

## Care service inspection report

# Four Seasons Nursery.

## Day Care of Children

4 West Mains Avenue

Perth

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Telephone: 01738 634342

Inspected by: Catherine McGovern

Type of inspection: Unannounced

Inspection completed on: 21 March 2013



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### **Service provided by:**

Four Seasons Nursery

### **Service provider number:**

SP2003002164

### **Care service number:**

CS2003010113

### **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	5	Very Good
Quality of Management and Leadership	5	Very Good

### What the service does well

We found Four Seasons Nursery had a welcoming atmosphere. Staff and parents had established strong, trusting relationships. The manager was proactive in seeking feedback from parents and staff, to inform and improve the service. Management and staff were knowledgeable and skilled in the work they carried out, supported by a programme of staff training and development. We saw happy children playing independently and in small groups. They were learning to share, play, and develop, in a caring, nurturing environment.

### What the service could do better

The service were considering introducing more opportunities for children to evaluate their learning. They should also consider ways in which they could involve stakeholders in the evaluation of the service.

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

We found the service was continually seeking ways in which it could progress and improve. The manager had made changes to the way in which information was presented in the newsletter, making it more parent and child friendly. Staff training and development remained a focus area. A new planning format had been introduced taking into account regional and national guidance.

## **Conclusion**

Four Seasons Nursery is a well-managed service, with skilled staff, who are committed to improving the very good quality of care and support provided for the children in a nurturing, safe environment.

## **Who did this inspection**

Catherine McGovern

# 1 About the service we inspected

Four Seasons Nursery was registered under the Regulation of Care (Scotland) Act 2001, to provide a care service to a maximum of 50 children from 0-under 12 years to include a maximum of nine children aged 0 - under two and a maximum of 41 children aged two years under 12 years. As of 1 April 2011, the service was deemed registered by Social Care and Social Work Improvement Scotland (hereafter known as Care Inspectorate) under the Public Services Reform (Scotland) Act 2010.

The Nursery operates Monday to Friday between the hours of 8am to 6pm, offering part time and full time places. The service also offers Out of School Care, before and after school.

The service is in partnership with Perth and Kinross Education and Children's Services Department and accesses funding from them in return for providing preschool and ante-preschool commissioned places for children aged 3-5 years.

Four Seasons Nursery operates from a purpose built, private nursery, situated on the Western edge of Perth City, within easy access of motorways. The premises consists of a room for babies (0- under 2), a large 2-5 room, quiet room/ meeting room, children's cloakroom, toilets, kitchen, staffroom, office and fully enclosed outdoor area and eco garden.

There were thirty-three children present in the morning, thirty children present in the afternoon and two afterschool children present, on the day of the inspection.

The service aims for children are:

- To be cared for by caring and trained staff.
- To encourage the child's independence by allowing him/her freedom to explore and make choices.
- To provide a wide range of materials and equipment appropriate to the child's age and stage of development.
- To provide materials which reflect multi-cultural needs, regardless of gender.
- Children will have time to play outdoors in a safe, supervised area at all times of the year.
- Ensure there is regular communication with parents.
- To develop quality relationships between staff and families which is informal, supportive and homely.
- To create an environment which is safe, exciting and stimulating, which is geared towards young children to make learning fun.
- To feel valued and be active learners.

- Interact with adults and children.
- To work independently and in a group.
- To express opinions and give ideas.
- To promote active learning by implementing both national and local advice to promote a balanced curriculum. The Curriculum for Excellence and Pre-Birth to Three documents help support the nursery.

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](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 that took place on Thursday 21 March 2013, between the hours of 9.30am-5.45pm. The inspection was carried out by Care Inspector Catherine McGovern.

As requested by us the service sent us an Annual Return. The provider also sent us a self-assessment form.

We sent ten care standard questionnaires to the manager for distribution to relatives and carers. Seven were returned at the time of the inspection.

During this inspection we gathered evidence from various sources:

We spoke with:

- children
- parents
- the manager
- the owner
- staff

We looked at:

- evidence from the most recent self assessment
- children's records
- written policies and procedures
- the environment
- resources and equipment
- staff work practice, observing and inspecting their interaction with children
- staff training
- information for parents
- quality assurance systems

### **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 Care Inspectorate received a fully completed self assessment document from the service provider.

The service provider identified what they thought they did well, some areas for development and any changes planned. The service provider told us how the people who used the care service had taken part in the self assessment process.

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

We had the opportunity to observe all of the children and speak with some of them throughout the inspection. They were seen to have very good, warm relationships with staff members and were fully engaged in a wide variety of activities to develop and stimulate their learning.

Children said:

- I've been playing on bikes.
- My spider has lots of legs.

## Taking carers' views into account

Seven questionnaires were returned by parents prior to the inspection. All parents strongly agreed with the statement, ' Overall, I am happy with the quality of care my child receives in this service.'

Four parents added additional comments praising the Nursery and staff for the quality of the provision.

These are noted below.

Both my children attended Four Seasons Nursery and I cannot fault them. On the rare occasion I have had an issue it has been resolved straight away. The staff are fantastic and my daughter is practically skipping through their door every morning. They provide a wide range of activities daily and are often away to the library or to the shops etc. They get out to play every day regardless of the weather and there is always lots of toys to pick from. Parents are kept informed via bulletin boards or newsletters and we are always asked for feedback.

I could not be happier with the service provided at my son's nursery. He is always so happy there and his development since he started is incredible. I have every confidence in each staff member and the management should be praised for their efficiency, creativity and overall smooth running of the nursery.

We are very happy with our daughter's progress. She has come on leaps and bounds since she started Four Seasons.

My child has attended this nursery since age 2 ( he is now 4 1/2) and has formed strong bonds with staff and children alike. Nursery have always accommodated additional care when required due to the nature of my job. My child enjoys nursery immensely and I have seen exceptional developments in his speech, positive behaviour and happiness. His number and writing skills are improving. I cannot recommend Four Seasons highly enough. Bobbie, Laura and staff know all the children so well that any issues are easily and positively identified. I know my child will miss going to nursery and all of his friends there as it will be unlikely he will attend the catchment area primary. I know as always any concerns I have will be treated with confidentiality and sensitivity.

## 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

We found the service provided an extensive range of opportunities and had systems in place to seek the views of parents and children, ensuring they participated in assessing and improving the quality of care and support, environment, staff and quality of the service.

We concluded this after we spoke with:

- the Manager
- the owner
- staff
- children
- parents

We looked at:

- the consultation processes the service used
- and observed staff discussions and interaction with children
- information in the self assessment
- information given to us by parents in the returned questionnaires
- information the service provided for parents
- information provided by parents

A sample of these systems included:

- daily chats with parents
- formal parent contact sessions
- questionnaires for parents
- questionnaires for children
- circle time
- noticeboards and information leaflets
- newsletters
- email
- Parent Committee
- Children's Committee

We observed the informal daily discussions with parents when they came to hand over and collect their children. We saw staff, the manager and the owner had formed good relationships with the parents. They made sure they were available for parents. They took time to listen to each other, sharing the most up-to-date information about the children. In the baby room, parents were provided with a daily sheet with information about their child's day. Staff discussed this with parents at handover time to make it more personal and explain some things in more detail. One of the babies attended 'Sing and Sign' sign sessions. The parent did a session with staff and this has benefited communication with all the babies.

Parents told us:

- 'Staff give me an update every day.'
- 'We always get communication. There's a monthly newsletter.'
- 'Staff always take time to talk to you.'
- 'There's always information on the boards and in newsletters.'

One parent emailed in response to a newsletter:

- 'I loved reading this, so full of information and a great way to spend my coffee break at work.'

One of the items in a recent newsletter thanked parents for encouraging their children to bring new ideas and suggestions into nursery. It said: 'Staff listen to the ideas and with the help of the children turn their ideas into a learning opportunity which helps meet A Curriculum for Excellence learning outcomes. The children then see their idea being used and they really enjoy that part of it. We really appreciate all ideas and suggestions, so if you or your child has an idea or suggestion, pass it on to staff, write it down in our suggestion book, or write it down at home and hand it in. Thankyou.'

The service had an established Parent's Committee. A funded creche was provided to ensure parents could attend meetings without having childcare issues. The Manager and owner told us the parent committee were very supportive of the service. Meetings were minuted, with all parents receiving a copy. Minutes showed the parents organised a Family Fun Day each year. They stated: The previous year's money bought a 'smart board'. This year it is suggested the money raised could go towards providing sensory resources, turning the quiet room into a multipurpose room. This would benefit children who need a quieter time or for children who need a time to relax. The nursery will send out questionnaires looking for ideas after the fun day.'

The service used short, targeted questionnaires, very effectively. One such questionnaire had used three National Care Standards to seek the views of parents and staff, on how to improve the service. One parent had commented that although the nursery send out newsletters informing them about new members of staff, they felt that a more proactive approach could be taken and gave some suggestions. This was acted upon by introducing a 'buddy system' where staff introduce new staff to parents and also two new members of staff attended the most recent committee meeting to introduce themselves.

The service and parents used email to keep each other informed. Newsletters and notices contained information and reminders and asked for parents' cooperation, such as:

- dates and times of open days
- no toys from home except for show and tell days
- no skylanders in nursery as this role play is becoming a bit rough
- date of next committee meeting
- parental input, suggestion about swapping days on agenda for next meeting

We observed staff interacting and consulting with children throughout the session, taking their views into consideration. Children were involved in evaluating their learning through using talking and thinking floor books and talking and thinking tree and a 'Blether Board' in the quiet room which had notes of recent consultation and evaluation of learning about the weather, such as:

- 'I like rainbows.'
- 'I don't like the noise of thunder.'
- 'Animals drink rainwater.'
- 'Elephants need a lot of water.'

The service supported children in having a voice and they had formed a preschool Children's Committee. They had their own 'pot of money' which they could use to buy

resources they felt there was a need for. They would go into town on local transport, or in the mini bus, to do this.

It was evident through discussion and observation that the service valued and responded to the views of parents and children in assessing and improving the Care and Support, the Environment, the Staffing and the Management and Leadership provided by the service.

Some parents' comments from the most recent service questionnaires and on the improvement plan are noted below.

- Through parent's evenings and open days or play and stay sessions, I am well informed. I can also at any time seek management and have a chat. Staff are approachable on any issues and are more than willing to take time to answer questions when asked.
- I think it's good that the nursery doesn't allow any kind of rough play.'
- It's good that the snacks are written up on the board for us parents to see.'
- In my opinion you guys are faultless. There's not a thing more any of you could have done to be welcoming and personal. It means a lot to us so thanks.
- It is very evident that all staff have knowledge of each child and can answer questions or concerns immediately.
- I appreciate that we as parents are invited to help with the interview process for possible staff. It instils some confidence in the parent on regards to who is being hired.

Seven Care Inspectorate questionnaires were returned prior to the inspection. All parents either agreed or strongly agreed with the statements:

- The service has involved me and my child in developing the service, for example asking for ideas and feedback. Three disagreed and one indicated they did not know.
- The staff ask for my child's views and about the activities and outings, and use them to plan future activities. Three did not know and five indicated it was not applicable.
- The service has involved me and my child in developing the service, for example asking for ideas and feedback. Three disagreed and one did not know.
- Overall, I am happy with the quality of care my child receives in this service.

### **Areas for improvement**

The service identified in the self assessment that they would reintroduce 'drop in days' for parents to speak to their child's key worker and look at their folders. They

were also looking at ways to introduce more opportunities for children to evaluate their learning.

**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

We found Four Seasons Nursery was very good at ensuring children's health and wellbeing needs were met. We concluded this after we spoke with:

- the Manager
- The owner
- Staff
- Parents
- Children

We also:

- looked at children's folders
- observed staff and child interaction
- considered the information in the self-assessment
- noted procedures for administration of medication
- observed hygiene and infection control routines
- discussed Child Protection procedures

The service gathered detailed information about children before they started. All children were allocated a keyworker, who liaised with parents and ensured information about children's learning and development was kept up-to-date. Staff demonstrated an understanding of the children's needs and how to meet these. We observed children being responded to in a warm and sensitive manner in each of the rooms. Staff praised and encouraged children throughout activities. Children were encouraged to be kind to one another with staff supporting and encouraging friendships. Staff provided a good role model and throughout the inspection we saw children being respectful, calm, focused and self-directed.

Parents wrote:

- Every morning, our son is greeted by name and asked how he is.....there's not a thing more any of you could have done to be welcoming and personal. It means a lot to us, so thanks.
- It is evident that all staff have knowledge of each child and can answer questions or concerns immediately.



- I am always well updated on my son's progress and care via keyworker or senior staff. I receive contact from staff when appropriate to inform me of any concerns with health.

The children's folders contained records and photographs of their stages of developments and achievements. These were updated on a regular basis and shared with parents.

Parents told us:

- On the drop in day I saw all of her work. In the Personal Folder I saw all that she was learning. Her speech and confidence and counting and colour recognition have improved in a short time.
- I look at my child's folder when there's Stay and Play. I love everything they do. My child's learning so much.'

Children's artwork was displayed throughout the nursery and wall displays, activities and learning intentions, reflected current themes within the rooms.

In the baby room, parents and staff discussed children's routines, from which care plans were developed. All staff could refer to them throughout the day, in order to provide care and support for the children, tailored to their individual needs. We saw the babies happily playing with staff, enjoying a wide range of activities appropriate for their age and stage of development.

Babies and younger children had the opportunity to sleep in the baby room and within a curtained off area within the playroom. We saw children being looked after in a caring, sensitive manner, particularly when they were awakening from a sleep. Staff stayed with them, comforted them and prepared them for rejoining the main nursery. When children reached an age to move from the baby room to the 2-5 room, parents told us the transitions worked very well.

We found the nursery was well organised and children were happy and familiar with routines. The 2-5 room, was a busy room but also very purposeful, with children involved in a wide variety of activities. At different times throughout the day, children worked with their keyworker, who supported their learning, development and socialisation, doing art work, reading stories, playing games. At other times children played individually and in small groups, choosing different areas of interest in which to play.

Children also benefited from regular physical activity both indoors and outdoors. Staff were aware of the importance of providing regular opportunities for fresh air, exercise and active play.

Parents provided packed lunches, in a bag with their child's name on it, which were safely stored in the fridge. Parents provided hot food in flasks. At lunchtime, children sat at tables with their age group and staff sat with them. Staff encouraged children's independence and supported them when needed eg lifting the corner of foil on a yoghurt to help them get started. Children enjoyed a nutritious range of snacks in the morning and afternoon, which reflected healthy choices. Good account was taken of children's dietary needs so that snacks provided were suitable. Children were involved in some of the preparation of snack and were encouraged to serve themselves.

A parent had questioned the amount of fluids their child had during the day. A monitoring and recording system was introduced for all children. This had heightened staff awareness of how much individual children were drinking and they could let parents know at the end of the day. For example, some children were enjoying drinking from open cups instead of using their water bottles, so this was noted.

Children's nappies were changed regularly, with staff following the protocols required of them. Preschoolers and older children accessed the toilet independently and as with snack, they used good handwashing and hygiene procedures to minimise the risk of contamination and cross infection. We saw that children were familiar with these routines.

All staff had child protection training, knew who the child protection officer was and were aware of the procedures to follow should they have a concern.

Established systems were in place for the safe storage, administration and recording of medication given. Accidents and incidents were recorded appropriately with parents signing and receiving a copy.

Seven Care Inspectorate questionnaires were returned prior to the inspection.

All parents agreed or strongly agreed with the statements:

- My child and I were able to visit the service before starting to use it.
- Staff have worked with me and my child to develop an individual education and support programme for my child.
- My child regularly gets fresh air and energetic play. One parent disagreed.
- My child has the opportunity to sleep or rest when they need to.

### **Areas for improvement**

As discussed during inspection, SSI 210 Regulation 5, requires providers, after consultation, to prepare a written personal plan which sets out how the service user's health, welfare and safety needs are to be met. Personal Plans require to be reviewed

when the provider is requested to do so by the service user (parent or carer) or when there is significant change in a service user's health, welfare or safety needs and at least once in every six month period.

**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

The evidence for the grade awarded in this statement is included under Quality Theme 1, Statement 1.

### Areas for improvement

See Quality Theme 1, Statement 1 for areas for improvement.

**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

Four Seasons Nursery operates from a purpose built, private nursery. The premises consists of a room for babies (0- under 2), a large 2-5 room, quiet room/ meeting room, children's cloakroom, toilets, kitchen, staffroom, office and fully enclosed outdoor area and eco garden.

We found staff were very good at ensuring the environment was safe and service users were protected. We concluded this after we spoke with:

- staff
- manager
- owner
- parents
- children

We also

- observed staff and children in the environment
- considered the information in the self-assessment
- looked at risk assessments
- policies and procedures
- observed hygiene routines

A secure entry system was in place. Arrivals and departures to the Nursery were monitored carefully by staff. A member of the management team or permanent staff, greeted parents as they entered the nursery. There was a reminder for parents, on the nursery door, not to hold it open to allow people in.

The accommodation comprised of bright, clean, stimulating surroundings with suitable lighting and ventilation. Staff had displayed children's work, planning and photographs of them involved in a wide range of activities, celebrating their learning and valuing their contributions. It provided a stimulating place for children to be imaginative and creative in their learning. Learning intentions were displayed, to explore curricular areas (to explore writing), and suitable activities were available for the children.

Children had opportunities to play in an outdoor area adjoining the main playroom. This became an extension of the playroom for part of each day where a wide variety of outdoor activities were available. The service also had an eco garden, where they grew vegetables which were harvested and eaten. Much use was

made of the local environment where children were taken on walks and visits. The nursery had a minibus which was used regularly, maintained and contained seat belts and booster seats. A recent newsletter contained a picture of children outside Waterstones, where they had been choosing a book for their next area of interest. Children in the 0-2 room had the opportunity for active play indoors and outdoors, and were regularly taken on walks.

Staff completed risk assessments each day, and throughout the day, to ensure the environment remained safe. For example, staff checked the outdoor area immediately before children went out to play. Areas for repair and maintenance were identified and dealt with to ensure a well maintained environment.

Children's safety was further promoted by the service's commitment to Child Protection. Staff had been trained in Child Protection, First Aid and Food Hygiene. Staff were confident in the procedures to follow should they have incidences or welfare concerns. Staff wore gloves and aprons for nappy changing and when preparing and serving food.

As stated in 1.3 we saw children following good hygiene routines, such as handwashing before eating and after using the toilet, minimising the risk of spreading infection.

The service received an annual Environmental Health inspection. The certificate was on display to show the service met the regulations.

All of the above showed us the service works well to keep children safe in a secure environment.

In the seven questionnaires returned prior to the inspection:

All parents strongly agreed that the nursery had a safe, secure, hygienic, smoke free, pleasant and stimulating environment.

### **Areas for improvement**

The chair from the baby room had been removed to make space for soft play. We felt the children would benefit from the area having a comfortable chair where staff and children could share one to one times throughout the day.

**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

The evidence for the grade awarded in this statement is included under Quality Theme 1, Statement 1.

### Areas for improvement

See Quality Theme 1, Statement 1 for areas for improvement.

**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

We found the owner, manager and staff of Four Seasons Nursery, were a very good, professional and motivated workforce who operated to National Care Standards, legislation and best practice.

We concluded this after we spoke with:

- staff
- owner
- manager
- parents
- children

We also:

- observed and discussed staff practice
- observed staff and child interaction
- considered the information in the self-assessment
- discussed staff training, induction and appraisal

We saw some instances of excellent staff practice during inspection, particularly at handover times and when children were waking from sleep. Staff were prepared for children arriving and welcomed them enthusiastically, listening to parents and supporting them in the separation process. They were extremely caring and sensitive to the needs of the parents and the children.

We found staff photographs, names, qualifications and training were displayed on the noticeboards outside the playrooms.

We found a staff group who fulfilled the aims of the service. Staff followed best practice guidance relevant to the children they were caring for. For the younger children, Pre-Birth to Three, provided guidance for staff. The service had support from a preschool teacher for children in their ante-preschool, and preschool years, A Curriculum for Excellence was influencing planning, practice and the ways in which staff engaged with children. Staff were aware of Getting It Right for Every Child,(GIRFEC), a national programme to improve outcomes for all children in Scotland. Through discussion with staff, we found they were focussed on a child-centred approach to their practice and appeared knowledgeable and confident in their work.



As well as training being readily available to staff, the manager provided regular, in-house training. Training also supported staff to meet the registration requirements of their professional body, the Scottish Social Services Council (SSSC).

Staff told us:

- We've just had an introduction to 'restorative approaches'. It helps us to think more about how children are feeling and their emotions.
- We've introduced songs about emotions. We find children are expressing themselves more and telling us how they are feeling, whether they're happy or sad.
- We get a sheet to evaluate our training. It helps us to think about how we can use what we've learned in our day to day work.
- As a team, we discuss and support each other in strategies and approaches.

We saw that the manager and owner spent a lot of time in the rooms and were familiar with staff day to day practice and knew all of the children well.

When carrying out appraisals, staff were asked about training needs they had identified for themselves in addition to the needs of the organisation. They were actively encouraged to attend training in order to influence and improve their practice and interaction with the children. Annual Appraisals were focussed on pointing out areas staff had excelled at and what they had achieved.

The service had a small pool of part-time staff who covered for holidays and sickness. We thought this was very good practice as this provided a continuity of approach for children and parents.

Seven questionnaires were returned prior to the inspection. All agreed with the statements:

- I am confident staff have the skills and experience to care for my child and support their learning and development.
- I am confident that there are always enough staff to provide a good quality of care.
- My child appears happy and confident with the staff.
- I am confident the staff will protect my child from harm, abuse, bullying and neglect.
- The staff treat my child fairly and with respect.

Parents wrote glowing comments about the staff and parents we spoke to indicated they had every confidence in staff. Some comments are noted below and others are detailed throughout this report.

- 'The staff are so welcoming. They really helped her to settle.'
- 'My child's confidence has gone sky high. The staff are great.'
- 'Staff always take time to talk to you.'
- 'Staff are amazing, bending over backwards.'
- 'My child loves the ladies.'
- 'Staff give me an update every day.'
- 'Lovely staff, very approachable.'
- 'I love everything they do.'

### **Areas for improvement**

The service should continue to ensure they have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice. A new evaluation sheet is being implemented for staff to identify their strengths in order to support each other and pass on their skills and knowledge.

The owner and the manager were considering developing a policy and procedure for in-house promotions as they valued the quality, expertise and enthusiasm of their existing 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

The evidence for the grade awarded in this statement is included under Quality Theme 1, Statement 1.

### Areas for improvement

See Quality Theme 1, Statement 1 for areas for improvement.

**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

We found the service to have very good quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service they provided.

We concluded this after we spoke with:

- The Manager
- The owner
- Staff
- Children
- Parents

We:

- looked at the consultation and evaluation processes the service used
- observed staff discussions and interaction with children
- took account of information in the self assessment
- took account of information given to us by parents in questionnaires

We found the service had a range of quality assurance systems and processes which involved children, parents and staff in the quality of service provided. The service encouraged the ongoing involvement of parents, inviting them to join the Parent Committee. A variety of questionnaires were used to provide the service with feedback. For example, annual questionnaires gave parents the opportunity to answer questions about management, responses from settling in questionnaires helped to improve the entry procedure to nursery and questionnaires about specific aspects of the nursery about which management and staff sought feedback. Parents and staff had completed questionnaires about National Care Standards 1-3. This had raised parents' awareness of the standards and gave them the opportunity to comment on how well the nursery performed. It also brought detailed responses from staff, showing how they ensured they met the standards in their daily work, to provide a high quality service. Comments from these are noted throughout this report.

This level of feedback assisted the manager and staff to take account of parent's views and formulate a Standards and Quality Report and Improvement Plan. These were then shared with parents by email, notices and newsletters.

We found the owner was taking a more active role in the service, working closely with the manager. They were enthusiastic in their role. They were very good at identifying and promoting leadership values, encouraging staff to do well.

Seven Care Inspectorate Questionnaires were returned prior to the inspection.

All agreed or strongly agreed with the statements:

- Overall, I am happy with the quality of care my child receives in this service.
- The service has involved me and my child in developing the service, for example asking for ideas and feedback.

### **Areas for improvement**

The service has links with organisations in the community with whom they work closely. They should consider how they could involve stakeholders in assessing the quality of the service provided.

**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

<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 - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
<b>Quality of Management and Leadership - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 4	5 - Very Good

## 6 Inspection and grading history

Date	Type	Gradings	
19 Jan 2012	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	Not Assessed
		Management and Leadership	Not Assessed
22 Mar 2010	Unannounced	Care and support	5 - Very Good
		Environment	Not Assessed
		Staffing	5 - Very Good
		Management and Leadership	Not Assessed
28 Nov 2008	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good

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

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