

# Care service inspection report

Quality themed inspection (day care for children)

## Falla Hill Primary School Nursery Day Care of Children

Harthill Road  
Fauldhouse  
Bathgate

Service provided by: West Lothian Council

Service provider number: SP2003002601

Care service number: CS2003016153

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](mailto:enquiries@careinspectorate.com)

0345 600 9527

[www.careinspectorate.com](http://www.careinspectorate.com)

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

# 1 About the service we inspected

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

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

There are eight wellbeing indicators at the heart of GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible, and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

The service is currently registered with the following conditions:

'To provide a care service to a maximum of 40 children aged 3 years to entry into primary school.'

## What we did during the inspection

We carried out a 'themed' inspection. This targeted approach means that we looked at identified aspects focusing on children's experiences under each Quality Theme.

We visited the service unannounced on 14 June and announced on 15 June 2016. We spent time in each of the playrooms and accompanied the children to their session with the gym specialist over the two days.

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

We observed the staff working with the children.

We spoke with:

- children attending
- parents dropping off and collecting children from the service
- students working in the service
- the staff working in the service, the manager of the service.

We looked at:

- registers
- service diaries
- displays
- registration certificate
- questionnaires
- care plans
- accident and incident records
- the environment and equipment
- children's personal learning journeys
- room floor books
- staff planning documents
- staff training
- quality assurance documentation
- service risk assessments
- minutes from meetings
- parents' feedback in our questionnaires and in the service's quality assurance systems.

We considered the information gathered and evaluated the service against two aspects under four quality themes.

We gave feedback to the staff team during the inspection and to the manager and nursery teacher at the end of the inspection.

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

The children we spoke with during the inspection were enjoying their time at the nursery and had positive relationships with the staff caring for them. The children had built friendships at nursery and enjoyed playing with their peers throughout the inspection. Some of the children enjoyed sharing their learner journeys with us. Some of the children's comments are recorded below:

"There's half an aeroplane. This bit goes here. I think this connects to here (building a model)."

"It's a tent, no actually it's a cage (describing the den in the middle of the playroom)."

"Now I need half a person (for a jigsaw)."

"I made a penguin!"

"Do you know where we are going?..... Into the forest. The rabbit ran away."

"Look the butterfly is climbing up here. They are flapping their wings. (Real butterflies in the playroom in a cage grown from cocoons)."

"I made a tall house."

"I maked a house with a roof."

"(Looking through a magnifying glass) Ahh a giant! Your eye is big. Your head is ginormous. I can see your eyelashes."

## Taking carers' views into account

Five families returned our questionnaires before the inspection took place. All of the families were happy with the care and support provided, felt involved in developing the service and said they were happy with the quality of care their child receives. One family disagreed that there is always enough staff to provide a good quality of care. We explored this with the service and consider it to be as a result of the large changes in the staff team since the last inspection. We spoke with families during the inspection who told us they are consulted about their child's care and help to decide next steps for development through discussions. The families said they were happy with the care provided. Some of the comments in questionnaires and from discussions are recorded below:

"I honestly feel that I couldn't ask any more of the nursery. All staff are polite, friendly and easy to approach. If I had any issues or concerns I would not hesitate to approach the staff directly."

"Excellent nursery, staff do a fantastic job. My children have both thrived being at Falla Hill Nursery."

"We have parents' evenings once a year."

"Staff talk about their next steps."

"Yes (they go) outside lots, but not much in the community."

"Yes we get questionnaires."

## 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 service completed a self assessment using their own monitoring systems to identify areas of service strength and some areas for service development. The service could give consideration to; the outcomes for children from the identified strengths, GIRFEC and the SHANARRI Wellbeing Indicators when completing the next self-assessment. The service could also show how children and families' feedback has been used to inform the self-assessment process.

## 2 The grades we awarded

We grade the quality of care and support, quality of the environment, quality of staffing and quality of management and leadership. In each case, we award a grade on a scale from 1 to 6, where 1 is unsatisfactory and 6 is excellent.

Quality of care and support	4 - Good
Quality of environment	4 - Good
Quality of staffing	4 - Good
Quality of management and leadership	4 - Good

## 3 Quality of care and support

### Findings from the inspection

We spoke with the children, parents and staff, observed practice, examined personal plans and considered the service's self assessment document and considered the feedback given by parents in the Care Inspectorate questionnaires. We found the service to be providing a good quality of care and support in the aspects we considered. We looked at how the service was meeting children's needs and how they managed the transitions to nursery and to school in the service.

The children's needs were met by a caring and professional staff team. The staff team knew the children well and were kind and responsive in their practice. This helped the children to feel safe, respected and confident in the setting. We saw children enjoying a variety of activities which would help them to stay active and would help them to develop new skills. For example, the children enjoyed a variety of 'hemispheric' exercises during their gym session which would support them to develop their motor and cognitive skills. We noted that staff planned activities to promote development using children's ideas and interests which helped them to stay focussed on activities. Parents told us that children's care plans and learners journeys were shared with them and we saw that children were making progress in their development. A system should now be introduced to ensure that care plans are reviewed and updated with families whenever there is a significant change and at least every six months in line with current legislative requirements. See recommendation 1.

The service had developed 'homework' activities to support parents to be involved in nursery topics. We spoke about ways in which the service could involve parents more in the children's learning for example in learners journeys.

The children were involved in a variety of activities to help them settle well into primary school after the summer. There was a programme of shared activities with the primary one classes which included: woodland walks, shared performances, visits to get to know staff and other children, shared topics with primary one. We also saw that summative assessments were completed for all of the children to share with their new teachers, helping them to learn about the children and settle them well into the school. Where there were identified needs, additional activities were added to an individualised programme to support the children in the transition to school.

We saw that meetings were held for families to help prepare them for their child starting school and nursery to help them be involved in the process and support their child further. We saw that children starting in nursery had the opportunity to visit the nursery with their family before they started. They met staff who would be working with them, played in the rooms and met other children who would be at nursery with them. This will help the children and their families feel respected and included and help them feel confident about starting nursery or school.

### Grade

**The quality of care and support is graded 4 - Good**

### Requirements

**Number of requirements - 0**

### Recommendations

**Number of recommendations - 1**

1. We recommend that the provider review all care plans when the provider is requested to do so by the service user or if there is any significant change a child's health, welfare or safety needs and at least once in every six month period.  
National Care Standards Early Education and Childcare up to the age of 16 - Standard 3 - Health and Well being.

## 4 Quality of environment

### Findings from the inspection

We spoke with children, parents, staff, watched practice, examined records, considered the completed self-assessment and took account of the parents' comments within the Care Inspectorate questionnaires. We found the service to be providing a good quality of environment for the children. The aspects we looked at were outdoor play and providing challenging play opportunities.

The service had completed building works which had developed the cloakroom space, improving the storage for children's shoes and belongings and increasing the space for children getting changed. The work should have been notified to the regulator before work commenced and copies of building warrants, plans and building completion certificates should have been submitted before the service used the areas for care purposes. This must now be done as a matter of urgency. See recommendation 1.

The following details the notifications services must make:  
<http://www.careinspectorate.com/index.php/notifications>

The indoor space was well organised to allow children to access a variety of play opportunities. The children were allowed to free flow between rooms with a range of experiences and resources and we saw that these were developed in line with children's interests and current room topics to support children's development. We spoke about children's play being interrupted by core activities, for example gym or group time and the benefits of being able to continue tasks to completion where possible. Consideration could be given to storing activities like jigsaw puzzles which are not completed, for example, if children would like to continue them in the next session.

The children spent some time outdoors during our inspection. This will help the children to stay active and healthy. The service could continue to develop the outdoor play experiences to provide opportunities which give children more challenge and creative opportunities.

Children did not always go outside during their sessions, for example if the weather was very wet. We spoke about accessing wet weather clothing to allow the children to go out in wet weather and the benefits of doing this every day. We also spoke about developing the outdoor area to give children more variety of activities, for example considering resources which have no fixed outcomes like logs, planks or blankets which children can develop their own activities with, like den building, this will further enhance their experiences.

### Grade

**The quality of environment is graded 4 - Good**

### Requirements

**Number of requirements - 0**

### Recommendations

**Number of recommendations - 1**

1. It is recommended that the service develop their knowledge of notifications services must make to the regulator and ensure that these are submitted for the building works completed in the nursery since the last inspection.

National Care Standards Early Education and Childcare up the age of 16 - Standard 14 - Well-Managed Service.

## 5 Quality of staffing

### Findings from the inspection

We assessed staff knowledge of the aspects we assessed in quality themes one and two. We found the service to be providing a good quality of staffing.

The service had a high turnover of staff since the last inspection which had been managed well to maintain standards in the service. We spoke with the staff working in the service. They were knowledgeable about best practice guidance and service policies and procedures. The staff team worked closely with the school to provide activities for the children moving into primary one, which helped them to become familiar with staff, the school building and routines in the school. This will help the children to feel respected and included and to be confident when they move to primary one.

The staff provided nurturing care and support to the children, helping them to feel respected and included. The staff team had accessed training in a variety of topics which would support them to meet children's needs. The staff could continue to develop their knowledge of best practice guidance and how they will implement this in the setting, for example, challenging and creative play opportunities to develop their outdoor play experiences for the children. We also spoke about developing the risk assessments in the setting to show what the benefits of experiences are for children.

### Grade

**The quality of staffing is graded 4 - Good**

### Requirements

**Number of requirements - 0**

## Recommendations

Number of recommendations - 0

# 6 Quality of management and leadership

## Findings from the inspection

We assessed how the service was using quality assurance systems to improve the service. We reviewed relevant documentation, spoke with children, families, staff and managers and observed how quality assurance systems were impacting on the quality of the service. We assessed the service as good for this quality theme.

The manager and staff team had developed a system for evaluating and improving the service. We saw that the children and their families were involved in giving feedback and the service acted on this making improvements. For example, the cloakroom area had been redeveloped as a result of feedback from families. We saw that the service shared information about the actions taken as a result of feedback, for example in newsletters and on display boards.

A recommendation had been made at the previous inspection to update the behaviour management policy to bring it in line with best practice guidance and the current practice in the service. This had not been addressed and is continued in this report. See recommendation 1.

A recommendation was made at the previous inspection to review and update the medication policy. The medication forms and policy had not been updated and were not in line with current best practice. See recommendation 2.

We reviewed the care and welfare information recorded in the service. We spoke about introducing a chronology to the folders to show what documents are stored there and make it easy to track any concerns or actions taken. This will help to ensure children's safety.

## Grade

The quality of management and leadership is graded 4 - Good

## Requirements

Number of requirements - 0

## Recommendations

### Number of recommendations - 2

1. We recommend that medicine forms be reviewed and updated in line with current guidance and best practice to ensure the continued safety and wellbeing of the child. National Care Standards Early Education and Childcare up to the age of 16 - Standard 3 - Health and Wellbeing

2. We recommend that the practice of managing behaviour be reviewed in line with current best practice as seen on the day of inspection. This will promote children's positive behaviour and develop positive self-esteem. National Care Standards Early Education and Childcare up to the age of 16 - Standard 7 A Caring Environment.

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

### Previous requirements

There are no outstanding requirements.

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

### Previous recommendations

1. We recommend that staff should enhance the methods for gathering children's and parents' views. The impact of these should be recorded. This will continue to ensure children's evaluations are reflected in planning and the overall service provision.

National Care Standards Early Education and Childcare up to the age of 16 Standard 13 - Improving the service.

This recommendation was made on 20 February 2013

The service had introduced a variety of systems to gather feedback from children and their families. We saw good use of mind mapping, children contributing to their IEP's and children's ideas used for planning. The service could continue to develop how families are consulted about children's learning journeys.

**2. We recommend that the practice of managing behaviour be reviewed in line with current best practice as seen on the day of inspection. This will promote children's positive behaviour and develop positive self-esteem. National Care Standards Early Education and Childcare up to the age of 16 - Standard 7 A Caring Environment.**

**This recommendation was made on 20 February 2013**

There had been no action to address this recommendation. It is continued in this report.

**3. We recommend that the provider review all care plans when the provider is requested to do so by the service user or if there is any significant change a child's health, welfare or safety needs and at least once in every six month period.**

**National Care Standards Early Education and Childcare up to the age of 16 - Standard 3 health and Well being.**

**This recommendation was made on 20 February 2016**

There had been no action to address this recommendation. It is continued in this report.

**4. We recommend that medicine forms be reviewed and updated in line with current guidance and best practice to ensure the continued safety and well-being of the child.**

**National Childcare Standards Early Education and Childcare up to the age of 16 - Standard 3 - Health and Well-being.**

**This recommendation was made on 20 February 2013**

There had been no action to address this recommendation. It is continued in this report.

5. We recommend that quality assurance methods for the nursery be reviewed to ensure monitoring and evaluation reflects the strengths and identified areas of improvement. Appropriate records should be kept to evidence continual improvements.

**National Care Standards Early Education and Childcare up to the age of 16 - Standard 13 - Improving the Service.**

**This recommendation was made on 20 February 2013**

The service had reviewed and introduced a variety of self-evaluation, monitoring and evaluation tools and we saw that they were using these to make improvements to the service.

## 9 Complaints

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

## 10 Enforcements

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

## 11 Additional Information

There is no additional information.

## 12 Inspection and grading history

Date	Type	Gradings	
20 Feb 2013	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and Leadership	4 - Good
30 Sep 2009	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and Leadership	4 - Good

## To find out more

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

You can also read more about our work online.

### Contact Us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

[www.careinspectorate.com](http://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 cànan 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۔

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

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

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