St. Francis Xavier RC Primary School
Nursery Class
Day Care of Children
St. Francis Xavier RC Primary School
Merchiston Avenue
Falkirk
FK2 7JS
Telephone: 01324 508570

Inspected by: Patricia Bunyan
Type of inspection: Unannounced
Inspection completed on: 20 November 2012
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Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Care service number:
CS2003015427

Contact details for the inspector who inspected this service:
Patricia Bunyan
Telephone 01786 406363
Email 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

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<tr>
<th>Area</th>
<th>Grade</th>
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<tr>
<td>Quality of Care and Support</td>
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<td>Good</td>
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<tr>
<td>Quality of Environment</td>
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<td>Quality of Staffing</td>
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<td>Good</td>
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<tr>
<td>Quality of Management and Leadership</td>
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What the service does well

St. Francis Xavier RC Primary School Nursery seeks to provide a caring and nurturing environment for the children and families using the service.

The service is motivated to work in partnership with children and families and offers some good opportunities for participation.

We found that staff interacted with children in a warm, kind and respectful manner. They provided a wide range of experiences and opportunities for children’s learning, supported and encouraged their independence and praised their achievements. As a result we saw happy and confident children who enjoyed their time in nursery.

The service continued to have very well planned arrangements for children transferring from nursery to Primary 1.

What the service could do better

At our last inspection of this service in 2010, we found that there were a number of children attending who would have benefited from an increased level of support from staff, for example, children with challenging behaviour or children with English as a second language. The basic staff:child ratios within the nursery meant that staff were fully committed to the daily routine of the service and struggled to provide the additional support for this group of children. As a result, we recommended that the service assess and evaluate how they might improve the level of support provided...
for children with additional needs, where no additional support for learning staff were allocated.

This inspection found no significant improvement in relation to that recommendation. We found once again that there was a significant number of children, whose additional needs could have been better supported by staff more time and resources. We also thought that current staffing issues within the service were impacting to some extent on how well staff were able to fully support all children.

We discussed this with the head teacher, who did not disagree with our findings but did not see how this could be resolved in the school, as they were staffed according to the number of children attending.

Our findings in relation to this are detailed in full, in Quality Theme 3, statement 3 and a recommendation has been made.

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

Since the last inspection, we found that the service had further developed children’s involvement in planning.

Given the increased numbers of children now attending, there have been some changes to the premises to better accommodate the increased numbers of children and parents accessing the building. More space has been created by removing a wall and opening up the cloakroom to improve access for families.

Staff have been creative in their plans and methods for making best use of the space they have available to them. They hold an outdoors group time each morning and one of the four groups uses the cloakroom area. This helps to ensure children have some space and quiet to concentrate on their discussion and learning in these small groups.

**Conclusion**

Overall, the nursery provides a stimulating and happy environment for children.

There are strong relationships established between staff and the families who use the service.

We found that parents value this service very highly and place a high level of trust and confidence in staff.

**Who did this inspection**

Patricia Bunyan
1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Prior to 1 April 2011, this function was carried out by the Care Commission. Information in relation to 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.

St. Francis Xavier RC Primary School Nursery Class is part of Falkirk Council’s provision for pre-school education. The service is registered to provide morning and afternoon places for up to 40 children per session aged from 3 years to those not yet attending school. The service operates Monday to Friday during school term time. The roll at the time of the inspection was 70.

The nursery is managed by the Primary School Head Teacher with some managerial aspects devolved to the Principle teacher. There is 2.5 days teacher input to support and guide implementation of the curriculum.

Day to day responsibility for the nursery lies with the Senior Nursery Officer with the support of Early Years officers.

The accommodation comprised one central playroom with integral kitchen and office facilities. Cloakroom, toilet and storage facilities were also available.

The nursery was well maintained and provided a safe, stimulating and attractive environment for children.

There was a safely enclosed outdoor area and access to the school garden, both of which provided children with opportunities for outdoor activities and physical exercise.
The aims and objectives of the service reflect those of the Curriculum for excellence, based on enabling children to become confident individuals, successful learners, responsible citizens and effective contributors.

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

- **Quality of Care and Support** - Grade 4 - Good
- **Quality of Environment** - Grade 4 - Good
- **Quality of Staffing** - Grade 4 - Good
- **Quality of Management and Leadership** - Grade 4 - 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
We wrote this report following an unannounced inspection which took place on Monday 19 November 2012 between 09:30 and 14:00 hours. We made a further announced visit on Tuesday 20 November 2012 between 09:30 and 17:00 hours, when feedback to the inspection was provided. The inspection was carried out by Inspector, Patricia Bunyan.

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

• Evidence from the service’s most recent self assessment
• Questionnaires that were completed and returned to the Care Inspectorate
• Nursery/School brochures and information contained on the school website
• Planning records and formats
• Children’s profiles/Learning Journeys
• Notice Boards
• Newsletters
• Minutes of meetings
• Samples of staff appraisals
• Staff training records/training schedules
• Minutes of staff meetings
• Evaluations
• Questionnaires issued to parents by the service
• Standards and Quality report
• Displays throughout the nursery
• Improvement plan

We talked to various people including:

The Headteacher, Principal teacher and part-time teacher to the nursery
Four Early Years Officers
Eight Children
Four parents
We observed how staff worked with children in the nursery.

We looked at the environment and considered how resources and equipment were used to support children’s care and education.

We gave feedback to the Headteacher on Tuesday 20 November 2012.

**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

The service did not respond to the recommendation made as a result of the previous inspection. The recommendation is still current and continued within this report.

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.

We received a fully completed, self assessment document from the nursery. The service identified what they thought they did well and told us how they planned to continue developing the service in accordance with good practice.

We thought that the service could expand the detail of the self-assessment by providing examples of good practice and some of the good outcomes and experiences for children and families as a result.

Taking the views of people using the care service into account

Most children were familiar with nursery routines and confident in the setting. We saw good staff:child interactions and observed how staff monitored children’s play and encouraged and praised their efforts and achievements.

Discussion with staff showed that they were familiar with the needs of individual children and that they were responsive in their approach to individual care.

Over the two days of the inspection we spoke with a minimum of eight children informally as they took part in nursery activities.
Children were encouraged to choose their activities in nursery. We saw them access a range of indoor and outdoor activities and play together sharing toys and resources. We saw that children enjoyed chatting with their friends during snack time and together times. We could see that they were enjoying their current topic about, 'People who help us'.

Children had built a large model of a 'fire engine' and were enjoying adding all the things the fire engine would need, for example, "wheels, lights, a ladder and a hose."

Overall we concluded that children were settled and happy in the nursery and had established good relationships with staff.

**Taking carers' views into account**

We sent out 30 questionnaires via the nursery to the parents of children attending the service. Of these, eleven were completed and returned to us, prior to the inspection. We also talked to four parents during our inspection visit.

When asked about the overall quality of the service their children receive from this service, all parents strongly agreed or agreed that they were happy with the quality of care their children received.

Comments included:

"I am confident that when I leave my son at nursery he will be kept safe and happy in a caring and stimulating environment. Staff have always been very approachable and interested when I have spoken to them and are genuinely committed to the care and early education of the children.

I have been very happy with how any concerns/worries have been dealt with when I have spoken to staff."
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: 4 - 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 used a range of methods to inform and involve children and families about the life and work of the nursery. This included for example,

- the school information brochure was made available to parents at enrolment and information was displayed on the school website. This meant that parents were being provided with relevant information to help them prepare their children for starting nursery.
- the service kept parents informed about children’s work, nursery plans and developments through regularly issued newsletters and information displayed on the parent’s noticeboard.
- nursery parents had the opportunity to be involved in the parent council, which meant that they could formally participate in discussion and decision-making processes about a range of matters concerning the work of the school and nursery. One nursery parent had currently taken advantage of this opportunity.
- parents could add their name to a list of parent helpers in the nursery and at the time of the inspection, three parents/carers had taken advantage of this opportunity.
- the service sought feedback from parents through questionnaires, usually after specific events in the nursery. This was considered in evaluation of events.
- The nursery had a range of methods to discuss children’s developmental progress with parents/carers. This included sharing children’s learning
journeys, progress reports and discussions at parents evenings and opportunities to meet individually with staff if requested.

We thought that the willingness to provide parents with a range of opportunities to join in and support the work of the nursery had helped to develop good partnerships between home and the nursery. This was supported by parental feedback to our questionnaires, where all parents agreed/strongly agreed that they felt welcome in the setting and that they had formed good relationships with staff.

They told us:

"We find the nursery a great environment, a very happy place."

"The staff are fantastic. (Child) has a great relationship with her group leader from this year and last. The help and support she received when unsure of an activity was second to none."

"My daughter is very happy and settled at St. Francis Nursery. Her keyworker in particular is very good at communicating her progress and is always looking for ways to develop an individual education/support programme to suit her next stage of development."

Staff identified children’s interests through group times, mind mapping and voting and used information to offer play experiences and resources to support learning in these areas.

We saw examples of how children’s comments were gathered and displayed to help inform planning.

We heard staff have good discussions with children, offer them choices and act upon opportunities to extend learning, for example we saw how they had been involved in risk assessment of their outdoor areas.

**Areas for improvement**

Within the self-assessment, the nursery identified that they would further develop links with parents through the use of 'star moments' in the new 'Learning Journeys'.
We thought that the service could provide more information about involvement and participation to families at the point of registration with the service. Parents could then consider in advance in what ways they could help to influence aspects of the service.

We also thought that the service could further develop child and parent participation in more creative and targeted ways.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 0
Statement 3
We ensure that service users’ health and wellbeing needs are met.

Service strengths
From our observations and discussions with staff and from viewing a range of documentation during the inspection, we found that the service had a very good approach to ensuring children’s health and wellbeing needs are met.

Health and Wellbeing had been identified as an area for improvement within the service Improvement plan and we were made aware that a Health and Well-being group had been established which involved joint working between the nursery and Primary 1 classes. We viewed information from the first meeting but found the work of the group was still in the initial stages.

We looked at a sample of children’s profiles and we found that their experiences and progress had been regularly monitored and documented under the previous recording system. Staff were still in process of adjusting to the new ‘learning journey’ format. Staff had received training on the implementation of this new system and were being supported internally by senior staff and through a series of surgeries that staff could attend.

Staff initially gathered information about children using, 'All about me forms'. These helped them gather information about children’s likes, dislikes and preferences so that they could plan and prepare for meeting children’s individual needs. We saw that parents were updated on their child’s progress on at least two occasions throughout the year. This ensured ongoing sharing of information between staff and parents and communication regarding children’s development and learning. Outwith these times, parents could see their children’s profiles at any time and contribute information from home, which helped to recognise children’s achievements or ‘star moments’.

Healthy eating was well considered by staff and incorporated into the nursery snack menus. Children were provided with healthy snacks which included fresh fruit daily. Staff consulted with children and helped them to learn about foods which were good for them and menus were displayed for parents to see. Arrangements for special diets were well managed within the nursery setting. Arrangements were recorded and displayed in such a way that bank staff could easily identify the children who needed special diets. All staff held certificates in Elementary Food Hygiene.

The nursery had regular programmes of physical activity indoors as well as outdoors. They were timetabled to use the school gym to participate in energetic physical exercise. Children had benefited from programmes delivered by visiting specialists for example, Falkirk Football Club.
Children benefited from the outdoor learning experiences provided which included physical and energetic play opportunities in the designated enclosed play area as well as the school garden. The garden offered a more open and natural environment for children to explore and develop their imaginations. The service supplied outdoor suits for children to enable outdoor play to be experienced in all weathers. There was a variety of activities to stimulate children’s curiosity in their world; for example planting, growing, the weather and living creatures. As part of the whole school Eco work, parents, children and staff had worked hard to gain recognition for their work in caring for the environment. This resulted in them receiving a Green Flag award.

Children had opportunities to learn about good dental health through their participation in the ‘Child Smile’ toothbrushing programme undertaken in nursery. We noted that toothbrushing took place only on certain days when staff were able to supervise the programme.

We found that there were safe processes in place for the administration of medication. All medication was stored securely and out of reach from children.

Accidents and incidents were recorded and signed by parents.

Child protection policies were in place and shared with parents. Staff awareness of child protection issues and their responsibilities in relation to this were updated annually through established whole school procedures.

Where children with identified additional support needs were allocated a support for learning assistant, this was working well. We viewed samples of care plans/individual educational plans, (IEPs) and new Getting it Right for every child, (GIRFEC) documentation which showed regular meetings took place with parents and support agencies to review, assess, and plan strategies to support children.

Overall we felt that health and well-being of children was well promoted in the service.

**Areas for improvement**

The service was in process of introducing the provider’s new learning journey format for recording children’s progress. It was envisaged that this new method of recording children’s progress and learning would be more meaningful and relevant to individual children. Personal plans and next steps for children were included in documentation, but we did not see any established practice in relation to personal plans as yet.
We thought that staff should have more support to help them fully manage the implementation of learning journeys and to ensure that children’s personal plans are being established and reviewed. See recommendation 1.

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

**Number of requirements:** 0

**Number of recommendations:** 1

**Recommendations**

1. The service should ensure that staff are fully supported in the implementation of children’s ‘learning journey’ recording system and in establishing children’s personal plans.

   - National Care Standards for Early Education and Childcare up to the age of 16. Standards 4,5 and 6.
   - The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210), Regulation 5.
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
We found that the service was performing at a good level in relation to this quality statement.

Please refer to information contained in Quality Theme 1, Statement 1 for information on the range of ways that children and families were involved in influencing the quality of the environment.

We noted that parents were kept up to date with any developments to the environment and could be included in giving their thoughts and suggestions and time to ongoing improvements and initiatives. We saw for example that there had been recent consultation with them regarding car park safety and safe routes to nursery.

Children helped to influence their environment through the following ways:

- they had discussed and helped to decide on the nursery’s golden rules.
- they had discussed how they could be safe outdoors and decided for example, that they “shouldn’t open the gate”, “run when it was icy or slippy”, that they “shouldn’t point sticks at people or touch nettles.”

Areas for improvement
We felt that some of the information for parents in the nursery reception could be better presented in order to capture parents’ attention. For example the suggestion box was hidden by folders and the nursery policy book looked as though it had not been updated in a while.
We also felt that the service could further develop the website to share more information about the life and work of the nursery.

**Grade awarded for this statement:** 4 - Good

**Number of requirements:** 0

**Number of recommendations:** 0
Statement 2
We make sure that the environment is safe and service users are protected.

Service strengths
The nursery demonstrated good practice in relation to this quality statement.

The nursery had a secure door entry system and signing in and out procedures which monitored visitors to the service.

The premises were found to be well-maintained, warm, bright, and well presented. Displays around the nursery were meaningful to the children. For example they acknowledged children’s achievements and on-going topics and themes.

Children had been consulted about simple rules which encouraged them to take care of resources and the environment and they are praised for doing so.

A framework of health and safety policies and procedures were implemented to ensure children’s safety and well-being. Hygiene and cleanliness were well-managed in the service and we saw good arrangements were in place to manage infection control. For example, staff were trained in Elementary Food Hygiene and followed Cook safe guidelines in the provision of snacks and drinks.

We thought that staff had been creative in managing the extra numbers of children attending, for example some group times were held in the cloakroom areas and outdoors areas. This had helped to lessen noise levels and allow children to focus on their work more easily. Areas in the school were regularly accessed to supplement children’s experiences, for example timetabled use of the gym allowed good opportunities for physical and energetic play such as music and movement or sport. Access to the ICT suite also provided additional resources and experiences for children.

The nursery was able to show that the indoor and outdoor environments were used to provide interesting and stimulating experiences for children. They were adapted as necessary to take account of their interests thereby encouraging children’s input and influence over their environment. As a result, children were interested and stimulated by the resources and activities available.

We have concluded therefore that staff were working well to ensure that children had good experiences and outcomes during their time in the nursery.
Areas for improvement
Parents raised some concerns regarding the increase in the number of children attending.

One parent told us:

“With 40 children now in the morning it does seem too many children for the space available. However it is managed very well.”

Staff undertook risk assessments for the outdoor area and for trips and outings with children however there were no risk assessments in place for the nursery premises. To ensure that the environment, activities and resources are regularly monitored, the service should introduce premises risk assessments procedures, which show how staff assess and manage risk in the nursery environment. See recommendation 1.

Grade awarded for this statement: 4 - Good

Number of requirements: 0
Number of recommendations: 1

Recommendations
1. The service should establish a system of risk assessments in relation to the nursery environment.

   National Care Standards for Early Education and Childcare up to the age of 16. Standard 2
Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 4 - Good

Statement 1
We ensure that service users and carers participate in assessing and improving the quality of staffing in the service.

Service strengths
We found that the service was performing at a good level in relation to this quality statement.

Please refer to information contained in Quality Theme 1, Statement 1 for information on the range of ways that children and families are involved in influencing the quality of staffing.

Parents spend time in the playroom everyday settling their children in and preparing them for going home at the end of their session. Staff had a friendly approach and made parents feel very welcome. They took opportunities to encourage informal discussion and made themselves available for parents who needed to speak with them.

The parent helper system meant that parents were being given the opportunities to spend more time in the service, helping and working alongside children and staff.

Parents we spoke to as part of the inspection told us that they:

- were, "very happy with staff care and attention."
- thought "the staff absolutely outstanding"

One parent whose child was allocated a support for learning assistant felt that her child had made "amazing progress".

Areas for improvement
Within their self-assessment the service identified that they would continue to seek the views of parents with the aim of improving the service.
We felt that the service could further develop opportunities for participation and involvement in the quality of staffing, and could consider for example,

- a more wide-ranging and innovative participation strategy, which clearly explains for parents/carers the ways they can be involved and what benefits can be achieved through their involvement.
- explore opportunities for shared working/development groups.
- more use of email communication/social networking opportunities might add another dimension to improve communication and information sharing for some families.

Grade awarded for this statement: 4 - 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
From the evidence gathered during the course of the inspection, we found that staff were qualified, experienced and motivated to provide a good service to children and families.

Overall, staff demonstrated effective working knowledge and skills in their work with children. They were familiar with National Care Standards, good practice guidance and service policies and procedures.

Staff were registered appropriately with the Scottish Social Services Council.

The service operated a key worker system which promoted the continuity of care and education and enabled staff to work in partnership with parents, however see areas for development below.

We spoke to most staff briefly as we carried out the inspection and in greater depth, to a minimum of two staff. From these discussions, we found staff to be positive about their remits and responsibilities within the nursery. They told us that felt valued as professionals and well-supported by management.

We saw through viewing staff training records, that staff were supported in keeping their skills and knowledge updated, through regular access to a range of training, although this varied according to staff’s employment status in the service. We saw that staff regularly accessed core training such as child protection, first aid and food hygiene as well as attending courses and conferences to further develop and improve their knowledge and understanding. Examples included, Implementation of Learning Journeys, Learning Journey Surgeries and Getting it Right for Every Child.

We learned that training in Outdoor Learning was about to take place and that some parents would also have the opportunity to be involved in this development.

From our observations, we saw that staff were kind, caring and enthusiastic in their interactions with children. They listened to what children had to say and what they thought. They asked children for their opinions and views and used these to help plan learning experiences. Positive relationships and recognition and praise of children’s efforts and achievements, helped children feel valued and confident in the nursery setting.
Staff contributed to the overall self assessment, evaluation and monitoring which informed the Nursery Improvement Plan. We saw evidence of meetings where staff undertook planning, discussed operational matters and shared good practice. One member of staff had committed to attending an Early Years Support Network meeting to promote links and share practice with other nurseries in the locality.

Our discussions with staff showed that they had established links with other professionals, where appropriate to seek support for children who required it.

Areas for improvement

We noted one instance where the service should have made better arrangements to accommodate a child with disability. Issues regarding staff moving and handling training and arrangements for the child’s personal intimate care needs had not been clearly planned for. This could potentially have caused distress to the child concerned and the service should ensure that arrangements are in place to meet individual needs prior to children attending. See recommendation 1.

At the time of the inspection, there was a member of staff on sick leave for a few weeks, another was on secondment and another had recently moved to another position within the local authority. The service assured us that replacement staff were carefully chosen and had been working in the service for many months.

While we acknowledge that staff worked well together to maintain a fluent team approach to meeting the needs of children, we thought that the overall impact of staff changes and the use of temporary or bank staff for extended periods of time was affecting outcomes for some children.

We had identified as a result of the previous inspection, that there were several children attending the service with varying levels of additional support needs, who did not have support for learning assistance and who would have benefited from increased support from staff. This included for example, children who had English as a second language or those who displayed challenging behaviour.

We heard from the service that the nursery teacher, who worked part-time in the nursery had responsibility for working to support children, who had English as a second language and that the service had purchased extra language resources. They also had some practical support from a support for Learning Assistant, who spoke Polish.

We also heard from the service about internal arrangements they had made to support a child with challenging behaviour.
This inspection found however that despite the efforts made by the service to provide more effectively for children with additional needs, we could not see improved outcomes for the children concerned. Our observations during the inspection showed that due to the demands placed on them during the course of nursery sessions, staff were unable to devote sufficient time and resources within the current staffing allocation to effectively support the needs of all children.

It was our assessment that the level of support for children with additional needs had not improved and that it had been exacerbated by the service having an inconsistent staff team.

Accordingly, we have continued the recommendation made as a result of the last inspection with the expectation that the service provider supports the service to achieve improved outcomes for the children concerned. See recommendation 2.

We saw that new systems had been introduced for staff’s personal review and development. These systems were still at an early stage, however should, when implemented, provide staff with increased support in undertaking their roles in the nursery.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 2

Recommendations

1. The service should ensure that staff are provided with information and relevant training to allow them to fully support the needs of all children attending. This includes moving and handling training.

NATIONAL CARE STANDARDS FOR EARLY EDUCATION AND CHILDCARE UP TO THE AGE OF 16: STANDARD 6

2. For those children who have additional needs, as described within this report and who do not have allocated support for learning assistance, the service should evaluate how well they are supporting their needs and consider where improvements can be made.

NATIONAL CARE STANDARDS FOR EARLY EDUCATION AND CHILDCARE UP TO THE AGE OF 16: STANDARDS 6.1 AND 12.2
Quality Theme 4: Quality of Management and Leadership

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 management and leadership of the service.

Service strengths
The service was found to be operating at a good level in relation to this quality statement.

Please refer to the information reported on in Quality Theme 1, Statement 1, which has also been used to inform the grading of this quality statement.

Parents had opportunities to join or attend meetings of the Parent Council and play a role in assessing and influencing the quality of management and leadership.

Local authority procedures provided for parents and school children to play an active part in recruitment of the Head Teacher post when appropriate.

The service issued annual Standards and Quality reports which allowed parent/carers to review achievements progress throughout the previous year.

We saw that staff photographs and job descriptions were displayed in the service in the nursery reception so that parents could identify key staff and management.

As a result of our discussions during the inspection, we have concluded that the management team support the work of the nursery, make themselves available to speak with parents/carers and that they welcome and value feedback on the service.

The service complaints policy is made available.

These views were supported by the feedback we received from parents in completed questionnaires and in discussions with the parents we spoke with during the inspection process.

Areas for improvement
Please see Quality Theme 3, statement 1, Areas for Improvement
Grade awarded for this statement: 4 - 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**

From sampling nursery records and documentation and from discussions with staff and management, we have assessed that the service has a good approach to managing quality assurance.

Overall responsibility for the service lies with the Headteacher for the school.

Learning experiences for children were planned and evaluated by nursery staff along with the nursery teacher. These were monitored by the Principle Teacher, who also monitored aspects of quality assurance.

We saw that children’s views and suggestions were reflected in planning and influenced the work undertaken in the nursery. This was evidenced through visual planning, mindmaps and evaluation of topics and activities.

The work of the nursery, development and progress was evaluated through recognised quality systems, such as ‘Child at the Centre’ and information pulled together to inform the School and Nursery Improvement Plan. This was submitted to the Quality Improvement Officer for the service, who also made quality assurance visits to Senior Management.

The service encouraged links and close working with other professional agencies, which had positive outcomes for children and families using the service.

Overall we concluded that through the combined efforts of staff and management, children and families experienced a positive, efficiently managed service.

**Areas for improvement**

Within the self assessment, the service identified their intention to review and improve quality assurance procedures to better reflect self-evaluation and better reflect the new PRD policy from Falkirk Council. We agreed with these relevant areas for improvement.

We advised that any form of quality assurance measures for example feedback/monitoring of planning should be in writing to form a record, which demonstrates the effectiveness of monitoring processes.

The service needed to update records and policies to reflect the change in the regulatory body from the previous Care Commission to the Care Inspectorate, for example in the service complaints policy.
The service must download the most up to date accurate certificate of registration from the eforms system and display within the service. See requirement 1.

We noted that the action plan for the previous inspection had not been returned by the service despite a reminder telephone call. Also, due to the Annual Return being submitted after this year’s deadline the service had gone through a regrading. This was discussed with the Headteacher and it was identified that there could be some issues with the school receiving some emails. So that this does not affect the smooth operation of the service in the future, the service should contact the Care Inspectorate eforms helpline to ensure the accuracy of email address information. The service should ensure that there are prompt responses to Care Inspectorate documentation such as the Annual Return and Action Plans following inspection.

**Grade awarded for this statement:** 4 - Good

**Number of requirements:** 1

**Number of recommendations:** 0

**Requirements**

1. The service must display the most recent copy of their certificate of registration in a conspicuous place within the service.

   **This is in order to comply with the Public Services Reform (Scotland) Act 2010 Chapter 3, 60 (5)**
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
N/A

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

<table>
<thead>
<tr>
<th>Quality of Care and Support - 4 - Good</th>
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<tbody>
<tr>
<td>Statement 1</td>
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<tr>
<td>Statement 3</td>
<td>5 - Very Good</td>
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### 6 Inspection and grading history

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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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