

[DRAFT]



# Care service inspection report

Full inspection

## Mulbuie Nursery Day Care of Children

Mulbuie Primary School  
Mulbuie  
Muir of Ord



HAPPY TO TRANSLATE

Service provided by: Highland Council

Service provider number: SP2003001693

Care service number: CS2007156816

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, through self-analysis, hard work and openness had identified areas which required improvement while acknowledging their strengths. Good communication with children along with providing a safe and secure structure has encouraged children to explore and identify their own learning paths.

### What the service could do better

To build on all the good work achieved by finding additional ways in which children can identify their individual learning paths.

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

The overall experience for children attending the service has improved since the last inspection. The two members of staff who complement each other were more confident, professional and responsive. Children's influence on how the service was delivered had improved and members of staff were comfortable in scaffolding children's learning.

## **Conclusion**

By identifying and fulfilling the nursery's action plan children attending training and meetings with other nurseries members of staff have gained confidence and a better understanding of how to deliver the curriculum for excellence. Children were encouraged to be independent and to identify their own learning paths. There was an industrious and comfortable feeling within the nursery along with fun and laughter.

# 1 About the service we inspected

Mulbuie Nursery provides a day care service for up to 20 children under the age of six years. The service is provided by the Highland Council and is managed by the head teacher of Mulbuie Primary School. The service operates from a demountable unit in the grounds of the school. This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

The aims and objectives of the nursery are as follows:

We believe that each child is unique and our objective is to ensure that all children who attend Mulbuie Nursery have the opportunity to learn, develop and grow to achieve their full potential.

To promote children's development and learning, Mulbuie Nursery aims:

- To provide a happy, stable and caring environment
- To complement the experiences of home by building from the child's own knowledge and skills
- To ensure that the nursery is a welcoming place for parents and to encourage them in recognising that they have an important role in the education of their child
- To provide a wide and varied range of play experiences and activities in order to deliver a curriculum for excellence

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. Getting it right for every child 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 Getting it right for every child. 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.

## 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](http://www.careinspectorate.com) or by calling us on 0345 600 9527 or visiting one of our offices.

## 2 How we inspected this service

### The level of inspection we carried out

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

### What we did during the inspection

We wrote this report following an unannounced inspection which took place on the 15 January 2016 feedback was given to the manager of the service by the Inspector on 15 January 2016.

The Inspector spent four hours at the service observing practice and examining records.

The feedback included areas for improvement made as a result of this inspection visit.

As requested by us, the service provider sent us an annual return. The provider also sent us a completed self assessment form. The provider issued questionnaires to users of the service and two completed questionnaires were returned to the Care Inspectorate.

In this inspection we gathered evidence from various sources, including the relevant sections of policies, procedures, records and other documents including:

- Physical inspection of the building
- Supporting evidence from the up to date self assessment
- Examination of records held
- Interview with two members of staff
- Examination of Policies and procedures
- Examination of three Children's plans
- Medication records
- Training log of staff member
- Minutes of meetings with the principle teacher.

## 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](http://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 service submitted a self-assessment that gave basic information on how the service was delivered.

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

The children were very excited on arrival and were keen to meet with members of staff and their friends.

"I love playing outside in the snow, can we make a snowman."

"This is my folder it's got lots of drawings and things I have learnt."

Children were very busy during the day experimenting with toys and expressing them through art. Imaginary play centred on doctors and hospitals and when playing this game new words were being identified.

Children were sharing, waiting their turn, helping each other and leading at different times.

## Taking carers' views into account

"Excellent nursery equals happy kids. That this is obvious when watching the children run in the door each morning."

"All staff are very helpful and worked with me to help my children through difficult times. We have a good routine in nursery which help my children feel secure. When they divert from routine this is explained to them so they are able to cope with the changes. Great support for my children."

"My daughter has been very happy at Mulbuie nursery. I feel generally that the facility could be cleaner but suspect this as a result of the space doubling up as a canteen. Better outside play facilities are also much needed."

Five parents were also spoken to on the day of inspection when they were picking up their children. Again parents were very positive about the nursery and were pleased that their children attend. They felt very much involved in what was going on and found the staff and manager to be approachable.

The children enjoyed attending and the parents/carers were satisfied that the staff had the skills and experience to care for the children.

They believe that their children were getting excellent opportunities and they were delighted with the learning journeys that they could examine when found out what the children were doing another nursery.

Two parents spoke about the state of the building which doubled up as a canteen. It was acknowledged that the staff had made the area as bright and welcoming as was possible but understood that sharing the building with the school was the only option at the present time.

## 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 that the service had encouraged children to make choices and that parents were involved in how the service was delivered.

We concluded this after considering the following:

- Annual return
- Self assessment
- Interviewing members of staff
- Welcome booklet
- School newsletter
- Parental notice board
- Mind maps
- Children's folders
- Personal plans.

A nursery booklet which contained information on how the service was delivered included a synopsis of the services policies and procedures along with details on how to contact the nursery.

Parents were able to visit the nursery and speak to staff before deciding on registering their children for care.

When registering children, care details such as food preferences, medical needs, allergies to food and contact details were discussed and recorded.

At the nursery entrance a notice board for parents gave information on how the service was delivered. Information on the curriculum for excellence, planning for that week, what children would have for snacks, learning themes that were taking place within the nursery and other relevant child care information.

A whiteboard which informed parents of important dates such as outings or school holidays was also placed within the entrance.

Parents were able to contribute on how the service was delivered by speaking to staff when dropping off or picking up their children. Parental evenings, open days along with supporting the staff and children on outings were other ways in which parents could engage with staff.

Parents could also view directly how the service was delivered by staying for 'play and stay' sessions at the nursery.

Completing questionnaires to evaluate service delivery was another way in which parents could influence practice.

Observation on the day of the inspection suggested that very good relationships had been established with parents who if concerned would speak directly with staff. Parents were also confident that any comments made would be quickly acted upon.

Children were also able to influence how the service was delivered by choosing toys during free play and offering suggestions on what they could do at circle time.

All children were encouraged to identify their own learning paths and they could do this by taking part in compiling mind maps with the rest of the

children. On the day of inspection children were very keen to show the inspector their learning journey folders and what knowledge they had attained during their time at the nursery.

There was lots of discussions and chatter between children and staff and this suggested both were at ease with each other. Children respected directions from staff and staff listened attentively when children had something to say.

Children were also encouraged to vote for certain items or request specific snacks during circle time.

The impression gained at this inspection was that the staff team had worked very hard to include the views of children and that good information was shared with parents on a regular basis. Parents were happy with how the service was delivered, commenting that their children were keen to attend and not so keen to leave.

### Areas for improvement

The service had identified that not many parents had come forward for the 'play and stay' sessions and that the staff team would consider how more parents could be encouraged to attend.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

### Statement 3

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

### Service Strengths

Members of staff knew the children very well and were able to inform the inspector of children's strengths and areas that they may require additional support in. A healthy lifestyle was promoted within the nursery through books, activities and games. Children were provided with healthy snack along with milk

or water. Children were observed washing their hands at the appropriate times and good manners were also observed during the session.

Outside play was a daily occurrence and on the day of inspection children were out in the snow having fun. During the better weather free flow play to the garden from the nursery was available and enjoyed by the children.

A medication policy and procedure was in place and members of staff had attended training on child protection, first aid and food hygiene.

Children were encouraged to brush their teeth after snacks and the dental technician attended the service on a regular basis to instruct children on how to maintain good oral hygiene.

'Safe strong and free' also visited the children to help them in recognising what are safe situations in the community and how they can say no to bullying at school.

An infection control policy was in place and parents were informed of exclusion periods for children who were unwell.

### Areas for improvement

Nappy changing facilities could be improved by installing a small table within the disabled toilet with a suitable changing mat on top.

### 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 that the environment was safe and that service users were protected. We concluded this after considering the following:

- Examining returned questionnaires from parents to the service
- Interviewing members of staff
- Risk assessments
- Records of fire drills
- Maintenance contracts for fire fighting and detection equipment
- Returned questionnaires from parents to The Care inspectorate
- Annual return
- Self assessment
- Observation
- Conversations with parents.

Entrance to the nursery was by a locked door and all visitors were vetted by staff before being allowed entry.

Risk assessments had been carried out for both inside and outside the building and these assessments were reviewed and updated on a regular basis.

Fire drills had been carried out on a termly basis and outcomes were recorded by staff to identify any problems or barriers that may impede children in a real situation

The furniture and fittings within the room were suitable for the age of children

attending and the positioning of toilets allowed children to toilet safely and independently.

The school playground offered children a variety of settings within a safe environment while still challenging them physically.

### Areas for improvement

The service has identified that further improvements could be made to the outdoor environment offering children additional challenges. As this is developed it is essential that risk assessments are carried out with the children to ensure that it remains a safe environment

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

### Statement 5

“The accommodation and resources are suitable for the needs of the service users.”

### Service Strengths

We found that the service had suitable resources when it came to the indoor and outdoor environment.

We concluded this after considering the following:

- Examining returned questionnaires from parents to the service
- Interviewing members of staff
- Parental notice board
- Self-assessment document
- Inspection of outdoor and indoor play areas.

Furniture and fittings were suitable for the age of children attending. A very good selection of toys, building materials, books along with arts and crafts materials were stored at such a height that they could be accessed by children independently.

Members of staff were aware of what was stored within the service and when children were identifying their own learning journeys members of staff were able to suggest materials or toys from storage that would assist them.

### Areas for improvement

There was ample space outdoors for children along with a number of physical challenges within this play area. Adding additional physical challenges to the outside area along with considering how the curriculum for excellence can be delivered outdoors should be considered.

### 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

We found that the service had recruited staff in a safe and robust manner.

Highland Council had a robust recruitment policy and procedure in place to safeguard children and other members of staff. Two references were requested along with carrying out protecting vulnerable group checks.

A written induction policy and procedure was in place which identified child protection and first aid training as mandatory.

Staff interviewed were provided with support and guidance and they acknowledged that if faced with any unknown situation the management team were available for advice and guidance.

### Areas for improvement

To continue recruiting members of staff in a safe and robust manner by carrying out protecting vulnerable group (PVG) checks and following the Highland Council recruitment process.

**Grade**

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

**Statement 3**

“We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.”

**Service Strengths**

We found that the service had a workforce which considered national care standards, legislation and best practice.

We concluded this after considering the following:

- Examining returned questionnaires from parents to the service
- Interviewing members of staff
- Newsletter
- Training records of staff
- Returned questionnaires from Parents to The Care inspectorate
- Annual return
- Self assessment
- Conversations with parents
- Observation
- Policies and procedures

Observation of practice confirmed that the national care standards had been taken into consideration when providing the service. Members of staff warmly welcomed the children were conscious of their need for support and gave reassurance when children were anxious or confronted with new situations.

Children were encouraged to make decisions by supporting their views and giving them a number of options when it came to certain tasks.

The members of staff on duty had attained recognised child care qualifications and had attended a number of workshops and training events to keep their

practice in tune with legislation and government initiatives.

Planning on how the curriculum for excellence was delivered was in place and it was evident that planning had been influenced by the views of children.

Children's learning journeys were in place and written observations within these folders gave very good evidence of what children had learnt when attending and what path they had taken to reach learning outcomes.

Minutes of meetings with both the manager and the principle teacher indicated that regular evaluation of how the service was delivered had taken place with the aim of identifying improvements.

Staff had attended initial training on 'building the ambition' and further workshops were planned for the near future. Meeting with other nursery staff had also taken place to exchange good practice and to share ideas or to consider how to overcome challenges when delivering the service.

Observations of staff practice by the manager had taken place as part of the service's self-assessment along with staffs personal development.

### Areas for improvement

To continue assessing and evaluating practice as part of the service's on-going development.

### 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

Members of staff had the autonomy to change the layout of the room along with assisting the children in making the home corner their space. Planning on how the curriculum was delivered was a team effort and staff were encouraged to adapt and change if it was for the benefit of children.

Again the staff had the autonomy to change routines or when to be outside as they had the authority to consider the children's concentration, energy levels or group dynamics.

The staff team were open and honest and had the confidence and skills to realise what worked well and what activities could have been better. Autonomy, self-evaluation and confidence all assisted the staff in developing leadership skills.

#### Areas for improvement

Consider 360° supervision, how good is our school and other self-evaluation tools which may give an insight to the quality of service delivered.

#### 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

We found that the service had quality assurance systems in place to assess the quality of the service. We concluded this after considering the following:

- Examining returned questionnaires from parents to the service
- Interviewing members of staff
- Newsletter
- Returned questionnaires from parents to The Care inspectorate
- Annual return
- Self assessment
- Observation
- Children's folders
- Conversations with parents
- Team minutes
- Children's learning logs
- School improvement plan.

We found that basic quality assurance systems were in place to assess the quality of service delivery

The service encouraged parents to comment on the quality of service delivery by completing questionnaires or speaking directly to staff when dropping off or collecting their children.

Parents also had the opportunity of attending 'play and stay' sessions with the children and accompanying the service on outings to various places of interest. This give parents opportunity to view how the service was delivered first-hand.

The management within the team along with the principal teacher were responsible for overseeing and evaluating how the curriculum was delivered.

Staff meetings had taken place and again this was an opportunity to discuss the quality of service delivered and what tweaks were required to improve.

Education Scotland and quality improvement officer from Highland Council were also available to evaluate and assess the experience for children.

A school improvement plan which included the nursery was in place and this was monitored by the management team. When comparing to the last inspection a number of improvements were evident which suggested that quality assurance systems were making a difference as good outcomes for children were more evident.

### Areas for improvement

As identified in the service's own self-evaluation improvement in how literacy and numeracy can be promoted when delivering the curriculum for excellence.

Other ways in which parents and carers can take a more active part in evaluating how the service was provided.

### 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

1. It is a requirement that hot water is made available in the nursery toilet for young people and adults who are changing nappies. Protective aprons must be supplied for members of staff when changing nappies.

Scottish Statutory Instruments 2011 No 210.10 (2) (b) are of sound construction and kept in a good state of repair.

**Timescale: 4 weeks (20 working days) from publication of report.**

**This requirement was made on 22 November 2013**

Repairs to the hot water system had taken place

**Met - Within Timescales**

## 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

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

## 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	
22 Nov 2013	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and Leadership	4 - Good
14 Mar 2012	Announced (Short Notice)	Care and support	5 - Very Good
		Environment	4 - Good
		Staffing	Not Assessed
		Management and Leadership	Not Assessed

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