

Care service inspection report

Charleston Pre School Playgroup

Day Care of Children

Charleston Village Hall

Charleston

Glamis

Forfar

DD8 1UG

Telephone: 01307 840529

Inspected by: Donna Borek

Type of inspection: Unannounced

Inspection completed on: 31 January 2014



Contents

	Page No
Summary	3
1 About the service we inspected	5
2 How we inspected this service	7
3 The inspection	10
4 Other information	24
5 Summary of grades	25
6 Inspection and grading history	25

Service provided by:

Committee of Charleston Pre School Playgroup

Service provider number:

SP2003000555

Care service number:

CS2003002835

Contact details for the inspector who inspected this service:

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Summary

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

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

We gave the service these grades

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	4	Good
Quality of Management and Leadership	5	Very Good

What the service does well

Overall, the service was highly skilled at involving children, parents and carers in developing the service. There were many varied opportunities for parents and carers to become as involved as they wished in the running and development of the playgroup.

Staff showed great insight into children's learning and this was recorded in a creative way, which was easy for both children and parents to understand. This was noted as a great strength of the staff team and showed a great deal of insight into how children learn and understand their learning.

What the service could do better

The service should continue to review and develop their policies and procedures. In particular, their behaviour management policy and being more into line with best practice documentation.

The service should ensure that the staff team are being given regular opportunities for practice review and development.

What the service has done since the last inspection

Since the last inspection, the service has continued to build upon their good practice areas and develop new areas of practice. We found that staff had begun the process of identifying their strengths, but should continue to develop and evaluate these as the service develops.

Conclusion

Overall, we found that the playgroup offers children very good experiences. We found the playgroup to provide a wide range of opportunities for participation with parents, carers and children.

On the days of inspection, we found the staff team to be nurturing and very positive in their interaction with children who were attending the playgroup during the inspection. We saw that the children were engaged, confident and comfortable within the setting and that the staff were quick to respond in a positive way if children were struggling.

Who did this inspection

Donna Borek

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

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

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

The history of grades which services have been awarded is available on our website. You can find the most up-to-date grades for this service by visiting our website, by calling us on 0845 600 9527 or visiting one of our offices.

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 Reform (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."**

Charleston Village Playgroup is based in the Village Hall in Charleston Village. The services conditions of registration are as follows:

1. To provide a care service to a maximum of 22 children at one time.
2. The age range of the children will be from two and a half years to those not yet attending primary school.

Based on the findings of this inspection this service has been awarded the following grades:

Quality of Care and Support - Grade 5 - Very Good

Quality of Environment - Grade 5 - Very Good

Quality of Staffing - Grade 4 - Good

Quality of Management and Leadership - Grade 5 - Very Good

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 0845 600 9527 or visiting one of our offices.

2 How we inspected this service

The level of inspection we carried out

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

What we did during the inspection

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

We wrote this report following an unannounced inspection visit on 28th January 2014, returning to finish the inspection on 31st January 2014. The inspection was carried out by Care Inspectorate Inspector, Donna Borek. Feedback was given on 31st January 2014.

As requested by us, the service sent us an annual return and a self assessment. In this inspection, we gathered evidence from various sources, including the relevant sections of policies, procedures, records and other documents and included:

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

Discussions with:

- * The manager of the service.
- * Staff.
- * Children.
- * Parents and carers.

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

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 comprehensive self assessment to us. The service generally graded themselves appropriately. We spoke with the service about using the self assessment document dynamically and updating it as the service develops.

Taking the views of people using the care service into account

"I can see yellow and red too."

"Those colours make the rainbow."

"mmm that nice and healthy."

"It's a spider."

"How many legs does a spider have?"

"I made a dinosaur."

Taking carers' views into account

"We are really lucky to have the Playgroup."

"So many opportunities for the children to develop."

"Overall I am very happy, I wouldn't have our children anywhere else."

"I am amazed at how much learning is achieved through their play."

"The children really enjoy the playgroup but they learn so much along the way."

3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.

Service strengths

Overall, we found the playgroup to be very good at ensuring children and their families participated in assessing and improving the quality of the service. There were varied and different ways for both children and their families to contribute their ideas and suggestions. This ensured that there were different opportunities to become as involved as families wished. We found that this was based on a robust participation policy.

The service was run by a committee of parents, who met with staff and other parents on a regular basis. Staff met with the committee once per month. We saw minutes from the meetings and found that the committee took an active role in supporting the playgroup to develop and also offered a quality assurance role. We noted that the playgroup's policies and procedures were reviewed on a regular basis at committee meetings. This offered parents an opportunity to contribute to the development of these.

We found the staff team to be friendly and approachable and we saw staff taking time to have discussions with parents when they were dropping off or collecting their children. We heard staff discuss what children had been doing throughout the day and their achievements. This ensured that parents and carers were kept up to date with their children's progress. We observed that parents and carers were comfortable in the environment.

Parents and carers were invited to attend a parents evening twice per year and could talk with the staff about their child at anytime. Parents were given home the educational planning folder and asked for their comments on the learning process of the playgroup. We observed some very positive feedback from parents within this folder. This offered parents and carers an opportunity to talk both formally with staff about their child's progress, but also informally at any opportunity.

It was clear that the staff knew the children and their families well. Parents were expected to support the playgroup by taking their turn on duty. This offered parents an opportunity to be in the playgroup environment and spend time with their child when there.

Parents were provided with regular questionnaires, both about specific topics and also others which asked about all aspects of the playgroup. Feedback from this was provided to parents through the playgroups newsletters, which were available both in paper form and via e-mail. This ensures that parents and carers are kept informed about how their comments and views have been used.

Parents were given a weekend book to complete, providing a small commentary of what children had been doing over the weekend. These books evidenced strong communication links between home and playgroup. Children's home successes were celebrated within the playgroup, as well as at home.

Within the playgroup environment, it was clear that children were confident and comfortable and leading their learning. The playgroup provided free play for children, meaning that they could choose what they what to do and when. Children were seen to be independently accessing resources and staff were seen to be very skilled at proactively supporting children to take the initiative in their learning.

Learning outcomes for children were based on Curriculum for Excellence, the framework through which educational outcomes are assessed for children and young people. This was brought to children through the lens of pedagogy, a model of teaching and learning. The playgroup were also using best practice documentation such as child at the center II and GIRFEC.

Parents were updated regularly about children's learning opportunities and asked for their input into both the planning for children and learning outcomes evidenced through their portfolios and learning records kept about children. This provided a reference for both staff and parents to recognise and understand what children were learning when playing. Children's portfolios were available to them at any point during the session and reflected their understanding of their learning and development.

Areas for improvement

The service should continue to develop the very good practice already established within this area. We discussed various ways that this area could be developed and enhanced.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 3

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

Service strengths

Overall, we found the service to be very good at ensuring that children's health and wellbeing needs were met. We saw that in the majority of weather conditions, children had access to the outside area, as the service had all weather suits for the children.

Children were given access to the outdoor area throughout the session, which ensured that they were given opportunities for energetic activity and fresh air, in all weathers. We found the garden area to be well resourced, including a planting area, which was filled with sensory plants, a digging sand pit and a climbing wall that children could use at their leisure. Children were enjoying their snack in the garden on the day of inspection.

We saw that children were enjoying a healthy snack of cereal bars and bananas and that staff were supporting children to be as independent as possible in accessing this. The playgroup was part of the national tooth brushing program, supporting children with their oral health needs. Children were encouraged to follow good hand washing practices and we observed staff encouraging this before and after snack and play. The good hand washing practice helped to prevent the spread of potential infection through the playgroup.

The playgroup used a pedagogical approach in implementing the Curriculum for Excellence, the framework which supports children's learning in Scotland. As a result of this, children's topic work reflected their interests well and we saw that the children were currently engaged in learning about Scottish Country Dancing and Robert Burns. The topic work had opened up many opportunities for energetic play and learning about history and staff were enjoying supporting the children to develop all aspects of this.

The staff team undertook regular observations of the children at play and reflected this in their educational learning journeys. Observations were used to assess where children were at with their learning and to identify next steps. We found the recording of this to be particularly insightful and clear. The written assessments of children's learning was pitched at a level that both children and their families would understand. This process ensured that children's learning and development was regularly reviewed, in-line with children's interests as they developed and best practice documentation.

Children were being supported to keep their own profiles and therefore they reflected their learning from their perspective. Parent's and carers were very involved in writing in the folders and commenting on the work their children had done. The service provided them with home quizzes to ask their children about, this reflected things that they had been learning about with the playgroup. This supported home / playgroup learning links for children.

The service kept very good information about children and their needs. We saw that children's individual needs were taken into account and that their plans were adapted accordingly. We found that where required, staff had been given specific training to meet children's individual needs. This ensured that the service was being progressed to meet the developing needs of the children.

The service was in the process of reviewing their child protection policy and procedures and these were being made clearer in relation to the expectation of staff and parents within the service. We spoke with staff who were aware of what to do if they had a concern about a child. This ensured that there were procedures to support children should there be a concern of this nature.

Areas for improvement

We found that some observations for children were quite far behind, or did not contain a lot of assessment information. We spoke with staff about keeping on top of this and the importance of ensuring that children's assessments are being recorded as regularly and as fully possible.

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 see Quality Theme 1, Statement 1.

Areas for improvement

Please see Quality Theme 1, Statement 1.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 2

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

Service strengths

Overall, we saw that the playgroup environment was safe and secure and that there were policies and procedures in place to support the protection of the children attending the playgroup. The playgroup environment was bright and welcoming and staff had put thought into the layout of the space, allowing children to have a varied range of learning experiences. The furniture in the playgroup was at children's height and the wall displays were well related to their learning. This ensured that children could experience their environment safely.

The service had a range of policies and procedures available both for staff and parents on a wide range of topics. We sampled the child protection policy, the complaints procedure, behaviour management and whistleblowing policies, amongst others. Further to this, the playgroup had a wide range of best practice documentation available for staff, including pre-birth to 3 and curriculum for excellence. This ensured that the playgroup had frameworks that parents, carers and staff were aware of and could access as they wished from staff.

The playgroup was clean and tidy and hazard free on the day of inspection. Staff were seen to respond well to any hazards that presented themselves to the children. We found that parents take turns every year to undertake the risk assessment documentation for the service. We found the format of this to be robust and to clearly reflect the needs of all using the service.

Areas for improvement

We discussed with the manager the need to review the behaviour management policy. We found aspects of it to be non inclusive. We suggested that the service do this in line with GIRFEC's SHANARRI principles.

We found that the service did not have a parental volunteer policy, or a risk management plan for this. We made a recommendation in relation to this. (please see recommendation 1)

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. The service should develop a parent volunteer policy and consider risk management within this.

This is in accordance with National Care Standards, Early Education and Childcare up the age of 16.

Standard 14: Well-Managed Service.

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 4 - Good

Statement 1

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

Service strengths

Please see Quality Theme 1, Statement 1.

Areas for improvement

Please see Quality Theme 1, Statement 1.

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

Overall, we observed staff at the playgroup to be confident, motivated and well trained. We observed staff to be friendly and approachable and children responded well to them. The children were observed to be relaxed and comfortable being supported by staff. Staff were warm when children needed reassurance and children sought staff out when they needed additional support. We found that staff were positive in their interactions and language with children and each other and that this created a positive role model for the children.

The manager told us that some of the staff team have informal discussions before and after every session and we saw from minutes that staff meet regularly to discuss the service planning, delivery and development to review this.

Staff had access to appropriate training opportunities through Angus Council. The manager informed us that additional training is considered for staff should they request training that is relevant to their role. We spoke to staff who told us that they felt that they had very good opportunities for professional development. The staff team informed that they felt well supported in their roles and that the manager of the service was approachable and helpful. This supported staff to continue to develop their learning. We found that staff were given yearly appraisals to look at their development with the chair of the playgroup. Staff told us that they found this helpful.

All staff members were registered with the SSSC.

Areas for improvement

We discussed the importance of practice reviews with the service. Whilst staff were being provided with appraisal from the committee, practice was not discussed at these. We discussed that regular observation staff practice should be undertaken and assessments of how well staff are practicing, this should be fed back and staff should be supported to reflect on their practice and learning. We made a recommendation in relation to this. (Please see recommendation 1)

Not all staff were involved in the planning of the nursery. This is a process that must include any staff working with children. This is so that staff are able understand the context and direction of children's learning and are able to assess them and support them to develop. All staff have a responsibility to be using best practice documentation, such as pre-birth to 3, GIRFEC and Curriculum for Excellence. We made a recommendation in relation to this. (Please see recommendation 2)

We discussed that staff should begin to develop more responsibility for their learning. This should include robust self-evaluation and identification of where they feel they need to improve. This should include observations of staff practice and feedback and opportunities for staff to continue to reflect on their learning. We discussed the use of the SSSC continuous learning framework as a suggested model of practice for this.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 2

Recommendations

1. Staff should be given regular opportunities to reflect on their practice development.

This is in accordance with National Care Standards, Early Education up to the age of 16.

**Standard 12: Confidence in staff
Standard 14: Well-Managed service.**

2. All staff should take part in planning for children's learning. Staff should be using best practice documentation to assess children's learning.

This is in accordance with National Care Standards, Early Education up to the age of 16.

**Standard 12: Confidence in staff
Standard 14: Well-Managed service.**

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

Statement 1

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

Service strengths

Please see Quality Theme 1, Statement 1.

Areas for improvement

Please see Quality Theme 1, Statement 1.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 4

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

Service strengths

Overall, we saw that the playgroup had very good systems in place to assure the quality of the service. Children, parents and carers were offered various opportunities to support and develop the service.

We found that the environment was clean and tidy and regularly risk assessed and that there were systems in place for ensuring that this was maintained. This supported the children to have safe experiences in the service.

We saw that the service reviewed their policies and procedures regularly and parents were involved in this. This ensured that the policies and procedures that the service had in place were meaningful and relevant to the service provision. Policies and procedures developed in partnership with parents, ensure that parents know what they can expect from the service and this supports their understanding of how the service runs.

We saw that the manager of the service regularly attends cluster and network meetings run by Angus Council. This ensures that the service is keeping up to date with changes and developments within their local authority.

Areas for improvement

Quality assurance processes and the playgroup improvement plan needed to be reviewed, to incorporate wider policy and best practice documentation. Whilst based upon Curriculum for Excellence, the processes should also consider other aspects of best practice documentation.

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

The service should review their confidentiality policy, to ensure that service users are fully informed about who can access their information and under what circumstances. The Care Inspectorate for example.

The service should ensure that all policies are dated and signed when they are reviewed.

The manager should develop audits of accident and incident recordings in order to identify any recurring issues in these areas.

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

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

6 Inspection and grading history

Date	Type	Gradings
19 Nov 2010	Unannounced	Care and support 5 - Very Good Environment Not Assessed Staffing Not Assessed Management and Leadership Not Assessed
22 Jun 2009	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 4 - 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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Translations and alternative formats

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অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

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।

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