

Care service inspection report

The Orchard Nature Nursery

Day Care of Children

The Orchard Nature Nursery

Eskdale House

The Crichton

Dumfries

DG1 4UQ

Telephone: 01387 253003

Inspected by: Angela Bradford

Frankie Lumsden

Type of inspection: Unannounced

Inspection completed on: 14 August 2013



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Service provided by:

Kim Bannister trading as The Orchard Nature Nursery

Service provider number:

SP2011982487

Care service number:

CS2011290114

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Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

Quality of Care and Support	4	Good
Quality of Environment	4	Good
Quality of Staffing	4	Good
Quality of Management and Leadership	4	Good

What the service does well

We found evidence to show that the management and staff team were continuing with the development of the service since its registration.

The following key strengths will support this development:

- * A professional and caring management and staff team know the children very well.
- * Management and staff are sensitive to children's' needs and circumstances.
- * New staff work well together as a team.
- * There is a nurturing and holistic approach to children's learning.
- * Management are beginning to be reflective in their work.
- * Nursery documents are well organised and kept in a logical order.

What the service could do better

The provider should continue to develop the nursery in the areas which are identified in this report and areas that they had identified in their Improvement plan and self assessment document.

What the service has done since the last inspection

This was the nursery's first inspection. The Orchard Nature Nursery was registered in October 2012 and opened in January 2013.

Conclusion

We found leadership of the nursery and staff team professional, which in turn, promoted professional conduct to other staff. Staff had a balance of skills and experience relevant to the service and needs of the children. Staff were working well together and we found they were enthusiastic about their work with the children.

The provider and staff had developed good relationships with the children and their families. We saw children were content and happy and staff supported children's individual needs.

The provider had given a great deal of thought to how they could make the environment welcoming for parents and children so that they would feel comfortable and at home.

Who did this inspection

Angela Bradford
Frankie Lumsden

1 About the service we inspected

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

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

Requirements and recommendations

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

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

The Orchard Nature Nursery provides a care service to a maximum of 35 children, this includes 15 children six weeks to under two years, and 20 children two years and not yet attending primary school.

The care service will operate between 6.00 to 21.00, Monday to Sunday, all year round. No child shall receive more than 10 hours care each day.

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 medium intensity inspection. We carry out these inspections where we have assessed the service may need a more intense inspection.

What we did during the inspection

This report was written following an unannounced inspection visit which took place on 13 and 14 August 2013 between the hours of 8.30am and 5.50pm. Feedback was given to the provider on the 14 August 2013.

We sent 24 questionnaires to the nursery to distribute to parents prior to the inspection visit. They gave them to the 10 parents and carers of children who currently use the nursery. Four parents completed and returned these.

The inspection was carried out by Inspectors, Angela Bradford and Frankie Lumsden.

During the visit, the Inspectors listened and spoke to the manager, staff, children, parents and carers.

The Inspectors also looked at a range of policies, procedures and records including:

- Children's registration documentation and additional supporting records
- Children's folders and planning information
- Parent's notice boards
- Newsletters
- Daily information board for parents
- Daily health and safety check lists
- Menus
- Children's art work/wall displays
- Cleaning records
- Staff records
- Improvement plan and quality assurance systems

We observed the management and staff's' day to day practice working with and caring for the children throughout the day both indoors and in the garden.

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

This was the nursery's first inspection since their registration.

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.

Every year all care services must complete a self assessment form telling us how their service is performing. We make sure this assessment is accurate. We received a fully completed self assessment document from this service. They gave us examples of strengths and areas which they had identified for further development.

Taking the views of people using the care service into account

We found the young children to be happy and content at the nursery. Children looked settled and they were confident in approaching the staff.

Taking carers' views into account

We sent 24 questionnaires to the nursery to distribute to parents prior to the inspection visit. They gave them to the 10 parents and carers of children who currently use the nursery. Four parents completed and returned these.

We spoke to four parents during the inspection.

We asked parents in our questionnaire if they were happy 'overall' with the quality of care their child received at this nursery. All parents strongly agreed with this question. They also 'strongly agreed' that the service has involved them and their child in developing the service for example by asking for ideas and feedback.

Parents comments included:

"The nursery has gone above my expectations, my child has developed at a great rate since starting. I couldn't be happier with this nursery."

"They are constantly doing new activities with the children and both me and my child love this nursery."

"I wouldn't want my child at any other nursery in this region and I am overjoyed that this place opened at the end of last year."

"I am more than happy to send my child to this nursery and more importantly my child is just as happy to go."

"It's a special place with a great ethos and great atmosphere."

"Management and staff at all levels genuinely care for the children . I leave my child go to work and never worry, which says a lot."

"My child thoroughly enjoys and looks forward to sessions at the nursery. I am so confident in the care they are receiving."

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 staff were fully committed to developing the quality of care and support for the families using the nursery. They viewed working in partnership with parents and carers as an essential part of their service and were developing both formal and informal systems so that families could share their views with management and staff. These approaches provided a range of opportunities for parents to have their say and contribute to how their child was cared for.

An 'open door' approach encouraged informal daily contact between parents and staff. We saw that staff welcomed parents and had developed positive and friendly relationships with them. Parents told us that they felt comfortable in approaching staff to discuss their child's care needs and progress at nursery. This informal approach provided a relaxed and friendly way in which parents could share information about their child and discuss their child's day at nursery.

The nursery provided a range of opportunities for parents to take part in social events. The manager told us that parents had recently enjoyed a 'Family Brunch' at the nursery and a series of other events were planned including a 'Twilight Tea Party' and a 'Harvest Celebration'. This further developed positive relationships between families and staff and promoted a welcoming community atmosphere within the nursery.

Systems were in place to provide parents with more formal opportunities to share their views with staff. We saw parents had been consulted about specific aspects of the service such as the menus and development of the outdoor area. The notice boards and regular newsletter kept parents up to date with nursery life and included a feedback sheet inviting comment on any aspect of nursery provision. There was a suggestion wall in the hallway and a suggestion box allowed discreet and confidential communication with management. These systems provided a range of opportunities for parents to share their views and ideas with management and staff.

The manager described what had been done in response to parent's requests. For example, a request for more information on what was covered in staff's' First Aid and Safe Sleeps training resulted in management inviting the training providers to speak with parents about both these aspects of care. This indicated that the nursery were very pro-active in responding to parent's views and requests.

Staff listened to children and were responsive in providing for their care needs. We saw staff supporting children's play and helping them to sustain their play. Staff noted children's interests to inform plans for the activities and resources provided. This child-centred approach enabled staff to meet children's care needs and provide activities which reflected children's interests.

Areas for improvement

We spoke with management about developing a Partnership with Parents policy to share with families when they registered with the nursery. This would ensure that parents were fully aware of the value of a partnership approach which provides continuity in supporting children's care needs, development and learning. See recommendation 1.

Children should be provided with further opportunities to influence how they spent their time at nursery. We discussed approaches such as Talking and Thinking Floorbooks and a 'living wall' system to provide a focus for children's discussion so that they could share their thoughts and ideas. See recommendation 2.

We spoke with the Manager about developing opportunities for parents to comment on the quality of provision across the four quality themes of this inspection process. The manager told us she had set up a Survey Monkey system as part of the quality assurance process and anticipated using it to gather this type of information from parents.

The provider told us that they are developing a nursery website. She was knowledgeable on data protection and was considering different methods to safeguard children's and parents information.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 2

Recommendations

1. The provider should develop a working in partnership with parents policy.
National Care Standards Early Education and Childcare up to the age of 16.
Standard 6: Support and Development.
2. The provider should ensure children are provided with further opportunities to influence how they spent their time at nursery.
National Care Standards Early Education and Childcare - Standard 5: Quality of Experience.

Statement 2

We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.

Service strengths

Staff demonstrated a good understanding of children's needs and we saw they were caring and sensitive towards children and families' individual circumstances.

The nursery had a holistic approach to promoting children's learning through daily routines, activities and play. We saw staff effectively supporting children through listening to their suggestions and views and praising their achievements. This demonstrated that staff understood the significance of quality interactions in supporting children's development and learning.

A range of wooden play resources created an attractive natural environment for children. For example, there were interesting displays on the nature table in the room for older children and resources for drawing and painting were well organised and displayed. Babies were provided with high quality resources such as treasure baskets and 'feely bags' to promote exploration and investigation. These attractive resources stimulated children's curiosity and provided interesting things for them to do.

The Manager and members of staff described how they had encouraged children in their development and learning. For example, staff used one to one time during daily routines such as nappy changing to promote children's language development. We found that staff had spoken to a parent and an agreed approach had been put in place to gently support a child to experiment with 'messy play' and to be confident while playing in the garden. These examples demonstrated that staff were sensitive to the needs of individual children and provided appropriate support and encouragement to enable them to progress.

We saw from photos that children had enjoyed a wide range of outings and experiences to support their learning. There were photos of children playing in the snow and exploring their local environment within the Campus grounds. Children had been given cameras to record outings and the manager described how successful this had been. These outings provided children with interesting opportunities to explore outdoors and promoted their understanding of the world around them.

Children had been involved in planting green beans and potatoes which they had recently harvested to eat. Nature Log Books were being developed so that children could record their observations of the natural environment and the weather. These activities effectively utilised the garden and engaged children in experiencing, observing, discussing and recording the natural world.

A Personal Information and Progress Pack (PIPP) had been set up for each child and recorded their achievements and next steps for learning. These were shared with parents and they were asked to contribute their views and ideas for supporting their child's development and learning. We found these folders were well organised and contained relevant and meaningful information recorded under key aspects of development and learning.

The manager and senior staff spoke knowledgeably about how they supported children's development and learning. We felt that their skills and understanding would provide staff with the leadership to effectively support children in reaching their potential.

Areas for improvement

We identified areas where the planning system could be simplified and discussed with management how they could promote more responsive day to day planning in each of the rooms. Planning tools such as Talking and Thinking Floorbooks would further support this development and enable children to be involved in planning their learning.

See recommendation 1.

We discussed the need to increase the variety and amount of play resources as the number of children attending the nursery increased. The manager told us it was her intention to develop resources as more children enrolled in the nursery.

We discussed the potential for learning in the outdoor environment. Management had a range of good ideas for taking this forward. Parents and children were being consulted for their views. Developing this area along the lines discussed would provide interesting and challenging experiences to promote children's development and learning.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. The Provider should ensure that planning systems are responsive to the day to day interests and development needs of the children. Opportunities for children to influence their learning should be increased.

National Care Standards Early Education and Childcare - Standard 5: Quality of Experience.

Statement 3

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

Service strengths

There were a good range of systems in place to promote the health and wellbeing of children attending the nursery.

The settling in procedure was flexible to meet the needs of the child and their family. Parents/carers were encouraged to spend time in the playrooms to support their child during the settling in time. This allowed children to gradually become used to the nursery and get to know staff. We saw where staff were caring and sensitive towards the child and parents and that they were very supportive.

A keyworker system provided each family with an identified member of staff. This meant that the parent knew who to talk to about their child's care and developmental needs. We found that the key workers knew the children well and had kept information about the child's needs and progress up to date.

Parents shared information about their child's needs when they registered with the nursery and this was used to develop their child's care plan. These well organised folders showed how staff supported children's learning and development and met their individual needs.

We spoke to the provider and staff who told us about planning. We found that staff for the younger children referred to the pre birth to three document. Wall displays and young children's learning folders evidenced how staff had supported children's learning and how they met their personal needs. Staff working with children under three referred to the pre birth to three document guideline to support their planning for children. Wall displays and young children's learning folders showed how staff had supported children's development and met their personal care needs. A display in the hall was being developed by staff so that parents could see how the pre birth to three guideline underpinned the support offered to their child. Events were being planned by management to share information with parents about this approach.

The nursery provided an example in their self assessment of how they had accessed specialist help to support a child. This indicated that management and staff were proactive in approaching other agencies to access the expertise required to support a child with additional needs.

The relationship between staff and children was supportive, nurturing and caring. We saw that staff knew about children's individual needs and that they were sensitive and responsive. A parent told us about her and her child's settling in experiences as being "wonderful, so flexible, staff and management listened to what we wanted and they know my child so well".

The nursery provided children with wholesome and nutritious food which was sourced locally and organic when possible. The cook prepared fresh food for lunch and tea and healthy choices were provided at snack time. Children were enjoying home made chicken soup and told us it was "yummy". Staff sat with children at mealtimes and we saw that their approach promoted children's wellbeing. This meant children were encouraged to eat healthy meals and they were involved in a happy social event.

The cook had attended Cook Safe training and some staff and the cook had attended Food Hygiene training. Staff were due to attend Infection Control training when it became available.

Parents told us they were provided with a copy of the weekly menus. We saw a member of staff talking to a parent about their child's dietary needs. Staff recorded information about the child's diet and the parent signed the menu to confirm they agreed with the menu choices for that week. A notice board displayed nutritional information for parents. This included information on healthy food and keeping healthy. There was dietary information and recipes which parents could try out at home.

We saw children enjoying their time in the garden. Staff also made use of the extensive campus grounds for walks with the children. These areas offered children a range of opportunities to play in the fresh air promoting their physical wellbeing at nursery.

The Scottish Government guidance on Infection Control was in place and the nursery had developed an Infection Control policy. We saw that staff followed procedures in line with this policy. Examples included appropriate nappy changing procedures and hand washing routines. Children were supported to wash their hands effectively before eating and on return from outdoor play. This meant that children were learning healthy personal care routines and that staff were maintaining a clean and hygienic environment for the children.

Areas for improvement

Management and senior staff told us about their development plans which we felt would further enhance practice in this area. We made the following suggestions and recommendations to support this development process.

We found that the nursery had not provided parents with formal opportunities to discuss and share their child's learning or agree what their child's next steps would be. Parents should have opportunities to attend formal consultation meetings to discuss their child's learning, developments and personal care needs. The manager agreed the consultation meetings would be beneficial. She told us she plans to offer consultations in the coming months.

See recommendation 1.

We identified where the weeks menus could be adjusted to provide a better balance of food groups across the week. Management should review these and refer to healthy eating guidelines so that the weekly menu provides children with a well balanced diet which takes account of the different food groups and proportion sizes as identified in the guidelines. The Manager agreed to review these and make adjustments.

See recommendation 2.

We saw that children had planned time in the garden. We talked to the manager about the benefit for children in having 'free flow' access to the garden. We discussed the need for a risk assessment to ensure that the deployment of staff fully supports free flow access and children's play and safety in the garden.

See recommendation 3.

We found that where parents chat to staff about changes to their child's needs, some staff are not fully informed of these changes. All staff working in the room with that child should be fully informed so they can support the child's developmental and personal care needs.

See recommendation 4.

Staff could further encourage children to be more independent during meal and snack times, where age and abilities permit. We discussed this in full with Management and they told us they would ensure that staff were fully aware of good practice in this area.

The manager told us that there were opportunities for staff to move around between the nursery rooms while the room senior's provided continuity for the children. This meant children were not solely dependant on one member of staff and that staff were able to get to know all the children and their families.

We spoke to the staff and manager about the advantages of having a summary of children's needs at the front of each child's care plan. This would provide an overview of children's individual needs which staff should refer to when they changed rooms. Management agreed to take this forward.

We discussed the Child's Smile Scottish Government initiative with the manager. They told us that they plan to hold consultation events in the near future with parents/ carers to discuss the introduction of tooth brushing at the nursery.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 4

Recommendations

1. The provider should provide regular formal parent consultations meetings where staff and parents share discuss and agree the child's learning, developments and care needs.
National Care Standards Early Education and Childcare up to the age of 16.
Standard 4 Engaging with children.
2. The provider should ensure children are provided with a well balanced diet in line with healthy eating guidance.
National Care Standards Early Education and Childcare up to the age of 16.
Standard 3, Health and well being.
3. The provider should ensure all children have opportunities throughout the day to choose when they want to access active play outdoors.
National Care Standards Early Education and Childcare up to the age of 16.
Standard 3, Health and wellbeing.
4. The provider should further develop staffs daily communication methods to ensure all formal and informal information on children's personal and learning needs are shared each day with staff.
National Care Standards Early Education and Childcare up to the age of 16.

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

Comments made in Quality Statement 1.1 also apply to this quality statement..

Areas for improvement

Comments made in Quality Statement 1.1 also apply to this quality statement.

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 environment was welcoming and the provider had given a great deal of thought to how they could make the large rooms and high ceilings homely. They had achieved this through the use of pastel coloured walls and soft furnishings in the playrooms. Homely touches included a chest of drawers, table lamps and flowers in the hallway. This meant that children and families came into a welcoming and homely environment.

We found the nursery environment to be welcoming and homely. The premises were secure and parents buzzed to enter the building. They were met by staff who took them through an inner secured door into the welcoming hall. The Manager told us plans were in place to update the security system.

The parent's information boards throughout the premises were very informative and gave parents opportunity to look at what the service provided and what the local community offered. In the entrance hall we saw that they had displayed photographs of management and staff, and details of their qualifications. An inspiring communication wall with flags and a suggestion box enable parents to post their ideas, suggestions and comments.

The sleep room with soft lightening provided children with a calm and relaxed sleeping environment. Children slept in wooden cots and staff stayed in the sleep room whilst children slept. Cot linen had been identified for each child and we found that these items were stored in a wooden cabinet beside the child's cot. The cot linen was cleaned on a daily basis or earlier where required.

We saw where quality wooden resources provided children with opportunity to learn and develop. One play room had a non slip floor covering and provided children with a variety of activities, such as art and crafts table, sand and water trays and painting easels. This room had a child's hand washing facility plumbed in. At the time of the inspection the nursery did not have older children present. The nursery is in partnership with the Local Authority and had planned to start to deliver pre school education 19 August. Therefore we did not see these two rooms in full operation.

The children's toilets had low level sinks and child sized toilets. We saw that staff supervised children when washing hands and that they praised and encouraged good hand washing procedures. Children had easy access to liquid soap and paper hand towels, these dispensers and mirrors were at children's height.

The dining room was adjacent to the kitchen. The dining room had been set out with high chairs and quality wooden tables and chairs for children and staff. The walls displayed pictures and photographs on healthy eating. There was one table and six child sized chairs. The management should ensure that as children's numbers expand, they continue to provide resources in the dining area that will support and meet children's individual needs.

The kitchen was secured off from the children's dining room by a secured walk through safety gate. Staff told us that children do their baking activities in the dining room. Children do not have access to the kitchen area. The galley style kitchen allowed one member of staff to work effectively. A laundry area was placed to the rear of the kitchen. We spoke to the cook who was also in charge of laundry. She told us that laundry was done at the end of the day when all scheduled cooking was completed.

We saw that parents and children had access to a large cloakroom area near the entrance of the building. This had low level storage units to support children when they changed their shoes and for storing their personal items.

We found that an external health and safety audit had been completed on the nursery environment in July 2013. The manager told us that the recommendations made by the Health and Safety Department would be included in this years improvement plan. This included the correct labelling of decanted solution bottles.

We saw that each room displayed a written fire evacuation procedure. We were asked to sign in the visitor's book. This meant that the management knew from the daily registers and visitors book how many people were in the building at any one time.

We saw where the service's premises risk assessments had been completed by management and that they had been checked and agreed by the Fire and Rescue Department at the time of the service's registration. We found that the service's administrator had recently completed Fire Wardens training with Dumfries and Galloway Fire and Rescue Department and that she was responsible for ensuring all Fire and rescue regulations were being met.

Based on evidence sampled during this inspection we graded this statement as good.
grade 4

Areas for improvement

Staff were responsible for completing the daily health and safety check lists at the beginning and end of each day. We found that there was no formal rota for staff to follow. Staff told us that they initiate their own room cleaning routine between the staff they work. We found that staff had completed most daily check lists for cleaning and for checking kitchen equipment. The manager should monitor staffs daily practice to ensure staff are completing these agreed checks effectively and timeously.

We spoke to the provider about the cleaning practices for the nursery. We discussed how effective this would be where children's numbers increase. The provider should review the cleaning practice to ensure the current infection control standards and cleanliness is maintained to a high standard.

We found that some children may need a raised step to help them with their hand washing practices. This will mean that children can effectively wash their hands. The management should address this to ensure they provide resources to meet all children's needs for hand washing.

We talked to some staff about the making up of cleaning solutions and the dilution of washing up and sterilising fluids. We found that some staff did not fully understand the manufactures guidance and that the solutions mixtures were being diluted to different strengths. We found one visual guidance poster displayed in the kitchen. We saw the large containers stored in the cupboard under the kitchen sink. We saw that there was no further guidance in the kitchen which staff could refer to. Visual guidance should be displayed in the kitchen to inform staff safe practice.. The manager should ensure that staff are fully trained and informed of the manufacture's guidance for all solution mixtures used within the nursery. The manager should monitor staffs practice to ensure all staff follow the manufacture's guidance. The manager should completed written risk assessments in relation to staff mixing and using the diluted solutions safely.

See recommendation 1.

We found that written risk assessments had been completed by the previous manager. This documentation should now be reviewed by management and staff. For example the review date for outdoor play was identified as being June 2013, this had not taken place.

See recommendation 2.

We saw that the Cedar room had direct access to the garden area. The provider and staff should use this opportunity to benefit children's choice on freely accessing the outdoor play areas.

We spoke to staff and management who told us about the development plans they have for the garden area. Management plan to ask parents and children for suggestions and ideas and involve them in this process.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 2

Recommendations

1. The provider should ensure that staff are mixing cleaning solutions and washing fluids in line with the manufactures guidance.
National Care Standards Early Education and Childcare up to the age of 16.
Standard 3 a safe environment.
2. The provider should review the written risk assessments for the premises, outings, trips and activities. National Care Standards Early Education and Childcare up to the age of 16. Standard 3 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

Comments made in Quality Statement 1.1 also apply to this quality statement.

Areas for improvement

Comments made in Quality Statement 1.1 also apply to this quality statement.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 0

Statement 2

We are confident that our staff have been recruited, and inducted, in a safe and robust manner to protect service users and staff.

Service strengths

We found that the provider had implemented a robust recruitment procedure for her staff. We looked at two staff files and found audit sheets which confirmed that satisfactory checks had been completed and an induction processes had been carried out to support new staff in their work.

There was evidence to confirm that an effective transition process had taken place between the previous and current managers. This included shadowing the previous manager to cover the day to day roles, responsibilities and routines. The process also provided information about the key people to contact to safeguard children, monitoring and quality assurance procedures and where to access training for staff.

The provider applied to the Care Inspectorate to become the manager when the previous manager left in June 2013. The provider carried out an exit interview and this enabled her to review the manager's role. This was effective in identifying where adjustments could be made to various methods and systems to improve the management of the service.

We talked to staff about the changes that had been made to improve the management of the service since June 2013. Staff told us and records evidenced that their supervision is more regular. New staff told us and staff files confirmed they were well inducted and informed about their role and responsibilities. There was an informative staff handbook which all staff were given to read along with the services policies and procedures. All staff spoken to said the manager was approachable and supportive and that she attends their monthly staff meetings.

The manager planned to implement formal room meetings and planning meetings every two weeks and had spoken to senior staff to discuss their implementation.

The manager had developed an evaluation form in order to assist staff with their professional development. This will be used to monitor and observe staffs' working practice. The National Care Standards Early Education and Childcare were being used to underpin this work and staff had already started reviewing their practice using the quality statement 'being welcomed and valued' as a starting point.

We found the provider had approached an external auditor on Employment Law and Health and Safety for independent advice on Employment Law, guidance documentation and staff contracts. The provider told us how they had referred to this guidance when setting up the business and that they shall refer to the company for on-going advice.

Based on evidence sampled during the inspection, we graded this statement as good.

Areas for improvement

We found that the recruitment procedure had yet to evidence how they would involve parents and children in the services recruitment process.
See recommendation 1.

We found that staff are given the staff handbook and the service's policies and procedures to read. These documents are available in the staff room along side best practice documentation. The manager should ensure all staff are familiar with these documents.
See recommendation 2.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 2

Recommendations

1. The provider should review their recruitment procedure.
National Care Standards Early Education and Childcare up to the age of 16.
Standard 12, confidence in staff.
2. The provider should formalise a system that will ensure all staff have protected time to become familiar with the services policies and procedures.
National Care Standards Early Education and Childcare up to the age of 16.
Standard 12, confidence in staff.

Statement 3

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

Service strengths

During our visits we talked to the manager, staff, children and parents. We looked at policies & procedures, information for parents, children's records and observed how the staff worked with both the children and the parents. We found a range of good evidence to show how staff met this quality statement.

We found leadership of the staff team professional which in turn promoted professional conduct to other staff. Staff were appropriately qualified and this contributed to positive outcomes for children. Individual staff had a balance of skills and experience relevant to the service and needs of the children.

We found that staff worked well together as a team. They were enthusiastic about their work with the children and committed to the development of the service. Staff were aware of their roles and responsibilities and we saw that they acted in a professional and respectful manner towards children, parents, carers, visitors and each other.

We found that staff discussed best practice guidance at their staff meetings, this meant they continue to review documentation to keep in line with best practice guidance. We found staff were becoming more familiar with the Pre birth to three and the Curriculum for excellence guidance's. The manager had planned for some staff to attend the Curriculum for excellence training in August 2013. Staff confirmed the manager supported staff's attendance to training and best practice workshops. For example, some staff wanted more in-depth knowledge on planning.

We saw where staff discussed and evaluated the day's session, identifying strengths and areas for further improvement. This information was recorded and used to improve the service and outcomes children.

Staff were registered with the Scottish Social Services Council (SSSC) or had sent away their completed registration forms. The manager told us that she was in the process of registering with the SSSC.

Staff we spoke to expressed a commitment to on going professional development. They told us that they had discussed and identified training needs at their monthly supervision meetings and staff team meetings. We found management had encouraged and supported staff to attend training appropriate to the work they carried out in the nursery. This meant that staff were clear about how to improve their performance.

Staff told us about their opportunities to take leadership roles within the nursery. Focused training groups for staff are planned to cover best practice guidance, National Care Standards, Getting it Right for Every Child (GIRFEC), child at the centre, children's charter. We found that senior staff had started a weekly programme of monitoring staff.

We talked to staff about safeguarding children and what their roles and responsibilities were. The manager had identified a child protection officer for the service. This information was displayed in the hall for parents and visitors. There was evidence, on talking to staff, that those who had received child protection training, knew who to report concerns to within the nursery if they had concerns about a child in their care. This meant that staff knew what process to follow should they have concerns.

Areas for improvement

We spoke to the manager about the benefits of maintaining a collated staff training plan. She was in agreement that this tool would be useful and that it would help deploy staff who had specific experience and knowledge of different children's abilities and ages to improve outcomes for children.

We found that not all staff were registered with the Scottish Social Service's Council (SSSC) the professional registration body for early years practitioners. The provider must ensure that staff continue with their registration process in relation to their employed position.

We spoke to the provider about the systems in place to support her in her role as the proposed manager. We discussed who would facilitate her in reviewing her role and practice. She acknowledged that this had not been considered and we recommended that a formal system be agreed and implemented.
See recommendation 1.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. The provider should put in place a formal system to support the process of review and development in her role as manager.
National Care Standards Early Education and Childcare up to the age of 16.
Standard 14 A well managed service.

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

Comments made in Quality Statement 1.1 also apply to this quality statement.

Areas for improvement

Comments made in Quality Statement 1.1 also apply to this quality statement.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 0

Statement 2

We involve our workforce in determining the direction and future objectives of the service.

Service strengths

We found that staff had good opportunities to influence the direction of the service. They could make suggestions at supervision for their personal development and share their ideas at staff meetings for the development of the service. Staff told us suggestions for outdoor resources and for the future development of the garden had been taken into account when developing the outdoor area.

The manager used reflective journals and kept a record when she monitored and observed staffs' work practice. The manager and staff referred to best practice guidance to evaluate how staff were implementing best practice guidance for example, National Care Standards and Pre birth to three guidelines to improve the environment.

Staff have their own continual professional development file, where they record training needs and training courses completed. For example, the manager is sourcing first aid and Getting it Right for Every Child (GIRFEC) training to support her staff and improve outcomes for children.

Areas for improvement

The manager should consider developing a staff supervision sheet and provide staff with an opportunity to complete this prior to supervision meetings. This will enable staff to identify their strengths, areas they can improve upon and any developments for the service.

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

We found a range of good systems were in place to support quality assurance processes in the nursery.

There were a variety of methods used to support the service's self evaluation process. These included informal and formal discussions with parents and children, together times with children, observations and monitoring of children's learning, staff meetings, supervision, appraisals and use of monitoring and evaluation sheets.

We found that the nursery used frameworks such as Child at the Centre 2 and the National Care Standards Early Education and Childcare to assess the quality of service they delivered. These provide a set of nationally recognised quality indicators against which staff can review their practice.

We found that the provider had contacted external auditors for Health and Safety and taken guidance on employment law. The recommendations highlighted in the July 2013 Health and Safety report are to be included in the Improvement plan.

We saw that the provider had recently involved parents in a review of the fee structure and were now offering parents a more flexible fee arrangement. Parents and children's dietary requirements and comments had been taken into account when the nursery reviewed their breakfast menu. This meant that the provider listened to parents' suggestions and took these into consideration when making any adjustments or developments in their service.

Regular newsletter informed parents of the life of the nursery and on planned areas for developments. The provider also reminded parent's how they could be involved in the service and that they welcomed comment and suggestions to improve the service.

We found that the service had an Improvement plan which identified three key areas for improvement. This meant that they were developing the service in line with the curriculum for excellence. The provider told us they are being supported by the local Authority development officers with their preschool placement.

We saw that meetings and supervision were recorded and that the records showed a balance of good practice and areas where developments would promote improved outcomes for the children and the nursery as a whole. The manager told us that she plans to use reflective journals based on National Care Standards, pre birth to three, curriculum for excellence information during staff's supervision time. Through monitoring and observing staff she would identify and reflect on staffs last months practice. Staff told us that they felt well supported by their manager and that she was approachable and helpful to them.

Areas for improvement

The provider told us that they were in the beginning of implementing the National Day Nurseries association e-Quality counts quality assurance scheme. This quality assurance scheme is built on a self-assessment process, giving guidance on reflection, planning, development, change and implementation to promote quality improvement.

See recommendation 1.

The manager told us they were developing the nursery website.

The manager and staff told us that the outdoor area was in the process of being developed. We identified the need for outdoor resources that offer physical challenges to encourage children's development and wellbeing. Management told us this was part of their development plan.

At the time of registration the Care Inspectorate placed the following condition of registration on the provider. The following work must be completed by 31 March 2013, hand washing sinks installed in play rooms and dining room. The provider requested a variation to extend the timescale allowed to complete the work by March 2013. This condition of registration has now been met. The provider should now request a variation to remove this condition of registration which relates to the installation of the sinks.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. The provider should continue to develop systems and methods which involve children, parents, staff and stakeholders in the services quality assurance processes.
National Care Standards Early Education and Childcare up to the age of 16. A well managed service.

4 Other information

Complaints

No complaints have been upheld, or partially upheld, since the last inspection.

Enforcements

We have taken no enforcement action against this care service since the last inspection.

Additional Information

This was the nursery's first inspection since their registration.

Action Plan

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

5 Summary of grades

Quality of Care and Support - 4 - Good	
Statement 1	4 - Good
Statement 2	4 - Good
Statement 3	4 - Good
Quality of Environment - 4 - Good	
Statement 1	4 - Good
Statement 2	4 - Good
Quality of Staffing - 4 - Good	
Statement 1	4 - Good
Statement 2	4 - Good
Statement 3	4 - Good
Quality of Management and Leadership - 4 - Good	
Statement 1	4 - Good
Statement 2	4 - Good
Statement 4	4 - Good

6 Inspection and grading history

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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