

## Care service inspection report

# Kinneil Primary School Nursery

## Day Care of Children

Dean Road

Bo'ness

EH51 0DJ

Telephone: 01506 778360

Inspected by: Andrea Daley

Type of inspection: Unannounced

Inspection completed on: 1 October 2013



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### Service provided by:

Falkirk Council

### Service provider number:

SP2004006884

### Care service number:

CS2003043646

### 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

The service provides a wide range of opportunities for parents and children to contribute to developing the life and work of the nursery. This enables people to participate in ways that suit them best.

The service has established very good practice in supporting children to keep healthy, safe and well. They provide a wide range of stimulating learning experiences to promote healthy lifestyles and relationships.

The service is well-resourced and provides a safe, secure environment for children in their care.

The staff and management team are highly motivated, competent and caring. They have created a warm and welcoming ethos where parents and children feel valued and included. They work very well together to provide high quality care and support to families.

### What the service could do better

The service should continue to embed consultation into all aspects of care and support. This would include strengthening children's and parents' involvement in developing and reviewing personal plans and learning journeys.

The service should update infection control policies and procedures to ensure these

reflect current guidance.

As planned, the service should continue to enhance outdoor learning experiences.

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

The service has made positive improvements to outdoor learning.

The service has improved the use of floor book planning to further engage children in planning and to link to their learning journeys.

The service has improved access to toilet facilities for children.

The service has developed its vision, motto and values in consultation with staff, parents and children.

### **Conclusion**

The service continues to provide a high standard of care and support in line with their stated aims and objectives. They should continue to build on their strengths and take forward areas for improvement identified in this report.

### **Who did this inspection**

Andrea Daley

# 1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at [www.careinspectorate.com](http://www.careinspectorate.com)

This service registered with the Care Inspectorate on 24 August 2012.

## Requirements and recommendations

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

- A recommendation is a statement that sets out actions the care service provider should take to improve or develop the quality of the service, but where failure to do so will not directly result in enforcement. Recommendations are based on the National Care Standards, relevant codes of practice and recognised good practice.

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

Kinneil Primary School Nursery Class is a Falkirk Council provision registered to provide day care for a maximum of 30 children at each session. The nursery operates a morning and afternoon session, each lasting 2.5 hours in line with Council policy. The service operates during term time only. At the time of our inspection the service was offering 30 places in the morning and 20 places in the afternoon session. This will increase to 30 places in the afternoon from January 2014.

The service is managed by Headteacher, Mr Paul Fleming. The staff team comprises of a Senior Early Years Officer and two Early Years Officers. There is a teaching post allocated to the nursery 1.5 days a week. At the time of this inspection there was one Early Years Officer working on supply to cover staff absence.

Kinneil Primary School has two key dimensions that underpin everything they aim to achieve:

- 1) To engage our children in the highest quality learning activities
- 2) To maximise success for all our learners

The school fully endorses the main objectives of Curriculum for Excellence. The school

has developed a clear motto, vision and values in consultation with parents, staff and children to underpin all their work.

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. The inspection was carried out by Inspector, Andrea Daley. The inspection took place on Tuesday 24 and Wednesday 25 September 2013 between 9:00 and 17:30 hours. We gave feedback to the Headteacher on Tuesday 1 October 2013 between 9:30 and 11:30 hours.

As part of the inspection, we took account of the completed annual return and self assessment forms that we asked the provider to complete and submit to us.

We sent 30 care standards questionnaires to the service to distribute to parents / carers on our behalf. Eighteen questionnaires were completed and returned to us. We also met with a group of six parents / carers on Wednesday 25 September between 9:15 and 10:30 hours. We asked them for their views about the service and about how this benefited their children.

During this inspection process, we gathered evidence from various sources, including the following:

We spoke with:

The Headteacher  
The Acting Principal Teacher  
Teacher (previously allocated to nursery)  
Senior Early Years Officer  
Early Years Officer  
Supply Early Years Officer  
6 Parents / Carers  
Several Children

We looked at:

\* Information held about children using the service, including; enrolment forms, all about me records, learning journeys, reviews and child plans (forming the basis of personal plans required in legislation)

- \* Records of consultation with parents and children, including; questionnaires, evaluation forms, learning journeys, floor books and mind maps
- \* Health and safety policies, procedures and records, including; risk assessment, cleaning and maintenance and cook safe
- \* The environment and equipment used in the service
- \* Information for parents and children, including welcome booklets, newsletters, notice boards, twitter, website and home links initiatives
- \* Planning and evaluation records
- \* Staff training and continuous professional development records
- \* Minutes of staff meetings
- \* Quality assurance, self-evaluation and monitoring documents
- \* School Improvement Plan
- \* Standards and Quality Report
- \* How the staff worked with the children in their care during the inspection
- \* How the staff interacted with parents during the inspection

### **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)



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

N/A

## The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

**Annual Return Received:** Yes - Electronic

## Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

The service submitted a fully completed self assessment document to us before we carried out our inspection.

The service told us what they thought they did well, some areas for improvement and how they planned to take these forward. The sources of evidence given by the service provided a useful starting point for our inspection.

The service should continue to develop self assessment procedures to become more outcome focused and to provide some examples of the changes that have been made, over time, as a result of service users' involvement and quality assurance procedures.

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

We observed the children to be polite, friendly and confident in the nursery. They engaged enthusiastically with the learning experiences available. Staff supported those who needed a bit extra help so that they could participate in activities of their choice. Children enjoyed playing indoors and in the well-resourced nursery garden. They responsibly helped to look after their nursery by tidying up, watering plants and recycling waste. Children told us about what they had been learning and about some of the things they enjoyed at nursery. Their comments included:

"I liked playing with the tennis balls"

"I'm busy painting; I'm not finished yet - it's my face"

"Look, I'm painting humpty dumpty"

"We are learning about our faces, our eyes are for seeing and we listen with our ears"

"This is my peg; I have a picture of a lion"

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

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

We sent 30 questionnaires to parents/carers via the service and 18 of these were completed and returned to us before writing this report. Six parents/carers also had an opportunity to contribute their views to the inspection process during a discussion group. Parents were overall very positive about the quality of the service. They thought that children were very well supported to achieve new things in nursery. They told us that children had gained in confidence and independence as a result of their nursery experiences. They thought that the nursery was safe, clean and well-resourced.

Parents expressed high levels of satisfaction with the quality of staffing and management arrangements in the service. They said that they found staff to be very caring, dedicated, willing to share advice and provide additional support where needed. They were complimentary about the "open door" policy and felt that they could approach staff or management at any time to discuss matters concerning their children.

Parents confirmed that there was plenty of information available about the service and welcomed the opportunities for involvement. They made particular mention of stay and play opportunities and the home link learning sacks and books that enabled them to share in their children's learning in a practical way.

Comments from parents included:

\* Kinneil is a fantastic school where the Headteacher actively works with parents to ensure school values are linked to life outside the school. The school has a very positive outlook and is a stimulating environment for my children who enjoy every day at school nursery.

\* My child loves attending Kinneil Nursery.

- \* Parents are encouraged to stay and play to participate in nursery activities.
- \* I am very happy with this nursery and its staff and feel my child has come on leaps and bounds since starting nursery.
- \* My daughter loves her nursery. I can see a big improvement in her. She has met many friends and enjoys doing different activities.
- \* The nursery provides a wonderful environment for my daughter.
- \* Communication with staff/parents is excellent.
- \* The staff helped me to settle my little boy when he first started nursery. The staff always asked if I wanted to handle it a certain way. It was a slow process but it worked and my son now enjoys being at nursery and is becoming more confident on his own.
- \* The staff have been involved in further development and it is good to see this new learning has been taken back to and applied within the nursery e.g. outdoor play.
- \* I would like to know a bit more about what they are hoping to achieve with my child this term.
- \* I have some concerns about changes to teaching arrangements this term but hopefully this will settle once the new appointment is made.
- \* Children are outdoors every day and get plenty of fresh air and exercise. They have the new waterproof suits and parents provide wellies. I think it's great.

## 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

Based on the evidence we sampled at this inspection, we graded the service as very good in this Quality Statement. We concluded this after we talked to parents and staff, observed how staff worked with children, looked at a range of records and reviewed relevant evidence given in the self assessment.

We found that the service had very good approaches to involving children and parents in the life and work of the nursery. It was clear that the warm and welcoming ethos encouraged them to contribute their views during day-to-day activities and for future plans. The service had developed a 'parents as partners' policy. This set out the many ways that parents could be involved in the nursery. It explained how the service would communicate and share information with parents about their children's progress and the service as a whole. This demonstrated the service's commitment to working in partnership with parents.

We looked at examples of practice and found that the service implemented policies very well to engage and involve parents. For example, they had introduced 'stay and play' sessions. These had been successful in helping parents to share children's experiences and to understand the work of the nursery better. Parents commented positively about this initiative. They told us; "I feel the stay and play session has let me see what they do day-to-day", "it is good to see how my child interacts with others" and "it provided me with reassurance that they were settling in well." Children benefited from the home link initiatives the nursery had put in place, for example; the lending library, home link sheets and learning sacks. Parents reported that these helped them to feel involved in their children's learning and to further support this at home where possible.

Parents were confident that staff knew their children well and worked with them to meet individual needs and interests. Comments included; "they have really helped my child with his speech", "they are working on pencil control and have got something to help my child learn the proper way to hold this" and "staff really understand the children and know what makes them tick." Some parents told us that they were involved in meetings or discussions about their children's care and learning needs where required. They confirmed that they felt supported by the service to make decisions that would benefit their children.

We found that children were very involved in planning their learning experiences. Staff observed children closely and asked them for their views. They used a combination of floor books, mind mapping and discussions very well to capture children's thoughts and ideas. They used this information effectively to help them plan meaningful and relevant learning contexts and experiences that were responsive to children's changing interests. As a result, children were becoming confident in expressing their views and ideas. Most were focused and engaged in their chosen activities and staff gave additional support to individual children where required. We saw that staff worked closely with children to identify individual interests and learning needs. They used learning journeys well to support these areas. As a result children were supported to develop their skills and achieve new things. For example, we read about children becoming better at listening and following instructions. They were proud when they were able to complete a more complex puzzle or to write their name. Children's success in learning and their achievements were celebrated in learning journeys and displays. This helped to promote their self-esteem and confidence.

The service had developed very good ways of sharing information with parents and children. For example, they provided useful and relevant welcome booklets. Children's booklets included colourful photographs to promote their understanding. Staff also organised induction visits that included a presentation about the nursery. This contributed positively to parents and children being well prepared for the transition. We found that newsletters, notice boards and leaflets were being used well to keep parents up to date with what was happening in the nursery. Parents told us; "there is loads of information" and "the folders are good for seeing what they are learning this week."

The service consistently used questionnaires, comments books and evaluation sheets to seek parents' views on a range of areas. For example; most recently, parents and children had been asked for their views in developing the school vision, motto and values. This had helped to shape a shared vision underpinned by clear values for moving forward. We saw letters and action points to suggest that parents were generally informed about the outcome of consultation or told why action could not be taken and why.

All parents were members of the Parent Forum and could choose to become involved

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in Parent Council structure. They were involved in fundraising activities which benefited the children through the provision of activities and resources.

Overall, we found that the service routinely created a wide range of opportunities for parents and children to evaluate and contribute to developing the service and responded positively to their views.

### Areas for improvement

In their self assessment, the service told that they would aim to be creative in how they seek the views of parents. They hoped that this would significantly enhance the quality and quantity of feedback and therefore support the service to continually improve. They planned to continue to do this in a variety of ways at popular 'open sessions' and to continue to develop new strategies.

We thought that the service should continue to embed consultation into all aspects of care and support. This would include showing how children's views influence things like nursery rules and snacks and reinforce these visually. They could strengthen parental involvement in developing personal plans and learning journeys to show partnership approaches. The service may also consider how children could further share their views about their learning experiences, for example, in newsletters or a nursery blog. They should, as planned, continue to look at how ICT could be used effectively in developing methods of participation in the service.

**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

Based on the evidence we sampled at this inspection, we graded the service as very good in this Quality Statement. We concluded this after we talked to parents and staff, observed how staff worked with children, looked at a range of records and reviewed relevant evidence given in the self assessment.

Children benefited from well considered transition arrangements to support them in settling in to the nursery. These included, for example; welcome booklets, parents' information events and visits to meet the staff team. As a result, children were developing positive attachments to staff and were becoming confident in the nursery setting.

Staff had suitable ways of gathering information about children and their needs on admission to nursery. For example, they gathered 'all about me' information that

helped them to identify children's likes, dislikes, things that were important to them as well as any health needs. This helped staff to build relationships with children and to understand and plan for any identified needs, such as allergies, dietary needs or medication. The service used a framework of Falkirk Council policies and procedures, for example in relation to medication, to guide staff practice in this area. They appropriately obtained written consent and instructions for any administration of medication. We found that the systems in place contributed positively to children's health and welfare needs being met.

As part of their key working role, staff used learning journeys well to plan, support and record children's progress and achievements. Parents could look at these at any time and staff arranged a 1-1 review meeting with them during the year to discuss progress and next steps. This provided opportunities for parents to be involved in planning their children's care. Where parents had seen learning journeys, they commented that these were easier to interpret and understand than previous profiles. They liked that photographs documented progress and said that the language used was easier to understand. They liked the home links that were provided at times to help them support children at home. They told us how this helped them to communicate with their children and to share in their experiences. Comments included 'the themed activities and home links provide a link between home and nursery and helps parents to be more involved with their child's care.'

Staff implemented the national framework "Getting it right for every child" (GIRFEC) in their work. We found that they worked very effectively with other agencies to make and implement plans to meet children's individual needs where required. For example, following input from speech and language therapists, we saw how they introduced Board maker visual timetables and Makaton to support children to express choice and participate in planning their day. This practice contributed positively to ensuring that all children were included and respected in the nursery environment. Parents told us that staff were responsive to children's individual needs and provided very good additional support where required.

The service provided a wide range of stimulating experiences to encourage children to learn about healthy relationships and lifestyles. For example, we saw children participate enthusiastically in a well-planned gym lesson during our inspection. They were learning to follow instructions, to move their bodies in different ways and to use space around them well. Staff also made very effective use of the outdoor environment to promote children's health and wellbeing. Children benefited from daily opportunities for fresh air and exercise in the nursery garden and school grounds. During our visit, we saw that they worked co-operatively to create an island so that "the crocodiles won't get your toes" and developed confidence when balancing on the planks of wood. Staff explained that later this session they would begin to use the newly developed "forest area" where children would benefit from opportunities to learn about and experience a more natural environment. With the purchase of waterproof suits and umbrellas, it was very positive to note that the service had

effectively reduced barriers to outdoor play. As a result, children were able to experience and enjoy the outdoor environment in all weathers.

We saw that children were becoming familiar with nursery routines and rules. For example, they were developing responsibility and independence at snack times. They were given opportunities to help with preparation. They were learning about what choices they should make to keep themselves healthy. They told us; "I like fruit for snack", "I like bananas" and "milk gives you strong bones." Children were also developing positive friendships with others and some played very well together, for example, at a game of dominoes. They talked about the rules of play and concentrated well at this activity. We found that children were aware of some of the rules in the nursery. They told us; "sometimes we help to tidy up", "you have to sit nice", "you have to go outside to play" and "not be naughty." We saw that staff encouraged children to share, take turns and develop respect for each other and their environment.

Overall, we found that the service had strong performance in this quality statement. Established high quality practice contributed positively to children being safe, healthy and protected in the service.

### **Areas for improvement**

In their self assessment, the service told us that they would continue to embed the improvements that were being made. The nursery staff were taking a lead role in taking forward outdoor learning as part of the school improvement plan.

We thought that the service should continue to develop and review the systems used to record children's needs and learning. These should aim to provide a holistic view of the child and the plans in place to support positive outcomes. As noted in Quality Statement 1.1, this would include strengthening evidence of the good practice in involving parents in planning children's care both at the outset of placements, through learning journeys and at meetings and reviews. Consent for medication that is prescribed on an "as required" basis should form part of any reviews along with any other health needs. There should be a system to ensure that all children have a planned six monthly review of their personal plan, including those that join the service at the January intake.

As planned, the service should continue with their plans to further develop outdoor learning. They should aim to create opportunities for free flow indoor/outdoor learning experiences.

**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

Please refer to information contained in Quality Theme 1, Statement 1 for information on the range of ways that children and families can be involved in influencing the quality of the service. This includes aspects of the quality of the environment. The grade of 5 - Very Good is applied across all participation statements in this report.

The service had successfully involved parents, children and the community in developing the outdoor environment and planned to continue to build on this work.

#### Areas for improvement

Please refer to Quality Theme 1, Statement 1 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

Based on the evidence we sampled at this inspection, we graded the service as very good in this Quality Statement. We concluded this after we talked to parents and staff, looked around the environment and observed how staff worked with children. We also looked at a range of records and reviewed relevant evidence given in the self assessment.

We found that children were cared for in a safe, secure and stimulating environment. The premises were clean and bright with suitable heating, lighting and ventilation. Children could choose from a range of well maintained, appropriate play equipment and other resources. There were suitable arrangements in place for maintenance and repair of equipment used in the provision of the service. For example, electrical and

fire equipment was routinely tested to ensure this was in good working order and safe. Recent changes to the layout of the nursery have resulted in easier access to nursery toilet facilities. This has increased children's independence in managing their personal care routines. Staff carried out a range of risk assessments and put measures in place to reduce risks as necessary. We saw, for example, that they were rigorous in ensuring that children were collected from nursery by a known adult to ensure their safety and wellbeing.

Parents were very happy with quality of the environment. Comments included:

"Safety is good; staff are very conscientious in making sure children are collected by a known person."

"There is a separate entrance for nursery and the door is alarmed so that there is little chance of anyone leaving unattended."

"Staff are always supervising the children and counting numbers."

"The change to access the toilets is much better."

We saw that children were learning how to care for their environment. For example, they helped to tidy up and to recycle food and paper. They were very responsible when carrying out these tasks. It was clear that children were proud of their nursery and had a sense of belonging there. They happily pointed out and talked about their drawings and paintings that were attractively displayed throughout the service. These highlighted children's learning and celebrated their success and achievements. This contributed positively to children feeling valued and included.

Staff made effective use of space to create opportunities where children could play on their own or in smaller or larger groups. They used the nursery garden and school grounds very well to provide a wide range of stimulating outdoor learning experiences. We saw that children were learning to assess risk and to solve problems, for example, when creating structures to balance and climb on.

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

Staff had Food Hygiene training and followed cook safe procedures when storing and preparing snacks. The service followed appropriate guidance about exclusion periods for illness or infections. Staff encouraged children to wash their hands at appropriate times during the session. These measures helped to promote the safety and welfare of children and families using the service.

### **Areas for improvement**

We found that cleaning schedules were in place and kept up to date. The recording system should, however, be slightly adjusted to bring in line with sample schedules given in infection prevention and control guidance.

The service worked within the framework of Falkirk Council infection control policies and procedures. We were advised that these were currently being reviewed and updated by the local authority. The service should ensure that these are personalised to their setting where appropriate, to take account of current good practice guidance; Infection Prevention and Control in Childcare Settings, Health Protection Network (March 2011 and appendix October 2011).

**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 refer to information contained in Quality Theme 1, Statement 1 for information on the range of ways that children and families can be involved in influencing the quality of the service. This includes aspects of staffing, management and leadership in the service. The grade of 5 - Very Good is applied across all participation statements in this report.

#### Areas for improvement

Please refer to Quality Theme 1, Statement 1 Areas for Improvement. As planned, the service should continue to look at ways they can gather and use feedback from children in staff review and development procedures.

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

**Number of requirements:** 0

**Number of recommendations:** 0

### Statement 3

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

#### Service strengths

Based on the evidence we sampled at this inspection, we graded the service as very good in this Quality Statement. We concluded this after we talked to parents and staff, observed how staff worked with the children and looked at evidence of the systems and processes in place to support staff training and development.

At the time of our inspection, there were two permanent staff and one supply member of staff working in the nursery. A clear induction procedure was in place for supply staff to help them become familiar with their roles and responsibilities. We saw that staff worked very well as a team and provided appropriate support and guidance to each other where required. Staff were approachable to parents and

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maintained a professional yet friendly manner when sharing information or dealing with enquiries. They created a welcoming, caring ethos that helped to create a climate of trust and confidence in the service.

It was clear that staff were enthusiastic, motivated and focused on ensuring positive outcomes for children and families using the service. They were aware of National Care Standards and Codes of Conduct and these clearly influenced their practice. For example, we saw how they treated children with respect, encouraged their independence and promoted their choice in daily routines and activities. As a result, we saw children who were happy, confident and able to make choices and decisions in the service.

Parents spoke highly about the quality of staffing arrangements in the service. They thought that the key worker system was very good. They liked that children had kept the same key worker in their second year to provide continuity of care. Comments included:

"Staff are really dedicated"

"Staff understand the children well and have a good bond with them"

"They work with you individually where required to support the children"

"Staff in the nursery are helpful, welcoming and caring"

"Communication with staff/parents is excellent"

We found that all staff held qualifications relevant to their positions in the service. As required, they were registered with the Scottish Social Services Council (SSSC) or the General Teaching Council Scotland (GTCS). Registration requires staff to continue their professional development and keep their skills and knowledge up to date. We found that they did this very well. Staff took part in a wide range of training and learning opportunities, including courses, cluster meetings and team meetings. They evaluated their learning and put ideas into practice to benefit children and parents. For example, as part of a Start right leadership programme the senior early years' officer had successfully led a project to further develop outdoor learning experiences for the children.

The service had recently introduced new and improved procedures for Employee Review and Development (ERD) in line with local authority guidelines. This challenged staff to reflect on their practice, to identify strengths and consider areas for training and development. Training plans were being developed to meet identified needs and interests focusing on what would benefit children and families.

### **Areas for improvement**

In their self assessment the service identified the following area for improvement:

\* To continue to develop opportunities for staff to share best practice/new ideas with each other

Early Years staff kept records of their continuous professional development (CPD) on file. This included training certificates and post course evaluations. We sign posted them to the SSSC Post Registration Training Log (PRTL). We suggested that they could use this form for recording all CPD activities, including the impact their learning has had on outcomes for people using the service. Staff would then be ready to provide this if requested to do so by SSSC when renewing their registration.

As planned, the service should keep parents informed about any changes to staffing arrangements in the nursery. This would include planned changes to teaching staff allocated to support the nursery. Parents thought that once things were settled, it would be good to have a guide on what the teacher was focusing on in the nursery.

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

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 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 refer to information contained in Quality Theme 1, Statement 1 for information on the range of ways that children and families can be involved in influencing the quality of the service. This includes aspects of staffing, management and leadership in the service. The grade of 5 - Very Good is applied across all participation statements in this report.

#### Areas for improvement

Please refer to Quality Theme 1, Statement 1 Areas for Improvement.

In their self assessment, the service told us that they would continue to develop how parents and children are fully involved in assessing all areas of the nursery and are directly involved in establishing their improvement plan.

We agreed that the service should continue to involve parents and children in all aspects of evaluation and development.

**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

Based on the evidence we sampled at this inspection, we graded the service as very good in this Quality Statement. We concluded this after we talked to parents, staff and members of the senior leadership team and looked at evidence of the systems and processes in place to support quality assurance.

We have included information in Quality Theme 1, Statement 1 about how the service engages with children and parents to ask for their views about what they do well and how they could improve. We have given some examples to explain what the service does as a result.

The Headteacher had effectively engaged with staff, parents and children to create a clear vision, motto and values for the service. This underpinned the work of staff and promoted a culture of success and a commitment to continuous improvement in the service.

We found that the service used a wide range of effective quality assurance systems to monitor and evaluate their work and to make plans for improvement. All staff contributed to this process and displayed commitment and positive leadership qualities in delivering high quality experiences for families using the service. We found that very good arrangements had been established to monitor the quality of work of each member of staff and the service as a whole. For example nursery visits, tracking meetings and sampling of learning journeys enabled management to have an overview of children's experiences and progress. They encouraged staff to reflect on and evaluate their practice and gave useful and relevant feedback to them to support continuous development. This contributed to children experiencing high quality care and learning experiences.

The service used tools such as questionnaires and frameworks such as 'How Good is our School' to audit performance and identify strengths and next steps in their journey. Findings were used to develop a whole school improvement plan (SIP) which focused on improving outcomes for children in a range of different areas. For example, the focus in the nursery was to improve outdoor learning experiences across the curriculum.

The service told parents about their progress and achievements in making improvements in an annual "Standards and Quality" report with key highlights and next steps summarised in a more user-friendly format. We found that there were systems in place to monitor the health and safety of the environment and ensuring any repairs were carried out.

There was a clear complaints procedure should parents wish to raise any concerns in a formal way. Parents told us that they would be comfortable raising any concerns or issues with staff in the first instance and were confident these would be addressed. They commented favourably on the "open door policy" and thought that the service was well-managed. Comments included; "the Headteacher plays a pro-active role in the nursery provision and I believe this has had a positive impact on the children and integrating the nursery into the primary school environment."

As a result of well-established systems and the combined efforts of staff and



management, we concluded that quality assurance systems were directly contributing to very good outcomes for children and families using the service.

### **Areas for improvement**

In their self assessment, the service told us that they would continue to develop how parents/carers and children are directly involved in establishing their improvement plan.

The service has developed new tools for monitoring nursery practice which they plan to implement this session. These may also be developed as a system for peer review and evaluation which would contribute to professional dialogue and learning across the team.

As planned, the service could continue to develop ways of showing how they inform people about how their views have been used at an individual or service level. For example, using a 'You said, we did' format in newsletters and other forms of correspondence.

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

**Number of requirements:** 0

**Number of recommendations:** 0

## 4 Other information

### Complaints

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

### Enforcements

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

### Additional Information

### Action Plan

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

## 5 Summary of grades

<b>Quality of Care and Support - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
<b>Quality of Environment - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 2	5 - Very Good
<b>Quality of Staffing - 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
21 Oct 2010	Unannounced	Care and support      5 - Very Good Environment            Not Assessed Staffing                    Not Assessed Management and Leadership    Not Assessed
24 Mar 2009	Unannounced	Care and support      5 - Very Good Environment            5 - Very Good Staffing                    5 - Very 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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