

Care service inspection report

Arnprior Nursery Day Care of Children

Arnprior

Stirling

FK8 3HA

Telephone: 01786 870729

Type of inspection: Unannounced

Inspection completed on: 29 January 2015



HAPPY TO TRANSLATE

Contents

| | Page No |
|----------------------------------|---------|
| Summary | 3 |
| 1 About the service we inspected | 5 |
| 2 How we inspected this service | 7 |
| 3 The inspection | 12 |
| 4 Other information | 29 |
| 5 Summary of grades | 30 |
| 6 Inspection and grading history | 30 |

Service provided by:

Stirling Council

Service provider number:

SP2003002689

Care service number:

CS2003015599

If you wish to contact the Care Inspectorate about this inspection report, please call us on 0345 600 9527 or email us at enquiries@careinspectorate.com

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 | 6 | Excellent |
| Quality of Environment | 6 | Excellent |
| Quality of Staffing | 6 | Excellent |
| Quality of Management and Leadership | 6 | Excellent |

What the service does well

The Head of Nursery, Depute Head of Nursery and Senior Early Childhood Educator are inspirational in their approach and provide high quality leadership.

The Head of Nursery, Depute Head of Nursery and Senior Early Childhood Educator and staff had a clear vision and this is shared with parents/carers, children and other professionals.

The team are outstandingly enthusiastic about their responsibilities and initiatives which they are involved in.

Staff are exceptional in their reflective practice and continually challenge themselves to ensure that children receive a quality learning experience.

Parents, children and professionals are regularly consulted and their views are valued and acted upon. Participation is embedded into practice.

Children benefited from an extensive range of activities supported by staff that was found to be professional and caring in their approach when working with children.

What the service could do better

Arnprior Nursery should continue to provide an excellent service in line with their values, aims and objectives.

What the service has done since the last inspection

The Head of Nursery, Depute Head of Nursery, Senior Early Childhood Educator and staff continue to look for ways to include parents/carers and children in the service.

Staff training needs continue to develop depending on the needs of the children attending the service.

Other services visit the nursery to share practice and to see the excellent service offered by the nursery.

Conclusion

The service holds an important place within the local community. It is a service that is valued and required within Stirling Council.

We found that the Head of Nursery, Depute Head of Nursery, Senior Early Childhood Educator and staff worked exceptionally hard to offer children and their families a quality provision. Their inclusive approach ensures that parents, children and other professionals play an active part in continually developing the service.

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.

Requirements and recommendations

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

A recommendation is a statement that sets out actions the care service provider should take to improve or develop the quality of the service but where failure to do so will not directly result in enforcement.

A requirement is a statement which sets out what is required of a care service to comply with the Public Services Reforms (Scotland) Act 2010 and Regulations or Orders made under the Act, or a condition of registration.

Where there are breaches of the Regulations, Orders or conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Inspectorate.

Arnprior Nursery is a Stirling Council Nursery located in the small rural village of Arnprior about 12 miles west of Stirling.

The service operates between the hours of 8:30 am to 5:30 pm throughout the year and provides a service to a maximum of 42 children, aged over two years and not yet attending primary school, of whom no more than 10 are under three years of age.

The service vision is as follows:

"To ensure a quality service is delivered to children and families whilst encouraging full contribution from the community. We aspire to becoming a learning organisation capable of continuous improvement, renowned for the excellent quality of learning, teaching, care, welfare and support that we provide".

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

Quality of Care and Support - Grade 6 - Excellent
Quality of Environment - Grade 6 - Excellent

Quality of Staffing - Grade 6 - Excellent

Quality of Management and Leadership - Grade 6 - Excellent

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 0345 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. This was carried out by an Inspector and a Volunteer Inspector on 28 and 29 January 2015, between the hours of 8:45 am and 4:00 pm. We gave feedback to the management team on the outcome of the inspection on the afternoon of 29 January 2014.

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

We sent ten questionnaires to the service to distribute to parents/carers and seven parents/carers questionnaires were returned to us before the inspection. We spoke with parents/carers during the inspection process.

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

We spoke with:

- * Head of Nursery
- * A number of staff and this included; depute, senior, part-time and supply staff
- * Early Years complex needs Teacher
- * A number of parents/carers
- * A number of children

We looked at the following:

- * Information from the most recent Annual Return and Self-Assessment
- * Previous inspection reports
- * Service hand book - re website
- * Service vision, values and aims
- * Participation policy
- * Information provided to parents/carers
- * Service questionnaires and other methods of consultation used that had been completed and returned to the provider from parents and children who access the service. Changes made as a result of consultation and suggestions made.
- * Outcome information from consultation with parents and children

- * Monitoring and evaluation systems
- * Improvement plan and Standards and Quality Report 2013-14
- * Complaints Policy
- * Medication Policy/Procedures
- * Health and Safety Policy and procedures
- * Infection Control Policy and checks completed by the service
- * Accident/incident logs
- * Child Protection Policy
- * Outdoor Play Policy
- * Risk assessments
- * Children's Journals - which included 'proposals for learning'
- * Learning intention's
- * Minutes of various meetings
- * Staff appraisal information
- * Individual staff training records
- * Photographic evidence
- * Certificate of registration

We observed practice and interaction between the staff, children, parents and carers. We observed children taking part in individual and group activities. We examined resources available indoors and outdoors during the operation of the service.

Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to

take. You can find out more about care services' responsibilities for fire safety at www.firelawscotland.org

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

None

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 completed self-assessment document from the provider. We were satisfied with the way the provider completed this and with the relevant information included for each heading that we grade services under.

The provider identified what it thought the service did well, some areas for development and any changes it had planned.

Taking the views of people using the care service into account

We observed the children to be happy and confident in the environment. They were relaxed with staff. Some of the children asked us why we were at the service and told us what they did while they were there and what they liked to do. Comments are provided in the body of the report.

Taking carers' views into account

Parents' comments:

- * I love the nursery
- * My child has learnt 'Makaton' so they can communicate with another child
- * The children help each other with communication or a hand where needed
- * A communication board is a great support

- * A theatre group visits. The children love it. They get involved in the story telling and songs etc.
- * There was a trip to hear an orchestra
- * A butcher came in to make sausages
- * We enjoyed a woodland walk
- * A parent came in to show how plates can be painted and they were sold at Kippen fair.
- * There is a lot of communication from nursery verbally, communication board on walls and emails.
- * We were carol singing in our village and others nearby
- * Enjoy walks. Clip boards are given out. Things to look out for - flowers trees etc.
- * An artistic side to my child has been brought out
- * The local farmer brought his tractor. He talked about crops he grew and food that comes from them.
- * My children have attended several nurseries. This is the best
- * The bug bags that we take home to aid numeracy are very helpful
- * The nativity play was great
- * Fun learning enjoyed by children and parents.

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: 6 - Excellent

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 after discussion with parents/carers, staff, children and other professionals and information provided by the service, that there were excellent opportunities available for parents/carers to comment on all aspects of the service.

Consultation methods used by staff and management were embedded in the service's ethos and practice and this was clearly visible throughout the inspection process.

The service had a parent's handbook which was provided to each parent before the placement started. This information provided new families with an opportunity to find out about some of the policies, procedures and systems used by the service and how they could become involved in shaping the service Improvement Plan. This also helped to emphasise the values of the service.

Consultation with parents and carers began on admission to the service. Parents visit with their child and spend time in the service settling their child into the life of the nursery. Parents told us, staff attitude helped them gain confidence in staff ability to provide for their child's learning. Parents also said staff adapted the settling in process to meet the needs of their child. Parent's response showed they appreciated that staff included them in the settling in process.

We found a well-established parents' working group who met regularly. They discussed the general running of the service, made suggestions for on-going improvements. For example, management responded by organising workshops in the following topics; Early Brain Development, Literacy and Numeracy, Curriculum for Excellence and Positive Behaviour. The service listen and respect parents suggestions

and parents told us they were now better informed on the topics that had been presented.

Parents positive comments demonstrated this; "The nursery provides a warm and welcoming, nurturing and safe learning environment for my son. The nursery creates strong links across the wider local community through involvement in local events and activities, such as the village Gala, summer Fairs and community carol singing with local playgroups. Staff are approachable and positively encourage two-way dialogue with respect to children's learning and development".

We spoke with a parent who has been involved in interviewing a new member of staff. She said she had been asked by staff to be part of the interview process. She said she had been given clear directions and made to feel welcome by the interview panel. She considered her experience as a parent was greatly valued by the panel and this had supported the service in choosing a member of staff who had the skills and quality to be part of the staff team.

The nursery had provided a session to support staff and parents to discuss and agree the service's values. This highlighted the importance of parent's involvement in their child's learning and inspired staff and parents to work together for the best outcome for their child. Parents told us they respected and valued how staff involved them in their child's learning. This was evident in the comments parents made to us.

The nursery has established an excellent reputation within the local community. We found a range of agencies routinely visit the service and work alongside families and staff. This has resulted in families receiving the support and assistance required for the development of their child. Parents told us an excellent education programme is formed in consultation with them to suit the particular needs of their child and family. As a result, children have made admirable progress in achieving their learning goals.

We spoke with a visiting professional who worked closely with families and staff and he commented that; "staff took the time to listen and get to know the child and family really well and they worked in partnership with families to provide a nurturing, caring and supportive service to provide a positive impact on the health and well-being of the child and their family".

Following further discussion with parents this resulted in parents telling us; "staff care and truly listen to what we say and staff responded appropriately to our needs. Staff really know my child and provide us with a full update on my child's day. They know I like to have an update when he is here, as this reassured me my child is happy in the nursery and is progressing". "The nursery provides an excellent, caring and stimulating environment for my children. Staff were confident in tailoring the needs of my children to develop appropriately. I am confident that all the staff at the nursery provide the same level of care. The nursery always asks for my views, ideas and opinions, as they do with the children when looking to develop new ideas etc. I feel

fully informed and involved".

We observed that children's work was attractively displayed with staff detailing children's planning and experience. This showed parents what the children enjoyed doing and what they had learned. We observed that children revisited the displays and talked about their experience. Displays supported parents to be engaged in the work of the nursery and parents told us this encouraged them to make suggestions about their child's learning and experience which staff included in their child's learning journal.

We observed that children were confident to express their views as part of everyday life in the nursery, for example through play, choosing resources, activities, the snack menu, circle time and having a say in routines. In addition to this, staff provided opportunities for children to take part in consultations and projects focusing on specific topics and issues. For example, a child requested a 'Camping Trip'. Staff responded by supporting children in issuing questionnaires, asking parents if they were interested. After parents agreeing to the activity, children were then involved in creating a map and directions, identified risks, for example, sheep in the field/poo and an electric fence. This meant by supporting children to make suggestions and be involved demonstrated that children's options are valued by staff and their participation can influence decisions making.

Furthermore, staff consulted with children concerning the recruitment of new staff; we saw examples of this through children's drawings and mind maps. This showed the service valued the children's thoughts, feelings and ideas and how this had an impact on the recruitment of new staff.

Staff strongly believe that children have a vital contribution to make to the planning, delivery and evaluation of their service. Providing a wide range of opportunities for children to express their views, influence decision-making and achieve change is therefore an essential value that is central to their work.

Overall, we saw that relationships throughout the nursery were nurturing, inclusive and respectful. As a result, parents and children were confident in providing an option on helping to develop the service.

Areas for improvement

The service stated in their Self-Assessment submitted to us they wish to continue to develop in the following areas:

- * Explore new ways to gain views from parents, carers and service users.

- * To develop an ethos of Critical Enquiry - 'thinking outside the box' around Quality Assurance Methods.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3

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

Service strengths

We found the performance of the service in promoting children's health and wellbeing including infection control measures was excellent.

We reached this conclusion after we observed children and staff taking part in activities within the service. We looked at records of children's experience when attending the service. We also took account of information from staff and listened to parents/carers views and other professionals.

The Key Worker gathered information from parents regarding their child in the settling-in time. This helped staff to understand and develop knowledge of the child's care routines, allergies, special toys and special words/communication clues. An example is using language the child used for the toilet, comfort toy or blanket. Parents considered information gathered by staff was carried out in a caring and sensitive manner.

New staff received excellent guidance on their role and responsibilities through the service's robust induction programme, including the values of the service. Staff appreciated and valued the support they gave one another. Staff meetings were held regularly and the management team encouraged all new staff to be open and responsive to children's individual needs.

Parents told us they were notified of staff changes and appreciated the quality of feedback both written and verbal about their child's development and changes in the service. As a result, this helped to prepare children for changes and helped staff to plan for the child's wellbeing.

Planning for children under 3 years has been adapted to ensure they took account of the national guidance including 'Pre Birth to 3', 'Getting it Right for every Child' (GIRFEC) and 'Curriculum for Excellence'. Parents found the methods used by the service to be clear and informative and the service was excellent in providing for their child.

Children's journals and care plans were regularly shared with parents through on-going daily contact and meetings. Older children successfully contributed to their journals and spoke confidently about their work. They recalled their experience taking part in activities and were aware they contributed to their learning and the life of the

nursery.

There was excellent record keeping for each child which helped emphasise and support the child's development needs, achievements and on-going assessment. As a result, this contributed positively to the children's experience when attending the nursery. The following comments showed that parents were extremely happy with the programme of activities and quality of the service provided.

"The nursery is caring, genuinely welcoming and a stimulating environment for our child. Having had two other children cared for here, our third is making great progress. I choose to drive 30 minutes one way to have my son attend the nursery as its bright atmosphere and standards of excellence are, in my opinion second to none".

"I am hugely positive about the team and resources at the nursery. I think they have a great attitude towards child development and are constantly looking for new and creative ways to enhance children's experience in the time they are there. I give them 10 out of 10".

"This is our second child who has attended Arnprior Nursery and both have thrived in the caring and stimulating environment it provides. The nursery continues to try new ideas and never seemed to lose momentum in trying to improve itself".

"Staff are fantastic and always have a smile at the end of the day. They listen to the children and get to know the families. The nursery has a strong sense of community. The extended day and extended year facility which has been implemented has helped in allowing us, as working parents, to return to work whilst still allowing the children to be part of the community. This is especially important to a rural community where there are often fewer opportunities for pre-school children"

We saw that staff supported young children and children with specific needs when they required the bathroom. Staff used appropriate, caring language, making sure children were comfortable and had the privacy and dignity required.

Staff worked hard to improve, motivate and engage with children and families, further examples are; the service had received funding to promote 'home growing' and celebrate healthy eating in the community. This development is on-going with parents and children's input. The service applied for funding to train and support parents in delivering physical education to children within the nursery. These inspiring initiatives contributed to the overall health and well-being of each child in the service.

To support children find a resolution to a dispute staff encouraged and supported children to follow the 'six-step approach', which supported children in finding agreeable solutions to a conflict by listening to each other's views on how to move things forward. The nursery had won an award for their work. Training in conflict resolution is offered to all staff.

The service has excellent links with other agencies. This has helped to support children's emotional health, for example, Early Years Librarian provided materials for bereavement and Educational Psychologist provided CALM breathing techniques. Staff have had specific training in relation to Downs's syndrome, Makaton and Managing Challenging Behaviour. Staff said this extended their knowledge and skills in specific areas to deliver a quality programme to suit the individual needs of each child.

Parents and children contributed to menu planning. Staff sat with children over snack and lunch time. Children helped in laying and cleaning the table. As a result, this encouraged good eating and table habits. Children talked about doctors and hospitals with some children sharing their experience. This encouraged children to initiate conversations with each other and adults, confidently talking about staying healthy. Staff had an excellent understanding of healthy eating and applied this to their daily practice.

Children were successfully involved in planning, developing and reviewing their learning. This was evident in growing fruit, vegetables and recycling. Staff enthusiasm encouraged children to learn and value healthy eating both in the nursery and at home

Through skilful staff interaction, children were encouraged to make decisions about what activity they would like to do. They were supported by staff to make choices. We saw that some children decided to bring snow into the nursery from the outside; they pretended this was 'slush puppy drinks'. They talked about the snow melting and turning to water and poured the melted snow into cups and jugs. Children were using language and mathematics throughout their play. Children were enthusiastic in learning and interacting with staff.

During the inspection a grandmother and a dad visited the nursery to let the children know about their jobs. One was a Nurse and the other a Search and Rescue Volunteer. The children saw and used the equipment they brought with them, for example, a thermometer and stethoscope. We were impressed by the knowledge children had and the questions they asked. All enjoyed the visit.

The nursery is a Health Promoting Nursery and has policies and procedures that staff used in their daily practice. Staff encouraged children to develop health forming habits, such as, hand washing, healthy eating, taking responsibility and accessing outdoor activities. As a result, children were learning to be independent and self-reliant in their personal hygiene routines and make healthy choices.

The nursery is part of a Dental Health Programme and children as part of their daily routine had the opportunity to clean their teeth while attending the service. The Dental Health Co-ordinator worked closely with staff to provide regular training to ensure staff had a good understanding in how to promote dental health.

Staff followed and put into practice their Infection Control policy. Staff demonstrated excellent knowledge of infection control procedures; we saw this through their everyday duties. Staff kept abreast of current best practice by ensuring they attended training and received advice from the Health and Safety Officer. Records were kept alongside the register of children's absences.

When an outbreak of infectious illness occurred parents were notified quickly through e-mail and notices on the door and are reminded of exclusion periods. Children were regularly reminded of the importance of effective hand-washing. Staff used the 'Mr Handy - Germ buster' and a DVD to support this process.

There was an established system in place to record accidents or incidents. Staff detailed what happened and what action was taken. Parents signed a document to confirm the information has been shared with them. We found staff had a clear understanding of child protection procedures. They regularly updated their training in on this topic.

We established there were suitable procedures in place with regard to the storing and giving of medication to children should they need it. We found reliable procedures in place with respect to children's allergies. Staff ensured children were not given the wrong food/drink or cream. The service recorded if a child had a dislike to a certain food to guarantee they were not offered this.

We confirmed that information kept on the children was stored appropriately and staff understood the reason for confidentiality when working in the service. Procedures and policies supported diversity and family culture within the service.

Overall we found that the service was excellent at ensuring that children's health and wellbeing needs are being met.

Areas for improvement

The service stated in their Self-Assessment submitted to us they wish to develop the following areas:

* Continue with best practice.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 6 - Excellent

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 strengths we outlined in Quality Theme 1, Statement 1, will also apply to this Quality Statement.

The Head of Nursery, Depute Head of Nursery, Senior Early Childhood Educator and staff have involved children and parents in researching the history of the premises. This resulted in the children designing a plaque, and an official unveiling of this took place in 2013.

To complement the plaque a history wall was established where children have the opportunity to decorate a tile with their name on it, in recognition of their valued contribution while at the nursery. Children were seen to revisit this area providing some children with a sense of belonging to the service.

The service has achieved a number of commendations in relation to their environmental work; as a consequence children, parents and staff shared the success of being responsible citizens.

Staff level of engagement with parents/carers and children has helped to evaluate the quality of learning spaces and experiences and to make necessary changes. The children helped to define how the spaces were used and have helped to set up the areas.

Professionals who visit the nursery are also asked their views on assessing and improving the quality of the environment within the service. The outcome from this is that all considered the environment to be suitable for the children and families overall needs.

Children were involved in risk assessing the environment, indoors and outdoors. This is supported by written evidence. Staff and parents told us they liked the children being involved as this supported children to take responsibility and understand why

adults risk assess.

Staff promoted recycling initiatives and this had an impact on children's daily life at home and in the nursery.

Children and parents assisted in forming to enrich the outdoor environment. Parents recently assisted in moving fallen tree trunks to the outdoor area for children to use as part of their learning.

There is a 'Rag Bag' collection point where families and the community are encouraged to bring unwanted clothes, bedding, books, and shoes. Parents told us this has been successful as it encourages everyone to be involved in the life of the nursery and provides extra funding that can be used by the service.

Areas for improvement

The service stated in their Self-Assessment submitted to us the following:

* Continue to consult with children and parents in assessing and improving the quality of the environment within the service.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 2

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

Service strengths

The service demonstrated excellent practice in relation to this quality statement. Children benefit from an environment that is exceptionally well-managed and equipped for children's needs.

We observed a ramp to support children and adults to access the building. There was a suitable secure door entry system in operation. The nursery operated a sign in and out system to register children's attendance. Staff and visitors used the same system. As a result, suitable records were maintained of people coming and going from the nursery, supporting the process of keeping children safe and this also highlighted if the service required to make changes to their security system.

Parents and visitors were acknowledged by a member of staff and welcomed into the nursery. At the entrance of the nursery parents could access valuable information informing them about the nursery, staff details, health promotion leaflets and child protection information.

Children's work was attractively displayed throughout the service for parents/carers and children to view which contributed to a welcoming child friendly environment. Displays encouraged parents and children to spend time in the nursery by looking at and talking about their child's work. As a result, children's learning was very visible.

Training and evaluations carried out by the management and staff helped to create a safe, stimulating, learning environment for children. Furnishing and resources were of an excellent standard. The playrooms were comfortably laid out with sufficient room for children to have a quiet time and play safely.

Staff ensured that children were supervised in the playrooms, during outdoor play and on outings. This ensured that adults were always available to respond to children's needs and this helped to create a secure and safe ethos for children to learn.

There are excellent opportunities for parents to be involved in ensuring the service is safe and children are protected while attending the service. For example, parents had a say through parents groups, parents and staff sharing the same values of how children can be kept safe and by teaching children the skills to keep themselves safe in areas such as; road safety, involved in risk assessments and through play activities.

A framework of health and safety policies and procedures were carefully implemented by staff. The nursery carried out a wide range of risk assessments inside and outside the premises. The provider, Stirling Council arranged that risk assessments of the premises are carried out annually. These processes contributed to keeping children, parents and staff safe while using the service.

The Head of Nursery, Depute Head of Nursery, Senior Early Childhood Educator and staff were clear of the procedures and systems for reporting and documenting maintenance issues when they were identified. Any issues identified were quickly addressed. As a result children were cared for in a secure, caring learning environment.

Staff had an excellent understanding of infection control. We saw throughout the inspection staff applied this to their daily practice. We witnessed a member of staff cleaning door handles before children attended the next session. On checking their records we found this was their everyday practice. As a result, this helped to minimise the risk of infection within the nursery.

Staff put into practice the service's nappy changing policy and procedure and applied this to their daily practice. Staff kept up to date with practice by referring to the Care Inspectorate good practice guidance.

We observed staff washing their hands and encouraging children to do likewise when they were about to undertake an activity, or after playing outdoors, or using the bathroom facilities. This practice helped to reduce infection within the nursery.

Staff gave children a meaningful level of responsibility. For example, we saw children involved in tidying up indoors and outdoors, helping at snack and meal times and supporting one another. This enhanced children's involvement in caring for their environment and helping to care for others.

We noted that procedures for recording accidents/incidents including the storing and administering of medication were of a high standard.

Staff had access to and had a sound knowledge of good practice guidance to support their daily practice, such as, Hand hygiene: information to support improvement; Best practice guidance: managing choking episodes in babies and children and Setting the Table - Nutritional guidance and food standards for early years childcare providers in Scotland. Staff had excellent knowledge of these topics and this supported the practice we witnessed throughout the service.

Areas for improvement

The service recorded in their Self-Assessment the following areas they wished to develop:

* Continue to develop in this area.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 6 - Excellent

Statement 1

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

Service strengths

The strengths we outlined in Quality Theme 1, Statement 1, will also apply to this Quality Statement.

All the parents, carers and visiting professionals who took part in the inspection said the nursery provided a unique model of support and this was due to the quality of staffing in the service.

Areas for improvement

The Head of Nursery, Depute Head of Nursery, Senior Early Childhood Educator and staff will continue to develop ways for parents, children and stakeholders to be involved in assessing the quality of staff within the service.

Grade awarded for this statement: 6 - Excellent

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

The different qualifications and experience of the Head of Nursery, Depute Head of Nursery, Senior Early Childhood Educator and staff come together to enhance learning experiences and development of all children. Staff had a clear vision that is shared with children, staff and parents about the work of the nursery.

The Head of Nursery, Depute Head of Nursery and Senior Early Childhood Educator demonstrated excellent leadership skills and ensured that staff had access to regular support and training to support them in their daily role when working with children, families and other professionals who accessed the service.

Through discussion with staff they showed to have a clear understanding about the lines of communication and accountability within the service. Staff were confident about reporting poor or inappropriate practice and to seek advice on how best to support students or temporary members of staff should they need advice.

We observed staff to be respectful, courteous and supportive towards each other and the children in the service. This helped to create a positive, caring ethos in the service and supported staff to work as a team to benefit the operation of the service for children and families.

The service had a range of policies and procedures in place to guide staff practice and support the day-to-day work of the service. These were regularly reviewed and updated to reflect current best practice. We saw staff implementing these in their daily practice, such as, infection control policy, positive behaviour, and outdoor play, curriculum for excellent and pre-birth to three.

In discussions we had with staff they presented themselves as being confident, caring and motivated in their role. They all spoke highly of the Head of Nursery, Depute Head of Nursery and Senior Early Childhood Educator. Staff held regular meetings to share ideas with one another to help them keep abreast of the changing needs of the children and families. Meetings were also held to plan for the children's learning.

The Head of Nursery, Depute Head of Nursery, Senior Early Childhood Educator and staff accessed resources to keep them up to date with the latest research on childcare. These included, helpful websites, national and local guidance, good practice documents, magazines and reports and attending network and local cluster group meetings, therefore creating a professional and motivated staff team.

Evidence showed that staff had an annual review where they had an opportunity to talk about their development and their work. This structure encouraged staff to identify strengths in their practice and to take on extra responsibilities to develop in their role.

Distributed leadership is embedded in the work of the nursery where staff took on lead roles in areas such as; promoting the Eco School Project, network sessions, early year's forums and short life working groups. As a result, there is a culture of recognising and valuing staff development and success.

All staff participated in an extensive programme of staff development to engage and stimulate children in their learning, such as, pre-birth to three, 'Makaton' sign language, nurturing training. Consequently, training has enhanced staff knowledge and skills to develop suitable care plans to meet the individual needs of children.

Staff liaise regularly with other professionals. This is evidenced through the excellent

on-going work carried out with other professionals and children, such as, implementing 'Child's Plan' and agreeing goals, sharing development of the child, review meetings, staged intervention meetings, coordinated support plan meetings as well as learning from other professionals.

Overall, we saw excellent evidence staff were professional, trained and motivated in their work and operated to National Care Standards, Legislation and best practice.

Areas for improvement

The service recorded in their Self-Assessment they submitted to us the following:

* Continue to embed practice of sharing, thinking and learning alongside peers and the process of becoming reflective learners through in-house staff development, meetings and learning groups - Critical Enquiry.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 6 - Excellent

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 service used the same excellent methods, to support children and parents to participate in assessing and improving the quality of management and leadership, as those detailed in Quality Statement 1.1, 2.1 and 3.1.

The service are members of the local cluster group within the authority and are representatives of different early year's forums. This has resulted in a supportive work environment where management, staff and parents continually explore ways to create improvements.

Areas for improvement

The service recorded in their Self-Assessment they submitted to us the following:

They will continue to ensure that children, parents/carers and those involved in the service participate in assessing and improving the quality of the management and leadership of the service.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 4

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

Service strengths

The service had an excellent approach to quality assurance and had established a systematic approach to evidence gathering. The systems in place encouraged staff, parents, children and visiting professionals to give their views about all aspects of the service.

The Head of Nursery, Depute Head of Nursery and Senior Early Childhood Educator monitored staff practice regularly. Staff confirmed that constructive feedback and on-going support ensured consistently high performance to ensure that children and families received an excellent experience.

Management and staff work closely to monitor children's' progress and learning experience. This was evident in the documentation approach to the learning framework in each child's portfolio. Children proudly showed us their journals and how they contributed to this daily. We saw that children added to their journals and when parents arrived to collect them they showed parents their work.

The service had a range of focus groups looking at areas of practice, which involved children and parents that promoted the process of evaluation for improvement.

Additionally, there are inclusive audit systems in place that are completed to monitor the work of the service. For example:

- * Daily safety checks and environmental checks are carried out
- * Evaluation of the environment
- * Annual review and update of policies and procedures
- * Staff annual appraisals
- * Staff training programme
- * Staff meetings
- * Management meetings
- * Consultation week for parents
- * Parents' meetings.

This supported the staff team to reflect on their practice, to make changes to improve the service for children and their families. Examples may be; new resources for the children, future training for staff and forthcoming workshops for parents.

A Standards and Quality report and Improvement Plan is produced annually and highlights areas the service is doing well and particular areas for enhancement. Feedback from parents/carers is used and reviewed, so that improvement planning is a continuous process.

We found the Head of Nursery, Depute Head of Nursery, Senior Early Childhood Educator and staff had a common vision of building best practice and aiming for quality care for children and families who access the service. The staff team welcomed feedback and were open to suggestions.

Areas for improvement

The service commented in their Self-Assessment submitted to us they would like to continue to develop in the following areas:

* Continue with best practice

* Develop a culture of self-evaluation - Critical Enquiry.

Grade awarded for this statement: 6 - Excellent

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

No.

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 - 6 - Excellent | |
| Statement 1 | 6 - Excellent |
| Statement 3 | 6 - Excellent |
| Quality of Environment - 6 - Excellent | |
| Statement 1 | 6 - Excellent |
| Statement 2 | 6 - Excellent |
| Quality of Staffing - 6 - Excellent | |
| Statement 1 | 6 - Excellent |
| Statement 3 | 6 - Excellent |
| Quality of Management and Leadership - 6 - Excellent | |
| Statement 1 | 6 - Excellent |
| Statement 4 | 6 - Excellent |

6 Inspection and grading history

| Date | Type | Gradings | |
|-------------|-------------|---------------------------|---------------|
| 12 Mar 2013 | Unannounced | Care and support | 6 - Excellent |
| | | Environment | 6 - Excellent |
| | | Staffing | 6 - Excellent |
| | | Management and Leadership | 6 - Excellent |
| 25 Nov 2010 | Unannounced | Care and support | 6 - Excellent |
| | | Environment | Not Assessed |
| | | Staffing | Not Assessed |
| | | Management and Leadership | Not Assessed |
| 23 Feb 2010 | Unannounced | Care and support | 6 - Excellent |
| | | Environment | Not Assessed |
| | | Staffing | 5 - Very Good |
| | | Management and Leadership | Not Assessed |

Inspection report continued

| | | |
|-------------|-------------|--|
| | | |
| 16 Mar 2009 | Unannounced | Care and support 6 - Excellent Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 6 - Excellent |

All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.

To find out more about our inspections and inspection reports

Read our leaflet 'How we inspect'. You can download it from our website or ask us to send you a copy by telephoning us on 0345 600 9527.

This inspection report is published by the Care Inspectorate. You can get more copies of this report and others by downloading it from our website: www.careinspectorate.com or by telephoning 0345 600 9527.

Translations and alternative formats

This inspection report is available in other languages and formats on request.

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

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

ہے بایتسرد می م وونابز رگی دی روا ولکش رگی دی رپ شرازگ تعاشا ہی

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

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

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.

Telephone: 0345 600 9527

Email: enquiries@careinspectorate.com

Web: www.careinspectorate.com