Care service inspection report

Full inspection

Hamilton School For The Deaf Nursery
Day Care of Children

Anderson Street
Burnbank
Hamilton

Inspection report for Hamilton School For The Deaf Nursery
Inspection completed on 28 January 2016
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

<table>
<thead>
<tr>
<th>Area</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Quality of care and support</td>
<td>5 Very Good</td>
</tr>
<tr>
<td>Quality of environment</td>
<td>5 Very Good</td>
</tr>
<tr>
<td>Quality of staffing</td>
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<td>Quality of management and leadership</td>
<td>5 Very Good</td>
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</tbody>
</table>

What the service does well

Staff were proficient in British Sign Language (BSL).

Staff used BSL to communicate with the children and where appropriate with their families. The service had access to BSL interpreters for example to support communications during review meetings. A parent told us there were no language barriers and reinforced how important this was to ensure their child received the best care and support.

We found the staff knew the children well, had formed good relationships with the children and their families and worked in partnership with other professionals to meet the childrens needs.

This service worked hard to provide children with the opportunity to interact with other deaf people providing positive deaf role models for example story tellers and attending event such as deaf football festival.
The staff were motivated and committed to their continued professional development to ensure they provided a high quality early learning and childcare.

**What the service could do better**
As planned the service should continue to review the use of technology to support children’s early learning and childcare.

**What the service has done since the last inspection**
The service had met the two recommendations made at the last inspection.

**Conclusion**
The service is provided from a safe, secure and stimulating environment. The staff have children at the heart of what they do and are committed to provide quality care and support.

The children experience a range of experiences by being able to play with children in the Glenlee Nursery and with children from the deaf school which all share the same campus.
About the service we inspected

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

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 affects 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.

This service was previously registered with the care commission and transferred to the Care Inspectorate on 1 April 2011.

The service is registered to provide a care service to a maximum of 6 children aged from 3 years to those not yet attending primary school. The care service will operate between the times of 9am and 3pm, Monday to Friday during term time. The adult child ratio will be 1:6. A minimum of two adults will be in attendance. During operating times the service will share the nursery accommodation with Glenlee Nursery Class.

At the time of the inspection the service had four children registered.
**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 carried out by the inspector on 20 January 2016. It continued on the 27 January 2016 between 8.25am and 12.30pm and concluded on the 28 January 2016 between 11.30am and 3.45pm.

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

We sent three care standards questionnaires to the manager of the service to distribute to relatives or carers of children who use the service. Relatives and carers returned one questionnaires before the inspection. We asked the service to inform parents that the inspection was taking place. We held one parent meeting and received two emails from parents sharing their views on the service.

We also asked the manager to give out staff questionnaires and spoke to staff present during the inspection. We found staff very welcoming and honest about their experiences working within the service.

We asked the service to contact other professionals involved in the service to ask them to contact the inspector to share their views on children experiences. We were contacted by two professionals who regularly visited the service.

During this inspection process, we gathered evidence from various sources, including the following;
We spoke with:
- head teacher
- practitioners
- school support assistant
- parents
- outreach service
- speech and language therapist

We looked at:
- Children’s information records/personal plans/learning journal's
- Planning
- Medication policy and records
- Risk assessments
- Parental involvement
- Staff training and development
- Quality assurance systems
- Registration certificate

**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.

We received a completed self-assessment document from the service provider. The service provider had completed this with the relevant information under each of the headings that we grade them under.

Taking the views of people using the care service into account

We carried observations of the children during our visit. We found when children were welcomed into main school they received a warm welcome and children were pleased to see staff and friends.

We observed the children holding hands with Glenlee Nursery children and playing well throughout the session.

We observed the children during a story telling session with one of the deaf volunteers promoting good role modelling.

We observed the children with the school children at break time and lunch time providing opportunities to mix with other deaf children.

We concluded the children enjoyed their time at the nursery and had formed good relationships with the children and staff.
Taking carers' views into account

We received one care standard questionnaire, had a meeting with one parent and received two emails from parents. The feedback we received was that parents were extremely pleased with the service. They felt the service provided very good support and guidance. They praised the staff highly and the range of opportunities provided.

Parents written comments included:
‘The environment is great, relaxing and comfortable and all staff are friendly.’

‘The head teacher is a great source of support.’

‘My child loves going there.’

‘My child trusts and feels happy and comfortable when they are there.’
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
At this inspection we considered how the service had improved the outcomes for children as a result of child and parental involvement. We reviewed the methods used, this included the child and parents involved in planning the child’s early learning and child care experiences. We found there was very good evidence of child and parental involvement and that it was used to plan, deliver and review children’s day-to-day care.

We found that staff welcomed the children daily into the school. The daily welcome time encouraged children to share experiences from home and find out what they wanted to do each day. The daily diaries and telephone calls with parents provided staff with the information to create a positive transition between home and nursery. Parents informed us that these communications were welcomed and very useful.

We found staff knew the children well and had a very good understanding of their needs and interests. Staff were very responsive to each child’s needs and preferences and as a result the children had positive play experiences.
We found that the staff worked in partnership with parents and provided support through personalised plans for each child. The staff had supported parents to access services, equipment and guidance to ensure their children received the appropriate support.

Parents informed us that they were kept well-informed about their child’s progress through daily communications, attending meetings, open days and the school website. Parents liked the increased parental involvement in the service such as attending trips to the local forest areas.

Parental questionnaires provided parents a more formal way of sharing their views. Feedback was positive such as my child is happy and likes the activities. One parent did suggest all staff in regular contact with the children could achieve level one in BSL the head teacher agreed to see if this could be taken forward.

We concluded the service had maintained a very good quality of involving the children and parents in the life of the service and ensuring they provided a service meeting their expectations. To further improve this the service planned to review how technology for example tablets would further improve communications.

**Areas for improvement**
The service should continue with their plans to consider how technology can improve communications and children’s learning experiences.

**Grade**
5 - Very Good

**Number of requirements** - 0
**Number of recommendations** - 0
Statement 2
“We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.”

Service Strengths
At this inspection we looked at how well the service supported children reach their potential. To support this we considered how well the service met children’s wellbeing needs and how well the service implements best practice guidance such as those described in Build the Ambition: National Practice Guidance on Early Learning and Childcare, Children and Young People (Scotland) Act 2014 published by the Scottish government. We found evidence to support that all aspects considered had been met.

Staff gave a confident account of children's level of hearing loss and how they supported their individual needs. This involved working in partnership with parents and other professionals and creating play experiences to meet their stages of development. We found each child had a personal plan and additional support plan that outlined how best the service supported their needs. These were regularly reviewed showing children’s progress and were monitored and assessed to ensure appropriate targets were set. We concluded that the service in conjunction with parents and other professional provided a high quality of care and support to the children.

Through observing staff and child’s interaction and taking on board other professional views we found staff used appropriate level of communications to explain to the children instructions, what was happening and what play experiences were on offer. Staff encouraged children to take part in activities and were skilled at providing children time to make decisions and were possible assess level of risk before participating. Staff where possible reduced barriers for example for children to take part in physical activity.
The service worked hard to provide children with good deaf role models. This involved volunteers coming in to tell stories and where possible children attended events organised within the deaf community such as the deaf football festival. On a more regular basis the children within the nursery interacted with the children within the Hamilton School for the Deaf at break times and during school events. This provided and supported those children who would be transitioning to the school from the nursery.

Areas for improvement
We discussed with the service to consider the use of the pre birth to three curriculum along with the curriculum for excellence for the younger children attending the service as this maybe more appropriate to support the range of children’s developmental 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 3
“The environment allows service users to have as positive a quality of life as possible.”

Service Strengths
At this inspection we considered how the service creates an environment that promotes positive outcomes for children. To support this, we carried out observations of children at play and evaluated how well staff planned and used the environment. We found evidence to support that the aspects considered had been met.

We found all areas to be in good state of repair and the premises were secure. We found all areas were clean, tidy and well maintained and provided ample space for children to play in small or large groups or individually.

The children had access to the main playroom which they shared with Glenlee Nursery children, a quiet room where staff worked one to one or with small groups of children on targeted areas of play and the school gym hall. The outdoor play area was secure and was easily accessible from the nursery. The children accessed the Hamilton School for the Deaf canteen and classrooms to interact with the school children during break times, lunch times and school events. This was a very positive experience for the children and provided the children time to socialise with other deaf children and their siblings.

The parents stated they found the nursery a great, relaxing and comfortable environment for their children.
Areas for improvement
To further support children’s experiences the service were considering moving the quiet room to a larger room with a window. This would provide natural light and more space for the children to play in an area specifically designed to meet their needs.

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
At this inspection, we considered how the service accommodation and resources were suitable to meet the needs of the children. To support this, we carried out observations of the children at play and evaluated how well children and staff used the environment and resources. We have considered the strengths and areas for improvement under quality theme two, statement three when evaluating this statement.

The shared nursery entrance was welcoming, spacious and well presented. The service had designated display areas which had appropriate signage including pictorial signs to inform children of daily routines and to self register. The entrance provided ample space for children belongings. The majority of the children’s art work was display within the quiet room.

The playrooms were well laid out and had resources to meet the needs and interest of the children. The outdoor space provided daily opportunities for all children to play outdoors. Having direct access to the outdoors created an extension to the playroom and children to free flow between indoor and outdoor play.

The service had suitable toilet and nappy changing facilities and we found these were maintained in line with good practice guidance. We observed staff and children to be following good hand washing practice.

We concluded that the service made very good use of the space and resources available to them to meet the children and families needs.

Areas for improvement
The service should continue to review the resources available to ensure they meet the needs 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 3
“We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.”

Service Strengths
At this inspection, we considered how the service provided support, training and development opportunities for staff to ensure they have the skills and knowledge to deliver positive outcomes for children. To support this we looked at staff’s training opportunities and discussed with staff and management the impact of training. We found all aspects considered were met.

We found all employees were registered with the appropriate professional bodies either Scottish Social Service Council (SSSC) or General Teaching Council (GTC). Staff kept continuous professional development files. These reflected training requests, training attended and evaluations. To support staff the service provided a range of in-house training and accessed training through South Lanarkshire Council. We conclude staff were committed to their professional development and had a very good awareness of their skills and knowledge and where further development and learning would be beneficial to their roles.

We gathered staff’s views through questionnaires and informal discussions. We also observed their interaction and practice whilst caring for the children. We found all staff to be welcoming, professional and caring. Staff told us that they were supported by management and their colleagues, and that this promoted positive self-esteem and increased their confidence. They felt they worked well as a team and that their views and opinions were valued and respected.
**Areas for improvement**
Staff to continue to develop their skills and knowledge of early learning and child care practices.

**Grade**
5 - Very Good

*Number of requirements – 0*
*Number of recommendations – 0*
Statement 4
“We ensure that everyone working in the service has an ethos of respect towards service users and each other.”

Service Strengths
At this inspection we consider how all those working within the service respected and valued the opinions of their colleagues, children and their families and promoted an ethos of respect.

We observed staff’s communications and interactions with other staff and children. We found staff worked well together, were approachable, welcoming and helpful. We observed staff to be respectful to individual needs of children, to be kind and supportive towards children and their families. Children were encouraged to be kind to each other. Staff praised and encouraged children to participate in a wide range of activities and form positive relationships with others.

We found staff to be confident and effective in communicating with children, parents and other professionals.

Staff and parents have found the increased opportunities for children to interact with other deaf people instrumental in providing positive role models and aspiring children to reach their potential.

Parents comments about the staff included:
‘My child trusts them and feels happy and comfortable when they are there.’

‘The head teacher is great.’

‘The head teacher is a great source of support.’

‘All staff are friendly.’
Areas for improvement
The service should continue to promote an ethos of respect.

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 2
“We involve our workforce in determining the direction and future objectives of the service.”

Service Strengths
At this inspection, we considered how the service encouraged staff to be involved in self-evaluation and identifying future objectives. To support this, we gathered the views of the staff and management team.

Staff told us that they attended regular meetings to discuss the service improvement plan priorities and confirmed their views and suggestions were valued and respected. This included working with Glenlee Nursery staff, as they share the main play area and work in partnership to support both services identified improvement areas.

The headteacher informed us that staff had grown in confidence in recent years and were more confident to share views and make suggestions. The outcome being that the staff were empowered to implement a well planned and individualised early learning and child care programme for the children.

Areas for improvement
The service should continue as planned to involve the nursery staff in the whole school meetings.

Grade
5 - Very Good
Number of requirements - 0
Number of recommendations - 0
Statement 3

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

Service Strengths

At this inspection we considered how the service promoted leadership and the positive impacts it had on the service.

The nursery had three staff at present working in close contact with the children, including the head teacher. As a small team they all worked in partnership and undertook roles and responsibilities in relation to their positions.

We found the staff were empowered and confident to take lead in planning and providing children’s early learning and childcare experiences.

Areas for improvement

The service should continue to promote leadership through the workforce.

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

1. The provider should submit a confirmation of the new manager’s fitness form to the Care Inspectorate.

   National Care Standards for early education and childcare up to the age of 16, standard 14: well-managed service and Standard 12: confidence in staff

   This recommendation was made on 16 April 2013

   The service submitted the relevant documentation to confirm the managers fitness. This areas of recommendation had been addressed.

2. The medication consent forms should give specific details of the medication to be given and when. They should not include wording such as 'when required'. The medication reviews should clearly link to the relevant consent forms.

   National Care Standards for early education and childcare up to the age of 16, standard 14: well-managed service and Standard 3: Health and wellbeing

   This recommendation was made on 16 April 2013

   The service medication forms and procedures had been reviewed and followed good practice guidance. This area of recommendation had been addressed.
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

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<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Gradings</th>
</tr>
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<tbody>
<tr>
<td>23 Jan 2013</td>
<td>Unannounced</td>
<td>Care and support 5 - Very Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environment 5 - Very Good</td>
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<tr>
<td></td>
<td></td>
<td>Staffing 4 - Good</td>
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<tr>
<td></td>
<td></td>
<td>Management and Leadership 4 - Good</td>
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<td>3 Feb 2009</td>
<td>Unannounced</td>
<td>Care and support 5 - Very Good</td>
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<td>Management and Leadership 4 - Good</td>
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Tha am foillseachadh seo fhaighinn ann an cruthannan is c?nain eile ma
nithear iar?tas.

अनुरोधानुसार एই प्रकाशन में अन्य फर्मात एवं अन्य भाषाओं में प्राप्त या

پیشگامت درخواست کرکنید گر فارسی، یونانی، انگلیسی یا هر دیگر

بیلیمی که می‌خواهید به آن شناسایی شود.

هذا الوثيقة متوفرة بلغات ونمادح أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych

formatach oraz językach.