St Francis Primary School Nursery Class
Day Care of Children
430 Old Rutherglen Road
Glasgow
G5 0PA

Inspected by: Fiona Buchanan
Type of inspection: Unannounced
Inspection completed on: 30 May 2013
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Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Care service number:
CS2006120174

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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

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What the service does well

We found that the management and staff had created a happy and welcoming environment for children. They worked closely with parents and other specialist services to help achieve the best outcomes for the children attending the nursery. Children were seen to eagerly take part in and enjoy the range of activities on offer. Staff had a good understanding of the needs of children. They were keen to develop their skills with the good support from management, in order to enhance the children’s experiences while they attend the nursery.

What the service could do better

We found that the nursery web site should be developed. The staff and management should continue to develop the care plans for children. The handbook and policies were being updated. Systems should be put in place to ensure that accident and incident books are always signed off by parents.

What the service has done since the last inspection

We found that the management and staff had continued to develop ways to involve the children and parents in the on-going assessment and improvement of the service. The nursery playrooms and toilet area had been refurbished to a high standard. This had improved the environment for children and families.
Conclusion

We found that the management and staff demonstrated a strong commitment to continuous improvement.

Who did this inspection

Fiona Buchanan
1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

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

Requirements and Recommendations

If we are concerned about some aspect of a service, or think it could 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 but where failure to do so will not directly result in enforcement. Recommendations are based on the National Care Standards, relevant codes of practice and recognised good practice.

- 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 Care Inspectorate.

St Francis Primary School Nursery Class is registered to provide daycare to a maximum of 40 children at any one time. The provider is Glasgow City Council.

The age range of the children is from 3 years those not yet attending primary school.

The nursery offers full and part day care between 8:30 am and 4:30 pm, Monday to Friday, term time only. Children can attend on a full or part time basis.

The nursery operates from St Francis Primary School in the Gorbals area of Glasgow. The service is close to local amenities, bus routes and underground transport. The accommodation is on one level. The nursery has a secure door entry system. The accommodation consists of a cloakroom, two bright play rooms, children’s toilets with changing area, laundry and kitchen. The nursery children have the use of the school dining room, music room and gym hall. The children can access the enclosed outdoor play area directly from a playroom. Staff have the use of the facilities within the school; toilets, staff room and office.
One of the nursery aims to: “provide a safe, well organised and stimulating environment which encourages our children to become successful learners, confident individuals, responsible citizens and effective contributors.”

A full statement of service’s values, aims and objectives were available to people who use the service.

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. This was carried out by Inspector Fiona Buchanan. The inspection took place over two days Wednesday 29th May 2013 between 10:00 am and 6 pm and Thursday 30th May 2013 between 2 pm and 4:15 pm. We gave feedback to the management on 30th May 2013.

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

We sent fifteen care standards questionnaires to the management to distribute to parents. Three parents completed questionnaires and returned them before the inspection. Please note throughout this report, the term 'parents' should be taken to include carers such as relatives, friends or foster carers.

We also asked the management to give out eight questionnaires to staff and six were returned to us before the inspection.

We spoke with:
- fifteen children
- seven parents
- headteacher
- depute headteacher - with responsibility for the nursery class
- nursery teacher
- four childcare development officers
- pupil support assistant

We looked at:
- supporting evidence from the up to date self assessment handbook and leaflets for parents
- photographs of children taking part in activities
- aims and objectives statement
- completed care standards questionnaires that had been sent to the parents from the Care Inspectorate
completed staff questionnaires that had been sent to the staff from the Care Inspectorate participation strategy, this is the service’s plan for how they will involve services users minutes of staff meetings children’s files, care plans and profiles observation of how staff worked staff training plan and monitoring records complaints policy environment and equipment nursery improvement plan nursery standards and quality information snack and lunch procedures fridge temperature records hygiene policies and procedures risk assessments medication, accident and incident records cleaning rotas fire drills and alarm test records nursery web site certificate of registration insurance certificate

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 requirements we made at our last inspection

The requirement
As part of the recruitment process, the provider should consistently implement the stated policy regarding securing two suitable references for each employee. This is to comply with SSI 2002/114 Regulation (9) (1) relating to the fitness of employees.

What the service did to meet the requirement
Recruitment has been addressed.

The requirement is: Met - Within Timescales

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

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: No

Comments on Self Assessment
Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

The Care Inspectorate received a fully completed self-assessment document from the depute head teacher. We were satisfied with the way the depute head teacher had completed this and with the relevant information included for each heading that we grade services under.

The depute head teacher identified what it thought the service did well, areas for improvement and any changes it had planned. The depute head teacher 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

There were 55 children present during the inspection visit aged 3 years to 5 years. 46 children attended on a part time basis attending morning or afternoon and 9 children attended for the full day. We observed the children enjoying a variety of play experiences. We talked with 15 children and all of them told us that they enjoyed coming to nursery.

Children’s comments included:

“I am going to make a snake. I am going to put the playdough in the fridge.”
“I am going to make a big fat dinosaur; I am going to make his body. They say Rarrrrr.”
“I am going to make a sandcastle.”
“I am going to school this year.”

Taking carers’ views into account

For this inspection, we received views from 10 people using the service. Three people gave their views via the care standards questionnaires and we spoke with a further 7 people on a one to one basis during the inspection.

Three people agreed in the care standards questionnaires they were overall happy with the quality of care their child received in this service and provided written comments relating to the service they had received.

The 7 parents spoken with were very happy or happy with the service provided for their child.

We have included further comments and views from people using the service throughout the report.
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
We found that the service performance in the areas covered by this statement was very good. We concluded this after we spoke with parents, children, management and staff, looked at samples of relevant documentation and observed the children’s experience and staff practice and looked at the responses from parents in the care standards questionnaires returned to us.

The management and staff had put in place the following systems to help seek parents and children’s views on the quality of provision.

This included:
- parent participation policy
- speaking with parents regarding the individual needs of their child
- key worker system
- staff consulting with the children throughout the day
- questionnaires issued to parents and children who use the service seeking their views on various topics and issues
- settling in procedure
- children’s meetings to influence daily planning
- children’s mind mapping, evaluations and planning records
- children’s achievement wall
- parents’ information wall
- sheets sent home for parents to take forward the activities children take part in at nursery for example story or rhyme of the month
- newsletters
parents bi-annual meetings to share information and developmental achievements
parents invited to participate in nursery activities
power point presentation displayed children and adults taking part in activities

We spoke with seven parents, viewed photographs and activity planners and watched the staff and children. This confirmed that the children had lots of opportunities to share their views and help decide the daily activities. Staff listened to the children and helped and supported them while they played. Discussion with staff during the inspection confirmed that the staff were very responsive to the children in their care. The staff used a range of methods; pictures, mind-mapping and discussion to help the children make choices and evaluate their experiences. This information was used when planning the next step for learning.

We found that staff and parents discussed the children’s care and support needs during the settling in period and then throughout their time attending the service. When settling, parents and children had opportunities to visit the service and meet the children and staff. At this time parents and staff talked about the child’s likes and dislikes, routines, emergency contacts and health issues and completed relevant documentation. During the inspection a child was having a settling in time at nursery. We spoke to a parent when she came to collect her child. She told us that she had completed forms, had been introduced to her child’s keyworker and had discussed her child’s care needs. We observed that the child had settled very well into nursery life. We observed that the staff gave the child lots of support and encouragement to help her engage in nursery life.

Comments from parents spoken with during the inspection and the responses from the questionnaires confirmed to us that parents had very good opportunities to be part of the process when assessing the quality of care and support. A parent told us: “Teachers made me feel comfortable. Relaxed nice atmosphere. Keyworker is brilliant. Chats away when we come in. Got a handbook and completed information about my child. Newsletters keep me up to date.”

The three completed care standards questionnaires told us that parents had received clear information about the service before using it and were able to visit the service before starting. Two parents "strongly agreed" and one “agreed” that staff shared information about their child’s learning and development with them and where appropriate, their child. One parent “strongly agreed” and two “agreed” that the service involved them and their child in developing the service, for example asking for ideas and feedback. Parents’ comments from the completed questionnaires: “The staff are friendly and approachable and work with the children to meet the needs of each child.”
The service had recently developed a parental partnership policy. The nursery aims and parental partnership policy encouraged parents to become involved in the evaluation and improvement of the nursery. Children and parents using the service had an opportunity to complete service questionnaires. This information had been collated and the ideas had then been acted upon to improve the service. For example a parent felt that the communication could be improved so the management had introduced text messaging which enabled the service to pass on new information quickly.

We found that regular newsletters, verbal communication, PowerPoint presentation, parents’ wall, children’s achievement wall, children’s profile folders and photographs had kept parents informed of current events and activities taking place in the nursery. This practice had helped promote opportunities for parents and staff to share the children’s achievements and learning.

Parents and children were encouraged to express any concerns. Parents we spoke with told us that they felt the nursery would address their concerns. The complaints policy was contained within the handbook and detailed on the wall.

Children’s views were sought through participation in group discussions to identify goals they wished to achieve. We viewed the mind maps, planning documents, profile folders and achievement wall and this told us that the children were given opportunities to take ownership of decisions made and how they evaluated their learning.

We found the management and staff were very keen to take forward participation of people who use the service.

Areas for improvement
The school web site contained a section about the nursery. However when we viewed this it did not contain any information. The head teacher told us that this was currently in the process of being developed.

The policies and procedures were being reviewed by the depute head teacher. The depute head teacher agreed that when this review had been completed the list of policies would be included in the handbook for parents. This would allow parents to see the range of policies and procedures the service followed. A copy of the policies was held in the nursery class.

Grade awarded for this statement: 5 - Very Good
Number of requirements: 0
Number of recommendations: 0
Statement 3
We ensure that service users’ health and wellbeing needs are met.

Service strengths
We found this service had performed to good standard in the areas covered by this statement. We concluded this after we had observed staff practice, sampled relevant health and wellbeing documentation for example key worker system, admissions, personal plans, learning profiles, hygiene and infection control, medication, access to water, staff training and through talking with the management, parents, staff and children.

We observed the staff had very positive interactions with children and parents who use the services and found that children benefited from having a key worker (staff member identified as key person for child). Parents told us that they knew who their key worker was and that all staff were friendly and caring. “Very good information and settling in procedure. Keyworker and staff talked and played with (child’s name). Staff are approachable.”

Parents completed the nursery registration forms during the settling procedure. Information relating to children’s individual needs included; allergies, G.P. medication, emergency contacts, diet and additional support. In addition, parents and staff started their child’s personal plan by completing an ‘all about me’ sheet which helped inform staff of children’s needs.

We sampled three children’s folders. These showed us that the documentation provided clear and comprehensive details about children’s personal care needs, routines, diet, family member’s and preferences.

Key workers recorded children’s learning in individual profiles. Parents told us that they had opportunity to attend parents meetings to discuss their child’s progress and profiles with their child’s key worker.

We viewed recorded information, which showed how children’s interests and next steps where observed and taken forward. The staff used a range of information including; mind mapping, photographs and drawings of how children evaluated their learning and these were available in the playroom for children and parents to view. Staff had recorded children’s achievements and displayed these for parents.

The management and staff worked closely with other agencies including, speech and language therapists, educational psychologist, health visitors and social work. We found staff took forward additional support plans for individual children, when required. As a result of joint working practices children benefited greatly from having additional resources and support to aid their development and learning.
Children had opportunities to learn about healthy living, diet, exercise, environmental issues, personal hygiene and tooth brushing. We observed children playing outdoors and photographs displayed throughout the service showed parents and children the wide variety of health topics undertaken. Children were aware of hand washing procedures and we found that staff encouraged children to wash their hands after toileting and before eating. We have identified this in the areas for improvement section below. The children’s profile folders contained information and activities that related to health and wellbeing.

The service provided lunch for children attending for the full day. Children went to the school dining hall to eat their lunch. Snacks were provided to children morning and afternoon in the nursery. The staff told us that although the menu had not been decided by the children the children were able to select what they wanted to eat from two choices of food. A copy of the menu was given to parents and these changed each term. The staff had made up a picture menu book showing the range of food available and this allowed children to select daily what they wanted to eat. We looked at the menu book and viewed the children having snacks and this showed us that the staff provided children with regular fruit and vegetables, which would help contribute to a healthy diet.

There was nine children staying for lunch. They told us that they liked their lunch.

"I gave out the mats and milk. I like pasta and pizza."

"I have eaten up all the pasta and pizza."

The children had chosen to eat home made vegetable soup, cheese pizza and pasta. They had milk to drink. Staff sat with the children during lunch, which helped children to develop independent skills and good manners. We observed children confidently interact with staff and their peers creating a pleasant experience.

The service held information on children’s dietary requirements and the information was shared with staff to ensure that the children’s diet needs were being met.

The service provided drinks either water or milk at snack and lunch times.

If children became tired or needed a quiet time, there was a sensory tent and quiet cube that allowed children space to relax in.
We spoke with staff and children and watched the children over the two sessions. This showed us that children had lots of opportunities for active and physical play, indoors and outside. Staff told us that children played outside on a daily basis. Children could also take part in physical activity indoors and active play was built into the daily plan. For example: the nursery had arranged for a dance coach to come to the nursery one day a week for five weeks. We observed the children taking part in the dance session and we saw that they were very engaged and had lots of fun while developing their range of skills. Staff had attended training in order to help them deliver outdoor play that challenged children and helped them to engage in physical activity.

We looked at the medication records. This told us that parents had given consent for staff to administer medication. However the information requested in the medication form did not contain the level of detail outlined in current best practice document. We noted that the service had a copy of this document. The depute head teacher had identified this in the areas for improvement in the nursery’s self-assessment document: “Update policies with regard to administration of medicine…” Staff recorded when medication had been administered. Medication was stored appropriately. The personal plans viewed contained detailed information about the children’s medical needs. Staff had taken part in various training events in order to support the children’s care and health needs.

Accident and incident forms were completed by staff however not all forms had been signed by parents. We have identified this in the areas for improvement section below.

**Areas for improvement**

The depute head teacher had identified as an area for improvement the medication policy. We would agree that the medication policy and related documentation should be reviewed to bring it into line with current best practice guidance.

We found that accident and incident forms had been completed by staff but not all forms had been signed off by parents. There was no formal audit of accident or incidents.
See Recommendation 1

We spoke to staff and management about the hand washing and snack routines. We found that snack was at a fixed point in time during the session; this was when all the children had their snack. Therefore this approach meant that all the children were waiting to wash their hands at the same time before snack. The management agreed that they would review the snack timing in order to ease the need for all the children to be washing their hands at the same time.
The staff used various methods to record information about children. We discussed with the management how information was documented and held. The management agreed that information relating to individual children would be held in their folders.

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

**Number of requirements:** 0

**Number of recommendations:** 1

**Recommendations**

1. We would recommend that the management set up systems to ensure that parents sign off all accidents and incidents. A system should be put in place to audit accidents and incidents.

   National Care Standards early education and childcare up to the age of 16 Standard 3: Health and Wellbeing
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 performance in the areas covered by this statement was very good. We concluded this after we spoke with parents, children, management and staff, looked at samples of relevant documentation and observed the children’s experience and staff practice and looked at the responses from parents in the care standards questionnaires returned to us.

Methods to involve people who use the service are outlined under Quality Theme 1, Statement 1.

Children and parents had completed questionnaires, which included information about the quality of the environment and play experiences. The depute head teacher had collated the information. From that information, an action plan had been put in place to address the issues raised. The responses from the questionnaires and the actions to be taken had been shared with the children and parents. For example the children wanted to play outdoors more. Staff had attended training in outdoor play and the children now had daily opportunities to play outside.

The depute head teacher told us that as a direct result of feedback from parents, funding had been secured to refurbish the nursery playrooms and toilet area. The playrooms had new flooring and the walls had been painted. The rooms were bright and welcoming and well laid out. This allowed the children to participate in the range of activities and make choices as to what they wanted to play with. Toilets and basins had been replaced, new flooring laid and walls had been painted. This meant that the toilets were inviting to children and were designed for their use.

Other ideas suggested included: routine of the nursery snack time, a dance coach visiting the nursery and parents visiting the nursery to take part in activities. Parents had also been involved in helping to establish a garden area. The garden is still under construction.
Areas for improvement
This section should be read in conjunction with associated comments made under Quality Theme 1, Statement 1.

Grade awarded for this statement:  5 - Very Good
Number of requirements:  0
Number of recommendations:  0
Statement 2
We make sure that the environment is safe and service users are protected.

Service strengths
We found this service had performed to a good standard in the areas covered by this statement. We concluded this after we had observed staff practice and sampled relevant health and safety documentation, security, hygiene and infection control, maintenance reporting, first aid, accident and incident reports, risk assessments and environmental checks.

The service had a secured door entry system, which helped staff effectively monitor people arriving and leaving the service. Staff were very aware of procedures for monitoring children collected by relatives. The staff kept a register of all the children attending the service on a daily basis. We found there was an effective system to monitor people within the building who were visiting the service people had to sign in and out of the building.

Infection control policies were displayed in the nursery. Staff where aware of policies relating to prevention of infection, including hand hygiene, toilet and nappy changing areas, kitchen and daily/weekly cleaning tasks. The service had dedicated cleaning staff, which meant that the nursery was cleaned to a high standard.

The service had infection control procedures in place. The staff had a sheet that showed them what they should clean and a policy to identify when cleaning should be undertaken. Staff told us that cleaning had been undertaken, but they had not recorded this. However on the second day of our visit a record had been established to show when resources, soft furnishings, toys and equipment had been routinely cleaned in line with current best practice guidance.

Staff risk assessed the rooms daily. Staff also risk assessed the outdoor area. Staff had not recorded the checks. However on the second day of our visit a record sheet had been established. A full set of risk assessment to ensure people’s’ safety while attending the service was in place.

The school had a maintenance reporting procedure that gave clear time scales as to when issues would be addressed, a record of when the issues have been reported, the actions under-taken and the time taken to address the issue.

Fire drills and alarm testing had been undertaken and recorded.
One member of staff held a current first aid certificate within the nursery. The school also had a dedicated first aider who could be called upon if required.

The staff who prepared the snacks held a food hygiene certificate.

The playrooms were bright and welcoming and were set out to allow children to select the toys and equipment they wanted to play with. The rooms had wall displays that showed samples of the children’s work and taking part in activities.

**Areas for improvement**

Accident and incident procedures were in place. However they were not consistently signed off by parents. See Recommendation 1 Quality Theme 1, Statement 3.

The children had their lunch in the school dining hall. We observed the children at lunchtime and we noticed that the table and chairs were too big for the children, making it difficult for some of the children to eat their food or sit comfortably or safely on the chairs. See Recommendation 1, Quality Theme 2, Statement 2.

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

**Number of requirements:** 0

**Number of recommendations:** 1

**Recommendations**

1. The management team should ensure that the tables and chairs used by the children during lunchtime are suitable for their age and stage of development. Having the appropriate furniture will ensure the children’s safety while sitting on the chairs and allow them to eat their lunch in comfort.

   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: 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 performance in the areas covered by this statement was very good. We concluded this after we spoke with parents, children, management and staff, looked at samples of relevant documentation and observed the children’s experience and staff practice and looked at the responses from parents in the care standards questionnaires returned to us.

Methods to involve people who use the service are outlined under Quality Theme 1, Statement 1.

We spoke with parents who told us:

"Involved in the school trips, this allows me to see the dynamics of my child in peer group. See her develop her independence. Parents come into the nursery to do reading (with the children). Staff are approachable and caring."

“Child happy. Get newsletter every month; keeps me informed of everything that is happening. Help out at trips and parents reading to children sessions. This lets you see how staff interact (with children) and it put me at my ease. I was able to come in and see what is happening. I felt confident and happy, super happy. (child’s name) has grown in confidence thanks to the teachers. I was told about policies, tooth brushing and completed and signed off forms."

Areas for improvement
This section should be read in conjunction with associated comments made under Quality Theme 1, Statement 1.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0
Statement 3
We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.

Service strengths
We found that the service performance in the areas covered by this statement was good. We concluded this after we looked at the responses in the returned staff and parent questionnaires, spoke to parents and observed staff practice. We spoke to staff and discussed their appraisals, qualifications, leadership opportunities and staff remits and viewed the annual training plan.

Staff were registered with the Scottish Social Services Council or the General Teaching Council Scotland. Staff had been given copies of National Care Standards and these were used when working in the nursery.

We found that the management had taken steps to involve staff in assessing the quality of the service and in identifying their own personal development and training needs.

We found that there was a rolling programme for staff appraisals in place to support staff’s continuous professional development. The format provided opportunities for staff to identify future training requirements to meet the needs of people who use the service, organisational needs and professional development.

Staff confirmed that they had received performance review sheets prior to their appraisal to enable them to assess their individual learning and development needs.

We viewed the annual training plan which showed recent and planned training undertaken by staff. The training plan highlighted a variety of mandatory and specific training courses linked to the service improvement plan.

Staff attended twilight and full day training courses both in-house and with external training providers. Recent training included:

- child protection
- manual handling
- children’s profiling
- nurture training
- outdoor learning
- book bug
- video interactive guidance
- autism
- creative confident children
- grow your own
- induction
Staff told us that they had taken part in a range of training. For example the staff we spoke with told us how the autism and manual handling training had increased their skills and knowledge and they had used what they had learned to care for children attending the service.

We found that the staff were very keen to be involved in identifying improvements to the service. Staff had recently participated in reciprocal visits to various nurseries. Staff told us that they had really enjoyed these visits and had used some of the ideas they had seen. These visits had given staff the opportunity to share practice with other colleagues and develop their skills and knowledge in order to improve the service and support the children and families attending the nursery.

We found that the management provided good leadership and effective foundations had been laid to encourage staff to develop leadership skills and identify and take forward service improvements and national initiatives. For example staff had been involved in setting up an eco project, physical play, outdoor learning and nurture opportunities. The management and staff held weekly meetings to discuss the children’s needs and service improvements. We looked at a range of documents including minutes of staff meetings. This confirmed that staff and management discussed service improvement and how staff could take forward the ideas in order to support the children’s interests and development needs. The management used the information from the staff meetings to form part of future training and service plans.

Areas for improvement
We spoke to staff about training and some of the staff were unsure as to when they had last received infection control training. The current training plan did not include infection control training. We would suggest that the management include infection control in the yearly training plan to ensure that staff have regular opportunities to keep up to date with current infection control guidance.

Grade awarded for this statement: 4 - Good
Number of requirements: 0
Number of recommendations: 0
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
We found that the service performance in the areas covered by this statement was very good. We concluded this after we spoke with parents, children, management and staff, looked at samples of relevant documentation and observed the children’s experience and staff practice and looked at the responses from parents in the care standards questionnaires returned to us.

Methods to involve people who use the service are outlined under Quality Theme 1, Statement 1.

We spoke with parents who made the following comments:

"Very happy with the nursery, very good childcare."

"Child always happy to come (to nursery). Filled in forms. Get newsletters and told anything we need to know. Helped out at the Mitchel Library and took part in the musical event. (Keyworker name) is really good."

Feedback from the three care standards questionnaires told us that two parents "strongly agreed" and one "agreed" that overall, they were happy with the quality of care my child received in the service.

Areas for improvement
This section should be read in conjunction with associated comments made under Quality Theme 1, Statement 1.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0
Statement 4
We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide

Service strengths
We found that the service performance in the areas covered by this statement was good. We concluded this after we observed management and staff practice, sampled relevant documentation including returned questionnaires and talked to the manager, parents and staff.

Through discussion, reviewing documentation and observing practice we found the head teacher and depute head teacher had the skills and experience to take the staff team forward and implement change to improve working practices and deliver better outcomes for people using the service.

The management had completed a school and nursery improvement plan that detailed the progress the service had made and the issues to be addressed. This information had been shared with parents. The management had a range of systems to audit the service. These included: feedback from the nursery questionnaires completed by parents and children, Child at the Centre 2, Curriculum for Excellence and National Care Standards. The information from these documents had helped the management identify what had been successful and areas for improvement.

The management was very aware of building staff’s knowledge and skills to enable them to be reflective practitioners and to gain confidence in taking forward a shared vision. We found staff were very enthusiastic and worked as a team to help improve the quality of service. Staff told us that they felt that the management was supportive.

Weekly meetings held between the management and staff demonstrated commitment to improving outcomes for people using and employed in the service.

The service had a complaints procedure and policy in place and parents we talked to were aware of the policy.

Parents and staff confirmed they found the management and staff team to be very approachable and supportive when undertaking new challenges.

Areas for improvement
Policies and handbook are being updated as previously stated in Quality Theme 1, Statement 1.
We spoke with parents and a couple of them told us that they had not received the service handbook. The management should ensure that all parents get a copy of the handbook.

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

**Number of requirements:** 0

**Number of recommendations:** 0
4 Other information

Complaints
There have been no complaints made about this service since the commencement of SCSWIS on 1 April 2011. You can find information about complaints that have been upheld or partially upheld on our website www.scswis.com.

Enforcements
We have taken no enforcement action against this service since our last inspection.

Additional Information
The provider should complete and submit to the Care Inspectorate the change of manager form. In order for us to update the information in the registration certificate.

Action Plan
Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).
5  Summary of grades

<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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<td>Statement 3</td>
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<tr>
<th>Quality of Environment - 4 - Good</th>
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<tbody>
<tr>
<td>Statement 1</td>
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<td>Statement 2</td>
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<tr>
<th>Quality of Staffing - 4 - Good</th>
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<tr>
<td>Statement 1</td>
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<td>Statement 4</td>
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6  Inspection and grading history

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<tr>
<th>Date</th>
<th>Type</th>
<th>Gradings</th>
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<tr>
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<td>Re-grade</td>
<td>Care and support Environment</td>
</tr>
<tr>
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<td>4 Jun 2013</td>
<td>Re-grade</td>
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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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