

Care service inspection report

Mosshead Pre-school Playgroup

Day Care of Children

Mosshead Primary School
Stockiemuir Avenue
Bearsden
Glasgow
G61 3LZ
Telephone: 0141 931 5111

Inspected by: Patricia Fox

N/A

Type of inspection: Unannounced

Inspection completed on: 10 October 2012



HAPPY TO TRANSLATE

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Service provided by:

Mosshead Pre-school & Playgroup Committee

Service provider number:

SP2003000757

Care service number:

CS2003003745

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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	4	Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

What the service does well

We found that the service provided by Mosshead Pre-School Playgroup was consistent with the stated aims and objectives and that children attending benefited from a caring and supportive learning environment.

What the service could do better

The provider should address the requirement and recommendations made in this report.

The provider should continue to review all policies and records kept to make sure they are in line with Public Services Reform (Scotland) Act 2010 and associated Regulations.

What the service has done since the last inspection

The service had made children's profiles more accessible to children and their parents'. As a result, children and parents' had opportunities to access them independently, to reflect on their learning and development.

Conclusion

Parents' who took part in the inspection told us they are very happy with the quality of service they receive.

Who did this inspection

Patricia Fox

N/A

Lay assessor: N/A

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Prior to 01 April 2011, this function was carried out by the Care Commission. Information in relation to all care services is available on our website. in.relation.scswis.com

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 01 April 2011.

Requirements and recommendations.

If we are concerned about some aspect of a service, or think it needs to 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 based on best practice or the National Care Standards.

- 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 ("the Act") and secondary legislation made under the Act, or a condition of registration. Where there are breaches of Regulations, Orders or conditions, a requirement may be made. Requirements are legally enforceable at the discretion of the Care Inspectorate."

The provider of Mosshead Pre- School Playgroup is a voluntary parental management committee.

The service is in partnership with East Dunbartonshire Council to receive funding for children in their ante and pre- school year.

Mosshead Pre- School Playgroup operates from an identified classroom within Mosshead Primary School in the Bearsden area of East Dunbartonshire.

The pre- school provides care and education to a maximum of 24 children at any one time. The age range of the children is from 3 years to those not yet attending primary school. This includes:

Morning session: A maximum of 24 children aged 3 years to those not yet attending primary school.

Afternoon session: A maximum of 20 children aged 3 years to those not yet attending primary school.

The service has sole use of a designated classroom and shared use of the playground and garden areas.

The service operates between the hours of 09:05 and 11:35 and 12:40 and 15:10 Monday to Friday term time only. One day per month the service operates between 09:05 and 12:10. This is to accommodate morning children who stay for lunch. There are various childcare packages available dependent on individual needs. There is a secure door entry system. Children access the outdoor area on a daily basis.

The service aims include the following information: "Provide a well managed service working in partnership with children, parents, carers and outside agencies"

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 4 - 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 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

This report was written after an unannounced inspection took place on Tuesday 09 October 2012 between the hours of 09:40 and 14:30. A further visit took place on Wednesday 10 October 2012 between the hours of 09:15 and 16:20. Feedback was given to the manager and staff on Wednesday 10 October 2012.

This inspection was carried out by Social Care and Social Work Improvement Scotland Inspector Patricia A. Fox.

As requested by us, the care service sent us an annual return. The service also sent us a self assessment.

We issued twelve Care Standards Questionnaires to parents of children who used the service. Nine completed questionnaires were returned before the inspection. Three had written comments and views. These were shared with manager and are included in this report.

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

- * Evidence from the service's most recent self assessment
- * Discussion with the various people including: manager, 3 staff members, visiting support teacher, parents who used the nursery and children who attend the nursery
- * Service handbook
- * Aims and objectives
- * Participation policy
- * Children's profiles
- * Additional Support Needs policy and procedure
- * Administration of medication information and records
- * Child protection policy and procedures
- * Health and safety records
- * Risk assessments records
- * Accident and incident records
- * Infection control policy, procedures and records
- * Complaints policy

- * Staffs files including training and appraisals records
- * Staff minutes of meetings
- * Parents' meetings
- * Services monitoring and evaluation systems
- * Services Improvement plan and Standards and Quality Report
- * Registration certificate
- * Insurance documents
- * Photographs of children participating in a range of activities inside and outdoors
- * Observation of how staff work
- * Examining equipment and resources
- * Questionnaires and other methods of consultation used that had been completed and returned to the provider from parents and children who use the service. Changes made as a result of consultation.

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.

Social Care and Social Work Improvement Scotland received a fully completed self assessment document from the service provider. We were satisfied with the way the service provider had completed this and with the relevant information they had given us for each of the headings that we grade them under.

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

Taking the views of people using the care service into account

Nineteen children aged between 3 and 4½ years were present during the inspection. The children present had various patterns of attendance over a week.

We observed children both inside and outdoors. They were familiar with the daily routine such as snack and were seen to be settled in the environment. The children were able to choose from a range of resources which allowed them to play independently or in small groups.

On the first morning of the inspection the children were preparing to visit the library. The children were enthusiastic about this visit.

When outdoors on the second day the inspection, the children enjoyed a range of experiences including collecting items for autumn, painting and using a telescope. We spoke with 12 children aged between 3 and 4½ years during the inspection. This included one to one interviews and group discussions.

Comments we received included:

"Xxx is going on a journey to Edinburgh on the bus."

"I have superman."

"I like running about. I'm having a rest I'm tired."

"We are getting holidays soon."

"We need more water for the spray." (Children were using these outside.)

"I can swim and put my face in the water."

"I like playing with cars and outside on the slide."

"If you look through the telescope you can see the moon." (This was set up outside for the children to explore the environment.)

"I'm painting the wall with a paint brush and water."

"I am making a house for all the cars."

"I like reading in here." (Child indicated book area.)

"I like drawing lots of different things."

Taking carers' views into account

We sent out 12 Care Standards Questionnaires to the service who gave them to parents. Nine were completed and returned to us before our inspection. When asked how happy parents were about the overall quality of care their children received in this service:

- * Seven parents strongly agreed with this statement.

- * Two parents agreed with this statement.

Comments we received included:

"On our initial contact with the service, we were greeted in a friendly, respectful manner. Our child was made very welcome and immediately put at ease. The staff worked very well with him to overcome separation anxiety and he has been very happy attending this centre.

The staff certainly appear to treat all children as individuals and have a varied range of topics which are interesting, stimulating and encourage numeracy and literacy skills in a meaningful way.

We have been kept clearly informed about our child's progress and feel that we could not have chosen a better centre for our child's early years education."

"My child's confidence has grown and grown during her time at the nursery. Her reading and numeracy skills have greatly improved and she often chats away about things they have done, bringing the learning home with her. She loves the time she spends there and it's been the ideal start to her education."

"Extremely happy with the care and education at Mosshead Pre- School. The teachers are obviously very experienced and their knowledge is second to none. My child is particularly happy at the pre- school, in a way he hasn't been at nurseries in the past. He is learning, able to express himself and is having fun. I am extremely grateful to the teachers."

The 4 parents who took part in the inspection told us they were very happy with the service they received.

- * All the parents who took part in the inspection told us that the settling in procedure was good.
- * Two parents told us that they had used the service in the past for older brothers and sisters.
- * A parent told us that it was important, for the children to take part in the school assembly and use the school dining hall. She said this supported her older child in making the transition from the pre-school to the primary school.
- * Three parents told us about the new planning board that the service had introduced. They were planning to make use of it, to help their children's learning experiences.
- * All the parents stated that the staff were friendly and approachable.
- * Three parents told us that the "All about Me" booklet they completed about their children for staff was very important.
- * All the parents told us how they were encouraged to voice their ideas and suggestions at either meetings or through questionnaires.

3 The inspection

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

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

Statement 1

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

Service strengths

The service had systems in place to consult with children and parents in assessing and improving the quality of care and support provided by the service. These included:

- * Children's meetings, discussions and voting on decision making
- * Children's ideas and suggestions recorded through the use of mind maps, big books
- * Children's profiles of achievements
- * Children had access to and contributed to their profiles of achievements
- * Children had opportunities to contribute to and review aspects of their own work
- * Children's work displayed throughout the playroom
- * Children's transition records to the pre-school
- * Home to pre-school links
- * Staffs observations

Staff provided children with a range of experiences. These included opportunities to develop relationships and independence, explore their senses and the environment and to talk and listen to them. These experiences are recorded using photographs and written notes. This information is shared regularly with parents. The outcome of this was parents were kept informed of their child's achievements and ongoing development.

Staff through consultation, were supporting the children to discuss, record and explore information about their interests, activities and outings. Mind maps and big books had been used to record their learning experiences. As a result children had opportunities to express themselves, make choices and contribute to their ongoing development. An example of this was the topic on "Wheels." Part of this topic involved the children recording their experience of visiting a local car showroom, to look at the different types of cars and wheels.

Children had made books with drawings and comments before their trip to the library on the morning of the inspection. Comments included:

"I want to look at some animal books."

"We might find crocodile books at the library."

"This is the bit with the books; this is my house behind it." (The child lives near the library.)

Staff had consulted children who left the service in June 2012 about what they liked about the pre-school. Comments recorded included:

"I like to dress up with the police jacket."

"I like to play with Xxx."

"I like it all."

A child had said: "I would like "Donald the Drum" to come out more. "Donald" was out and used during the inspection.

Staff and children had and were continuing to develop confident relationships with each other. As a result children were learning about feelings, respect sharing and cooperation.

Each child had a profile to record their achievements and ongoing development. The profiles are accessible and available for children and parents to look at. Children are encouraged to contribute information to their profiles and take ownership of them. These are shared with parents regularly.

Staff had involved the children in developing their own set of golden rules for the book area. We saw children in small groups, or individually, using the book area appropriately.

The service consults and asks parents for feedback regularly. Information received was used to improve the service. Methods include:

- * Parents' on the management committee are responsible for the delivery of the service
- * Families had settling in visits
- * Parents' information pack
- * Questionnaires and surveys returned to the service from families which were evaluated and changes made, where applicable
- * Children's profiles
- * Parents' evenings
- * Parents' information board
- * Regular newsletters
- * Parents' participate and contribute in reviewing their children's work and the service provided

- * Home to pre-school links
- * Pre-school to school transitions

The management committee, manager and staff encourage parental involvement in aspects of their work. They value parents' contributions to improve the service and develop children's learning experiences.

The service had developed a handbook which was given to each parent. This information provided new families with an opportunity to find out about some of the policies, procedures and systems used by the service.

The service had a participation policy which parents were made aware of. This explained to parents the ways in which the pre-school aimed to establish and maintain an effective partnership with them, in running the service and in their child's ongoing development.

There are a variety of opportunities and systems available where parents' are invited to comment on their child's learning. These included: day to day discussions, meetings, questionnaires, newsletter and home links. This information along with the child's ideas and staffs' observations is used to develop the next steps in children's experiences and learning.

We saw the manager and staff welcoming parents and children into the service and having discussions about the children and what they had been doing. The manager and staff told us these regular discussions gave parents and children useful opportunities to comment on the service provided and to make suggestions for improvements.

The manager and staff had just introduced a planning wall. Its purpose is to inform parents of the planning, experiences and outcomes that the children are working on. Parents are being encouraged to contribute ideas and suggestions to be included in the children's learning. Parents' who took part in the inspection confirmed that they were aware of the wall and that they had been asked for ideas and suggestions.

We sampled evidence that parents' are consulted regularly through the use of questionnaires and feedback surveys. The service had used feedback to help them: assess what was working well and what they could improve; make changes to day to day activities or routines and assist with the Improvement Planning process. This included asking for parents' views and comments on their children's numeracy and literacy development. Comments noted included:

"As parents we see literacy and numeracy around the nursery and we are informed in newsletters."

"I like the fact that it is incorporated into every day activities i.e. identifying house numbers etc and when out and about it makes it more meaningful."

Parents' suggestions to encourage literacy and numeracy included:

- * "Play centred round shopping, with exchange of money."
- * "Number and letter songs."
- * Outdoor activities, finding letters/numbers on the playground, writing numbers/letters in chalk on the playground. Identifying numbers/shapes in the street."

The manager and staff had introduced some of these ideas. Others are planned for the future.

Parents' were being issued with a questionnaire at the time of the inspection. This was to seek their views on the settling in process. These will be audited, feedback given and changes made, if appropriate, in due course.

Parents' meetings and open days take place frequently to inform parents of their children's achievements. A meeting is planned for November 2012.

The service use newsletters to inform parents' about aspects of the service including, curricular planning and dates for forthcoming events.

Parents', children and staff were involved in fund raising events to support a range of charities. This provides children with opportunities to learn about the needs of other people.

The service had developed systems and links with the primary school. As a result children and their families have a smooth transition when they go from the pre-school to other settings.

The service operated an Open Door approach. This created an opportunity for service users to tell staff their views.

Six of the 9 parents who completed our Care Standards Questionnaires indicated that they strongly agreed that staff share information about their child's learning and development with them and, where appropriate, their child. Two agreed with this statement. One disagreed.

Areas for improvement

In the self assessment areas identified for improvement include: "We must continue to audit our carers and children ensuring relevance to our improvement plan."

The manager agreed to formalise the services consultation with children statement.

Although big books were used to plan, record and evaluate children's learning these could be further developed to include challenges and solutions. (See Recommendation 1)

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. The provider should continue to provide support and appropriate training for staff, to assist them to explore further, the use of big book planners' as an effective and relevant way to consult children.

**National Care Standards Early Education and Childcare up to the age of 16:
Standard 5 Quality of experience.**

Statement 3

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

Service strengths

Not all parts of this statement were assessed during this inspection. We focused on the following core activities:

- * Children's personal information and profiles
- * Additional support needs
- * Medication systems and records
- * Child protection policy and procedures

The service gathered information about children from parents' through completing a registration form. This includes personal details, medical history, interests and consent for a variety of events. The service recorded the child's start date. Children's "all about me forms" completed by parents were used to update staff on children's development, likes and dislikes.

The service had systems in place for staff to record children's development needs; achievements and ongoing assessment. This contributed positively to the children's experiences when at the nursery. Children's profiles are shared with parents regularly through meetings, written reports and transition records.

The manager and staff were establishing working relationships with parents and other agencies to identify and provide children and their families with individual support and assistance where appropriate. As a result, children were at an early stage of being supported in making progress and achieving learning targets.

The manager through discussion demonstrated an understanding of the record keeping systems of East Dunbartonshire Council's procedures that they had to put into practice, if required, to meet children's individual learning needs. These profiles would be stored securely in line with the services confidentiality policy.

The pre-school had procedures and guidance in place for staff to administer medicines to children and the suitable arrangements for storing medicines. Staff maintained records of medicines stored on the premises and parents' completed permission slips', detailing the time medicine was to be administered and the dosage to be given.

The manager and staff had received guidance about Asthma and the use of inhalers. They said they found this useful and informative.

The pre-school had a child protection policy and procedure in place. This included a statement detailing the actions they would take should a child be absent without notice from the parents.

This statement was included in the parents' information handbook. This created a useful opportunity for parents' to share their views.

The manager is the identified Child Protection Co-ordinator. Through discussion with the manager and staff they demonstrated an understanding of their roles, and responsibilities with regards to protecting children.

The 9 parents who completed our Care Standards Questionnaires indicated that they strongly agreed and are confident that staff will protect their child from harm, abuse, bullying and neglect.

Areas for improvement

In the self assessment areas identified for improvement include: "We must review our positive behaviour document."

Staff through discussion told us the procedures they would follow if a child refused or spits out their medication. The manager agreed to review the medication policy to include a statement detailing what procedure staff would follow if a child spits out or refuses medication.

There were no procedures in place for staff to follow if a child had an asthma attack. (See Recommendation 1)

On sampling children's profiles we found that staffs' recordings of children's next steps for learning were not meaningful. No previous summative reports of children's achievements were included in the profile. (See Recommendation 2)

We signposted the manager to the West of Scotland Child Protection Procedures. <http://www.online-procedures.co.uk/westofscotland/>. The provider should refer to this guidance when reviewing the child protection policy.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 2

Recommendations

1. The provider should develop a policy and procedure to support staff in dealing with asthma attacks.

National Care Standards Early Education and Childcare up to the age of 16. Standard 3: Health and Wellbeing.

2. The provider and manager should make sure children's next steps are clearly identified and meaningful. This is to ensure that children are making appropriate progress from their previously identified levels of achievement and are challenged appropriately to reach their potential.

The manager should continue with the plans to review children's profiles to ensure that they include staffs summative reports of their achievements and parents' comments.

National Care Standards Early Education and Childcare up to the age of 16. Standard 5 Quality of experience.

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 4 - Good

Statement 1

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

Service strengths

The service had systems in place to consult with children and parents in assessing and improving the quality the environment within the service. These included:

- * Parents' and children involved on Eco projects and committees.
- * Parents' working groups, information sharing evenings and meetings
- * Children's meetings, discussions and voting on decision making
- * Parents' information board
- * Regular newsletters
- * Questionnaires and surveys returned to the service from families which were evaluated and changes made where applicable.

The manager and staff welcomed families into the service as they dropped off and collected their children. This provided them with opportunities to make comment about the environment and to make suggestions for improvements.

Staff encouraged and supported the children in learning to take care of the environment as they recycled materials used in the playroom. The children had opportunities to plant and grow a variety of vegetables outdoors.

The pre-school had achieved recognition for a number of recycling projects including Eco Schools Bronze Flag status in 2009 and the Silver Award 2012.

The pre-school used the school playground to promote children's learning and well being. We observed the children actively taking part in outdoor activities. These sessions allowed the children to continue to have regular access to fresh air and energetic physical play.

Staff had consulted the children on the layout of the room. They had used a floor plan and pictures to make changes. Children's comments on the changed layout included:

- * "It looks good."
- * "I like the sand pit and I like where the art is."

* "I like it all."

* "I like the house corner there."

Areas for improvement

In the self assessment areas identified for improvement include: "Find innovative methods to ensure the majority of carers are involved in the development of the service."

The service had no analysis of accidents that had takes place. (See Recommendation 1)

The provider and manager may wish to consider formally recording children's and parents' involvement in risk assessing their learning environment.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. The provider and manager should carry out regular analysis of accidents that happen. This information should then be used to review risk assessments and to make changes, if and where appropriate.

National Care Standards Early Education and Childcare up to the age of 16.
Standard 2 A safe environment.

Statement 2

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

Service strengths

Not all parts of this statement were assessed during this inspection. We focused on the following core activities:

- * Appropriate risk assessments for inside and outdoors.
- * Maintenance records.
- * Infection control policy and observation of practice.
- * Insurance certificates.
- * Accident and incident records.

The service operates from an identified classroom within Mosshead Primary School .The pre-school have their own identified entry to the service.

Children were cared for in accessible, well maintained premises. The playroom was warm, bright, with defined areas of learning to make the best use of the space available.

The service had identified and created an information area for parents'. This included useful information about the pre-school, health promotion and child protection.

The service operates a sign in sign out system to register children's attendance. Visitors' enter through the school security system and sign in and out. As a result a record was maintained of people in the service.

The manager had carried out a range of risk assessments for inside and outside the premises including children's outings. These overall contributed to children's, parents' and staffs' safety.

The service had appropriate policies and procedures in place for infection control. We observed staff practice during the inspection which evidenced that staff were following policies and procedures and promoting good infection control practice. This included: staff and children practicing good hand hygiene.

Appropriate insurance was in place and displayed for parents' information. We found the service had recorded accidents. In the sample of accident records we looked at, almost all parents had signed these. This resulted in the parents being kept informed of any issues.

Eight of the 9 parents who completed our Care Standards Questionnaires indicated that they strongly agreed that the service is safe, secure, hygienic, smoke free and stimulating environment. One agreed with this statement.

Areas for improvement

In the self assessment areas identified for improvement include: "We continue to de-clutter our environment. Devise maintenance record for the premises.

The manager agreed to formalise the procedure of notifying the site co-ordinator of maintenance issues when they are identified.

The manager agreed to access a copy of the following guidance:
"Infection Prevention and Control in Childcare Settings (Day care and Childminding Settings)

We observed the following:

The boys and girls from the pre-school using the girls' toilets, which are situated outside their playroom. The children from the school use the same facilities. School children were also making their way to the playground through an exit door next to the same girls' toilets. No risk assessments had been carried out for this practice. This was discussed with manager and staff during the inspection. (See Requirement 1)

We found that staff were inconsistent when completing accident forms. (See Recommendation 1).

Although the fridge and microwave were clean. There were no formal cleaning records. The service do not have a dishwasher. Information regarding this should be removed. (See Recommendation 2)

We observed the following in the playroom:

Creative table: items stacked which allowed children to access part of table. Boxes stored at side of art materials cupboard, this restricted children's access.

Water machine had items stored in front of it therefore not easy to access.

Stacked chairs in front of book storage unit.

Floor littered with range of toys, this had the potential risk to cause accidents.

Pencils and pens at writing table that did not work or needed to be sharpened.

A stapler at writing table that did not work.

All the dressing up clothes lying at bottom of unit.

Every surface had a clutter of some sort or another.

We saw that children were initiating their own activities, but not always in the way which promoted meaningful learning.

These were discussed with manager and staff during the inspection. (See Recommendation 3)

Grade awarded for this statement: 4 - Good

Number of requirements: 1

Number of recommendations: 3

Requirements

1. The provider must carry out an in-depth review of staffs' practice of children accessing the toilet facilities. This should be done in consultation with school.

This is in order to comply with:

SSI 2011/ 210 Regulation 4 (1) (a) a requirement that providers must make proper provision for the health, welfare and safety of service users.

Timescale: Within one month of publication of this report.

Recommendations

1. The provider and manager must make sure that staff consistently sign and get parents to sign accident forms as stated on form. The form should be reviewed to include the time the accident happened with clear details recorded about the accident.

**National Care Standards Early Education and Childcare up to the age of 16.
Standard 3: Health and Wellbeing.**

2. The provider and manager should devise formal recoding systems for the cleaning and maintenance of the fridge and microwave.

**National Care Standards Early Education and Childcare up to the age of 16.
Standard 2 A safe environment.**

3. The provider and manager should review the room lay out, resources, storage units and de clutter all surfaces. This is to ensure the playroom and reception areas are safe, pleasing and stimulating suitable to the needs of children attending. Risks assessments carried out should clearly demonstrate the risk identified.

**National Care Standards Early Education and Childcare up to the age of 16.
Standard 2 A safe environment.**

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 – Very Good

Statement 1

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

Service strengths

The service had systems in place to consult with children and parents in assessing and improving the quality the environment within the service. These included:

- * Parents' on the management committee are responsible for the delivery of the service
- * Parents' and children's discussions and consultation meetings
- * Parents' information boards
- * Questionnaires and surveys returned to the service from families which were evaluated and changes made where applicable
- * Regular newsletters

The provider of the service is a voluntary management committee. Parents' are encouraged to become involved in running the service. Two staff confirmed the committee's involvement in their recruitment. This has resulted in continued strong team work and consistency in children's learning and development.

Parents' were able to assess the work of the staff team when they met in a variety of situations. These included: committee meetings, curriculum and information sharing meetings, parent consultations, parent helpers, and settling in visits. Staff told us they appreciated the support parents gave to them.

We observed parents and staff engaged in friendly and supportive relationships. Staff were sensitive to the changing needs of families and worked very hard to support them.

All the parents spoken with during the inspection, were aware of the work of the committee and how they could become involved in the service. They highlighted the strengths of the staff team and their ability to 'listen' 'respect' and 'support' them and their families.

The service displayed information about the management committee. This included contact numbers of the committee should you wish to contact them.

Eight of the 9 parents who completed Care Standards Questionnaires stated that they strongly agreed that they were confident that staff had the skills and experience to care for their child and support their learning and development. One agreed with this statement.

Areas for improvement

In the self assessment areas identified for improvement include: "More auditing of parents relating specifically to staffing.

The provider may wish to consider displaying photographs and information about the staff for parents' information.

They service should continue to formally record all parents' and children's views and comments on staffing within the service. They may also wish to consider ways in which the children could become involved in the recruitment of staff when applicable.

Grade awarded for this statement: 5 - Very Good

Number of recommendations: 0

Number of requirements: 0

Statement 3

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

Service strengths

The provider had developed an induction system to support new staff until they become familiar with individual children and pre-school routines. The outcome of this was staff and children get to know each other and develop trusting relationships.

Staff were committed, motivated and experienced with each bringing a variety of skills and ideas. This contributed positively to children's learning outcomes and team work.

Two of the 3 staff had achieved recognised qualification training. One was participating in a recognised qualification. Additionally, staff had accessed a range of training which supported and influenced their practice and supported learning opportunities for children. This included:

- * Promoting problem solving
- * Planning format
- * Numeracy and literacy
- * Child protection
- * Food hygiene
- * Road safety

Staff who require had completed registration with the Scottish Social Services Council. (SSSC). The SSSC is the body that regulates the care workforce in Scotland and sets the standards for training and qualifications.

Staff met regularly as a team to discuss issues relating to the service and the children. Staff were able to contribute to the agenda for these meetings and a note of the meeting was recorded and made available to them for reference.

Staff identified and were also consulted on changes proposed for the service. This was evident through the Improvement Plan. As a consequence staff feel valued and part of the decision making process within the pre-school.

Staff take on leadership roles in improving areas of learning and in developing aspects of the learning environment of the service. This included staff being involved in the completion of the self assessment process before we carried out the inspection. This has had a positive effect on the quality of children's experiences and the work of the pre-school.

Staff work with and receive valuable support from a range of professional colleagues within East Dunbartonshire Council. This had resulted in improvements in the way staff plan the curriculum and assess and record children's progress.

The provider had established staff appraisal systems which offered opportunities to discuss practice issues and training needs. We sampled staff files which evidenced up to date paperwork including training records, appraisal notes and minutes of meetings.

Discussions with the manager and staff confirmed that they followed national guidance, codes of practice and good practice guidance. As a result the services policies and procedures overall supported staff in providing a very good quality of care to the children and families who use the service.

We saw staff being supportive to one another and communicating effectively to ensure positive outcomes for the children.

We saw staff demonstrate a clear knowledge of a range of the services' policies and procedures including the services' aims and objectives. The service had a system in place confirming staff accessed this policy folder. This created opportunities for staff to reflect on their roles and responsibilities.

Parents' consulted as part of the inspection, confirmed high levels of satisfaction with staff within the service. Parents' commented that some staff had been in post when they had previously used the service and that staff are approachable.

Areas for improvement

In the self assessment areas identified for improvement include: "Exit interviews. No member of staff has left since last inspection.

The provider should continue to support and encourage staff to become involved in early years' forums and short life working groups within East Dunbartonshire Council.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 – Very Good

Statement 1

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

Service strengths

The service had systems in place to consult with children and parents in assessing and improving the quality the environment within the service. These included:

- * Parents' on the management committee are responsible for the delivery of the service
- * Parents' and children's discussions and consultation meetings
- * Parents' information boards
- * Questionnaires and surveys returned to the service from families which were evaluated and changes made where applicable
- * Regular newsletters

The pre-school is managed by a management committee, which is elected annually at each Annual General Meeting. The role of the management committee is understood, and regular committee meetings held throughout the year evidence compliance with constitutional requirements and good practice. The committee meetings are open to all families accessing the service.

The parental management committee allowed direct input into issues such as employment, appraisal and training needs of the appointed manager.

The manager was approachable and open to suggestions about the service from, staff, parents and children.

The manager was qualified and experienced. She is a member of the local cluster group within East Dunbartonshire Council and a representative on different early years' forums. This has resulted in a supportive work environment, where the manager and staff frequently explore ways to create improvements.

The manager had regular meetings with staff. She worked as part of the team which ensured she was accessible and fully involved in the day to day running of the service.

The manager and staff were continuing to build on the effective working relationships with children, parents' and other professional colleagues to ensure that together they could continue to celebrate the ongoing achievement and success of the service.

Seven of the 9 parents who completed Care Standards Questionnaires indicated that they strongly agreed that they service have involved them and their child in developing the service, for example asking for ideas and feedback. Two agreed with this statement.

Areas for improvement

In the self assessment areas identified for improvement include: "Opportunities for Management Committee to observe staff within the centre and be involved in improving the service.

The manager should take forward her plans to ask staff and parents' for their views on the quality of leadership and management of the service.

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

The management committee, manager and staff work co-operatively to achieve ongoing improvements based on self assessment in consultation with parents, staff and children. This was demonstrated through effective systems, procedures and written information

The manager and staff had identified time for planning and reflecting on children's learning. This was evidenced through records of staff meetings and children's profiles.

The management committee supported and encouraged staff in their professional development. This was evident through effective systems such as annual appraisals, training records and staff meetings. The benefits to children and parents were ongoing improvements in staff's personal development and the service currently provided.

The manager and staff had access to resources to help them keep up to date with childcare issues these included: useful websites, national and local guidance, good practice documents, magazines and reports.

The service had an Improvement Plan, containing priorities which supported the continuing improvement in children's learning within the service. This was being implemented successfully. Priorities included:

- * Child protection

- * Assessment for Learning

The service as part of their partnership with East Dunbartonshire Council and to support their improvement programme produces a Standards and Quality Report each year. Parents had access to a copy of this as well as a progress report to keep them informed of the services ongoing improvements.

The pre-school had a complaints procedure which parents were aware of. This created further opportunities for parents to share their views or raise any concerns they may have about the service.

Areas for improvement

In the self assessment areas identified for improvement include: "Visits to other nurseries."

The manager and staff should continue to progress self evaluation systems throughout the service. Some are currently informal and not recorded as consistently as they should be, for example children's next steps in learning. (See Recommendation 1)

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. The provider should evidence the full range of quality assessment systems they are implementing and the outcomes these have for the ongoing improvement of the service.

**National Care Standards Early Education and Childcare up to the age of 16.
Standard 13. Improving the service.**

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

We issued the manager with copies of the new guidance regarding notification reporting and records registered care service must keep.

Action Plan

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

5 Summary of grades

Quality of Care and Support - 5 - Very Good	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
Quality of Environment - 4 - Good	
Statement 1	5 - Very Good
Statement 2	4 - Good
Quality of Staffing - 5 - Very Good	
Statement 1	5 - Very Good
Statement 3	5 - Very 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
29 Mar 2010	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 5 - Very Good Management and Leadership 5 - Very Good
25 Mar 2009	Unannounced	Care and support 4 - Good Environment 3 - Adequate 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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