

# Crossbasket Nursery School Day Care of Children

Stonemeadow Road  
Blantyre  
Glasgow  
G72 9UE

Telephone: 01698 720039

**Type of inspection:**

Unannounced

**Completed on:**

2 August 2018

**Service provided by:**

Crossbasket Nursery Limited

**Service provider number:**

SP2014012308

**Service no:**

CS2014326360

## About the service

Crossbasket Nursery School registered with the Care Inspectorate in 2014. It is registered to provide a care service to a maximum of 107 children as follows: 10 children aged from six weeks to under two years, 25 children aged from two to under three years, and 72 children over three years and not yet attending primary school. The manager will be supernumerary to the adult to child ratios.

The nursery is a private organisation and works in partnership with South Lanarkshire Council, to provide pre-school funded places for early learning and childcare.

The service is located within the Crossbasket Estate in High Blantyre. The nursery is purpose-built with the accommodation all on one level. The children are cared for within five separate playrooms and each room has their own garden area. The children also have access to privately owned forest grounds which are accessible from the rear of the nursery.

The service aims to recognise the importance of each child's health and wellbeing, promoting this through daily practices. It also aims to encourage children to develop respect, learn to share, learn to be kind, fair and develop good manners.

All areas of the nursery were in operation during the day of our inspection. We found that 48 children were using the service on the day we inspected.

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 wellbeing indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

## What people told us

We sought the views of parents and children as part of the inspection process.

We sent 34 questionnaires to the service to distribute to parents and carers before the inspection. Twelve of these were returned to us. We also gave our contact details to parents during the inspection and as a result two parents (who had not completed questionnaires) emailed us their views on the service.

All respondents indicated that they were overall happy with the quality of care that their children were receiving at the service. People spoke highly of the caring staff, the wide variety of activities on offer and the children's access to the forest. Two parents commented that communication could be improved in some instances. We followed up on these comments as part of the inspection process.

We observed children at play and they were all confident within the environment. The oldest children gave us their views and commented positively on playing outside, learning about bee's and liking the staff who cared for them.

## 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:

<b>Quality of care and support</b>	4 - Good
<b>Quality of environment</b>	not assessed
<b>Quality of staffing</b>	not assessed
<b>Quality of management and leadership</b>	4 - Good

## What the service does well

Parents told us they were overall happy, with the quality of care and support that their children received. They commented positively on the relationships that their children had with staff and described staff as being happy and friendly.

Our observations supported this view and we saw that staff were welcoming and kind to children. Older children confidently asked for help when they needed it and staff listened to them and responded, treating them with respect. Children in the two to three room regularly received reassurance, comfort and cuddles, helping them feel secure and loved.

In the baby room we found that children's individual care routines were followed, for example, sleeping when they needed to. Safe sleeping practices were followed. Children were nursed and comforted when going to sleep, creating a calm and relaxed experience for them.

Children were provided with healthy nutritious meals and snacks which included fresh fruit and vegetables. Meal times were relaxed and unhurried and staff supported children as required. The children showed good independence at meal times, even the youngest babies had been supported to develop the skills to feed themselves. The older children confidently self-served their meals and helped themselves to water or milk. To further develop children's learning about where food comes from the cook had successfully worked with staff and children to grow their own lettuce and carrots.

All children had the opportunity to play outdoors every day. Each playroom had it's own secure garden. The nursery also had access to a large private forest area which was easily accessed through a boot shed at the rear of the nursery. Families were invited to attend a forest session every month. Experiences at parents sessions included exploration, bug hunting, fire building, camping, creating fairy gardens, digging and making mud slides. To further support the forest school approach, the trained forest schools staff planned blocks of forest experiences for children. In addition, children regularly accessed this area to participate in a range of outdoor learning experiences. On the day of our inspection children from the Busy Bee's 1 room were enthused and motivated to get involved in a bug hunt. Spending time in the forest supports children to gain confidence, solve problems and develop positive physical and mental wellbeing.

The staff we spoke to demonstrated a good understanding of child protection procedures and knew what to do if a concern arose. Of the five staff we spoke to, four had participated in recent child protection training.

We concluded that the service had clear child protection procedures and followed good practice guidance to keep children safe.

The staff working with children in the Busy Bee 1 room were working hard to further develop approaches to child led learning. For example, they had introduced a 'light bulb' moment plaque to the playroom. Light bulb moments are comments about what children would like to do. For example 'I want to play in the forest'. To further extend their skills in gathering children's views, staff were developing their use of questioning. As a result, of being responsive to children's interests, children were excited about learning about bees and were keen to share their knowledge on bees. Using a more child led approach motivated children in play and learning.

Children in the two to three age rooms were busy playing on the second day of inspection. They had good opportunities to explore, problem solve and test out ideas using a good variety of natural play objects. For example, children pretended to cook meals and care for babies in a well resourced kitchen role play area.

All playrooms were well resourced with good quality toys. The rooms were spacious and well laid out providing children easy access to the toys available. Lots of extra curricular experiences were also offered to children, for example, sports, music and language classes. Home links bags were provided to further extend learning at home. These enhanced the experiences available to children and contributed to progression in their learning.

The provider issued staff with regular questionnaires to gain an understanding of how they were feeling at work. These led the provider to make improvements to how the service was being led and managed. The service also gathered views from children and parents using a variety of methods, for example, questionnaires and used these to plan improvements. The quality monitoring calendar supported the service to track progress.

A new manager had been in place since August 2017. The manager had been proactive in motivating the staff team and had developed incentive programmes, to recognise their achievements and create strong bonds within a new team. The staff we spoke to told us they were happy at work and felt valued, praised and rewarded for their efforts.

Staff were given opportunities to attend training to extend their knowledge and skills. This included in-house training, local authority training and online courses. For example, staff told us they had attended first aid, fire safety and child protection. This training helped to keep children safe. We asked staff about training which further enhanced children's learning experiences. For example, two staff had been trained in forest schools and another staff member explained she had attended maths matters training last year and that they would like to implement what they had learned this year. This continuous approach to training will help staff build their skills and knowledge to meet children's needs.

## What the service could do better

Staff had varied experiences, knowledge and skills. Through our observations and talking to staff we found that some staff would benefit from additional training and development. The following examples support this observation.

Staff working with the youngest children could be more sensitive to children's needs to create a smooth transition when waiting to be fed and waking from a sleep.

Busy Bees 1 staff could review the daily routine to be more flexible to meet the needs of children, for example, giving children choice on activities after lunch while staff clear up.

Busy Bees 2 staff could review the rules within play that create barriers to children experimenting, exploring and learning to manage their own risks. For example, the rule stating that only two children were allowed to play in the rear seat of the large role play car.

In all rooms staff should further develop play for children to include greater opportunities for creativity and use of open ended resources. For example, focusing on the process of play instead of the end product when painting, modelling and experimenting.

This is to ensure that children's experiences are consistently high. To support development the following links may be useful;

[https://education.gov.scot/improvement/learning-resources/Building the Ambition](https://education.gov.scot/improvement/learning-resources/Building%20the%20Ambition)

[https://education.gov.scot/improvement/Documents/ELC/ELC2\\_PreBirthToThree/ELC2\\_PreBirthToThreeBooklet.pdf](https://education.gov.scot/improvement/Documents/ELC/ELC2_PreBirthToThree/ELC2_PreBirthToThreeBooklet.pdf)

<http://hub.careinspectorate.com/media/603624/our-creative-journey-aug-17-master-combined.pdf>

<http://www.newcarestandards.scot/>

<https://www.inspiringscotland.org.uk/wp-content/uploads/2017/03/Loose-Parts-Play-web.pdf>

The service had systems in place to monitor the quality of the service. This included the quality of learning journals, children's individual plans, staff recruitment and medication. Although, we found these were monitored, when areas for improvement had been identified they had not always been actioned. For example, monitoring of the youngest children's plans highlighted the need for a more individualised approach from some staff. These findings were shared with the team, and not with individuals. As a result, those staff needing to improve planning were not clear and identified improvements were not met.

The service informed us that they had audited staff registration with the Scottish Social Services Council, including during the recruitment process and reminding staff of their renewal dates. However after checking the professional register and discussing this with management we identified areas that needed improved. For example, staff registration should correctly indicate their place of work and their role. Staff must also be registered within six months of starting employment with the service. This highlighted that the monitoring process was not effective. To support the management to address this area for improvement we informed them of where and how to access registration details for the service.

At the last inspection it was recommended that the management team developed a checklist to support the safe recruitment of staff. During this inspection we found that one staff member's file was missing a reference. When we brought this to the managers attention, she sourced a duplicate reference to update the file which satisfied us. We advised the management team to ensure safer recruitment information is kept secure and to update the service safer recruitment policy using good practice guidance from 'Safer Recruitment through Better Recruitment'. Rigorous safe recruitment practices help to ensure the suitability of those caring for children .

<http://hub.careinspectorate.com/knowledge/safer-recruitment/>

After considering the views of parents gathered during the inspection process and the services internal questionnaires, we considered the quality of parental involvement in meeting children's needs.

We sampled some children's individual plans and found that parents had not been involved in the review of these. We also reviewed the tool on online learning journals which provides information on how up to date children's journals are. We found that a high number of these were not updated within the timescale agreed with parents. The manager informed us that the learning journal updates were delayed for two months due to a technical issue and agreed this should have been communicated better to all parents. Parents should be routinely involved in assessing and reviewing children's needs as part of the personal plan process. Partnership working with parents supports children to achieve, maximising outcomes for children.

As a result of our findings at this inspection we have recommended that the service has a robust and transparent quality assurance process that maximises wellbeing and ensures consistency of quality for those using the service. See recommendation 1.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 1

1. The service should have robust and transparent quality assurance processes in place to ensure the consistency of quality for those using the service.

To achieve this the service should consider how they are doing, how they know and what they will do next. Consideration in particular should be given to monitoring of;

- Quality of children's experiences
- Quality of staff practice
- Use of good practice guidance
- Impact of staff training
- Safe recruitment practices

This is to ensure that care and support is consistent with the Health and Social Care Standards which state as a child "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19) and "I experience high quality care and support based on relevant evidence, guidance and best practice" (HSCS 4.11).

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings								
7 Sep 2016	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>Not assessed</td> </tr> <tr> <td>Staffing</td> <td>4 - Good</td> </tr> <tr> <td>Management and leadership</td> <td>Not assessed</td> </tr> </table>	Care and support	5 - Very good	Environment	Not assessed	Staffing	4 - Good	Management and leadership	Not assessed
Care and support	5 - Very good									
Environment	Not assessed									
Staffing	4 - Good									
Management and leadership	Not assessed									
5 May 2015	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>5 - Very good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>5 - Very good</td> </tr> </table>	Care and support	5 - Very good	Environment	5 - Very good	Staffing	5 - Very good	Management and leadership	5 - Very good
Care and support	5 - Very good									
Environment	5 - Very good									
Staffing	5 - Very good									
Management and leadership	5 - Very good									

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