Inspection report

Inveraray Pre Five Unit
Day Care of Children

Inverary Primary School
INVERARAY    PA32 8YH

Inspected by: Sheila Baird
(Care Commission Officer)

Type of inspection: Unannounced

Inspection completed on: 24 October 2007
Service Number  | Service name  
-----------------|--------------
CS2003014646    | Inveraray Pre Five Unit

Service address  
Inverary Primary School
INVERARAY    PA32 8YH

Provider Number  | Provider Name  
-----------------|--------------
SP2003003373    | Argyll and Bute Council

Inspected By  
Sheila Baird
Care Commission Officer

Inspection Type  
Unannounced

Inspection Completed  
24 October 2007

Period since last inspection  
11 months

Local Office Address  
Boswell House
Argyll Square
Oban PA34 4BD
**Introduction**
Inveraray Primary Pre-5 Unit is run by Argyll and Bute Council and provides pre school education to children aged 3-5 years from a designated classroom within Inveraray primary school.

This service was registered with the Care Commission from 1st April 2002.

The service is registered to admit a maximum of twenty four children at any one time aged from 3 years to those not yet attending primary school.

Inveraray Primary School and Pre 5 Unit state their aims as:

At Inveraray we aim to prepare our young people for tomorrow’s challenges.

In order to equip our pupils with the skills, attitudes and expectations to become responsible citizens the following beliefs are principle to Inveraray Primary.

Education should be available and meaningful for all and encompass current research. Our learning environment should stimulate, challenge, support and provide an opportunity to develop skills. The outdoor environment should provide us with a rich and complimentary teaching and learning resource.

Our holistic approach to learning will meet the social and academic needs of all our pupils, staff, parents and wider community.

Learning is messy and does not necessarily follow a planner. Our planning should be flexible enough and creative to capitalise on available learning opportunities.

Our assessments will be meaningful and integral to teaching and are essential for real progress and achievement.

We take positive steps to promote effective partnerships with the whole school and wider communities.

We believe that every creative lesson we share grows our creativity.

The service operates during school term time Monday to Friday from 0915-1145 hours.

At the time of the inspection 11 children were using the service.

**Basis of Report**

Before the Inspection
This report was written following an unannounced inspection visit that was conducted from 10:30 to 14:30 hours on Wednesday 24th October 2007 by Care Commission Officer, Sheila Baird.

The Annual Return
The service submitted a completed Annual Return as requested by the Care Commission.

The Self-Evaluation Form
Due to technical difficulties the service was unable to submit a self-evaluation form as requested by the Care Commission.

Views of service users
Service User Questionnaires were distributed to parents to seek further information and views on service provision. The officer received 8 completed questionnaires.

Regulation Support Assessment
This service was inspected after a Regulation Support Assessment (RSA) was carried out to determine the intensity of inspection necessary. The RSA is an assessment undertaken by the Care Commission Officer (CCO) which considers: complaints activity, changes in the provision of the service, nature of notifications made to the Care Commission by the service (such as absence of a manager) and action taken upon requirements. The CCO will also have considered how the service responded to situations and issues as part of the RSA.

This assessment resulted in this service receiving a low RSA score and so a low intensity inspection was required as a result. The inspection was then based upon the relevant inspection focus area(s) and follow up on any recommendations and requirements from previous inspections, complaints or other regulatory activity.

During the inspection process

Evidence
During the inspection visit evidence was gathered from a number of sources including:

Service policies, procedures and records relating to the IFAs: Child Protection, SSSC codes of practice and staff training, infection control and active play
Discussion with the head teacher and staff
Observation of practice and the environment
Analysis of service user questionnaires

All of the above information was taken into account during the inspection process and reported on.

Inspection Focus Areas and associated National Care Standards for 2007/08
The inspection focus areas for Daycare of Children services are:

Child protection
SSSC codes and staff training
Infection Control
Active Play

The associated Standards for Daycare of Children services are:

Standard 2: A Safe Environment
Standard 3: Health and wellbeing
Standard 5: Quality of experience
Standard 10: Involving other services
Standard 12: Confidence in staff

Fire Safety Issues
The Fire (Scotland) Act 2005 introduced new regulatory arrangements in respect of fire safety, on 1 October 2006. In terms of those arrangements, responsibility for enforcing the statutory provisions in relation to fire safety now lies with the Fire and Rescue service for the area in which a care service is located. Accordingly, the Care Commission will no longer report on matters of fire safety as part of its regulatory function, but, where significant fire
safety issues become apparent, will alert the relevant Fire and Rescue service to their existence in order that it may act as it considers appropriate. Further advice on your responsibilities is available at www.infoscotland.com/firelaw

**Action taken on requirements in last Inspection Report**
There were no requirements made following the last inspection.

**Comments on Self-Evaluation**
As above

**View of Service Users**
Children were not directly consulted at this inspection due to their young age. However, interaction was observed to be sensitive and well judged by staff. Children were happy and settled, responding positively to staff and engaging well in play.

**View of Carers**
Service user questionnaires returned indicated that parents were happy/very happy with the service provided.

Almost all were aware of the service’s child protection policy.

All were satisfied with the cleanliness and security of the premises and the quality of resources and activities provided.

Almost all indicated children always had regular access to fresh air and energetic physical play.

Comments included:

“An excellent Pre 5 Unit with brilliant staff”

“Very happy overall as the staff and school are great!”

“This nursery is always out and about and that’s why we like it so much”

Any specific issues raised in service user questionnaires were discussed fully with the head teacher as part of the inspection process.
Regulations / Principles

Regulation :

Strengths

Areas for Development

National Care Standards

National Care Standard Number 2: Early Education and Childcare up to the age of 16 - A Safe Environment

Strengths

This report comments on element 3 and 4 of this standard in relation to active play and infection control.

The head teacher carried out risk assessments for all aspects of service provision to ensure appropriate measures were in place for the safety and well being of children.

Staff made effective use of space and resources indoors to provide children with good opportunities for energetic and active play.

Children had daily access to an outdoor play space within the school playground which provided a safe and secure environment to engage in energetic and active play experiences.

There were clear procedures and guidance in place for staff to follow on the control and spread of infection. The nursery was cleaned on a daily basis and there was a cleaning programme in place for toys and equipment. The head teacher had delivered in house training on food handling to staff. There were appropriate hand washing procedures in place and facilities for staff and children to use.

Areas for Development

There were no areas for development identified.

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

Strengths

This report comments on element 1, 2 and 5 of this standard in relation to child protection and active play.

The nursery followed the education authority’s policy and procedures on child protection and
associated Argyll and Bute Child Protection Committee inter agency guidance. The head teacher confirmed the service’s child protection policy had been reviewed in September 2007.

The service displayed child protection information for parents on the nursery’s notice board and raised further awareness through newsletters and the nursery’s handbook.

The head teacher demonstrated a very good understanding of her role and responsibilities in relation to child protection. Staff were clear what to do should they have any concerns about a child.

Child protection training was mandatory for all staff. In house training was undertaken by the head teacher at the start of each school session.

Practice issues in relation to child protection were discussed regularly at staff meetings.

The head teacher and staff were aware of the Children's Charter and the nursery had a copy of the Framework Standards for child protection.

Children had daily access to the nursery’s outdoor play area. Staff also made good use of the facilities and resources available within the school.

Parents were kept informed of activities through newsletters, a weekly plan and regular items displayed on the nursery’s notice board. Initiatives recently introduced by the nursery included “Forest School” and “Nordic” walking which parents had joined in with their children.

Head teacher and staff confirmed parents were encouraged to support active and energetic outdoor play by ensuring children wore appropriate clothing and footwear to the nursery.

**Areas for Development**

The head teacher agreed she should raise awareness of the Children’s Charter and the Framework Standards for child protection to parents.

**National Care Standard Number 5: Early Education and Childcare up to the age of 16 - Quality of Experience**

**Strengths**

This report comments on element 1 and 5 of this standard in relation to active play.

Staff were implementing the 5 key aspects of the 3-5 curriculum framework. The range of activities provided in physical development and movement included drama, dance and music, playing with balls, hoops and wheeled toys and learning to climb, balance and slide.

Examples of everyday practice to stimulate sensory experiential play included sand and water play, plants and soft material areas, junk, collage and paint play.

Staff had a well developed system of planning and assessment in place.

Staff interacted sensitively with children to encourage and support them in active play.
Staff were developing children’s experiences in active play by consulting with them through the “plan do review” process.

Areas for Development

There were no areas for development identified.

**National Care Standard Number 10: Early Education and Childcare up to the age of 16 - Involving other Services**

**Strengths**

The service had developed appropriate links with relevant childcare, education and community services, health and social work agencies as part of the whole school.

The nursery worked closely with relevant professionals when necessary to ensure children’s individual support needs were being met.

The head teacher had the appropriate guidance and contact details in place in relation to child protection.

The head teacher had obtained “Keep it Clean and Healthy” an infection control guidance document for nurseries, playgroups and other childcare settings and further guidance materials in relation to infection control from NHS Highland.

Areas for Development

There were no areas for development identified.

**National Care Standard Number 12: Early Education and Childcare up to the age of 16 - Confidence in Staff**

**Strengths**

This report comments on elements 1 and 2 of this standard in relation to SSSC codes of practice and staff training.

The nursery had a staff development policy in place. There was a strong ethos of learning and development established within the staff team.

The head teacher completed a staff training audit linked to the local authority’s workforce development plan. Individual Staff training needs were identified through support and supervision sessions and the annual review process.

Staff had access to a range of training through the local authority education quality improvement catalogue, childcare partnership and workforce development plan.

The head teacher confirmed the following courses were part of the induction programme and mandatory training for staff; infection control, child protection, risk assessment, food hygiene and first aid.
Examples of non statutory training included: emergent writing, early level science, engaging in play through music and the curriculum for excellence.

The head teacher confirmed staff were in the process of completing their registration with SSSC.

Records of staff training were kept on file.

The effectiveness of staff training was monitored through the use of:
- parental questionnaires, meetings and open days
- training evaluation questionnaires
- observation of practice by the head teacher
- discussion with staff at team meetings
- support and supervision sessions and the annual review process

**Areas for Development**

The head teacher agreed the nursery’s staff development policy should be updated to include details of induction planning for newly appointed staff. (See recommendation 1).
Enforcement
There has been no enforcement action against this service since the last inspection.

Other Information
There was one recommendation made following the last inspection.

1. The head teacher and staff should continue with their planned programme of improvement.

This recommendation has been met. The head teacher confirmed a new improvement plan was in place and awaiting approval from the education authority. The programme for expressive and aesthetic development had been carried forward for continued improvement and maths identified as a new curricular area for improvement.

Requirements

Recommendations
1. The service should update its staff development policy to include information on induction planning for newly appointed staff.
National Care Standards Early Education and Childcare up to the age of 16, Standard 12: Confidence in Staff.

Sheila Baird
Care Commission Officer