

Lomond School Nursery/Wraparound Care Day Care of Children

10 Stafford Street
Helensburgh
G84 9JX

Telephone: 01436 672476

Type of inspection:

Unannounced

Completed on:

27 March 2019

Service provided by:

Lomond School Limited

Service provider number:

SP2006008097

Service no:

CS2003016882

About the service

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

This service was registered with the Care Inspectorate on 1 April 2011.

Lomond School Nursery/Wraparound Care is a daycare of children service and is registered to provide care to a maximum of 35 children aged from three years to those not yet attending primary school.

The provider is Lomond School Limited.

The service operates from their own designated space within the Claredon building of the school, located in a residential area of Helensburgh, as well as an annex in the school grounds which has an enclosed outdoor play area and garden.

The service's aims include:

"To encourage and support all of our children to develop the qualities that represent the core values of Lomond School - Happy, Responsible, Inquisitive, Reflective, Courageous and Compassionate. To offer a high quality, flexible service, in a friendly learning environment which is loving and happy, safe and secure, stimulating and challenging, and lots of fun, our children are actively involved in a range of learning processes to enable them to develop emotionally, socially, physically, creatively and intellectually, and are encouraged to contribute and be active participants in their learning from the outset".

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), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parents to work with the services that can help them. There are eight wellbeing indicators at the heart of Getting it Right for Every Child: safe, healthy, achieving, nurtured, active, respected, responsible and included (also known as SHANARRI).

What people told us

There were 29 children present over the two days we inspected aged 3-5 years. During the inspection we observed and spoke with the children individually and also as part of a group. They had great fun sharing their views and experiences with us. They showed us the fruit kebabs and the menus they had made for their 'Snack Cafe', how they ordered, worked out the cost and paid for their food with real money. The experiments they had created in their science lab with exploding lava a particular favourite! and the space ship they had constructed together with recycled and junk modelling materials.

We were able to see how much they enjoyed, the challenge, excitement and adventure of being outdoors, cooking together in their mud kitchen, using their skills and imagination to build obstacle courses with blocks of wood, planks and crates, practising their fine motor skills at their weaving table, as well as singing songs, and listening to stories. Staff were warm, caring and attentive in their approach.

The children were confident about asking for help should they need it. Some of their comments included:

"I like the homecorner"
 "It's got a stamp on it!"
 "We saw a baby lamb this morning"
 "I want to learn about robins"
 "I've got an ice block to keep my lunch cold"
 "I've got popcorn !"
 "Can you help me find my wellie boots"
 "We're making a cake - we need more water"
 "I've got some water for you"
 "There's a big puddle - I'm making hot chocolate!"
 "I'm getting so muddy!"
 "I'm making chocolate cake and chips !"
 "[Child] is trying to trick you - Jack frost isn't coming!".

We received 14 Care Standard questionnaires from the 25 we distributed before the inspection. Everyone was very happy overall with the quality of care their child received. Everyone agreed the service had involved them and their child in developing the service and asking for their ideas and feedback.

Comments we got back included:

"Lomond School Nursery is excellent ! They provide a first class quality of care to my child. All staff are welcoming, highly skilled and extremely kind and caring towards all children in nursery. The Head of Nursery is extremely approachable and wants to help all parents. The children love her ! The nursery is a lovely stimulating place for my child to learn in. He/she is making tremendous progress and is so engaged in his/her learning - we love the 1:1 interest topics. We love reading all the updates on the online learning journals; they give us a real insight into his/her nursery life. My husband and I think that Lomond Nursery always put the children first and the staff ask for our input/opinions regularly. They are very committed to improving what they offer and value our feedback.... We can't praise the Nursery and staff enough !!"

"I am delighted with the experience my child has at Lomond nursery. The staff team is first class. I feel each member of staff knows my child inside out and cares for him/her as if he/she were 'family'. Learning experiences are tailored specifically to the interests of my child. The indoor and outdoor environments are amazing and my child loves his/her time there".

"I can honestly say that the staff in the nursery and throughout the school are fantastic. The nursery staff go that extra mile. [My child] didn't settle well at first as he/she had never been away from me. I was made welcome and allowed to stay for a little while each day until after 2 weeks he/she just went off and has never looked back".

"Lomond Nursery provides excellent facilities and surroundings for all the children that attend. My [child] is exceptionally happy at the nursery, loves going to Forest School, helping at the 'Snack Cafe' and playing with the wider variety of toys, books and craft items. As parents, the staff are friendly, welcoming and know my [child] extremely well. I look forward to receiving his/her weekly journal from his/her keyworker as it outlines his/her activities, achievements and photos and what we can help our [child] with at home as part of his/her developmental milestones".

"The nursery is welcoming, warm and friendly - everything you could want to give your child a good start. I recently went on a forest day trip and the nursery had organised some really simple but memorable games and activities for the children and I know from my [child] that this is the norm and not just a showcase for parents. It's a great nursery".

"Excellent service".

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	not assessed
Quality of staffing	6 - Excellent
Quality of management and leadership	not assessed

What the service does well

They were working in an excellent way to achieve the best outcomes they could for children and their families.

Staff's interaction was sensitive, responsive and very well judged. They were working very well together as a team to create an inclusive, nurturing environment where children and their families felt welcome, listened to, valued and respected. It was evident children's rights and the SHANARRI wellbeing indicators were at the heart of everything they did. We were able to see the children present happy, achieving, confident about expressing their thoughts, views and feelings, and making choices and decisions about what they wanted to do and play with throughout the day. Staff had developed trusted and loving relationships with them to nurture and help them feel valued, safe and secure.

In discussion with staff it was clear they knew children and their families very well. They valued and took account of parents' knowledge and views of their child's development needs, interests, preferences and personality when gathering the information they needed to develop and review each child's personal plan and support their transitions. They spoke sensitively and knowledgeably about children's individual care, learning and development needs. They knew about the long term impact that adverse childhood experiences (ACEs) can have on outcomes for children and their families. Wellbeing risk assessments were a key part of their support planning review and assessment process, which was further enabling them to provide warm, nurturing and responsive care.

A personalised online learning log framework was being used to track children's progress and celebrate their achievements, with a learning journey being regularly shared with their parents. When we sampled these records we were able to see how meaningful observations, that reflected children's development and learning were being used to assess how best to support their individual needs and challenge their learning, with clear progression pathways and next steps focussing on areas to extend their learning and help secure and sustain

their progress over time. To further strengthen their links with home they had added a home achievements section and extended their Family Learning Programme. Feedback showed this was enabling parents to participate and be more fully involved in supporting their child's development and learning.

Staff demonstrated through their practice they were forward thinking, motivated and very open to exploring new ideas. For example, they had found innovative ways to plan and support children to lead on their own learning. They were planning individually with each child in their keyworking group at a pace that suited each child best, developing topics and strands of learning that were responding to their specific needs and interests and enhancing their learning. Children had their own interest books where they were able to capture their ideas and investigate, creating their own record to show and reflect on their learning and identify what they would like to learn about next; the Kelpies, space, elephants, police officers, the planets, cats, dogs and fish to name but a few !

We were also impressed by how staff had used their skills and expertise to create a rich learning environment both inside and outdoors, that was inspiring children to be creative, curious and inventive. They had introduced open ended materials, resources and loose parts play to promote children's independence and natural curiosity, develop their physical agility and help build their resilience. As a result, we were able to see children absorbed and purposeful in their play, flourishing and having fun with a range of high quality play experiences that enriched, deepened and challenged their learning.

There were strong working relationships and an atmosphere of mutual trust and respect embedded within the staff team. They were dedicated and committed to further developing their knowledge, skills and expertise. Peer evaluations and team meetings gave them regular opportunities to self evaluate and critically reflect on their work and share the impact that training has had on their practice and learning outcomes for children. Shared leadership values were also being promoted with staff having lead responsibilities for developing different aspects of the service provision, as well as hosting and undertaking practice visits to share and learn from others.

To support their continuous improvement agenda, the manager and head of nursery carried out formal observations of staff's practice, as part of their support, supervision and development programme. Each member of staff had their own training plan linked to their strengths and personal development areas as well as the service's wider improvement planning goals. They were also incorporating the new Health and Social Care Standards My support, my life into their quality assurance processes and procedures. In discussion with staff it was evident they felt valued, empowered, respected and well supported by the management team.

One new member of staff had been recruited since the last inspection. A safer recruitment audit carried out by us confirmed the provider was implementing satisfactory procedures to recruit new staff safely and fairly. They had reviewed and updated their recruitment and selection policy and procedures in line with current good practice, using the updated national good practice guidance "Safer Recruitment Through Better Recruitment".

What the service could do better

In discussion with management and staff it was clear they were fully committed to maintaining the very high standards they had achieved and continuing to innovate and be open to finding new ideas and ways to challenge and inspire children.

As part of their plans with the local authority to meet the Scottish Government's expansion in early learning and childcare entitlement to 1140 hours, they were already thinking carefully about how they would manage lunchtimes and support children to have a positive eating experience and enjoy well-balanced, nutritious food.

We discussed how our new guidance "Food Matters nurturing happy, healthy children" could be a useful resource in further developing their plans.

They had also been awarded a grant to build an outdoor classroom and were considering changes to their annexe building and registered numbers. They confirmed a notification and variation would be submitted to us in due course for any planned alterations and changes to their conditions of registration.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings
21 Jan 2016	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
31 Jan 2013	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
10 Sep 2009	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 4 - Good Management and leadership 4 - Good
5 Mar 2009	Unannounced	Care and support 3 - Adequate Environment 3 - Adequate Staffing 3 - Adequate Management and leadership 3 - Adequate

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