

Campsie View Nursery Day Care of Children

Campsie View School
Boghead Road
Lenzie
Glasgow
G66 4DR

Telephone: 0141 955 2339

Type of inspection: Unannounced
Inspection completed on: 10 May 2017

Service provided by:
East Dunbartonshire Council

Service provider number:
SP2003003380

Care service number:
CS2003014680

About the service

Campsie View Nursery is based within Campsie View School which is located in the Lenzie area of East Dunbartonshire. The service is registered to provide care for a maximum of 12 children aged 2 to 5 years with additional support needs. The children have access to a large playroom and the use of the school facilities including hydrotherapy pool, splash pool, soft play area and sensory room. The accommodation includes a safe and secure outdoor playground and sensory garden. A parents' room is also available.

The nursery aims to give pupils the opportunity to experience a broad and relevant curriculum which takes account of individual interests and needs; to create an atmosphere of fun, enjoyment and challenge; to ensure inclusion; to demonstrate mutual respect; to enrich pupils' experiences through the support and involvement of families and the wide community; to support staff and partner agencies to work together and to reflect critically on their practice and to facilitate staff to further their professional development.

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

What people told us

We issued five Care Standards Questionnaires to the service to distribute to parents prior to the inspection taking place. We received four completed questionnaires. All responses from parents were positive.

Written comments included:

"Prior to enrolling my child at Campsie View, I was apprehensive, nervous even, about visiting. My concerns were eradicated after being in the school for about 2 minutes. It is a special place filled with special people looking after very special little people. My son receives a level of care that is second to none and I feel lucky to have access to this service."

"The service and level of care my child has received at Campsie View has been excellent. Staff have been great. However, I do believe the building itself appears tired and dated. Parking is an everyday problem. Maybe time to build a new Campsie View?"

"The improvements our child has made attending here are truly amazing. Lovely friendly staff with a true passion for what they do."

"Campsie View Nursery provide a stimulating and nurturing environment for my son. We had no intention of accessing nursery at 2 but because of the atmosphere at Campsie View we decided he would benefit. They have responded immediately to any concerns I have had. We are very pleased with the school."

Self assessment

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

From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

What the service does well

The standard of care and support provided to children and young people in the service was exemplary. Our assessment was based on two aspects of care and support; consideration of Child Protection policy and procedures in the service and communication with children and parents.

Staff had a sound understanding of how to protect and safeguard children. An effective child protection policy was in place which informed and supported staff in their roles. Staff attended regular child protection training which kept them up-to-date with current best practice and refreshed their knowledge and understanding of child protection.

Staff provided a very nurturing, caring environment for children and families. They worked hard to engage well with children and families and were particularly responsive to their individual needs and requirements during the induction and transition processes.

We saw that families were very warmly welcomed by staff and information about the child's day was shared with parents/carers using written communication logs and speaker switches. This facilitated a child centred model of communication, actively involving children on a daily basis. Building trusting relationships with the whole family made it more likely that children would settle and feel safe and secure in the nursery environment. The head teacher and staff promoted a very inclusive approach through strong home links, family support and engagement with the Early Years Inclusion Service.

Observations of practice highlighted that children were treated with respect by staff: staff listened attentively, were very responsive and provided comfort when needed.

Consultation with parents was excellent. They were included in the life of the centre in various ways. Most recently the service had consulted with parents about the use of 'E' journals to record children's learning and development and were in process of developing this initiative.

We considered self evaluation and quality assurance in the service and looked at staff and stakeholder involvement in this. We found that self evaluation was a continuous process with all staff and parents and quality assurance systems were effectively implemented. This approach contributed to very positive outcomes for children. There were strong partnerships with children, parents, the wider family and a range of professionals which ensured that children were well supported and cared for.

The newly appointed head teacher was enthusiastic and committed to further developing the service and continuing to work with staff, parents and children to achieve this. The head teacher and staff were creating a new school improvement plan, focusing on service priorities such as communication incentives and sensory provision.

What the service could do better

The service should continue to develop in accordance with their improvement plan.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

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

Inspection and grading history

Date	Type	Gradings
12 May 2015	Unannounced	Care and support 6 - Excellent Environment 5 - Very good Staffing 6 - Excellent Management and leadership 5 - Very good
21 May 2013	Unannounced	Care and support 6 - Excellent Environment 5 - Very good Staffing 6 - Excellent Management and leadership 5 - Very good
7 Oct 2010	Unannounced	Care and support 5 - Very good Environment Not assessed

Date	Type	Gradings	
		Staffing	Not assessed
		Management and leadership	Not assessed
23 Oct 2009	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	4 - Good
		Management and leadership	Not assessed
5 Feb 2009	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	4 - Good

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