

## Care service inspection report

# Dunipace Primary School Nursery

## Day Care of Children

Thistle Avenue

Dunipace

Denny

FK6 6LS

Telephone: 01324 508820

Inspected by: Patricia Bunyan

Type of inspection: Unannounced

Inspection completed on: 17 September 2013



HAPPY TO TRANSLATE

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### Service provided by:

Falkirk Council

### Service provider number:

SP2004006884

### Care service number:

CS2003043641

### Contact details for the inspector who inspected this 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                  | 4 | Good      |
| Quality of Management and Leadership | 4 | Good      |

### What the service does well

We found that children and families experienced a positive and welcoming nursery setting.

The staff and management team worked well together to provide very good quality care and support to families.

Staff supported children very well, helping them adjust to new experiences and offering reassurance and attention, until they became more confident in the nursery environment.

The nursery actively promoted children's health and well-being by providing a range of appropriate programmes, which encouraged their learning about being safe, responsible and making healthy choices.

The service used a range of methods to share information about the nursery. They provided a range of opportunities for families to be involved in their children's care and their learning experiences.

### **What the service could do better**

The service should continue to build on the range of opportunities for sharing information with parents, especially those who are unable bring and collect children themselves on a daily basis.

The service should make some adjustments to improve infection control procedures.

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

Staff had successfully introduced the local authority's system for recording children's learning. We found that staff were working well to identify and respond to children's interests through their individual learning journeys.

The service had introduced the local authority's new system for employee review and development. Early signs were that this was a positive and practical method to evaluate staff practice, skills, abilities and interests and for identifying areas for further development.

The service had been developing more opportunities for children to experience an improved outdoor curriculum. Following consultation with the children about what they would like to have in their outdoor play area, a new climbing frame had been installed. Some of the exterior walls had also been painted to help create areas of interest for children, when playing outdoors.

Children had also participated in 'Forest Walks', which had given them opportunities to experience, explore and investigate the outdoors in a natural setting.

### **Conclusion**

Overall, we concluded that children have very good experiences in the nursery setting and almost all families report that they are very happy with the quality of the service.

The nursery should continue to build on strengths and take forward areas for improvement identified in this report.

### **Who did this inspection**

Patricia Bunyan

# 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](http://www.careinspectorate.com)

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

## Requirements and recommendations

If we are concerned about some aspect of a service, or think it could do more to improve, we may make a recommendation or requirement.

- A recommendation is a statement that sets out actions the care service provider should take to improve or develop the quality of the service, but where failure to do so will not directly result in enforcement. Recommendations are based on the National Care Standards, relevant codes of practice and recognised good practice.
- A requirement is a statement which sets out what is required of a care service to comply with the Public Services Reform (Scotland) Act 2010 and Regulations or Orders made under the Act or a condition of registration. Where there are breaches of Regulations, Orders or Conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Dunipace Primary School Nursery is part of Falkirk Council's provision for pre-school education. The service is registered to provide morning and afternoon places for up to 30 children aged from 3-5 years. The service is currently offering up to 20 places at each session. The nursery operates morning and afternoon sessions during term time only.

The service is managed by the head teacher. Until recently, a principal teacher had devolved responsibility for managing the nursery and supporting the early years' curriculum. This role is in process of being transferred to the deputy head teacher.

The staff team comprised of a Senior Early Years officer, (currently job-share) and two Early Years officers, one of whom is also supporting Primary 1 children, following their transition from nursery. There is a teaching post allocated to the nursery two days per week.

The nursery is located in part of the primary school. There is a central playroom with integral kitchen, children's toilets and separate adult/disabled toilet/changing facilities. A small cloakroom is available. There is an enclosed outdoor play area with access to a shared garden for planting and growing activities.

The aims and objectives of the service reflect those of the curriculum for excellence, based on enabling children to become confident individuals, successful learners, responsible citizens and effective contributors.

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 4 - Good**

**Quality of Management and Leadership - Grade 4 - 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 0845 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 03 September 2013 between 09:30am and 4:30pm and 05 September 2013, between 9:00am and 5:00pm. Feedback was provided to the head teacher and the staff team on 17 September 2013. The inspection was carried out by Patricia Bunyan, Inspector.

As requested by us, the service sent us an annual return and a self-assessment form.

We provided the nursery with 15 questionnaires for the parents of children attending. We received eleven completed questionnaires from parents prior to the inspection.

We spoke with nine parents/carers.

We spoke with a minimum of 12 children over the two days.

During the inspection process we gathered evidence from various sources including;

- \* Evidence from the service's most recent self assessment
- \* Parent/carer questionnaires that were completed and returned to the Care Inspectorate
- \* Nursery welcome brochure and website information
- \* Planning records and formats
- \* Children's profiles/learning journeys
- \* Notice boards
- \* Newsletters
- \* Minutes of meetings
- \* Staff training and personal development details
- \* Standards and quality report
- \* Improvement plan and task briefs
- \* Displays throughout the nursery
- \* Medication/accident/incident records.

We talked to various people including:

The head teacher  
Principal teacher  
Teacher for the nursery  
Senior / early years officers

We met and spoke briefly with the depute headteacher, who was to be assuming responsibility for the work undertaken in the nursery.

We observed how staff worked with children in the nursery.

We looked at the environment and considered how resources and equipment were used to support children's care and education.

### **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.firelawscotland.org](http://www.firelawscotland.org)

### 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 fully completed self-assessment document to us before we carried out our inspection.

The service identified what they thought the service did well, detailed some areas for improvement and any changes they had planned.

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

During the course of the inspection we spent time observing staff/child interactions and chatting to the children as they played.

We observed the children to be happy and comfortable in the nursery setting. Many of the children had only recently started nursery and they were being well supported by staff, who checked that the children knew where things were in the nursery and that they were happy and at ease in their surroundings. Children who had attended the nursery for a longer period were generally confident in the the nursery routines and in their relationships with staff.

We saw very good examples of consultation that had taken place with the children and big book planning, and evaluation, which very clearly evidenced child-led planning was encouraged and promoted. Staff scribed children's comments, views and opinions and used these to inform planning. Examples were seen in floorbooks and displays throughout the nursery.

We found that children were happily engaged in the activities available to them. Some comments from children included;

"I like to play on the climbing frame and go really fast down the chute"

"We're making a pirate ship"

"I'm playing mummies and babies in the house..."

We include further comments and views within this report, where relevant.

### **Taking carers' views into account**

We sent 15 questionnaires to parents/carers via the service and eleven of these were completed and returned to us before writing this report.

We also spoke to nine parents during the course of the inspection.

The majority of parents spoke highly about the quality of care and support provided by the service.

Parents spoke very positively about their children's experiences at nursery. They were confident that they were safe, secure and happy and that they looked forward to coming every day.

Parents thought that their children were progressing well across all areas of their development. They were confident that staff knew their children as individuals and were very pleased with the information contained in their profiles.

The majority of parents spoke highly of staffing and management arrangements in the service. They said that they found staff to be very caring, friendly and approachable. They were impressed by how well staff got to know individual children's needs and the support they gave them.

Parents agreed that they had opportunities to express their views about the service and were satisfied that their views were valued, respected and taken into account by staff and management.

A few parents were unhappy with the lack of space available in the nursery cloakroom, particularly when the nursery operated at maximum capacity. There was agreement that it was difficult to access children's coats and bags and that the busy atmosphere could be unsettling for children on arrival. A few parents also commented that it was difficult to read noticeboards, or view information and photographs displayed in the area, as everyone was conscious of vacating the cloakroom quickly to make space for others.

"There is insufficient room in the changing area to access shoe bags without difficulty."

One parent raised an issue of confidentiality within the service, stating;- "My child accidentally hit another child with a toy and was identified in front of another parent, who treated us and him differently after that. The whole incident was very poorly handled and we almost took him away from the nursery due to it". Unfortunately, there was no record of this having been raised with staff or management at the time, which would have given the opportunity for investigation and resolution.

All feedback from parents was shared with management for their information and attention.

Some positive comments included;

"This is a fantastic nursery. My two children have attended it and I have never had any issues with anything."

"The nursery have 'parent helper days' which are excellent. They let you go and see what child gets up to on a normal day at nursery. This helps as there isn't too much communication about their day to day activities other than noticeboards etc. Working mums don't always get the time to view these or have the time to stop and read them during nursery hours. I have never had any issues with my child which is maybe why there has been no face to face updates. Excellent nursery only ever had one issue regarding hours in nursery - the nursery accommodated me accordingly which has made a huge difference to my child's time there."

"An excellent nursery school with great staff. Excellent facilities both inside and outside nursery. Fully equipped play area outdoors - children get ample time outdoor activities. The school/nursery put a lot of work and effort."

"The staff at Dunipace nursery make a huge effort with a massive attention to detail in all tasks/topics carried out. A personal favourite was the 'pirate and princess' where, at the end of the session, the staff held a dressing-up party which the kids adored. The layout of the activity areas, right down to the information added to notice boards is first class. I cannot rate this facility and especially the staff, highly enough!"

### 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

From the range of evidence we sampled at this inspection, we graded this aspect of the service as very good.

We concluded this after we talked to parents and staff, observed how staff worked with children, looked at a range of records and reviewed the information contained in the service's self-assessment.

By providing an informative information brochure, using the nursery website and through individual discussions and arranged visits, the service shared detailed information with parents about what to expect when their child started nursery. This meant that families were able to plan and prepare well for their children's early nursery experiences.

Throughout the nursery year, the service regularly informed and involved parents / carers in the work of the nursery, for example, through issuing regular letters, newsletters and displaying information in and around the nursery premises.

Parents were encouraged to volunteer their services in the nursery as 'parent helpers'. This meant that a number of appropriately vetted, parents could regularly spend time in the nursery, to assist staff in the day to day tasks, such as assisting with toothbrushing, or managing the lending library. Opportunities existed for other parents to participate in volunteer days, where they also could spend some time in nursery, to observe their children in the nursery setting and learn more about their friends, experiences and activities and their interactions with staff.

We noted that parents spending time in the nursery were asked to provide feedback on their day, for example, did they feel welcome; sufficiently directed / supported by staff; helped to understand children's experiences / learning and would they like the opportunity to volunteer again? Feedback from those parents was very positive and they thought that spending time in the nursery provided them with a good understanding of their children's overall nursery experiences.

Parent / carer views about the quality of the service and their suggestions for improvement, were actively sought through the use of "2 stars and a wish" questionnaires, which were available at all times in the cloakroom. A "points of view" display board was also used to share thoughts, suggestions and feedback with others using the service.

We learned that parents had opportunities to attend annual 'Learning Together' events hosted by the school and Parent Council. These were designed to share information with parents about the work of the school and nursery, and provide opportunities for learning more from staff about children's work and future plans.

Children had a range of opportunities to give their views about the nursery environment; activities and experiences and what they wanted to learn. This included chats with staff, either individually or at group times with their keyworkers. Examples of the children's comments were noted in learning journeys, planning documentation and floor books and we could see how this information was used by staff to take account of children's interests, inform planning of activities and influence children's learning. A good example of this was a consultation with the children about the development of their outdoor play area. We also saw children's evaluations of the work undertaken to date.

Overall, the parents we spoke with agreed that they felt involved and included in the life and work of the service.

### **Areas for improvement**

In the nursery's self-assessment, they identified their intentions to continue to:

- \* encourage parental involvement in, and evaluation of, nursery initiatives and ongoing activities and complete quick questionnaires
- \* access parental views through focus groups and questionnaires
- \* maintain PVG checks for regular helpers to ensure children's safety and welfare
- \* continue to develop web-site.

We agreed with the proposed areas for further improvement. We also thought that the service should give particular consideration to how they were able to improve information sharing and involvement opportunities, for those parents who were unable to have daily contact with nursery, due to other commitments.

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**Grade awarded for this statement:** 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

From our observations and discussions with staff and from sampling a range of documentation during the inspection, we found that the service had a very good approach to ensuring children's health and well-being needs were being met.

This inspection took place early in the new school term. We could see that most children had already settled into the nursery, having become familiar with staff, established some friendships with their peers and learned about nursery routines. The allocated key worker system meant that staff got to know children quickly and could support their transitions into nursery, taking account of their individual needs. Some children were still going through a settling-in period and we saw that staff supported these children very well. Through involvement in their play, individual discussion and small group times, staff helped them to get to know all of the other children and adults in the nursery. Throughout the sessions, staff reminded these children about where the various activities were, where the toilets were and about the nursery routines. They observed and regularly monitored their happiness and well-being in the nursery. As a result, children were receiving the level of support they needed and had positive, early experiences in the nursery setting.

We sampled children's enrolment and personal health review forms which were held for all children attending the service. These systems gathered information about children's likes, dislikes and preferences and allowed staff to plan and prepare appropriately for introducing new children to the service. The information identified children who needed additional support due to illness, allergies, communication problems or developmental delays. This meant that plans could be put in place at an early stage to provide for specific care needs. We found, for example, that where children had identified medical conditions, staff were able to access training to support them in nursery, for example, asthma or epi-pen training, to support children who had the potential to suffer allergic reactions.

We saw that children's personal plans were established and that reviews were planned to take place six weeks after the start of children's entry to nursery and every 6 months or as necessary, after that. As a result, staff and parents regularly shared and updated information relating to children's health, safety and well-being.

For children with additional support needs, we saw that regular meetings took place with parents and support agencies to review, assess, and plan strategies and next

steps. We spoke with some parents of children with additional needs, who spoke very highly of the support given by staff and management to support their children.

Staff had undertaken training in 'Getting it Right for every child', (GIRFEC) and were familiar with the related processes and documentation.

Arrangements for managing medication, recording accidents and administering first aid were suitably managed.

The service engaged in a variety of programmes which promoted children's learning about their health and well-being. For example,

- children participated in the 'Childsmile' dental health programme. This meant that children regularly brushed their teeth in nursery. They were visited by the dental hygienist to learn in fun ways about looking after their teeth.
- Staff supported children's learning about healthy eating. They talked with children about different foods, and helped them to learn about how certain foods helped them to grow and be healthy. Children had opportunities to give their suggestions for healthy snacks in nursery and could be 'helpers' in preparing snack. We saw that staff had generated children's interests in planting and growing in the nursery garden. This allowed children to see for themselves the processes for growing fruit and vegetables. Nursery snack menus reflected that children had healthy choices for snacks which included fresh fruit daily.
- The service actively encouraged children's physical activity during their time in nursery, through maximising opportunities for outdoor play, environmental walks and games and activities in the gym hall. The increased focus on outdoor activities, meant that children benefited from being outdoors in the fresh air, more regularly. Through planned visits to the local woods, they benefitted from exploring different outdoor environments, investigating the properties of natural materials, as well as learning about being safe and responsible and being involved in simple risk assessments to help them achieve this.

- We saw established systems for managing Infection Prevention and Control, including for example;
  - \* Cooksafe procedures for ensuring safe practice in the provision of food and snacks
  - \* Staff had training in food hygiene
  - \* Handwashing was undertaken at appropriate times
  - \* exclusion periods for illness were shared with parents
  - \* Cleaning systems and records to support cleaning of equipment were in place.

The majority of parents we spoke with agreed that they felt involved in what their children were learning about in nursery. They knew about their children's own learning journeys and were comfortable about discussing these with their children and with staff. They liked that their children's achievements or 'star moments' were shared and celebrated.

Parents commented on how well their children had settled into the nursery and were very positive about the arrangements for their transition into school. We learned that some parents had been involved in 'focus group' to help support transitions into Primary 1.

Child protection policies were in place and shared with parents. Staff awareness of child protection issues and their responsibilities in relation to this, were updated annually through established, whole school procedures.

Overall, we concluded that there were very good programmes in place to support children's health and well-being in the nursery.

### **Areas for improvement**

The service's self-assessment, identified intentions to continue to:

- \* develop and review policies and approaches to learning and teaching, to ensure a wide range of learning experiences
- \* maintain positive partnerships with parents, partner agencies and people in the wider community
- \* use co-operative approaches to increase engagement in learning situations and help develop children's social skills.

We agreed with the service's areas for further improvement and concluded that the service was using self-evaluation, monitoring and assessment procedures effectively, to identify areas for ongoing development.

We advised that the information on child protection issues contained in the parents' welcome brochure should be expanded to provide more detail to parents. The policy should contain some information about the agency responsible for investigating child protection, including their contact details, some information about confidentiality issues, some reference to support for children and where more information can be obtained. This information could be added directly to the brochure, or be in the form of an accompanying leaflet.

**Grade awarded for this statement:** 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 1

We ensure that service users and carers participate in assessing and improving the quality of the environment within the service.

### Service strengths

Based on the information gathered during the course of the inspection about participation and involvement opportunities, we have graded the service as very good in this quality statement.

Consultation with children about their environment, activities and resources was embedded in the ways that staff worked with children. We also found some very good examples of how parents and carers had been encouraged to give their views and suggestions about plans for development. This was clear from the development of the children's outdoor area and garden, where there was very good evidence of parental involvement in planning and implementation of ideas and suggestions.

Please refer to information contained in Quality Theme 1, Quality Statement 1 for information on the range of ways that children and families could be involved in influencing the quality of the service. This includes some aspects of the quality of the environment.

### Areas for improvement

In their self-assessment the service identified their intentions to continue to;

- \*gather and take account of parent/carers views through a variety of approaches eg. questionnaires, focus groups, wall displays

- \* encourage membership of the Parent Association and Parent Council by mentioning at induction meetings, display boards and newsletters

- \* encourage parents and friends to help with school garden, focus groups and relevant nursery initiatives.

We agreed with the identified areas for further improvement and suggest as in Quality Theme 1, Quality Statement 1, the service continues to further improve systems to involve parents who are unable to visit nursery regularly.

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**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 2

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

### Service strengths

Based on the evidence we sampled at this inspection, we graded the service as very good in this quality statement. We concluded this after we talked to parents and staff, observed practice in the nursery, looked around the environment and reviewed a range of relevant records, policies and procedures provided, as evidence by the service.

A secure entry system was in place in the service. Staff admitted children and parents on arrival and monitored them leaving at collection times. Children were registered on arrival and were signed out by a parent or other known, responsible adult. Visitors to the service reported to reception on arrival, where the validity of their visit to the service was checked prior to admittance. The systematic application of procedures helped to ensure children were safe and secure during their time in the nursery.

Parents told us that they were very happy with the quality of the environment and safety, hygiene and security arrangements. One parent who completed a questionnaire commented;

"Clean school/nursery and cannot fault them for anything.- All schools should be based on the standards provided at Dunipace Primary School."

This inspection found that the service was provided in a well-presented, welcoming environment. Children's work was attractively displayed throughout the nursery premises and contributed to the child-friendly, stimulating presentation of the environment. We found the premises were well-maintained and there was suitable heating, lighting and ventilation. The playroom offered sufficient room for a range of children's activities and this was supplemented by regular access to outdoor play and time-tabled use of the school gym. Furnishings, fittings, toys and other equipment were overall of good quality, suitable and appropriate for children. There was sufficient storage space for resources. We were able to conclude from this that the service made effective use of space both indoors and outdoors, to support children's learning across the curriculum.

We found risk assessments procedures for the premises to be recent and thorough. We viewed records of further risk assessments undertaken as necessary for new activities, events and outings. Staff also carried out daily checks of the children's environment. The service had appropriate systems in place for reporting and securing

maintenance and repairs. As a result, we concluded that appropriate systems supported staff to consistently monitor and achieve a safe and appropriate environment for the children in their care.

Staff followed good practice guidelines in controlling the risks of infection in the service. They paid very good attention to good hygiene practice and encouraged children to learn about personal hygiene, for example, handwashing at appropriate times, encouraging use of tissues and covering coughs and sneezes. Staff had undertaken food hygiene training and followed cooksafe procedures in the preparation and storage of food. We noted that the service had recently passed an inspection from environmental health, in relation to food preparation facilities and practice. The service followed appropriate guidance about exclusion periods for illness or infections and shared information about this in the parent handbook.

Staff had a very good understanding of their roles and responsibilities in child protection. There were clear procedures in place to protect children and staff had relevant training to keep their skills and knowledge up to date.

We concluded that established practice contributed positively to safeguarding the well-being of children using the service.

### Areas for improvement

In their self-assessment, the service identified their intentions to continue to:

- \* maintain high standards in our health and safety procedures through robust risk assessment and timeous maintenance of the nursery classroom and outdoor area
- \* further develop a variety of ways to display children's work to ensure continued dialogue between children, staff and parents.

We asked the service to amend information to parents regarding the '48 hour' period following episodes of vomiting and diarrhoea. At present this is a 'suggested' period and we recommended that this be more specifically stated as a minimum exclusion period, as per infection control guidance, 'Infection Prevention and Control in Childcare Settings (Daycare and Childminding Settings) HPN, March 2011.

We noted that some large pieces of play equipment were stored in the disabled toilet/changing area. In terms of good infection control, play equipment should not be stored in this area. See recommendation 1.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 1

### Recommendations

1. The service should remove any play equipment from the disabled toilet / designated changing area.

### **National Care Standards 2 Early Education and Childcare up to the age of 16 - A Safe Environment**

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 4 - Good

### Statement 1

We ensure that service users and carers participate in assessing and improving the quality of staffing in the service.

### Service strengths

Based on the information gathered during the course of the inspection about participation and involvement opportunities for children and parents, we have graded the service as good in this quality statement.

Parents and carers had ongoing opportunities to join the Parents' Council and Parents' Association and increase their involvement in the work carried out by staff. As necessary, some parent/carer representatives were involved in appointing senior staff.

The parents we spoke with during the course of the inspection, confirmed that they felt welcomed into the nursery; had developed relationships with staff; were informed about their children's experiences and comfortable about raising any issues with staff or managers.

Please refer to information contained in Quality Theme 1, Quality Statement 1 for information on the range of ways that children and families can be involved in influencing the quality of the service. This includes some aspects of staffing.

### Areas for improvement

In their self assessment the service identified their intentions to continue to;

\* encourage high levels of parental participation in the work and future development of nursery improvement priorities.

We thought that the service could continue to explore ways in which children, parents and carers could be more regularly and effectively involved in assessing and influencing the quality of staffing in the service.

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**Grade awarded for this statement:** 4 - 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

Based on the evidence we sampled at this inspection, we graded the service as very good in this quality statement. We concluded this after we talked to parents and staff, observed how staff worked with the children and looked at the arrangements in place to support staff practice, training and development.

All parents that we spoke with and those who completed our questionnaires were very positive about the quality of staffing in the nursery. They were confident that staff had the knowledge, skills, and experience to care for their children and to promote their learning and development. Almost all found that staff were approachable and professional, were happy to answer questions and provide reassurance where needed.

All parents were confident that there was always enough staff to provide good quality of care. They agreed that staff protected children's well-being and that they treated children fairly and with respect. Parents confirmed that children had established very good relationships with staff and thought that the allocated keyworker system worked well.

Staff held appropriate childcare qualifications and were registered with the Scottish Social Services Council (SSSC). They accessed a range of relevant training to keep their skills and knowledge updated. This included core training such as child protection, first aid and food hygiene. Other relevant training reflected the needs of individual children, staff and the nursery as a whole. We viewed staff training records, which showed training to be varied and relevant to their roles and remits. For example, they had attended courses on co-operative learning, speech and language, maths and literacy and implementing children's 'learning journey' profiles.

Staff took part in Employee Review and Development procedures. They had received training to support their effective participation in a new system, which encouraged staff to identify strengths in their practice and to make plans for new training or learning, that could bring benefits to families using the service.

Staff met regularly as a team to plan and evaluate their work. They had shared in visits to other early years' establishments and welcomed reciprocal arrangements to their own service. This had provided staff with the opportunity to share good practice and ideas with colleagues and helped them reflect on their own practice. This meant

that staff remained up to date with good practice and could use this to inform the way they worked with children to improve outcomes. Our discussions with staff reflected their enthusiasm and motivation to implement what they had learned in their work with children. We could see the positive impact on their work with children and families.

Our observations were that staff engaged with children very well. They were kind and caring and listened to what the children had to say. We found that staff made children feel valued and boosted their confidence and self esteem through positive interventions, recognition and praise of their efforts and achievement. Overall, we found staff to be caring and competent and motivated to achieve positive experiences and outcomes for children and families using the service.

### **Areas for improvement**

In the self-assessment, the service identified their intentions to continue to;

- \*maintain robust procedures in recruitment, induction and CPD
- \*train staff in coaching and mentoring approaches allowing them to participate effectively in new ERD process. (This training had taken place by the time of the inspection.)
- \*identify staff training needs through ERD process and according to local and national priorities.

Feedback from one parent indicated that she did not always feel comfortable in approaching staff for information. She told us, "I do know that I can approach the teachers at any time and ask them questions but they are usually very busy and I sometimes feel they do not want to be approached with questions. They sometimes brush off questions with 'everything's fine' which doesn't give anyone information."

The same parent was of the opinion that staff told her if her child was misbehaving in nursery, but that she did not get feedback on their achievements. She stated, "...I do not think the staff keep parents who cannot attend the nursery, updated on their child's progress, unless there is a major problem..." "I think if the nursery had a meeting with parents and kept them more informed, I would feel more involved in my child's education."

This information was shared with management during feedback to the inspection. We have asked the service to monitor and evaluate how improvements might be made, to ensure systems are flexible enough to allow all parents to share and receive information with staff, about their child's time in nursery.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 4 - Good

### Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.

### Service strengths

Based on the information gathered during the course of the inspection about participation and involvement opportunities, we have graded the service as good in this quality statement.

As stated In Quality Theme 1, Quality Statement 1, parents and carers had ongoing opportunities to join the Parents' Council and Parents' Association and play a more active role in the work carried out by the service.

Almost all of the parents and carers we spoke with during the course of the inspection, confirmed that they felt informed about the development of the service and that they were asked for their ideas and feedback about about certain issues, throughout the year.

There was very good information shared with parents about the work of the school and nursery through the new style of standards and quality report issued at the end of term, which detailed the work and achievements of the previous session.

Please refer to information contained in Quality Theme 1, Quality Statement 1 for information on the range of ways that children and families can be involved in influencing the quality of the service. This includes some aspects of management and leadership in the service.

### Areas for improvement

In their self-assessment the service identified their intentions to continue to;

- \* use quality indicators in self evaluation and seek the views of parents/carers and children to improve and refine our practice.

A minority of parents we spoke with during the course of the inspection and those who responded to our questionnaires, were unsure about the ways they could be

involved in affecting the quality of management and leadership in the service, unless they were part of the Parents' Association or Parents' Council.

We thought that the service should continue to build on current systems, to achieve wider representation of parents and carers in management and leadership issues. We also thought that the school website, or other IT, might be used more creatively to increase meaningful involvement of all service users and stakeholders, in influencing strategic decisions

**Grade awarded for this statement:** 4 - 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

Based on the evidence we sampled at this inspection, we graded the service as very good in this quality statement. We concluded this after we talked to parents, staff and managers and looked at the systems in place to support quality assurance.

Overall responsibility for management of the nursery lay with the head teacher, with day to day responsibility devolved to the principal teacher. At the time of the inspection, due to internal staff changes, the depute head teacher was assuming day to day responsibility for nursery matters. Appropriate measures were in place to ensure a smooth transition through this process and to ensure that roles and remits continued to be defined.

Staff were supported in the delivery of the curriculum through the input of a teacher to the nursery. Staff found this very helpful in terms of providing a balanced curriculum and promoting numeracy and literacy in the nursery. The teacher worked effectively with the nursery officers, to support and enhance planning and evaluation and ensure sufficient focus on learning outcomes.

In the nursery, staff observed and listened to children to capture their thoughts, interests and ideas and used this information to help them plan activities which, were meaningful to the children. For example, their work on planning, evaluation and children's profiles, meant that they were becoming reflective practitioners and focused on continuous improvement to benefit children and parents. This contributed to the positive ethos of the service, where everyone's views and opinions were valued.

The service used internal and external evaluation and monitoring procedures as a means of quality assurance. For example, staff contributed to self evaluation and

planning for improvement through Child @ the Centre 2 audits. This meant that all staff were all involved at some level in delivering the nursery improvement plan.

As identified throughout this report, feedback from children, parents and carers was regularly gathered through internal service questionnaires and used to inform areas for development and improvement.

At management level, we found systems in place to monitor and evaluate staff practice. We saw examples of useful and relevant feedback to staff to support and challenge development.

There was a clear complaints procedure in place and parents told us that they would be comfortable raising any concerns or issues with staff/management in the first instance. They felt that the service was well managed and open about their work.

Having sampled a range of evidence, we concluded that a variety of systems were being used to monitor and assess quality across the service. We also thought that managers and staff were working effectively together to promote good quality outcomes for children and families.

### **Areas for improvement**

In their self assessment, the service identified their intentions to continue to;

\* Continue to refine strategies for obtaining feedback from all stakeholders in order to use information as effectively as possible to inform current practice and future improvement priorities.

We agreed with these areas for further improvement.

We advised that the service remove the old certificate of registration from display in the nursery and leave only the current certificate of registration.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## 4 Other information

### Complaints

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

### Enforcements

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

### Additional Information

### Action Plan

Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).

## 5 Summary of grades

|                                                        |               |
|--------------------------------------------------------|---------------|
| <b>Quality of Care and Support - 5 - Very Good</b>     |               |
| Statement 1                                            | 5 - Very Good |
| Statement 3                                            | 5 - Very Good |
| <b>Quality of Environment - 5 - Very Good</b>          |               |
| Statement 1                                            | 5 - Very Good |
| Statement 2                                            | 5 - Very Good |
| <b>Quality of Staffing - 4 - Good</b>                  |               |
| Statement 1                                            | 4 - Good      |
| Statement 3                                            | 5 - Very Good |
| <b>Quality of Management and Leadership - 4 - Good</b> |               |
| Statement 1                                            | 4 - Good      |
| Statement 4                                            | 5 - Very Good |

## 6 Inspection and grading history

| Date        | Type        | Gradings                                                                                                                         |
|-------------|-------------|----------------------------------------------------------------------------------------------------------------------------------|
| 19 Nov 2010 | Unannounced | Care and support 5 - Very Good<br>Environment Not Assessed<br>Staffing Not Assessed<br>Management and Leadership Not Assessed    |
| 23 Jan 2009 | Unannounced | Care and support 5 - Very Good<br>Environment 5 - Very Good<br>Staffing 5 - Very Good<br>Management and Leadership 5 - Very Good |

All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.

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