

Bardykes Farm Nursery School Day Care of Children

Bardykes Farm
Bardykes Road
Blantyre
Glasgow
G72 9UJ

Telephone: 01698 822212

Type of inspection:

Unannounced

Completed on:

20 June 2019

Service provided by:

Bardykes Farm Nursery School

Service provider number:

SP2003001443

Service no:

CS2003006362

About the service

This service has been registered since April 2002. It is registered to provide daycare for 24 children aged from two to those not attending primary school. A maximum of 10 children can be aged between two and three. The service operates Monday to Friday from 08:00 to 18:00 throughout the year.

The service is situated in the grounds of Bardykes Farm in Blantyre in the original Dairy building. The children regularly have contact with the farm animals and enjoy caring and learning about a range of animals. The nursery building has three playrooms, toilets with changing area, office, and basic kitchen facilities to allow snack preparation. A secure outdoor area can be easily accessed, and the wider farmland is routinely used by the children.

The nursery is in partnership with South Lanarkshire Council. The service aims and objectives include that they will, "Provide a stimulating and varied curriculum to meet the needs of all the children", and "To provide a welcoming and friendly environment where everyone is treated fairly and with respect."

We check services are meeting the principles of Getting it Right for Every Child (also known as 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. It supports them and their parent(s) to work with services that can help them. There are eight wellbeing indicators at the heart of Getting it Right for Every Child: safe, healthy, achieving, nurtured, active, respected, responsible and included, often referred to as the SHANARRI indicators.

What people told us

We gathered the views of nine families using the service. We received five care standard questionnaires prior to the inspection visit, received two emails from parents and talked to two parents during the inspection. They all stated they were very happy with the service their child received. They made very positive comments on the support and guidance provided by staff and management. They stated their children loved attending the nursery and participating in the wide range of activities on offer, especially the outdoor play experiences. Parents commented on how much they really liked that the service is a family run service and that the small, home from home environment was really important in the decision making process to use this service.

We observed and talked to the children over the two days of the inspection. We found children to be having great fun learning and playing outdoors. A small group of children were showing a very keen interest in snail hunting and caring for the snails, even creating a snail hotel. Another group of children welcomed the inspector to join them going to care for and feed the animals. We observed the children to be confident and well informed about the animals. We also witnessed children being so proud of their achievements, for example when feeding the horses.

Self assessment

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

From this inspection we graded this service as:

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

What the service does well

The service had worked hard to maintain the high quality of care and support provided. To support this achievement, through the use of self evaluation, they had identified areas for improvement to enhance outcomes for children. The management team, with the distribution of leadership roles, meant the service had implemented a meaningful improvement plan to ensure they provided the right care and support to meet children's needs.

Using a child lead planning process and flexible free flow daily routine, staff were providing play and learning experience meeting children's needs, interests and choices. Staff had used their new learning and good practice documents to implement positive changes. For example, a new settling in procedure reflecting attachment and nurture theories, new tracking and monitoring to support children's progress and development and how to enhance the children's experiences with the farm animals, in response to the good practice guidance 'Animal Magic'.

Children had access to a wide range of space and play areas within the service and farm grounds. We observed children to be self selecting where they wanted to play, with most choosing the outdoor play area and, when asked, small groups going with staff to complete daily farm tasks such as feeding the animals. The different play spaces allowed children to choose to play together, on their own and participate in group tasks. We found staff to be planning and making very good use of the space and resources available to them.

The service placed a very strong ethos on children's health and wellbeing both emotionally and physically. One staff member was responsible for the daily health and wellbeing experiences. This included planning learning experiences at meals times, learning about health foods and fun science experiments with food.

We found the service to have a very strong ethos of compassion and respect. Staff and children had very positive interactions and had formed very positive relationships. We observed children being confident playing without staff but keen to involve the staff for example, asking to play with them. There was a real home from home, family run atmosphere which parents and staff told us was a keen strength to this service. Although the service has always had very positive relationships with parents, they had been working hard to get parents more involved in the life of the service. A new parent's committee was being introduced.

We found the service had a stable workforce providing continuity for children and families. The staff were motivated and committed to continue with the service improvement plans. Management and staff were enthused by the improvements they had made to the service since the last inspection and were looking forward to see where they go next.

What the service could do better

Over the two days of the inspection, we observed one occasion, when children's experiences may have been disturbed due to changes to the daily routine to include planning for a special event. The service agreed that they would review when special events were taking place to ensure they were included into the daily routine with minimal disruption to children's play.

We discussed with the management when reviewing the new planning process, to consider how well it supports staff, identify and plan how to support children's needs. The management agreed to do this using the personal plan legislation.

The service used floor books to support planning children's experiences. We discussed with staff to consider writing a more detailed evaluation of children learning and progress.

The service was well placed to continue with the service improvement plan and, by using effective self evaluation tools, should support them to continue to enhance the service they provide.

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.

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

Recommendation 1

Training opportunities for staff had been limited since the last inspection. This meant that staff had not received training on current guidance, for example How Good is Our Early Learning and Childcare, and had not had regular reviews of child protection and supporting children's welfare, for example Autistic Spectrum Disorder / Attachment Disorder. Staff and management were discussing how to address this. A training plan should be developed to help staff stay motivated and skilled in their role. Training should be evaluated and included in staff SSSC post registration training log.

National Care Standards Early Education and Childcare up to the age of 16, standard 12: Confidence in staff.

This recommendation was made on 14 August 2017.

Action taken on previous recommendation

Since the last inspection the service had made changes within the staff structure and their roles and responsibilities. To support each staff member with their new roles and responsibilities, the service had devised a training plan. For example for staff taking on roles of: implementing tracking and monitoring children progress, stage intervention, settling procedure/attachment theory and self evaluation. We found evidence to support staff had attending some training and this had impacted on how the service was being provided. A staff appraisal and supervision process was in place and we were confident if continued will support staffs professional development and continue to support the development of the service. This area of recommendation had been addressed.

Recommendation 2

As planned, the manager should develop a quality assurance system that effectively enables both management and staff to evaluate where the service was, where they wanted to go and how they would get there. This may include carrying out a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis before identifying SMART (Specific, Measurable, Attainable, Relevant, Time bound) goals for the continuous improvement of the service.

National Care Standards Early Education and Childcare up to the age of 16, standard 14: Well-managed service.

This recommendation was made on 14 August 2017.

Action taken on previous recommendation

The new management team structure had been a positive impact on the service. The management team worked well together and, by focusing on their strengths, they had divided up management roles. The service had a meaningful improvement plan in place and as a management team were working through the identified priorities and monitoring and tracking progress. They had support from the local authority for example in writing the Quality Standard report. The service had a good understanding of their strengths and areas for improvements. They agreed that when evaluating and grading outcomes these should be based on the evidence they have collated. This area of recommendation had been addressed.

Inspection and grading history

Date	Type	Gradings
19 Apr 2017	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 4 - Good Management and leadership 4 - Good
28 May 2015	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 5 - Very good Management and leadership 4 - Good
27 Aug 2013	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
4 Oct 2012	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 3 - Adequate
31 Aug 2011	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing Not assessed Management and leadership 3 - Adequate
7 Jun 2010	Unannounced	Care and support 4 - Good Environment Not assessed

Date	Type	Gradings	
		Staffing Management and leadership	4 - Good 3 - Adequate
4 Mar 2009	Unannounced	Care and support Environment Staffing Management and leadership	2 - Weak 4 - Good 3 - Adequate 3 - Adequate

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