

## Care service inspection report

# Queensferry Primary School Nursery

## Day Care of Children

Burgess Road

South Queensferry

South Queensferry

EH30 9NX

Telephone: 0131 331 1349

Inspected by: Morag Skinner

Type of inspection: Unannounced

Inspection completed on: 25 February 2013



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### **Service provided by:**

City of Edinburgh Council

### **Service provider number:**

SP2003002576

### **Care service number:**

CS2003015843

### **Contact details for the inspector who inspected this service:**

Morag Skinner

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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	6	Excellent
Quality of Management and Leadership	5	Very Good

### What the service does well

The nursery has an enthusiastic and experienced staff team. They work well together to support the families whose children use the nursery.

### What the service could do better

The provider and manager must ensure that action is taken to address the requirement in relation to the management of medication and the recommendation related to the recording of accidents and incidents.

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

The nursery had worked hard to further improve its working with families encompassing them into the life of the nursery. Pastoral care was an important and integral part of the service. The nursery had developed a strong focus on literacy, numeracy and health and wellbeing across the curriculum. Staff were all clear about the programme for the forthcoming year including the CPD opportunities which involved them. Nursery practitioners had taken on many more responsibilities and parents and children all benefited from their skills, knowledge and extra involvement.

## **Conclusion**

The nursery provides a happy, welcoming atmosphere where staff interact well with children, parents and carers. They take time to listen to children and parents and to meet individual needs.

The children have fun as they play within the nursery. Parents tell us that they are very happy with the service provided and particularly with the variety of activities provided and the staff providing the care and education to their children.

## **Who did this inspection**

Morag Skinner

# 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.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 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."

The nursery provides care and education to children aged from 3 years to entry into primary school.

A maximum of 90 children may be accommodated per session.

The nursery operates from Queensferry Primary School in South Queensferry Edinburgh.

Queensferry Primary School Nursery is part of Queensferry Primary School. The two nursery classes operate morning and afternoon sessions and provide some full day care sessions and education from 8.00am to 5.30pm Monday to Friday, for a maximum of 90 children aged three years to entry to primary school. A wrap around day care service, including breakfast club and lunch club is also provided.

The nursery aims include creating a secure, caring and stimulating environment for each child. The mission statement says:

"To provide a welcoming environment for children and parents. Children are encouraged to feel secure and are nurtured by professional staff who create a stimulating environment which is conducive to the all round individual development of the children."

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 6 - Excellent**

**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](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 after an unannounced inspection on 21 February and 25 February. The inspection was carried out by Inspector, Morag Skinner. We gave feedback on findings from the inspection, at the end of the second visit to the Head Teacher and the Nursery Class Teacher.

As requested by us, the centre sent us an annual return and a self-assessment form. We provided the centre with fifteen questionnaires for parents and carers of children attending. We received five completed questionnaires from parents and carers prior to the writing of this report.

In this inspection, we gathered evidence from various sources, including the relevant sections of policies, procedures, records and other documents, including:

- \* Displayed information, photographs and children's work;
- \* Certificate of registration and certificate of insurance;
- \* Evidence from the service's self-assessment;
- \* Newsletters;
- \* Samples of planning;
- \* Medication records;
- \* Accident and incident forms;
- \* Our Outdoor Learning Diary;
- \* Annual Calendar for Sharing Practice, Monitoring, Evaluating and Planning Forward;
- \* Notice Boards;
- \* Feedback and questionnaires;

We spoke with the Head Teacher, Nursery Class Teacher, most of the five Early Years Practitioners on duty, two Learning Assistants, approximately eight children and approximately eight parents and carers. Fifty seven children were in attendance during the inspection.

We also observed how the staff worked with the children and examined the equipment and the environment indoors and out.

### **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.

We received a completed self assessment from the service. The service identified what they did well, some areas for improvement and any changes they planned.

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

Children's comments in response to specific questions we asked during the inspection included:

"It's good here cos there are lots of toys, dough, sand tray and water."

"I don't get to play with the water much cos I've got my friends to play with."

"We only go outside some days when it's nice."

"We do Enjoy-a-Ball. We play lots of games like the Mr Men and Naughty Natalie."

"When we run about the teachers be very cross with us and we be very sad."

"If we have two biscuits we might be sick. We're only allowed one each."

"We could change the nursery around like the house corner could be in the space where the play dough is."

"We washed our hands before snack. We do the dishes now."

"I like cereal for snack. We can only have a drink at snack time."

## Taking carers' views into account

We received comments from parents during the inspection. Comments included:

"Staff are really supportive."

"They connect with family life getting the children to bring things in from home to link in with the current theme."

"They did country dancing for Burns and he came home and taught us how to do it."

"I made a suggestion and although they didn't do it I'm quite happy as they took it to a staff meeting and discussed it fully and I'm happy with the result."

"They've been to the panto in the winter and to the park for a picnic in the summer. Parents are encouraged to go and most do go."

"They get out a lot, most days. They have specialised gym sessions and Enjoy-a-ball's great."

"We feel we've been included and part of things. I'm often taken aside and told how x is doing. She loves it. It's brilliant."

"I'm more than happy."

"Staff are approachable."

"We have a parents committee for fund raising. It's clear you can approach them whenever you want to ask anything."

We received comments in the Care Inspectorate questionnaires and comments from parents and carers included:

"I love QPS nursery. I always enjoy being involved with the service and the staff and my children always seem happy, confident and quick to learn new things whilst they are at nursery. I would recommend it to anyone."

"It is a great nursery and I feel that it offers a great range of activities and a great start in social and health and wellbeing skills. X is always excited to go to nursery and feels very comfortable with all the staff. The nursery is always very well organised and always has a weekly plan of the things getting done in the nursery so I am clear of what is happening and also there is great communication with staff at coming and going times."

"I'm unclear about the morning signing in procedure."

## 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

The nursery had an excellent approach to involving children and families in assessing and influencing the quality of care and support provided to their children, the environment in which their children were cared for, the staff who looked after their children and the overall management and leadership of the centre.

The staff team demonstrated their level of commitment to working in partnership with parents to continually improve the quality of experiences for the children using a wide variety of methods.

The nursery used different methods to inform parents of the operation of the nursery. They were kept up to date through a range of verbal, displayed and written correspondence. These included:

- \* Daily discussion with parents
- \* Parent notice boards
- \* Displays of children's work
- \* Nursery newsletters
- \* Focused questionnaires
- \* Open Evenings
- \* Children's reports

We saw that parents were invited into the nursery prior to starting in the service when they were issued with an informative handbook. This allowed parents to raise concerns at an early stage and establish good working relationships from the outset of their nursery experience. Staff shared information about children's development and learning with parents on a regular basis. Daily feedback was an important form of communication with parents and carers. An informal Open Afternoon was held soon

after children started encouraging mutual feedback on children's early nursery experiences. Further more formal meetings to discuss children's progress and curricular developments were held regularly. We saw that pre-school children were issued with two reports each year and received a 1:1 parent's meeting. Ante-preschool children were issued with one report each year and also received a 1:1 parent's meeting. Comments from parents included:

"Really good to read teacher's comments and see examples of x's progress." The final transition profile was issued to all families as the children moved on to school. We saw that there were very good transition arrangements for children joining the primary school. These included getting used to sessions in the gym even for children who did not usually attend on the days gym was provided for nursery children.

We saw from the most recent newsletter that it gave information about forthcoming events such as Daffodil Day, Bookbug week, parents meetings, and the Parents Group. This emphasised how the nursery was encouraging parental involvement and meant that parents were welcomed into the nursery setting. Parents told us that they liked the parents group for social events and to meet other parents over a coffee in a relaxed atmosphere. We saw that a Parents Room was available to the parents and carers and that they could browse or borrow a book and enjoy it at their leisure at home or whilst waiting for their children.

We saw that Story sacks and Number sacks were available to be shared at home. Parents were encouraged to give feedback on what the children had enjoyed about these.

One parent waited to speak with us during the inspection. She said:

"I wanted to tell you how amazing this nursery is."

We have been most impressed by how they bear in mind the whole family situation." She described her particular circumstances and how the nursery had gone the extra mile to help and support her. We also noticed during the inspection that staff took individual children's needs into account. For example during snack, when a child who does not normally eat well, expressed interest in a particular food it was quickly and without fuss, found for the child and she sat and enjoyed it. During the inspection we saw that a meeting took place between a staff member and a parent who was seeking guidance on whether or not to defer entry to school. As a result we saw staff supporting parents to help them make choices and decisions. We learned of very good links with a variety of outside agencies to support individual children's needs. See service strengths statement 1.3

Each child had an individual tray and we saw that it included a Personal Learning Files, known as a My Special Book. These included termly targets and a record of their progress along with a forward plan which was sent home each term entitled "At home I plan to..." This meant that parents were involved in the children's learning.

A parent told us:

"There's lots of communication. We're told verbally and once a term there's a meeting. Once a term we can come and help with his special book. There's photographic evidence of what he's been doing and your job is to stick in the photos under the right categories as your child is telling you about it and I found it really insightful." We heard that a Home Pack was put together for parents who could not work on the books in nursery with their children. As it included the instructions, glue stick and a helpful sheet on the Curriculum for Excellence it meant that all parents or carers could take part in this activity with their children.

Nursery notice boards were packed with up to date information and displayed clearly for parents and carers. "This Week in Nursery" showed that in one of the classrooms Chinese New Year was being celebrated late due to the half term holiday and that a mother was going in to sing Chinese Songs in Chinese to the children. This meant that children were learning from the skills of the parents whilst learning about the cultures around them. We saw from this example that parent helpers were always welcome in the nursery.

We heard that parents had supported the nursery to gain Lottery funding for a large amount of money used to purchase big musical instruments for the outdoor areas. We saw children enjoying using them during the inspection.

Parent's comments were sought in many different ways. Staff had discussed the lengthy annual questionnaires previously used and agreed they were too unwieldy and difficult to follow through. Instead they had introduced a huge variety of smaller more focused questionnaires. We saw that they then collated the responses and used them to influence future decision making. More recently a board had been created outside each nursery class room seeking views from parents and children about What Does a Good Nursery Feel Like?

Responses from parents included:

"Bright, colourful and clean. Just like this one."

"Fun, safe and friendly. Loads of activities for the kids."

"Happy informed parents, content staff."

Responses from children included:

"It has a sand tray with sand toys to play with."

"It gives me a chance to use my imagination."

"A place I can make models at the gluing table."

"It has everything in it that I want to make me feel happy."

We saw that children's views were valued within the nursery. Children had voted for the plan and name for their Secret Garden when it was being renovated. A wonderful Magical Fairy Garden was being developed and was well on its way towards completion incorporating many of the children's ideas. We saw that voting was a regular form of gaining children's views, along with discussion at circle time where staff listened carefully to what they had to say. Children were regularly involved in the planning process and written comments on plans included:

"I would like teddies to play with."

### **Areas for improvement**

The nursery should continue to seek innovative ways to seek the views of parents, carers, children, staff and other stakeholders.

**Grade awarded for this statement:** 6 - Excellent

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 3

We ensure that service users' health and wellbeing needs are met.

### Service strengths

Staff worked well together to ensure they provided a variety of opportunities for the children promoting their health and wellbeing.

Parents completed the nursery application form and we saw that this was used to help inform staff about children's needs from an early stage. Allergies and medical information was logged and information passed on to staff appropriately. This meant that staff were aware of the needs of the children in their care. Almost all staff had undertaken first aid training and this meant that parents could be reassured that staff should know what to do in the case of an emergency.

We saw that nutritious snacks were provided and contributed towards a healthy diet. On the day of the inspection children chose from a selection of fresh fruit with either water or milk to drink. This meant that children's nutritional needs were being considered when at nursery.

Toothbrushing was undertaken appropriately with all the children at the start of each session. This meant that children had the opportunity to learn good dental hygiene practices from an early age.

The nursery had very good links with a variety of outside agencies whose specialists worked with the children. The Head Teacher, nursery class teacher and the Early Years Practitioner met regularly with the local health visitor ensuring that together they would provide support to local children and families. The nursery teacher told us that the speech and language therapists communicated with the nursery by email ensuring that relevant information was fed back to the nursery. The speech therapist worked with the mother of one of the children and together she worked on specific targets with the learning assistant. This meant that children and families benefited from the services of specialist agencies. We saw evidence of multi agency meetings held with parents demonstrating the breadth of agencies working with the nursery to support families and children's learning.

Although we saw that some children did not have the opportunity to access the outdoor area on the morning of the inspection we acknowledge that the others all had fun in the gym with Enjoy-a-ball. As a result they enjoyed exercise such as walking with a beanbag on their heads, playing with hoops and playing with balls. Many parents told us that the children had opportunities to enjoy playing outside almost every day. Children also benefited from two timetabled opportunities to enjoy the soft play area weekly and we saw that they had recently been dancing for Chinese New Year.

Children were given opportunities to enjoy two outings per year, one in the winter and one in summer. This meant that they could extend their learning outdoors outwith the environment of the school.

### **Areas for improvement**

We saw that medication protocols did not always match practice. One child's protocol said that the medication would be stored in the medicine box but it was not there. It was stored in a medical bag with the first aid box for taking on outings and within reach of children. The dose on one child's protocol was not the same as had been prescribed on the bottle. We saw that when medication had been given in nursery there were no signatures from parents so we were unaware if parents had been told of the medication having been administered. We saw that medication had been given for an allergic reaction but the symptoms were not consistent with those described in the protocol. The storage and administration of medication was not in line with the Care Inspectorate best practice guidance. See requirement 1 statement 1.3

Although accidents were being recorded they lacked detail. Some did not record which shoulder or ear had been hurt for example. We saw that on the first day of the inspection there was an incident form in the book from the previous day. The parent had not been given a copy and had not signed if she had been told of the incident. The incident form was completed in pencil instead of pen. This and many other accident and incident forms did not include the child's surname. Accident forms did not record what action had been taken following the accident e.g. cold compress applied. See recommendation 1 statement 1.3

We saw children washing their own dishes after snack and dry them with a tea towel. This helped encourage their skills of independence. However the dishes were immediately put back into use for the next children without proper washing by an adult or air drying. This meant that children were at risk of harm. See recommendation 2 statement 1.3

We saw that there were out of date foods in the nursery cupboards. A system should be put in place to ensure that dates are checked and out of date foods discarded.

We saw that foods such as sugar, salt and flour had been decanted from its original containers but there was no 'use by' date recorded. A system should be put in place to record when the foods were decanted and their "use by" dates noted.

We saw that the kitchen in the South Nursery was not very clean. A cleaning rota should be put in place to ensure that all areas of the nursery were kept clean.



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

**Number of requirements:** 1

**Number of recommendations:** 2

## Requirements

1. The provider must ensure that the practice for the storage and administration of medication is reviewed and improved in order to make proper provision for the health and wellbeing of the children.

This is in order to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011

SSI 2011/210 Regulation 4(1)(a) Welfare of users.

Reference should also be made to the Care Inspectorate's best practice health guidance document 'The Management of Medication in Daycare and Childminding Services' which can be found on our website at [www.careinspectorate.com](http://www.careinspectorate.com)

Timescale for implementation: within 14 days of receipt of this report

## Recommendations

1. It is recommended that staff ensure that all accidents and incidents are recorded fully and signed by the parent or carer. Parents or carers should be informed timeously of accidents and incidents.  
National Care Standards early education and childcare up to the age of 16.  
Standard 3: Health and wellbeing
2. It is recommended that the provider ensures that all dishes are washed, rinsed and dried using appropriate procedures for the prevention and control of infection  
National Care Standards early education and childcare up to the age of 16.  
Standard 3: Health and wellbeing

## 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

Evidence for this statement is included under statement 1.1.

#### Areas for improvement

Evidence for this statement is included under statement 1.1.

**Grade awarded for this statement:** 6 - Excellent

**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

The centre was found to have a very good performance in relation to making sure the environment was safe and children were protected.

We saw that staff welcomed each family as they arrived into the service and there was a secure entry/exit system to and from the premises with a new buzzer system in place which staff and parents told us was working well. The outdoor areas were fully enclosed and this minimised the risk of children leaving the nursery without an adult.

The premises were bright, suitably decorated and inviting for children, parents and carers. There was an abundance of natural light and the rooms were warm for the children to play in. The furnishings were appropriate to the children's age range. The environment was stimulating and there was an appropriate balance between the display of children's work, printed text, photographs, posters and other displays linked to the topics, themes and interests of the children.

There was an inviting outdoor area where we saw some of the children playing happily with their friends. This meant that they enjoyed fresh air and exercise during the inspection. Children also made use of the gym hall during the morning for physical play.

We saw that a register was completed by staff at the start of the session and on checking we saw that the record was accurate. This meant that staff were aware of how many children were in the building throughout the session. Good procedures were in place to keep note of how many children were in the gym and outside when children left the main play areas. Staff were aware of which children they were responsible for at all times.

Each member of staff had attended child protection training. We spoke to several staff members and each one knew what to do if they had concerns and how to take these concerns forward. We saw many different posters throughout the reception areas to highlight child protection and raise awareness with parents and carers visiting the nursery.

## Areas for improvement

Annual Risk Assessments of the premises both internal and external were completed by the Business Manager and results were discussed with the Head Teacher and cascaded to Nursery staff. The introduction of a daily written checklist would reinforce these procedures further. We heard that daily visual checks were carried out for the outdoor environment. However the water feature in the garden had about a foot of standing water in it and the wire mesh on it was broken giving access to the water within. This presented a potential risk of harm to children. See recommendation 1 statement 2.2

We saw that a fire guard in the South Nursery was not attached to the wall and the heater beneath was very warm. This should be added to the maintenance list for repair.

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

**Number of requirements:** 0

**Number of recommendations:** 1

## Recommendations

1. Written risk assessments should be developed and implemented covering indoor and outdoor areas of the nursery to ensure a safe environment for children.  
This is in order to comply with:  
National Care Standards Early Education and Childcare up to the age of 16-  
Standard 2 A safe environment

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 6 - Excellent

### Statement 1

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

#### Service strengths

Evidence for this statement is included under statement 1.1.

#### Areas for improvement

Evidence for this statement is included under statement 1.1.

**Grade awarded for this statement:** 6 - Excellent

**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

All staff held appropriate qualifications for the work they were doing. We saw evidence that all practitioners were registered with the Scottish Social Services Council (SSSC) and teachers with the General Teaching Council (GTC). Staff told us that they had attended a variety of relevant training demonstrating a commitment to ongoing professional development. Courses had included child protection, Curriculum of Excellence and emergency first aid.

Staff were familiar with the SSSC Codes of Practice and there were posters on the wall in the reception area to remind them. This meant that this should always be uppermost in their minds as they went about their daily work.

We heard that all nursery practitioners had had annual appraisals with six monthly reviews undertaken by the Head Teacher to see how they felt they were doing, what they had achieved and the way forward for them. Together they identified further courses to attend to help develop themselves and the nursery.

We saw that all staff were working on a Continuous Professional Development Programme (CPD). We were told that one hour was dedicated per month to combined CPD training. This meant that all staff could learn from one another and keep up to date with any changes in child care practice.

We saw that nursery staff wrote the formative, children's reports, met regularly with parents and enjoyed the additional responsibilities which this brought with it. This meant that they were playing a very active role in all aspects of the children's learning and development and in feeding this back to parents. In addition, we saw that all staff had taken on additional responsibilities such as running a PEEP (Parents Early Education Partnership) class and running a speech and language programme. They had an outdoor learning champion who attended significant CPD opportunities and introduced new initiatives for the children's learning experiences. Staff had introduced signing into the nursery and staff had been on training to help meet the needs of three children in particular. However on realising the advantage to the wider group it had been extended to all the children and with one member of staff taking the lead season signs such as that for 'reindeer' had been introduced throughout the year. As a result all children could begin to communicate together.

Staff were enthusiastic and cheerful throughout the inspection. We saw that they interacted very well with the children and with parents and carers when they dropped them off or collected them at the end of the session.

### **Areas for improvement**

We discussed with the service continuing to provide opportunities for staff to seek training and share best practice appropriate to their role and responsibilities.

**Grade awarded for this statement:** 6 - Excellent

**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

Evidence for this statement is included under statement 1.1.

#### Areas for improvement

Evidence for this statement is included under statement 1.1.

**Grade awarded for this statement:** 6 - Excellent

**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

We saw that there were good monitoring system in place.

The Head Teacher, who had responsibility for the nursery was involved in the self evaluation process, attending fortnightly meetings with staff, whenever possible, to discuss planning, training updates, operational matters and share best practice. She visited the nursery regularly at other times and staff valued the feedback which she gave. This meant that she had much involvement in nursery and helped ensure that the children were being well prepared for a smooth transition into primary one.

The Head Teacher showed us that she had an Annual Calendar for Sharing Practices, Monitoring, Evaluating and Planning Forward in place and this meant that each area she had identified was covered in her monitoring process. We saw that the Child at the Centre was used as part of the self evaluation by staff and this was overseen by the Head Teacher.

The Head Teacher, nursery teacher and the team of staff demonstrated a commitment to working with children and parents to achieve high standards and ongoing improvements within the centre.

We saw an audit which staff had undertaken during one of their CPD sessions. It included evidence of how they felt they were doing, what they had achieved and the way forward for them.. It included what they would do next and what priorities they had identified. We also saw written evidence of a "Learning Walk around the nursery Class" where staff had focused on Literacy across Learning, Numeracy and Health and Wellbeing. This was an example of how staff were constantly reviewing practice with a view to making further improvements.

During the inspection we saw a Peer Learning visit in operation where staff visited their colleagues in the adjoining nursery to see one another in action and observe practice. The focus on the day of the inspection was on literacy and staff were going to analyse their findings thereafter. This was their first time trying this method of evaluation which meant that they were open to trying new systems.

We saw from the minutes of meetings that staff met regularly to plan and review practice. This, along with discussion throughout the inspection, demonstrated that they were keen to seek new opportunities and ways to further develop the service.

## Areas for improvement

With quality assurance system,s verified against the National Care Standards, issues raised within this report would of been picked up by management or staff at an earlier stage. Consideration could be given to adding this to the systems already in place for the monitoring of the service.

Effective monitoring and evaluation of practices within the rooms would have identified shortcomings highlighted throughout this report at an early stage.

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

<b>Quality of Care and Support - 5 - Very Good</b>	
Statement 1	6 - Excellent
Statement 3	4 - Good
<b>Quality of Environment - 5 - Very Good</b>	
Statement 1	6 - Excellent
Statement 2	5 - Very Good
<b>Quality of Staffing - 6 - Excellent</b>	
Statement 1	6 - Excellent
Statement 3	6 - Excellent
<b>Quality of Management and Leadership - 5 - Very Good</b>	
Statement 1	6 - Excellent
Statement 4	4 - Good

## 6 Inspection and grading history

Date	Type	Gradings
11 Jan 2010	Unannounced	Care and support      5 - Very Good Environment            Not Assessed Staffing                    5 - Very Good Management and Leadership    Not Assessed

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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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrrtas.

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ہے بایتسرد می ونابز رگی دی روا ولکش رگی دی رپ شرازگ تعاشا ہی

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

ی.رخأ تاغل بو تا قیسن تب بل طلا دن ع رفاو تم روشنم اذہ

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