

Care service inspection report

Frances Wright Pre-School Centre

Day Care of Children

Caird Avenue

Dundee

DD3 8AR

Telephone: 01382 436406

Inspected by: Donna Borek

Type of inspection: Unannounced

Inspection completed on: 15 November 2012



HAPPY TO TRANSLATE

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Service provided by:

Dundee City Council

Service provider number:

SP2003004034

Care service number:

CS2003015792

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Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

What the service does well

Frances Wright Pre-School Centre provided children with a stimulating and nurturing environment. The centre provided a wide range of support and services for children and their families and considered the support they provided in a holistic manner. The centre staff worked hard to support children across the city in both mainstream and satellite settings. The centre demonstrated that they work hard to identify and support children's individual needs, and that the staff team are highly skilled in these areas.

We found that the service had considered the different levels of support that children may need and matched the skills of the staff team to best meet these. We found the provision of the outreach service to be an asset to the centre and to other early years settings across the city, both in the public and the private sectors.

Children were supported inclusively and sensitively and the staff group are very highly skilled at working with children with a range of abilities and needs. The service worked hard to support and identify transitions for children to and from the setting. Staff within council run and privately owned nurseries can access help from the outreach service to support the transition process in their settings.

What the service could do better

We saw that part of the garden in the centre had become overgrown and was limiting children's access to the whole garden. This had been addressed during the course of the inspection and the centre's head teacher identified future plans for the area.

We discussed with the head teacher the importance of staff eating with children during lunch times. This ensures that children have the support and help they may need and that staff are role modelling for children during these times.

We saw that the annex to the centre's kitchen and outdoor area, which provides space for the garden rangers and the outreach team, needed maintenance work. A brick outhouse needed to be risk assessed and rubbish needed to be removed from the area. This would ensure that the area had been assessed as safe for children.

What the service has done since the last inspection

Since the last inspection the centre has developed methods of recording children and their family's views and developed audit processes through which to assess and act upon these, including a theoretical framework which is actively used.

The centre has continued to develop the ways in which they involve children and their families in assessing the service. This has been further developed by the introduction of the parent's forum.

Conclusion

Overall we found Frances Wright Pre-School Centre to be very good at meeting children and their family's holistic needs. We observed many areas of excellent practice with children. We found the centre to be a stimulating environment for children and their families. The centre is well resourced with access to many different types of learning experiences.

We found that the staff team were highly skilled and thoughtful about individual needs of the children who access the centre's provisions.

Who did this inspection

Donna Borek

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Prior to 1 April 2011, this function was carried out by the Care Commission. Information in relation to all care services is available on our website at www.scswis.com.

The Care Inspectorate will award grades for services based on findings of inspections. Grades for this service may change after this inspection if we have to take enforcement action to make the service improve, or if we uphold or partially uphold a complaint that we investigate.

Requirements and recommendations

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

- A requirement is a statement which sets out what is required of a care service to comply with the Public Services Reforms (Scotland) Act 2010 and Regulations or Orders made under the Act, or a condition of registration. Where there are breaches of the Regulations, Orders or conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Inspectorate.

Frances Wright Pre-School Centre is located on Caird Avenue in Dundee. The centre provides services in a range of ways. Within the building there is a mainstream nursery provision for children, there are a further five rooms for children who require varying degrees of support for their learning and development. The service also offers an outreach service which provides support to both public and private sector early years settings. Recently the service has developed a satellite service, the provision of a service within a mainstream setting. The silver room is based within Fintry Primary School. This setting is a provision for children who live within the area who require additional support with their learning and development.

The centre's registration conditions are as follows:

1. To provide a care service to a maximum of 90 children from age 3 until they are of an age to attend Primary School.

Any other conditions unique to the service:

2. To provide a care service at Fintry Primary School Early Years Centre, 10 Fincastle Terrace, Dundee, DD4 9EL to a maximum of 8 children from age 3 until they are of an age to attend Primary School. Other areas of the school may also be used subject to risk assessment.

The centre defines its aims as:

Our aim is to ensure that everyone will feel welcomed, valued and confident. We will all have opportunities to learn, experience challenges and success and build relationships, within a happy and nurturing environment.

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 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

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

We wrote this report following an unannounced inspection visit on 6 November 2012 between 8:50am and 15:25pm and a return visit to finish the inspection on 7 November 2012 between 9am and 14:30pm with feedback being given on 15 November 2012. The inspection was carried out by Care Inspectorate Inspector Donna Borek.

As requested by us the service sent us an annual return and a self assessment. We issued thirty questionnaires to people using the service. Sixteen questionnaires were returned to us with fifteen people strongly agreeing and one person agreeing with the statement 'Overall I am happy with the quality of care my child receives in this service.' In this inspection we gathered evidence from various sources, including the relevant sections of policies, procedures, records and other documents and included:

- * Observations of staff working with children
- * What the service told us that they do well in their self-assessment
- * Personal plans and risk assessments of people using the service
- * Staff records and training records
- * Health and Safety and maintenance records
- * Accident and incident records
- * Complaints records
- * Discussions with:

The manager

Staff

Children

Parents and children's wider family members

Visiting professionals in the service

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

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

The recommendations from the previous inspection report have been met.

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 full self assessment. We discussed with the service that the self assessment can be used as a working document where by the service update it as and when developments occur. We discussed the importance of involving children, their families and staff in the development of the self assessment.

Taking the views of people using the care service into account

'I don't like that cake'

'I don't want it'

'I will blow on it, it's hot hot hot!'

'I am very full now'

'My mum stopped smoking, she is getting healthy'

'I need to wash my hands'

'Look what I can do'

'It moves backwards'

'Help me count them'

Taking carers' views into account

"My daughter loves Pre-School. The teachers are helpful and informative. If there ever has been any issues they are there to listen and help. She goes to school this year and I know she and I will be sad to say goodbye. Can't praise the place enough, excellent facilities and staff. I am amazed at how much my daughter has learned. I always get a newsletter so I can help her continue her learning at home. The trips they take are fun and educational and they also inform parents of clubs and events outside of nursery."

"My son is happy at Frances Wright nursery and has come on leaps and bounds. The staff have been a great support to my son and my family. He enjoys nursery very much and likes to tell me all about his day. It's a fantastic nursery with fantastic staff and great qualities."

"I have two children at Frances Wright and have been able to build up a good relationships with staff especially Lesley Hutt the headmistress. On the whole I feel the staff know the children really well and if I have had any problems or issues I feel Lesley is approachable and helpful. My one criticism has been lack of daily communication, both of my children get transport to and from nursery so I am not in the nursery on a regular basis and as both children have communication disorders they can't tell me what they have done. So I rely on written communication. One class have really improved and write regularly and one does not."

"Fantastic nursery with plenty of facilities and activities to meet children needs. Staff are great and have pride in their work. All of my children have attended Frances Wright and flourished throughout their time at nursery. I would recommend this nursery 100%."

"Frances Wright nursery has brought my son on so much, the staff are very helpful, I have been invited in for regular meetings to discuss my sons progress. I receive regular letters telling us about activities they are participating in and trips they are going on. We could not fault this nursery."

"I was a very nervous 1st time mum and dreaded putting my child into nursery but Frances Wright with the yellow room has made me and my child enjoy the experience rather than worry about how my child is doing. She has speech difficulties. Frances Wright has amazing staff, building and the children always look happy and busy."

"Fantastic nursery, head teacher and other members of staff are a huge credit to the council. Thanks to them we have seen a big improvement in our daughter."

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

Overall we found that Frances Wright Pre-School Centre were very good at involving children and their families in assessing and approving the quality of the care and support, environment, staffing and management and leadership within the Centre.

The structure of the centre allowed for various types of services to be provided for children and their families under the umbrella of the Frances Wright Pre-School. The centre has a mainstream nursery class which supports forty children across two classrooms. The centre also provides various services for children who require additional support with their learning and development. This includes four rooms within the building and an outdoor centre for a smaller group of children all with varying support needs. Within all of these settings children's families are offered the same opportunities to develop the centre's provision of services as outlined below.

In addition the centre has an outreach service which offers to support children who need additional support within the mainstream setting. Children's families were informed and involved through meetings and discussions with the outreach team and the staff in the city settings.

Parents, carers and children's wider families were encouraged to contribute to the centre's development in various ways. The centre had an active parent's forum that all members of children's families were invited to take part in. The forum was a dynamic part of nursery life, an example of this would be that the group had actively campaigned to have barriers put up outside the nursery so that children could come and go safely. The centre also offered families opportunities to take part in classroom activities. Families were provided with information about how the centre plans for

children's learning and provided parents with ideas about how they could support their children to carry on with learning at home. This information came with a response slip so that parents could comment on this if they chose to. The centre also provided parents with a suggestion box in the foyer. All of these options meant that families could choose to be as involved in the centre's development as they wish to become.

Families were given information in a range of ways. The centre held informal evenings for new and current children attending the centre where parents could come along and watch a video that had been made about the service provision and get to know the staff and the setting. Children's families were provided with regular newsletters which kept them informed about any changes within the centre. The centre also used this as an opportunity to support children's families to link their learning at home. During the inspection we observed staff discussing children with parents and we saw examples of home books that were passed between staff and children families if children arrived and left by bus. We saw that parents were regularly consulted with about issues through questionnaires and that letters were sent home with the outcome of the findings.

Children families in mainstream classes were offered the opportunity to have individual appointments with staff to discuss their child's progress. We saw that both children and their families had been consulted about the centres improvement plan. This offered families opportunities to explore and understand their children's learning and development and contribute to the ways in which the children were experiencing this.

We saw examples of children's families having been consulted with about what their child wanted to eat for lunch with a new menu going home for their consideration every 3 weeks. This ensured that families had a choice about what children were eating and provided them with information about children's daily nutrition.

The staff collected information about children and their interests and took their views into account when planning their learning opportunities, this included the use of floor books, mind mapping, circle and group time. Children were very responsive to all of these methods and were keen to contribute to the process we observed during the inspection. This ensured that children were involved in developing and assessing their learning experiences.

Staff planned sessions based on Curriculum for Excellence, the framework through which educational outcomes are assessed for children and young people, which ensured that staff had a context to supporting children's learning. We saw highly skilled staff, who knew the children very well, planning responsively during sessions depending on children's needs. We observed that children were being supported to be as independent as they could be and to take the lead on their own learning.

We saw examples of how staff assessed the feedback they received from children and their families based on a theoretical model, Trensenders degrees of involvement. This provided a theoretical framework which staff were working with to identify how effective their methods of consultation were.

Areas for improvement

The service identified that they would like to progress parental involvement in the centre by inviting children's families to become involved in the finance committee.

The service is in the process of developing a website to offer more opportunities for families to become involved.

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

Overall we saw that the centre provides very good outcomes for children in terms of their health and wellbeing. We saw that staff work closely with other professionals to ensure that children have very good opportunities to be assessed and supported with their needs.

We saw that the centre have very good links with other professionals. The centre has speech and language professionals on site to support children and other services such as occupational health and physiotherapists regularly visit the centre to work with staff and children. The centre has access to many other services if identified for a child, including a translator for children and their families whose first language is not English. This ensures that children can access help from other agencies as and when it has been identified for them.

Some children required to have behaviour management plans. We saw that these plans were SMART and based upon a positive behaviour policy. This meant that children had planned support to help them manage their behaviour and allowed staff to be consistent in their approach to the child.

Children's portfolios were well presented and clearly identify next steps in children's learning. They contained evidence of parental involvement and we saw that observations of children had been taken forward and plans made to support children to continue to achieve. The centre completes a first term focus for children who are just starting in the nursery. This portfolio has a positive focus and looks at what children can do. We found that this included children's overall needs both social and

emotional and logically fed into their portfolios as they progressing in the nursery setting. We saw that staff plan using the Curriculum for Excellence and that outcomes of children's learning were being identified using this framework. Staff in classrooms across the centre were using boardmaker symbols for children who required extra support with their language skills and we observed one staff member signing to child. This ensured that there was a range of systems to support children with their communication within the nursery setting.

The centre had achieved a platinum health promoting school award, Frances Wright Pre-School was an eco-school and had achieved a healthy working lives bronze award. The centre had worked hard to look at these issues and demonstrated that children and their families had been involved in achieving these awards. We saw that children were eating healthy snacks, had the option to choose from the lunch menu and were participating in the child smile tooth brushing programme. We saw that the children have arranged sessions to swim at Kingspark school and were encouraged to take part in keep well dance and movement workshops. We observed that children have regular opportunities for fresh air and outdoor play within the sessions. This ensured that children's health and wellbeing was being promoted through various programs within the centre.

We sampled policies and observed that the centre had developed its policies and procedures which were seen to be robust. We saw that the centre had developed a health and wellbeing policy document and that this underpinned some of the very good practices in relation to this. We saw that the centre had policies and procedures in place in relation to medication, risk assessments and accidents and incidents. We saw that accidents and incidents are recoded clearly and that parents are given copies of these.

We observed that staff promoted children's independence within the setting. We saw children washing their hands before lunch and being support to eat and socialise at the dinner table. This ensured that children were being supported to develop their confidence and social skills.

The provider has recently developed the Silver room. A room based within Fintry Primary School Early Years Centre which comes under the umbrella of Frances Wright Pre-School Centre. This was a community based concept which supported children who have identified learning support needs within the local area to be in the same building as their mainstream nursery. This enabled children, for whom it was appropriate, to make transitions into the enhanced provision within Fintry Primary School and others would be supported in making transitions to enhanced provisions that would specifically support their needs within Dundee. The silver room was in its early stages of establishment at the time of inspections, however very good outcomes for children attending were clearly evident.

Areas for improvement

The nursery continues to develop their responsive approach to planning focusing on identifying and planning for the specific interests and targets identified for children with additional support needs. The nursery is continuing to work on this aspect of service delivery as they identified within their improvement plan.

The service should review their confidentiality policy to ensure that children's families are aware of all agencies that can access their information without their prior permission, such as the Care Inspectorate.

We observed that at snack children were being given whole cherry tomatoes. We discussed with the head teacher that this can be a choking hazard and that tomatoes should be halved. We referred the manager to best practice guidance in relation to this.

We spoke with the manager about considering asking staff members to eat with children at lunchtimes as this promotes positive role modelling during meal times.

In relation to infection control practices we observed that staff did not support children to wash their hands after lunch time. We discussed best practice guidance with the manager in relation to this.

We saw that children were being given choice about what they wanted to eat for their main meal on the menu. We saw that the menu offered choices to children for puddings. We observed that there was no alternative choice to pudding on the day of inspection. We discussed with the manager who was aware of this and was continuing to develop this.

We saw that the service has 2 qualified first aiders. We did not find that this would be sufficient, given the numbers of children attending the nursery, to ensure that children's needs could be met at all times in relation to receiving first aid should it be required. We made a recommendation in relation to this. (See Recommendation 1)

During the inspection we looked at how the service records the administration of medication. We saw that the service does not regularly review permissions for the administration of medication with parents and carers. (See Recommendation 2)

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 2

Recommendations

1. The provider should ensure that there is suitable number of staff trained in first aid in relation to the amount of children attending the service.

This is in accordance with:

**National Care Standards Early Education and Childcare up to the age of 16,
Standard 3: Health and Wellbeing**

2. The provider should ensure that agreement sought from parents and carers of children for the administration of medication is time limited and reviewed regularly.

This is in accordance with:

**The National Care Standards Early Education and Childcare up to the age of
16, Standard 3: Health and Wellbeing**

**Care Inspectorate Health Guidance, The management of Medication in
Daycare and Childminding Services. April 2011**

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

Please see Quality Theme 1, Statement 1 for strengths in this area.

Areas for improvement

Please see Quality Theme 1, Statement 1 for areas for development in this area.

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

Overall we found that the centre was very good at keeping children safe and reviewing and assessing children's protection needs. We saw that the service had many systems in place for monitoring children and identifying children who were more vulnerable or at risk.

On entering the building the front door is secured by an intercom system which is linked to a camera. Visitors are then required to sign in and out. This ensures that staff are aware of who is entering the building and who is in the building. The door is covered by staff members during collection and arrival times, this ensures that staff are able to monitor who is collecting children.

We saw that the building had been well used over the years, however we found that it was generally in a good state of repair and that maintenance issues were dealt with quickly. An example of this would be the outdoor area. Part of this area had become overgrown and once reported had been addressed during the course of the inspection. There was a clear system in place for reporting faults or health and safety issues and this appeared to be robust. We observed domestic staff in the building in

between sessions ensuring that the environment was clean for children coming into the next session. We saw that within classrooms there was a monitoring list which supported staff to highlight any health and safety concerns within the area. All of these systems supported staff to ensure that the environment was safe and being well maintained.

We saw that children had specific times in the day to have outdoor play and fresh air. We saw that children had access to a large outdoor area and large outdoor play equipment. The outdoor area is risk assessed daily and checks of the outdoor equipment are made. This ensures that equipment was checked before use and any identified risks were managed. We observed that children also had access to the dining hall where big toys and a soft play area could be accessed. Outdoor learning outcomes were identified for parents on the walls of the centre in line with Curriculum for Excellence.

We saw minutes of regular child protection meeting which happen within the setting every Friday. We saw that the centre operates within the providers MASH guidelines and that the child protection officers are clearly identified throughout the setting. We found that staff were aware of procedures should they have any concerns about a child. All of these systems ensured that children were being monitored and regularly reviewed in relation to their protection needs.

We saw that the centre had robust risk assessments which were regularly reviewed. This ensured that risk was seen as a dynamic process within the environment and that any potential risks to children within the environment were being monitored.

Areas for improvement

The centre had identified that children cannot always access outdoor play equipment, for example on rainy days if the equipment may present a slip hazard. The centre are looking into ways in which they can make the equipment anti-slip. This will ensure that children can access all areas of the garden despite the weather.

The head teacher told us that the centre wished to develop an area of the garden into a vegetable garden. The head teacher had plans about what this might look like and demonstrated how this will enhance children's outdoor learning experiences.

We saw that the annex to the centre's kitchen and outdoor area, which provides space for the garden rangers and the outreach team needed maintenance work. A brick outhouse needed to be risk assessed and rubbish needed to be removed from the area. This would ensure that the area had been assessed as safe for children. We discussed this with the head teacher who agreed that this would be done and that the kitchen area would be reported to the maintenance team.

Grade awarded for this statement: 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 1

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

Service strengths

Please see Quality Theme 1, Statement 1 for service strengths in this area.

Areas for improvement

Please see Quality Theme 1, Statement 1 for areas for improvement in this area.

Grade awarded for this statement: 5 - Very Good

Number of recommendations: 0

Number of requirements: 0

Statement 3

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

Service strengths

Overall we found the staff at Frances Wright Pre-School Centre to be professional, motivated, and well trained. We observed children to be relaxed, confident and comfortable within the environment.

The staff had a high level of multi-agency working practices as they have speech and language professionals on the premises and other professionals visit the setting as a matter of course. This ensured that professionals could discuss, assess and identify children's on-going needs as and when they were identified. Minutes from meetings demonstrated multi-agency working leading to positive outcomes for children.

We saw that there were regular staff meetings based upon an open agenda and that staff were clearly contribute to this. From the minutes of the meeting we could see that staff were being identified to take responsibility for on-going developments and we saw that tasks were being prioritised and reviewed at the following meeting. This ensured that staff were able to contribute to the discussion and take additional responsibility. Prioritising and reviewing tasks in team meetings ensured that this did

not get over looked.

On the day of inspection we found staff to be friendly and approachable. We observed their interaction with children to be positive and nurturing. Staff used language like 'good boy' and 'well done'. Staff were seen to be responsive and attuned to children's needs in observations. This ensured that staff were supporting children in a positive and nurturing way and we observed children responding well to this.

We saw that staff members receive formal yearly appraisals. This ensures that staff alongside their manager are able to identify their strengths and areas for professional development over the course of the year.

We saw that all staff were registered appropriately with their regulatory bodies such as SSSC. We saw that staff are provided with very good opportunities for training and development and continuous professional development. This ensured that staff were being monitored in relation to their practice and training. During the inspection we saw that staff, across the Frances Wright Pre-School Centre settings, had a very good balance of knowledge of best practice documentation which was actively considered in their discussions about children's learning.

Areas for improvement

We discussed the importance of providing staff with regular opportunities to discuss practice and development on a one to one basis with senior staff.

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: 5 - Very 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

Please see Quality Theme 1, Statement 1 for service strengths in this area.

Areas for improvement

Please see Quality Theme 1, Statement 1 for areas for improvement in this area.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 4

We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide

Service strengths

Overall we found that the centre had very good systems in place for ensuring the quality of the service they were providing. Children, parents and their carers are involved in regularly assessing and feeding back about the quality of care and support, environment, staffing and management and leadership.

The centre had an improvement plan which was developed alongside children and their families and the staff team. The plan outlined the projected development for the centre ensuring that children's needs were being reviewed in line with policy and best practice guidance.

We saw that the centre was very good at improvement planning and self evaluation and held regular reviews about how the service was performing in relation to identified areas for development. This included regular assessments of how children's learning was progressing using best practice documentation such as LTID, child at the centre and Curriculum for Excellence.

The centre had very good systems in place to ensure that the environment was clean and equipment was looked after. This ensured that children had access to good quality resources at all times.

The service regularly meet with other professionals in the council to discuss children's transitions or how any identified additional support needs could be met. The head teacher told us how these departments were also involved in planning and processes and offered a further role in terms of quality assurance of services for children.

We saw that the head teacher regularly completes observations of classrooms through which she identifies areas for improvement and practice outcomes. This provides staff with an overview and support for practice development and allows the manager to continue to identify areas for development.

Areas for improvement

We discussed with the manager the importance of involving stakeholders in the on-going development of the centre. We discussed various ways that this could be achieved using the very good participation systems already in place.

We discussed the importance of staff in satellite settings being clear about which policies and procedures they would follow in relation to their service provision.

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 SCSWIS re-grading the Quality Statement within the Management and Leadership Theme as unsatisfactory (1). This will result in the Quality Theme for Management and Leadership being re-graded as Unsatisfactory (1).

5 Summary of grades

Quality of Care and Support - 5 - Very Good	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
Quality of Environment - 5 - Very Good	
Statement 1	5 - Very Good
Statement 2	5 - Very Good
Quality of Staffing - 5 - Very Good	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
Quality of Management and Leadership - 5 - Very Good	
Statement 1	5 - Very Good
Statement 4	5 - Very Good

6 Inspection and grading history

Date	Type	Gradings
10 Dec 2009	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 4 - Good 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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