

Care service inspection report

Full inspection

Green Apple Nursery Day Care of Children

18 Clydesdale Street
Hamilton



HAPPY TO TRANSLATE

Service provided by: Green Apple Nursery Ltd

Service provider number: SP2012011873

Care service number: CS2012309777

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.

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Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

Quality of care and support	5	Very Good
Quality of environment	5	Very Good
Quality of staffing	5	Very Good
Quality of management and leadership	5	Very Good

What the service does well

The service provided opportunities for children to grow and develop their life skills with opportunities for free play indoors and outdoors.

The service had established warm, caring relationships between staff, parents/ carers and children.

The staff and management team were observed to be committed to the ongoing development of the service and to providing a variety of learning experiences for all service users.

What the service could do better

Ongoing development of the outdoor curriculum should continue to be developed to reflect children's interests.

The service should consider developing opportunities for the children to participate in Forest School activities.

What the service has done since the last inspection

The service had an excellent level of participation in assessing and improving the quality of the nursery through ongoing consultation with staff, parents/ carers, stakeholders and children.

The service had reviewed its medication policy and procedures and had provided training to the staff team to ensure appropriate practice was followed.

Transition arrangements continued to be embedded throughout the nursery and particularly within the 3 to 5 area where pre-schoolers were prepared for their move to primary school.

Conclusion

The service has shown a commitment to further develop and maintain the service offered to children and parents/ carers.

The children were very happy and comfortable within the service enjoying a variety of activities and experiences which extended their learning and development.

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

Green Apple Nursery is registered to provide day care to a maximum of 73 children at any one time. The age range of the children is from six weeks to those not yet attending primary school.

The nursery offers full and part day care between 7.30 am and 6.00 pm and operates from a refurbished single storey building in Hamilton. The children are accommodated within four playrooms - Baby Room for 0 - 1 year, Baby Room 2 for 1 - 2 years, Toddler Room for 2 - 3 years and a Main Playroom for 3 - 5 year olds. There are two designated welcome areas/cloakrooms for accommodating 0 - 2 years and 3 - 5 years. There are sufficient toilets and designated sleeping areas for Baby Room 2 and the Toddlers. The nursery has a secure door entry system in operation and is very well maintained throughout. There are also two large, secure and well resourced outdoor play areas which are easily accessible to children aged from birth to 2 years and for 3 to 5 years. The service also has a Parents' Room.

The nursery is in partnership with South Lanarkshire Council to provide pre-school education.

The service's values, aims and objectives were as follows:

- To provide a stimulating, safe and caring environment.
- To form positive relationships with parents/carers ensuring we meet the needs of individual children.
- To fully involve parents/carers in the decision making regarding the care and education their child receives.
- To promote the development of children's intellectual, physical, social and emotional needs.
- To track, record and share children's progress, developments and achievements.

- To encourage outdoor learning on a daily basis in all weathers where planned learning experiences will take place.

A full statement of the service's values, aims and objectives is available to people who use the service.

The reported quality statements were chosen to report on the breadth of children's outcomes.

Recommendations

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

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

Requirements

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

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

Based on the findings of this inspection this service has been awarded the following grades:

Quality of care and support - Grade 5 - Very Good

Quality of environment - Grade 5 - Very Good

Quality of staffing - Grade 5 - Very Good

Quality of management and leadership - Grade 5 - Very Good

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 0345 600 9527 or visiting one of our offices.

2 How we inspected this service

The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection

We wrote this report following an unannounced inspection which was carried out by an inspector from the Care Inspectorate on Tuesday 15th September 2015 between 9.30 am and 3.00 pm. We also gave feedback to the depute manager on the same day as the inspection visit.

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

We sent 30 Care Standards Questionnaires to the manager to distribute to parents/carers. Sixteen parents/carers completed questionnaires and returned them before the inspection. Eleven of these had written comments within them.

We also asked the manager to give out five questionnaires to staff and we received four completed and returned with two having written comments within them.

During the inspection we gathered evidence from various sources.

We spoke with:

- the depute manager
- nine staff
- ten children
- the cook

We looked at:

- the service's self assessment
- health and safety records, including infection control, risk assessments, medication, accident and incident records
- First Aid box
- questionnaires that had been requested, filled in and returned to the Care Inspector from parents/carers
- service questionnaires for parents/carers and children
- aims and objectives
- registers
- staff training and supervision records
- staff rota/ratios
- staff remits - leadership opportunities
- children's files, personal plans and online learning journals
- information for people who used the service
- minutes of staff meetings
- improvement plan
- quality assurance systems
- registration procedures
- snack preparation and menu planning
- food storage and temperature controls
- policy and procedures folder
- evidence folder
- hygiene policies and procedures
- cleaning rota
- certificate of registration
- insurance certificate.

We observed:

- staff practice
- the environment and equipment including the outdoor play areas.

Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at www.firescotland.gov.uk

The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

Annual Return Received: Yes - Electronic

Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

The Care Inspectorate received a fully completed self assessment document from the provider. We were satisfied with the way the provider had 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, areas for improvement 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

We observed the children enjoying their play experiences. We talked with ten children and all of them told us they enjoyed their time in the service. Comments were as follows:

"We get to play outside."

"I like the snack."

"I'm making dinner."

Taking carers' views into account

Thirty Care Standard Questionnaires were sent to the service for completion by parents/carers. Sixteen parents/carers completed these with 11 giving written comments which were all very positive. We have included these throughout this report.

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 was performing at an excellent standard for this statement. To assess this we observed staff practice, sampled relevant documentation provided by the depute manager and viewed information displayed throughout the nursery. We also spoke with the depute manager, staff and children. From the evidence gathered at the inspection we found the management and staff team sought the views of parents/carers and children on all aspects of the service.

The service implemented a wide range of communication systems to seek parents' /carers' and children's views on the quality of provision. Systems included:

- questionnaires issued to parents/carers and children who used the service seeking their views on various topics and issues. Survey Monkey questionnaire results were displayed in the newsletter and also on the nursery notice board and website. Exit questionnaires were also used when parents/carers left the nursery in order for evaluation to be made on the service that had been provided.

Settling in questionnaires were used to monitor and review the process to ensure the needs of service users were being met. Parental comments were as follows:

"Excellent facilities, really love the outdoor area."

"Love online learning journals."

"I feel it is well managed."

"Overall very happy with child's progress and she really enjoys nursery. She has settled in well."

Results of questionnaires were audited and displayed using the "We asked, you said and what we did" formula. Parents had suggested that a nursery minibus would be beneficial to further develop children's learning experiences and the service was currently looking into purchasing one.

- children within the 3 to 5 playroom evaluated the activities and resources through floor books, some mind maps and circle time discussions
- individual personal plans
- consultation with parents/carers regarding children's developmental areas and educational topics
- regular parents' /carers' evenings to share information and developmental achievements
- suggestion boxes
- transition arrangements were shared with parents/carers.

We found that the systems used were effective in giving parents/carers and children a voice which ensured the service was child centred in its approach and promoted user participation in all aspects of the day to day operation.

We evidenced that induction meetings were held for parents/carers to discuss their child's individual developmental needs with the key worker.

Local and national information was displayed throughout the service in order to raise parents/carers awareness of current best practice and local/national initiatives.

Children informed us that they could choose new resources and pick learning topics.

Photographs of activities undertaken and children's artwork was displayed throughout the service. Children's achievements were celebrated and shared with parents/carers.

A Parents' Room was attractively decorated and furnished giving parents/carers a private place for meetings and a comfortable environment to wait while their child was being settled into the nursery.

We found examples of how the nursery involved parents/carers and children such as:

The nursery had an established website with links to Facebook and Twitter pages.

Monthly newsletters were issued with information about current events and activities, holiday dates, questionnaire results, employee/playroom of the month, policy of the month, information about the snack and lunch menu, training undertaken by staff and on line learning journals. Tear off slips at the bottom of the newsletter asked parents for their suggestions to improve the nursery service and reminded them that they could also leave comments on their child's learning journal.

Daily diaries for children aged 0 to 2 were in operation to convey information about the child's day in nursery.

Children's online learning journals recorded and tracked progress and parents/carers were given a log in and received regular notifications of new observations added for their child. This enabled them to see their child's progress and achievements as well as allowing for comments to be posted.

A 'Blether Book' was in operation with parents/carers being asked to leave comments.

Parents/carers and children were encouraged to express any concerns and the service's complaints procedure was displayed for their information.

Parents/carers stated in Care Standards Questionnaires that they had received clear information about the service before their child started using it in the form of a service handbook and during settling in visits.

The service continued the further development of parents'/carers' involvement in the Parents' Committee with 15 members and in the Eco Committee. Parents/carers and families took part in fundraising events on a regular basis.

Parents/carers were encouraged to vote for employee of the month using a box provided in the cloakroom for 0 to 2s and in the entrance way for children aged 3 to 5 years.

Within Care Standards Questionnaires 12 parents/carers strongly agreed and four agreed that staff shared information about their child's learning and development with them and where appropriate with the child. Fifteen parents/carers strongly agreed and one agreed that they were kept informed about what was happening in the service through newsletters and information boards. Thirteen parents/carers strongly agreed and three agreed that the service involved them in developing the service by asking for ideas and feedback.

Parental comments were as follows:

"Very happy with the service provided by the nursery."

"Plenty of consultation with parents/carers and I am kept up to date through newsletters, notice boards and social media."

Areas for improvement

The service should continue to maintain the excellent standard evidenced during the inspection visit.

Mind maps with children's comments recorded should continue to be used throughout the service evidencing how children's interests were taken forward.

Grade

6 - Excellent

Number of requirements - 0

Number of recommendations - 0

Statement 3

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

Service Strengths

We found this service was performing at a very good standard for this statement.

To assess this we observed staff practice, spoke with the depute manager, staff and children and sampled relevant health and wellbeing documentation including:

- personal plans
- online learning journals
- hygiene and infection control
- medication procedures
- access to water
- staff training
- additional support plans

A comprehensive range of policies and procedures was available to view and included health and safety, infection control, administration of medication, child protection, partnership with parents, sun care, sleeping policy, outdoor play, transition policy, animal policy and settling in procedure. All policies which had been reviewed were dated accordingly.

We observed the lunch procedure within the playroom and found that children had daily access to fresh fruit which contributed to a healthy diet. During lunch they served themselves and tidied up after they were finished eating. A member of staff sat with the children to encourage independence skills and good manners. We observed children confidently interact with staff and their peers creating a pleasant experience. The service provided water and milk and children had access to drinks throughout the session.

Management stated that the service used the new NHS guidance 'Setting the Table' to plan a healthy and nutritional menu for the children and that healthy eating was promoted within the service. The service employed a cook who was keen to provide nutritious food for the children.

Staff demonstrated safe practice and a very good understanding and knowledge to keep children safe. For example:

- Staff demonstrated an understanding of the Child Protection Procedure and this was revisited each year and discussed at staff meetings.
- Staff undertook updates on infection control to keep up to date with best practice. Some staff were also trained in food hygiene.

We found that the service had a comprehensive range of policies and procedures in place to support safe practice and promote children's health and wellbeing and these were available to view and included health and safety, daily room check lists, infection control, administration of medication and child protection. Management had updated the service's medication policy, procedure and paperwork to meet new guidelines in line with the Care Inspectorate's Management of Medication in Daycare of Children and Childminding services.

The service's registration form completed by parents/carers at the time of admission provided information relating to children's individual needs including allergies, GP, medication, emergency contacts, diet and additional support. This ensured that the service had up-to-date information about each child.

Written evidence of staff meetings to evaluate and plan for individual children's learning was available. Individual online learning journals for each child were observed and these displayed a range of activities suitable to the child's age and stage of development. Parents/carers had daily opportunities to view these using log in details.

We observed staff observations of individual children which were used to provide an appropriate learning environment. Staff displayed a very good understanding of children's interests and abilities and planned activities accordingly to meet individual needs.

We observed that children interacted well with staff and other children and were very comfortable and secure within the nursery setting.

The service worked closely with other agencies including speech and language therapists. We found staff appropriately took forward additional support plans for individual children when required.

The service had forged local links within the community to help children gain a wider knowledge and to further citizenship opportunities through visits, visitors, fundraising and collections for those in need.

The service had continued to develop individual personal plans for children. We sampled four personal plans that provided clear and comprehensive details about children's personal care needs/routines, medication record, diet, family members and preferences. Permission slips, record of events, review sheet, specific risk assessments, registration information, All About Me sheet and accident/incident records were also included. Children's targets for achievement were noted and included promotion of physical skills and encouragement of better social skills. The service should continue to use the GIRFEC SHANARRI health and wellbeing indicators in all recordings to monitor and track children's developmental milestones. This would help to ensure that the voice of the child was contributing to the assessment and support of additional needs.

Parents/carers informed us that they had opportunities to attend annual parents' meetings to discuss their child's progress and profiles. We observed staff giving verbal feedback to parents/carers at pick up time.

We viewed recorded information which showed how children's interests and next steps were observed and taken forward. Children's online learning journals were made up of information about health and wellbeing, learning across the curriculum, maths, literacy and English as well as documentation of next steps in learning. General observations were recorded about the child's time in nursery.

Big books showed photographs and drawings of how children evaluated their learning and were available in the playroom for children and parents/carers to view.

We evidenced that throughout the year the service received a range of visitors to help extend the children's knowledge of 'People who help us' in the local environment.

We evidenced that children's health and wellbeing needs were being met for example; children had opportunities to learn about healthy living, diet, exercise, environmental issues, personal hygiene and tooth brushing. The service promoted physical and active play and sufficient outdoor space was provided in the large outdoor area. Physical play was planned as part of the nursery curriculum. The outdoor area provided a variety of outdoor experiences.

We observed that children were aware of hand washing procedures and staff effectively promoted hand hygiene prior to eating and after toileting.

The service also took part in the Child Smile Programme and this involved the Child Smile Team attending the nursery regularly to apply fluoride varnish to the teeth of children aged 3 - 5 years.

Curriculum for Excellence (CfE) was promoted within the playroom. Staff were using the experiences and outcomes from CfE in planning children's learning. CfE is for all children and young people in educational settings aged 3 to 18 years. It is designed to engage children in activities that promote depth in learning, supports them in gaining knowledge and skills and in applying these skills in a variety of ways. This practice was assessed and supported by the Early Years Development Team on a regular basis.

Copies of relevant documents were readily available to staff. This ensured staff were knowledgeable and up to date on current best practice.

For the under 3s staff used Together We Can documentation from South Lanarkshire Council to plan the provision. We observed that young children were cared for in an appropriate environment with space to explore their surroundings.

A physical area was also available to encourage gross motor skills. Staff were observed to be caring in their interactions with the children and responded quickly to any individual needs. The staff also followed the younger child's home routine to provide consistent care.

Within Care Standards Questionnaires 14 parents/carers strongly agreed and two agreed that the service provided a healthy and well balanced diet which met children's dietary and cultural needs. Parental comments were as follows:

"I am keen to commend the nursery's cook as she is 100% devoted to the health and well being of the children. Her food is always clearly nutritious and tasty and the children dearly love her as their eyes light up when they see her. She has gone out of her way to build a relationship with me as a parent and I believe her to be a credit to Green Apple Nursery."

"Really like the food being cooked in-house."

"Varied selection of healthy food."

Fourteen parents/carers strongly agreed and two agreed that the staff worked with them to develop an individual education and support programme for their child. Parental comments were as follows:

"The care at Green Apple is fantastic and my child loves going in every day."

"The staff always take a keen interest in whatever my child has to say and offer good examples and/or options for my child to consider."

"The nursery staff including management in particular have been very supportive, professional and always considered my child's needs and welfare as priority. They have been sensitive to the complex issues around parents' legal situation."

Thirteen parents/carers strongly agreed and three agreed that their child could experience and choose from a balanced range of activities. Parental comments were as follows:

"I am very happy with the childcare service provided by the Green Apple staff. My child has developed exceptionally well in the last few years he has attended."

"I am more than pleased with staff's interaction and overall development of my child."

"The development that she has shown since being at Green Apple Nursery is fantastic. Very advanced compared to her peers at other establishments."

"Since going to Green Apple Nursery my child has come on leaps and bounds."

"Nursery is helping develop my child's social skills."

"Learning journeys, interactive nature of the activities and the bond my child has made with staff and other children is clear."

"On-line learning journal I find useful and the staff update frequently."

"Always a range of activities and seasonally related."

Areas for improvement

The service should maintain the current very good standard evidenced during the inspection visit by continuing to progress the Curriculum for Excellence and Together We Can Curriculums.

The service should continue to provide opportunities for free play throughout the session which are child led and promote children's interests and individual needs.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

Statement 2

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

Service Strengths

We found this service was performing at a very good standard for this statement.

To assess this we observed staff practice and sampled relevant health and safety documentation including:

- security
- hygiene and infection control
- maintenance reporting
- child protection
- first aid
- accident and incident reports
- risk assessments and environmental checks.

The nursery environment was warm and welcoming and the available space was used effectively. Resources were well organised and easily accessible to the children including a smart board, ipads, cameras, video camera and remote controlled cars.

The nursery premises were well maintained and decorated to a high standard. The back garden wall was in the process of being repaired and work was carried out in the evenings and weekends to prevent disruption to the outdoor play. The service had suitable and effective ventilation, heating and lighting.

Risk assessments for all indoor and outdoor activities were in place and reviewed regularly.

We found staff effectively monitored people arriving and leaving the service. Visitors signed in/out of the premises and staff were very aware of procedures for monitoring children collected by relatives.

Hygiene policies and procedures were displayed and made available to parents/carers. Staff were aware of policies relating to prevention of infection including hand hygiene, toilet and nappy changing areas, kitchen and daily/weekly cleaning tasks. Toilet areas were observed to be clean and there was a supply of liquid soap and paper hand towels. Cleaning rotas were in place to promote a clean, safe, learning environment for the children.

The service's accident and incident reporting procedures provided guidance in the event of and following accidents and incidents. Parents/carers confirmed that they signed accident report sheets and that staff informed of first aid administered.

The entrance provided relevant national and local information for parents/carers including contacts for social work services, child protection guidance and health and education support agencies. The nursery handbook and newsletters provided parents/carers with information relating to childhood illnesses and exclusion periods for communicable illnesses. Twelve staff members were trained in first aid and food hygiene.

Attractive displays of children's work including ongoing topics were visible in all playrooms. Curricular areas which reflected current work were definable and provided a variety of learning experiences for the children.

The nursery had registered with Eco Schools in February 2013 and were working towards their Green Flag. Recycling of household textiles and paper was undertaken and a compost bin was in use to recycle food waste. An Eco Committee was in place.

The baby room provided space for children to crawl and develop their walking skills using appropriate aids. There were natural and sensory resources for children to explore and baby's paintings and drawing were attractively displayed.

Staff were observed to respond instinctively to meet children's individual sleep patterns. We discussed with the depute manager the training available from the Scottish Cot Death Trust and highlighted its best practice guidance. We observed blinds on the windows, nursing chairs and also that temperature controls were in place.

Maintenance reporting and recording systems were in place to maintain a safe environment. Staff confirmed that maintenance issues were reported and dealt with promptly.

Within Care Standards Questionnaires 15 parents/carers strongly agreed and one agreed that the service was safe, secure, hygienic, smoke free, pleasant and a stimulating environment. Parental comments were as follows:

"The nursery is immaculate and it has a happy, friendly atmosphere which is a good environment for my child to attend."

"Green Apple Nursery has a very bright, clean and fresh environment for my child to learn and play in."

"It is lovely to see that the owner of the nursery takes great pride in the environment and maintains it to a very high standard."

Areas for improvement

The service should maintain the current very good standard evidenced during the inspection visit by continuing the development of the curriculum outdoors to reflect the work within playrooms.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Statement 3

“The environment allows service users to have as positive a quality of life as possible.”

Service Strengths

We found this service was performing at a very good standard for this statement.

To assess this we observed staff practice, sampled relevant documents and feedback from service users, staff and management.

As reported under Quality Theme 1, Statement 1, we found that children's opinions and views were listened to and responded to which contributed to their quality of life.

Opportunities to be part of the wider local community were available to the children through visits to the library, shops, parks and the Cat and Dog Home. Visits from Zoo Lab had been experienced and the police were booked to come in as well. The service continued to seek out interesting people who were part of the community to share their knowledge and expertise with the children.

Other activities and events included Valentine's Day, Shrove Tuesday and Chinese New Year which allowed children to experience other types of learning opportunities.

The service was well resourced and offered children a variety of activities to stimulate and provide challenge in their learning.

The service had drawn up a policy that ensured children did not have access to inappropriate materials on the internet.

Planning folders evidenced how staff had considered individual children's interests and needs. Floor books were available to view, covering all topics undertaken by the different nursery playrooms.

Children had opportunities to learn about healthy living, diet, exercise, environmental issues, personal hygiene and tooth brushing.

The service promoted physical and active play and this was planned as part of the nursery curriculum. Within the outdoor area there were areas for growing fruit and vegetables, exploration, wheeled resources, chalk board, mud kitchen, climbing frame, sand area, water area, construction area, story telling area, bike area, see saw, flowering plants and a rabbit's hutch.

Children were aware of hand washing procedures and staff effectively promoted hand hygiene prior to eating and after toileting.

The service worked closely with other agencies including speech and language therapists. We found staff appropriately took forward additional support plans for individual children when required.

Staff regularly celebrated children's achievements and successes. The staff worked to build on children's self esteem and motivation to learn how this contributed to their quality of life in the service.

Wall displays of children's work and photographs were displayed throughout all areas of the service. Children were proud of their achievements and enjoyed reflecting on their past learning experiences.

A transition programme was used within the nursery for children moving playrooms and preparing pre-school children for their move to primary school.

Sixteen parents/carers who had completed Care Standards Questionnaires strongly agreed that the service had a suitable range of equipment, toys and materials for the children.

Within Care Standards Questionnaires 13 parents/carers strongly agreed and three agreed that there was enough space for the children to play and get involved in a range of activities. Parental comments were as follows:

"My child absolutely loves Green Apple. Her favourite thing to do is play outdoors and to sleep. She tells me that she likes the sleepy time music and to dig in the mud pit."

"The facilities are excellent and I would highly recommend the nursery."

"Environment is always kept to a high standard."

Areas for improvement

The service should continue to maintain the very good standard observed during the inspection visit by researching the Forest Schools Project and how aspects of this could be incorporated into the outdoor experiences of the children.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 2

“We are confident that our staff have been recruited, and inducted, in a safe and robust manner to protect service users and staff.”

Service Strengths

After examination of relevant documents, feedback from service users, staff and management we found the service to be performing at an excellent standard for this statement.

The service had an effective safer recruitment policy in place. Staff files were easily accessible and contained all relevant information. We looked at five files for staff who were the most recently recruited and found that all relevant checks including references from previous employers, medical declarations, Protecting Vulnerable Groups (PVG) or Disclosure Scotland checks and registration with the Scottish Social Services Council (SSSC) had been undertaken.

The manager had a system in place to check professional registers during recruitment. All staff were required to register with the SSSC within six months of employment. The manager maintained information about timescales for staff registration and any conditions to be imposed. This allowed her to support staff to achieve additional qualifications to meet registration conditions if necessary.

The manager implemented a robust induction and supervision programme to support staff in their roles. Clear job descriptions were available to view which informed staff of their responsibilities and duties. We saw evidence that the planned induction process took place and gave both manager and staff members the opportunity to discuss and address any employment issues including training needs.

New staff members were given time to read and absorb relevant information, policies and procedures and were able to ask questions as needed. New staff also undertook in house child protection training to ensure their knowledge was up to date. The staff team was found to be aware of the nursery's whistle-blowing procedure should the need arise.

All team members had access to in house training and support nights which allowed for team building and discussion of various topics.

Room audits were carried out throughout the year in order to support staff to improve their interactions with children, completion of paperwork, room improvements and childcare practice.

Areas for improvement

The service should continue to maintain the excellent standard evidenced during the inspection visit by continuing to keep up to date with Care Inspectorate guidelines for safer recruitment.

Grade

6 - Excellent

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 the service was performing at a very good standard for this statement.

To assess this we observed staff practice, spoke to staff and people who used the service and sampled the annual training plan, staff appraisals, qualifications, leadership opportunities and staff remits.

We found that the management structure encouraged the involvement of staff in assessing the quality of the service and in identifying their own personal development and training needs. Staff support and supervision sessions gave staff the opportunity to discuss any concerns, worries and training needs. Annual appraisals were undertaken and recorded.

We viewed the annual training plan showing recent and planned training undertaken by staff. The training plan highlighted a variety of mandatory and specific training courses linked to the service's Improvement Plan.

Staff training included:

- Child Protection
- Infection Control
- Food Hygiene
- Paediatric First Aid - 12 staff trained
- Building the Ambition
- GIRFEC
- Medication Policy and Procedures - all staff trained.

Four staff had completed Care Service Staff Questionnaires and all had agreed with all statements and that they had opportunities to access training. Comments were as follows:

"The management and staff all work really hard to give the parents and children the best care and education."

"I started off at Green Apple Nursery as a modern apprentice and successfully gained employment on completion of my SVQ3."

Staff training plans evidenced how staff were beginning to reflect and evaluate the training they had been involved in. They now needed to record how training had impacted on and improved their current roles.

Management provided opportunities for staff to discuss and assess how best to implement current best practice guidance and national initiatives. Current topics included the Scottish Government's Getting it right for every child (GIRFEC), a national initiative to work with parents to make sure children grow and develop in the best possible way with identified support, NHS Prevention and Control of Infection document, Setting the Table and Building the Ambition.

Staff undertook yearly updates on infection control to keep up to date with best practice. Regular first aid training and food hygiene were also undertaken. The cook also held intermediate food handling qualifications.

Staff in the service were appropriately deployed and demonstrated awareness of the individual needs of the children in their care. We found that staff held a range of childcare qualifications including HNC and SVQ3 Childcare and Education. The manager and depute manager held a BA in Childhood Practice, three staff had completed their PDA Childcare and Education and two staff were about to start their BA in Childhood Practice.

We evidenced that staff worked very hard as a team and supported each other in a constructive and caring manner.

Induction procedures were in place and exit questionnaires were carried out when staff left the service.

Monthly staff meetings were held and documented including discussions about staff teams, individual children and new guidelines.

Staff ratios were in line with National Care Standards. Registration procedures on a daily basis were well organised and the service maintained appropriate adult:child ratios.

Staff welcomed the opportunity to be involved in identifying service improvements and we found they were well placed to make further progress in taking these forward for the future benefit of service users.

The nursery had developed appropriate policies and procedures and staff implemented these accordingly. The service undertook yearly refresher and updating of training on various policies and procedures to ensure each staff member was reminded of best practice.

Staff were aware of the regulatory role of the Care Inspectorate and were familiar with the National Care Standards. Copies of Child at the Centre 2, Together We Can and Building the Ambition were available to staff. We saw evidence that these documents had been discussed at staff meetings.

Staff were aware of the management structure and their individual accountability.

Within Care Standards Questionnaires ten parents/carers strongly agreed and six agreed that they were confident that staff had the skills and experience to care for their child and support learning and development. Parental comments were as follows:

"The staff are excellent. The help and support provided is like nothing I have experienced."

"The time and effort put in by all staff to build relationships with the children is amazing."

"The staff are amazing with the children and my child loves going to the nursery to see his friends and the "ladies"."

"The staff are all very friendly and attentive. It is a wonderful nursery and I am delighted with the service they provide."

"All staff are friendly, professional, approachable and supportive including the management team."

"Staff always make time and go out of their way for all children."

"Staff pick up on children's behaviour and act quickly and positively to reassure."

One parent/carer had commented as follows:

"I feel there have been a lot of staff changes lately that parents haven't been made aware of and there has been higher than usual turnover of staff which can be unsettling for the children."

We spoke with the depute manager about this and she confirmed that staff had left and been replaced with two early year practitioners. Two staff members were covering a maternity leave. A senior had been moved from the under 2s to the 3 to 5 playroom. The depute stated that the service had informed parents/carers of staff changes within the March and July 2015 newsletters and that disruption to playroom routines had been kept to a minimum.

Areas for improvement

The manager should now encourage staff to complete evaluations of any training undertaken and the impact this has had on their own childcare practice.

Building the Ambition should now be taken forward as part of the service's childcare practice.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

Statement 3

“To encourage good quality care, we promote leadership values throughout the workforce.”

Service Strengths

After examination of relevant documents and discussion with the depute manager and staff team the service was found to have a very good performance in relation to this statement.

Management were active in their responsibility to promote staff training and organise appropriate staff deployment. During appraisals staff had the opportunity to show their interest in promotion and anyone wishing to be considered for a senior position would be considered if a post became available. In the meantime additional responsibilities and support would be offered. Existing senior staff were encouraged to improve their skills by attending training and self study.

Staff were encouraged to bring new ideas and suggestions from training and these were shared with other staff members. Staff were encouraged to further develop their skills and qualifications which led to improved outcomes for children and families using the service. Staff training needs were identified and discussed during regular staff supervision and appraisal meetings. The manager planned staff training internally and externally to support her staff team.

We evidenced that the service's Improvement Plan was discussed and monitored at staff meetings. We noted from staff meeting minutes that staff opinions and views were listened to and had led to improvement in the service.

Staff questionnaires were completed on a regular basis using the 'We Asked, You Said and What We Did' format. Results were displayed in the staff room.

We observed an ethos of mutual trust and respect between the manager and staff. Staff told us they felt supported and encouraged by the manager to take on more challenges in their childcare practice.

Some staff members had delegated responsibility for developing outdoor play, eco schools, arts and crafts, physical play and activities within the outdoor area. Three room seniors had delegated responsibility for overseeing the childcare practice within designated playrooms which included observation of staff, monitoring of planning, learning journals and best practice.

Areas for improvement

The manager should continue to develop the existing staff team with on going opportunities for self development.

The service should continue to incorporate the GIRFEC SHANARRI health and wellbeing indicators into all written recordings and displays.

Consideration to further developing peer assessment among the staff team would continue to develop staff confidence and childcare practice.

Grade

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

Through discussion, reviewing documentation and observing practice we found the management team had the skills and experience to take the staff team forward and effectively continue to implement change as required to deliver better outcomes for people using the service.

The service's Standard and Quality Improvement Plan for 2015-16 identified areas for improvement from the new guidelines from Getting it right for every child (GIRFEC) and from stakeholders' questionnaires. We were satisfied the Improvement Plan provided comprehensive targets, timescales, actions and a means to monitor the impact and outcomes for staff and people using the service.

Staff stated they had benefited from being involved in the improvement planning process and were using the Child at the Centre 2 performance indicators as part of the self assessment and self-evaluation process.

South Lanarkshire Council's early years development team audited the service and provided an annual assessment about the nursery provision and made suggestions to improve practice where appropriate.

Parents/carers and staff confirmed they found the management and staff team to be very approachable and supportive when undertaking new challenges.

All staff were registered with the Scottish Social Services Council (SSSC) and were working to its code of conduct guidelines.

The aims and objectives of the Eco Schools initiative was also evidenced within the nursery provision with the service involved in recycling.

Management had planned and developed systematic procedures for monitoring and evaluating the nursery provision. They maintained a floor presence throughout the service and undertook regular monitoring of staff practice within the playrooms. Evaluations were discussed with staff members and action plans with next steps were drawn up. Room seniors had also been delegated monitoring tasks including staff observations and monitoring of planning and learning journals.

Parents' meetings, newsletters and audits all supported the quality assurance systems within the service. Information on children's learning and development was maintained and evaluated within children's learning journals, settling-in and transition reports.

Within Care Standards Questionnaires 16 parents/carers strongly agreed that they were overall happy with the quality of care their child received in the service. Parental comments were as follows:

"Green Apple Nursery has by far exceeded our expectations and we cannot fault the service provided."

"I have recently had sensitive issues which I can only say the management were supportive about it and took the required action."

Areas for improvement

The service should maintain the current very good standard observed during the inspection visit by continuing to further develop the use of the GIRFEC SHANARRI health and wellbeing indicators in all recordings and displays relating to children's work.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

There are no outstanding recommendations.

6 Complaints

A complaint was received regarding the service's failure to give a child their prescribed medication. The service investigated this and spoke with the member of staff in question. The service reviewed its medication policy and procedures in line with the Care Inspectorate's best practice guidelines. All staff were given training about the medication policy and the procedures for giving prescribed medication.

7 Enforcements

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

8 Additional Information

There is no additional information.

9 Inspection and grading history

Date	Type	Gradings								
18 Sep 2013	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>4 - Good</td> </tr> </table>	Care and support	5 - Very Good	Environment	5 - Very Good	Staffing	5 - Very Good	Management and Leadership	4 - Good
Care and support	5 - Very Good									
Environment	5 - Very Good									
Staffing	5 - Very Good									
Management and Leadership	4 - Good									

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