children waiting, while their friends had lunch. This addressed a recommendation made at the last inspection.

In line with best practice guidance, from the Food Standards Agency, information was displayed detailing the most recent allergens identified. This information supported staff in supporting children's wellbeing and provided parents with important information.

We observed staff practice which evidenced that they followed policies and procedures and promoted good infection control practice. For example: in children's nappy changing procedures and before food preparation. To support this, they had used best practice guidance to promote positive outcomes for children and their families.

We evidenced insurance and associated documents in relation to the service's mini buses. This information is shared with parents. Parents sign consent forms allowing their children to use this means of transport. This resulted in parents being kept informed of the procedures in place to minimise the risk and protect their children.

### **Areas for improvement**

The provider should continue to monitor and maintain the very good quality of care. The provider should ensure it is rigorous in identifying any areas for improvement and implementing action plans to address these.

**Grade awarded for this statement:** 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 1

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

### Service strengths

We found this service to have a very good approach to involving children and families in assessing and influencing the quality of the environment after we sampled participation methods.

Management and staff used the same methods, to allow children and parents to participate in assessing and improving the quality of the environment, as those described in Theme 1, Statement 1.

Children, parents and staff had developed an Eco committee to develop their knowledge of environmental issues. They had regular meetings and discussions to talk about ways of saving energy, reducing waste, and implementing recycling schemes. This had resulted in them achieving Bronze and Silver status through the Eco Schools programme. They are now working towards Green Flag status and were due to be assessed in February 2015.

The nursery had received ideas, suggestions and positive feedback from children and parents about outings that had taken place. Feedback we received from parents confirmed this practice.

Children and parents had been involved in consultations and fundraising regarding the continued development and improvement of the outdoor areas. They were awaiting the delivery of tyres to be used outdoors for a range of activities.

### Areas for improvement

In the self-assessment areas identified for improvement include: "Pre-school children to become involved in risk assessing.

We support the provider in this area of good practice. This would help children learn about personal safety and responsibility.

**Grade awarded for this statement:** 5 - Very Good

**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

We found this service to have a very good performance in relation to this statement after we sampled the following:

- Appropriate risk assessments for inside and outdoors.
- Maintenance records.
- Aspects of infection control and prevention
- Accident and incident records
- Insurance.

The service was provided from a single storey property that had a welcoming environment. The decor and programme of continued refurbishment of the service was of a high standard. Our feedback from parents included: "Happy feet is a fantastic educational establishment that provides an outstanding service to all parents and children alike. The building is well-kept, clean and tidy and they provide a positive, happy and welcoming environment at all times."

Access to the service was by a door entry system, with additional security throughout. The service operated a sign in sign out system to register children's and staff's attendance. Visitors to the service used the same system. This helped to prevent any unauthorised people entering the service.

Systems for maintaining a safe environment, including management and staff knowledge of risks inside and outside the nursery and how to minimise them contributed to ensuring everyone was safe. Management and staff continued to review risk assessments at regular intervals to show how they keep children safe and reflect their ongoing development and level of understanding. This addressed a requirement made in August 2014.

Our feedback from parents included: "Knowing that my child is in this safe, well-staffed and equipped nursery makes me happy when I put my child in everyday as I know she is cared for and to the highest standard."

The nursery was warm, bright, spacious and inviting for children and families. Management and staff had taken care and consideration to creating a safe, nurturing and stimulating environment suitable to the needs of children and families attending. Furniture, fittings and toys and other equipment used throughout the nursery were of a high quality standard. Resources were well presented and accessible to promote children's choice and independence.

Staff we spoke to were aware of safe sleeping practices and had received training from the Cot Death Awareness group. We saw that there were Shanti cots within the baby room. These are designed to allow one child to sleep on the top and one on the lower bunk. Sleeping mats for young children were also available. Children had their own individual bedding which was laundered within the premises. Staff closely monitored and recorded children as they slept. This contributed to a safe sleeping experience for children. Older children, or those who did not require a nap had identified areas within playrooms where they could rest comfortably.

A cleaner was employed to ensure the cleanliness of the premises. Through discussion and observation of practice on the day of inspection, it was evident staff were knowledgeable of and implemented very good infection control practices to assist in keeping children healthy and free from infection.

A system for maintaining a log of any repairs or maintenance work that needed to be carried was in place. This allowed an audit trail to be in place detailing when the concern was first reported and any action taken.

Records showed that accidents or incidents in the nursery were dealt with appropriately, including sharing information with the parent. Staff were trained in first aid to support them in dealing with emergencies, should they occur.

The service had appropriate insurance in place and displayed in the entrance area for parents' information.

Management and staff used displays around the nursery that were attractive and meaningful to the children and parents. For example: information on topics, projects and acknowledgement of children's achievements.

### **Areas for improvement**

The provider should continue to monitor and maintain their very good practice. The provider should ensure it is rigorous in identifying any areas for improvement and implementing action plans to address these.

**Grade awarded for this statement:** 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 1

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

#### Service strengths

We found this service to have a very good approach to involving children and families in assessing and influencing the quality of staffing after we sampled participation methods.

Management and staff used the same methods, to allow children and parents to participate in assessing and improving the quality of the environment, as those described in Theme 1, Statement 1.

Positive feedback from parents about staff had been received through the continued use of questionnaires and evaluations after parents' meetings.

Parents and children had been consulted for their views and ideas, before the recruitment of new members of staff.

Our feedback from parents included:

"The staff at Happy Feet are friendly, polite and caring."

"Staff are always welcoming and professional."

#### Areas for improvement

The provider should continue to monitor and maintain the very good opportunities available for children and parents to participate in assessing and improving the quality of staffing within the service. The provider should ensure it is rigorous in identifying any areas for improvement and implementing action plans to address these.

**Grade awarded for this statement:** 5 - Very Good

**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

We found this service to have a very good performance in relation to this statement after we sampled the following:

- Staff supervision and appraisal
- Staff training records
- Annual training plan.

We found that the staff team were motivated, enthusiastic and skilled in their work with children and their families. They were professional in their manner when speaking to the children, parents, students and each other and they had developed respectful relationships that promoted partnership approaches to early learning and childcare. As a result, families benefited from advice, support and opportunities to learn with their children, for example, through being a parent helper, attending workshops or using home link ideas for play at home.

Through our observations, we saw staff that were caring and supportive to children's individual needs, for example, nurturing towards children who were settling-in and felt a bit upset, caring and reassuring towards children who required support and firm, yet fair with children who were being reminded of keeping themselves and others safe. Staff encouraged children to talk about their learning and identify their own next steps. Our feedback from parents included: "Deciding where to leave my daughter when returning to work was a difficult decision and we chose very carefully based on our own experience and through word of mouth of friends and family. Happy Feet Nursery was the definitive one for us. The staff have made the whole experience of returning to work far easier as I know how happy my daughter is there. She has come on leaps and bounds. Highly recommended."

We sampled the minutes of staff meetings. They met regularly to discuss good practice, training experiences and the needs of the children in their care.

A detailed staff and student induction procedure was in place that included for example: child protection and infection control. This provided them with clear guidelines and the mentoring system supported them during this time.

Through effective systems for continuous professional review and development staff were given the opportunity to reflect on practice and identify training needs. Training was then well planned to link to improvement plan priorities to support and influence their practice and support learning opportunities and specific care for children.

Staff shared best practice within the community and with other colleagues. As a result, there was a culture of recognising and valuing staff's successes.

Eight members of staff returned the Care Inspectorate's questionnaires. Six staff 'strongly agreed' and two staff 'agreed' that they were confident that they had the skills to support people using the service.

In our questionnaires 16 of the parents 'strongly agreed' and five of the parents 'agreed' that they were confident that staff have the skills and experience to care for their child and support their learning and development.

Six staff 'strongly agreed' and two staff 'agreed' that all staff treated people who used the service with respect. All eight staff 'strongly agreed' that the service provided good care and support to people who use it.

Staff took on leadership roles in improving areas of learning and in developing aspects of the learning environment of the service. For example staff were involved in Forrest schools, monitoring and evaluation, planning, health and wellbeing and numeracy and literacy and mentoring students on placement. These additional skills made a positive contribution on the quality of children's experiences and the work of the nursery. Staff were supported in these roles to ensure successful outcomes.

The eight members of staff who returned the Care Inspectorate's questionnaires indicated that they had been provided with opportunities to access education and training in the last 12 months. Comments included:

"I started as a trainee and have been given lots of opportunity to thrive in my job and have been given lots of support."

"I have recently been given the opportunity to be promoted to senior of the pre-school room. I eagerly accepted. Throughout this process I was fully supported by management which has allowed me to develop my skills learned through my PDA course and put these into practice. I regularly meet with the manager to discuss the room and staff and a general overview of how the room is working."

"I am happy that I got offered a full-time position as an assistant practitioner after recently passing my SVQ level 3."

"I was on placement for a year whilst completing my HNC in Early Education and Childcare and received a warm welcome from staff and management who were always willing to help me. Also through my time here, I have studied my PDA and received great support from my manager."

"I first started with Happy Feet in August 2012 until June 2013. At that time I felt the job was too much and I wasn't ready for it emotionally. I re-started in February 2014, I felt totally ready and the support I received from management and room staff helped me settle back in, it was great."

All staff were registered with the Scottish Social Services Council (SSSC). The SSSC is the body that regulates the care workforce in Scotland and sets the standards for training and qualifications. Staff were aware of their responsibility in ensuring their registration was kept up-to-date. Staff photographs and information were displayed for parents' information.

Staff, who took part in the inspection felt valued, consulted and supported. As a result their views and skills, individually and as teams, influenced how the service improved the quality of its work and its impact on children and their families. Our feedback from parents included: "Overall I have only good to say about Happy Feet Nursery. Well done to all the staff for their hard work." "My daughter has been attending Happy Feet for almost a year. I am confident leaving my daughter in the care of the staff, which is a weight off my mind as a full-time working mum. My daughter clearly enjoys attending this nursery; she is a happy, confident child and is developing into a typical toddler. I would highly recommend this establishment to any parent."

### **Areas for improvement**

In the self assessment areas identified for improvement include: "Training on children's behaviour."

We support the provider in this area of continuous improvement as this demonstrates a commitment of ensuring that children receive quality experiences from an informed staff team.

**Grade awarded for this statement:** 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 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

We found this service to have a very good performance in relation to this statement after we sampled children's and parents' participation methods.

Management and staff used the same methods, to allow children and parents to participate in assessing and improving the quality of the management and leadership of the service as those described in Theme 1, Statement 1.

The service had received encouraging feedback from parents, on how well the nursery was managed through the most recent questionnaire.

Parents had opportunities to be hands on in supporting the work of the nursery through working closely with management and staff to further improve the service. Examples of this included their roles on the various groups and projects. This provided further opportunities for parents and staff to build up relationships that were supportive, formative and open. Staff told us they very much appreciated the support parents gave to them.

The management team were in the playrooms providing children and parents with opportunities to have informal discussions and exchange useful information on a regular basis.

In our questionnaires 16 of the parents 'strongly agreed' and five of the parents 'agreed' that the service had involved them and their children in developing the service, for example, asking for ideas and feedback.

### Areas for improvement

In the self-assessment areas identified for improvement include: "Children's council to be involved in assessing management through questionnaires."

We support the provider in this area of good practice as this would further develop their portfolio of evidence to show services users' involvement in this quality statement.

**Grade awarded for this statement:** 5 - Very Good

**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

We found this service to have a very good performance in relation to this statement after we sampled the following:

- Quality assurance systems
- Improvement plan
- Complaints policy.

The manager had successfully completed a Bachelor of Arts degree in Early Childhood Practices and felt this had further supported her in ensuring the service continued to improve.

Through discussions with staff and sampling written information it was evident that the manager provided strong leadership and was a positive role model for staff, with a focussed vision for the future of the nursery based on self-assessment in consultation with children, parents, staff and other professionals.

The manager and deputed leadership skills had impacted very well on fostering the ability of staff as effective practitioners. The benefits to children and parents were ongoing improvements in staff personal development.

Management and staff used a range of successful methods to involve children, parents, staff and other professionals in evaluating the service. For example: consultation with children, parents and other professionals, calendar of events to which parents were invited and encouraged to attend, regular staff and management meetings, staff visits to other services, monitoring of children's wellbeing and playroom layout, monitoring of staff practice and reviews, peer assessments, quality assurance visits from the local authority and self-assessment reports. As a result areas identified for improvement were taken forward successfully.

The nursery received an award in 2014, in recognition of their indoor learning environment. The manager was a finalist in 2014, for a nursery manager award.

Management and staff had a variety of approaches in place to reflect on their current practice and evaluate new initiatives or changes they had introduced. These included national guidance such as: National Care Standards, Child at the Centre and Pre Birth to Three.

The Improvement Plan detailed priorities which supported the continuing improvement of the nursery and children's development and experiences. Staff were involved in this process. Responsibilities for these tasks were identified and time scales set.

The nursery had a complaints procedure which parents were aware of. This created further opportunities for parents to share their views or raise any concerns they may have about the service. Management agreed to change the contact information on their complaints policy to reflect details of the Care Inspectorate National Complaints Team. Our feedback from parents included: "When my child started in August 2013 there were some things I was unhappy about. These issues were dealt with quickly and efficiently by management and staff."

### **Areas for improvement**

In the self assessment areas identified for improvement include: "Children's survey on their playrooms. Organise a 'secret shopper' who assess how we deliver our initial visit with potential parents/carers."

We support the provider in this area of continuous improvement as this would further develop their portfolio of evidence and provide opportunities to identify any areas of improvement.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## 4 Other information

### Complaints

There has been one upheld complaint about the service since the last inspection. You can find information about complaints that we have upheld on our website. [www.careinspectorate.com](http://www.careinspectorate.com)

### Enforcements

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

### Additional Information

None.

### 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

<b>Quality of Care and Support - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
<b>Quality of Environment - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 2	5 - Very Good
<b>Quality of Staffing - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
<b>Quality of Management and Leadership - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 4	5 - Very Good

## 6 Inspection and grading history

Date	Type	Gradings
4 Feb 2013	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 5 - Very Good
19 Oct 2011	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and Leadership 4 - 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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