Care service inspection report

Stepping Stones Pre School and Playgroup
Day Care of Children

Village Hall
Townfoot
Ecclefechan
Lockerbie
DG11 3DR
Telephone: 0771 227 3284

Inspected by: Allison Tyson
Type of inspection: Unannounced
Inspection completed on: 21 January 2014
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Service provided by:
Stepping Stones Pre School and Playgroup

Service provider number:
SP2003002741

Care service number:
CS2003047509

Contact details for the inspector who inspected this service:
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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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<thead>
<tr>
<th>Area</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>Quality of Care and Support</td>
<td>4</td>
<td>Good</td>
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<tr>
<td>Quality of Environment</td>
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<td>Adequate</td>
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<td>Quality of Staffing</td>
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What the service does well
Staff are welcoming and approachable. There is a supportive settling in procedure for children starting at playgroup. Staff encourage and support children to try new foods and different tastes very well. Staff enjoy attending training and welcome advice and comments.

What the service could do better
The service should improve aspects of the environment, as described in this report. They should continue to improve their systems for monitoring the work of the playgroup and involving parents and the committee in monitoring and self assessment procedures.

What the service has done since the last inspection
Staff had attended Child Protection training and were continuing to develop their own self assessment procedures.

Conclusion
Children enjoy going to playgroup and parents are confident that their children are safe and well cared for. Parents trust staff and find them easy to talk to.
Who did this inspection

Allison Tyson
1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Prior to 1 April 2011, this function was carried out by the Care Commission. Information in relation to all care services is available on our website at www.careinspectorate.com.

The Care Inspectorate will award grades for services based on findings of inspections. Grades for this service may change after this inspection if we have to take enforcement action to make the service improve, or if we uphold or partially uphold a complaint that we investigate.

The history of grades which services have been awarded is available on our website. You can find the most up-to-date grades for this service by visiting our website, by calling us on 0845 600 9527 or visiting one of our offices.

Requirements and recommendations

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

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

- A requirement is a statement which sets out what is required of a care service to comply with the Public Services Reforms (Scotland) Act 2010 and Regulations or Orders made under the Act, or a condition of registration. Where there are breaches of the Regulations, Orders or conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Inspectorate.*

Stepping Stones Pre-School and Playgroup is registered to provide day care for a maximum of:

- 20 children not yet attending primary school from aged 2 years 9 months upwards, OR
- 15 children not yet attending primary school from aged 2 years 6 months upwards.

The service is registered to operate morning and afternoon sessions, Monday to Friday.

The service is in partnership with the local Education Authority to provide pre-school education.

Stepping Stones Pre-School and Playgroup is located in the village hall in Ecclefechan.
The day care accommodation comprises of two playrooms and main hall and they have access to a communal garden area to the side of the building.

The service is provided by a voluntary management committee comprised of parent-users.

Stepping Stones Pre-School and Playgroup aims "to provide a caring setting which will provide the children who attend with a safe, stimulating and happy environment where they can begin to explore new ideas, make new friends and experience new activities."

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 3 - Adequate**
**Quality of Staffing - Grade 4 - Good**
**Quality of Management and Leadership - Grade 3 - Adequate**

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 0845 600 9527 or visiting one of our offices.
2 How we inspected this service

The level of inspection we carried out
In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection
We wrote this report following an unannounced inspection which took place on Thursday, 5 December 2013, on Monday, 20 January and Tuesday, 21 January 2014.

The inspection was completed by an Inspector, called Allison Tyson.

Before the inspection, the service completed an electronic annual return and self assessment form. We sent out questionnaires, which 9 parents completed and 2 staff completed.

During our visit, the Inspector gathered evidence from various sources including:

- talking to staff, parents and children;
- policies, procedures and records;
- children’s folders and care plans
- noticeboards and information for parents; and
- observations of how the staff worked with both the children and parents.

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

We made 6 recommendations at our last inspection and found that one about child protection training had been completed. The others which were in relation to monitoring and self evaluation are carried through this report.

The annual return

Every year all care services must complete an ‘annual return’ form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

Annual Return Received: 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 service submitted a self assessment which gave us information about strengths and identified some areas for improvement. It would be improved by greater involvement from people using the service and the management committee.

Taking the views of people using the care service into account

We spoke to children and we observed them throughout our visit. Children were relaxed in the service. They were confident talking to staff and making their wishes known. They liked the baking activities they took part in.

Taking carers’ views into account

Parents and carers were very happy with the service. They told us that their child looked forward to coming to playgroup and being with their friends.

They described the staff as “just wonderful, approachable always” and that they have “always shown great sensitivity and understanding with both parents and children”.

Parents said that they “completely trust the group with the care and needs of my child” and that they “keep us parents up to date always”.

Inspection report continued
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

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. At this inspection we found that the quality of this statement is graded as 4 - good.

Examples of evidence and outcomes for the children and families using Stepping Stones Pre-School and Playgroup, which support our findings include:

Management and staff of Stepping Stones Pre-School and Playgroup valued the good relationships they had with parents, carers and children made to the playgroup and were continuing to develop the variety of ways they involved them in the life of the service.

The service is provided by a voluntary committee of parents. The committee were involved in fundraising activities and organising social events for other parents. They had recently bought new resources for the playgroup, including a steam cleaner so that staff could maintain hygiene standards in the service and a camera, which the children enjoyed using. Members of the committee had recently undertaken the Manager’s annual appraisal.

Staff had developed a welcome pack for parents and children. This gave them useful information about the service and what they could expect in a friendly way. Staff continued to keep parents up to date with what was happening in the service by providing newsletters, information on notice boards and by talking to parents.
Parents were welcomed into the service. They were able to come in and help during sessions, help with visits and to share skills like cooking. Staff ensured that there was time at the beginning and end of sessions, when parents could talk to them and keep them up to date with events at home. The service had consulted parents by using questionnaires, which gave them an opportunity to express their opinions about the playgroup.

All children in the service had personal learning folders, which were kept in the playroom. Staff recorded their observations and information about the children in their folders and used this information when planning for their development and interests. Parents were involved in creating folders and plans by providing All About Me information about their child when they first registered. Staff told us that parents could take folders home to share with other family members. There was space in folders for parents to add their comments about children’s learning.

Children were involved in planning their learning. Staff had been using Big Book planning, which is a way of involving children’s comments and suggestions in planning for their interests. Children had been learning about the Scots language and the service had used this as an opportunity to develop links with older members of the local community.

Toys and resources were stored so that children could get them easily by themselves, and this encouraged them to make choices and decisions. They selected the paint for their painting activities and were good at pouring paint into trays. Children chose where they wanted to play and who they wanted to play with. They were confident about telling adults what they wanted and expressing their opinions.

Areas for improvement

Whilst there were pages for parents to add comments and suggestions into their children’s folders, very few did. We are asking the service to continue to develop this so that staff enable and encourage parents to be more involved in their children’s learning. See recommendation.

Whilst the playgroup used wall space to display information and children’s artwork, we found that it wasn’t clear what the purpose of some displays were. We are asking the service to improve the way they use their display space so that information is clearly displayed and parents are more involved in the life of the group. See recommendation.

The welcome leaflet would be improved by including the service’s complaints procedure, information about child protection procedures and information about staff and the committee. It did contain some information about exclusion periods for infectious conditions but this wasn’t accurate. See recommendation.
Grade awarded for this statement:  4 - Good

Number of requirements:  0

Number of recommendations:  3

Recommendations

1. Management and staff should develop the way they involve parents in planning their child’s learning and next steps by providing more regular and planned opportunities to look at folders, and create space in folders, which parents can use to record comments and photographs about children’s achievements at home. National Care Standards for Early Education and Childcare up to the age of 16, Standard 6 - Support and development.

2. Management and staff should review the way they display information and artwork in the service so that information is clearly displayed and is informative and useful to parents and other interested people. National Care Standards for Early Education and Childcare up to the age of 16, Standard 1 - Being welcomed and valued and Standard 11 - Access to resources.

3. Management and staff should develop the welcome leaflet so that information is accurate and up to date. National Care Standards for Early Education and Childcare up to the age of 16, Standard 1 - Being welcomed and valued.

Statement 3
We ensure that service users’ health and wellbeing needs are met.

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. At this inspection we found that the quality of this statement is graded as 4 - good.

Examples of evidence and outcomes for the children and families using Stepping Stones Pre-School and Playgroup, which support our findings include:

Children were learning about healthy lifestyles and how to look after themselves. The nursery were taking part in the Childsmile toothbrushing programme and all preschool children brushed their teeth after their snack. They did this following good practice guidance and were supervised effectively, so that they were learning to brush their teeth properly. Children knew that they should wash their hands after using the toilet and before meals.

Children played together well and many had formed good friendships with other children. Older children liked to help look after the younger children. Children were learning to share and to take turns.
Staff offered children a healthy snack at each session. Children were encouraged to be independent by getting their own plates and helping themselves to their snack. They could pour their own drinks. Staff knew about children’s dietary preferences and allergies and they made sure that the snack was safe and suitable for all children using the nursery.

Children were involved in planning the snack menu. They had regular cooking and baking opportunities on Tuesdays, and during our visit we saw that children were able to peel potatoes and helped to bake biscuits. Staff encouraged children to try new tastes and textures effectively and many of the children enjoyed trying haggis.

Playgroup staff had started to develop personal care plans for all children attending the nursery. They gathered information about the children using their enrolment forms, Standards & Difficulties Questionnaires and All About Me forms. Care plans also included information from other sources, including visiting professionals like Educational Visitors.

Staff knew the children in their care very well and they were sensitive to their personal circumstances. Parents spoke to staff regularly and told them about changes at home. Staff responded to children warmly and with affection. We saw that physical contact was good; for example, staff used high fives to celebrate when children had achieved something and that children cuddled into staff when they were listening to stories.

Areas for improvement

The playgroup staff and management had started to develop their care plan format by gathering information about the children; however, the format did not yet provide a clear statement showing how they planned to care for and meet the needs of each child attending the nursery, nor did it use the principles of Getting It Right For Every Child (GIRFEC), which is a government initiative to promote the wellbeing, development and safety of children in Scotland. See recommendation.

Children knew when to wash their hands; however, were not always doing this properly. Staff reminded them about good hygiene for coughs and sneezes on the second day of our visit. We observed that several children were attending when they were unwell and we are asking the service to review their infection control procedures to ensure that children, parents and staff are aware of and follow good practice. See recommendation.

Children were only offered drinks at snack time. On both days of our visit, snack was late in the session and this meant that for some children it was a long time between meals and drinks. Several children had colds and coughs and would have benefitted from being offered drinks earlier in the session. See recommendation.

Whilst children were offered a variety of healthy foods at snack time across the week,
we observed that snack was not always balanced across the food groups each day; for example, children were offered a snack consisting of fruit and vegetables with sauce on the first day of our inspection, and this would have been improved by the addition of a carbohydrate like a breadstick. See recommendation.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 4

Recommendations

1. Management and staff should further develop their care plan format so that it clearly shows how they plan to meet the needs of each child and incorporates the principles of Getting It Right For Every Child. National Care Standards for Early Education and Childcare up to the age of 16, Standard 6 - Support and development.

2. Staff should review their infection control procedures and practice to ensure that they, children and parents are following good practice by making sure that children always wash their hands properly and that parents are reminded that their children should not be attending playgroup when they are unwell. National Care Standards for Early Education and Childcare up to the age of 16, Standard 3 - Health and wellbeing.

3. Children were only offered drinks at snack time. On both days of our visit, snack was late in the session and this meant that for some children it was a long time between meals and drinks. Several children had colds and coughs and would have benefitted from being offered drinks earlier in the session. See recommendation.

4. Whilst children were offered a variety of healthy foods at snack time across the week, we observed that snack was not always balanced across the food groups each day, for example children were offered a snack consisting of fruit and vegetables with sauce on the first day of our inspection, and this would have been improved by the addition of a carbohydrate like a breadstick. See recommendation.
Quality Theme 2: Quality of Environment

Grade awarded for this theme: 3 - Adequate

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

Service strengths
This statement is graded as 4 - good and comments made under Statement 1.1 are relevant to this statement.

Areas for improvement
Please refer to Statement 1.1.

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
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. At this inspection we found that the quality of this statement is graded as 3 - adequate.

Examples of evidence and outcomes for the children and families using Stepping Stones Pre-School and Playgroup, which support our findings include:

Stepping Stones Pre-School and Playgroup had their own playrooms in the village community centre, which is a converted church building. Entry to the building is secure, and doors were kept locked. The service were able to use a large hall for a variety of games and energetic activities and they had some access to an outdoor area.

Staff understood their roles and responsibilities for protecting children and keeping them safe. They encouraged children to think about their own safety and the safety of
others by talking to them and including them in discussions about safety. They had had a visit from the Community Policeman who came to talk about road safety.

Areas for improvement
Children had opportunities to chop vegetables when they were making snacks, like soup and haggis; however, they were using plastic knives and dining cutlery rather than vegetable knives, which made it harder to cut the vegetables safely and we saw that children had to put their hand across the top of the blade so that they could apply enough pressure. We are asking staff to review their risk assessment for cooking activities to ensure that children have the proper equipment to do this safely. See recommendation.

Staff told us about plans to renew the decoration and kitchen in the hall, which should improve the environment.

The playrooms were cold. There were thermometers in the rooms; however, staff did not check these during the sessions. They kept the rooms at 18 degrees, and should review this, so that the rooms are maintained at a reasonable temperature. See recommendation.

The service was well resourced however toys and games were not stored in an organised way. Rooms looked untidy. See recommendation.

Some areas of the building were dark, and would be improved by the use of stronger light bulbs.

Whilst the playgroup had the use of two rooms for its sessions, we observed that the smaller room was only used at snack time on the first day of our visit. The layout of the main room meant that space was limited for moving around and, consequently, children bumped into furniture or were in the way of other children who wanted to move about. We are asking staff to review the layout of furniture and resources, as well as the use of both rooms, so that children and staff are able to move around the rooms, and select toys and games safely. See recommendation.

Grade awarded for this statement: 3 - Adequate

Number of requirements: 0

Number of recommendations: 4

Recommendations
1. Staff should develop their written procedures for cooking and baking activities, so that they include a risk assessment which enables children to take part fully in activities, to develop skills like cutting in a safe way and ensures that they have the correct equipment for doing so. National Care Standards for Early Education and
2. Management and staff should ensure that the temperature of rooms is maintained at a reasonable level by checking thermometers regularly and having the thermostat set at a reasonable temperature. National Care Standards for Early Education and Childcare up to the age of 16, Standard 2 - A safe environment.

3. Management and staff should develop their cleaning schedules so that they follow good practice guidance, as outlined in the Infection Prevention and Control in Childcare Settings guidance from Health Protection Scotland March 2011, which gives guidance on what should be included in a cleaning schedule so that all areas of the service and all equipment are maintained in a safe and hygienic way. National Care Standards for Early Education and Childcare up to the age of 16, Standard 2 - A safe environment.

4. Management and staff should look at the way they use the available space so that children can move around safely and have space to work independently or in groups, as well as being able to use games and resources, like computers in their play throughout their play sessions. National Care Standards for 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
This statement is graded as 4 - good and comments made under Statement 1.1 are relevant to this statement.

Areas for improvement
Please refer to Statement 1.1.

Grade awarded for this statement: 4 - 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
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. At this inspection we found that the quality of this statement is graded as 4 - good.

Examples of evidence and outcomes for the children and families using Stepping Stones Pre-School and Playgroup, which support our findings include:

The staff team are friendly, enthusiastic and committed to providing a good quality of care and experience for children and their families. They work well together, and are aware of each other’s strengths.

Staff know the playgroup procedures and put these into practice during sessions. Their professional development and attendance at training is actively encouraged. Staff attend cluster group meetings, when they have an opportunity to discuss
practice with colleagues from other services. Staff meet regularly and have some involvement in self-evaluation and improvement planning in the service.

All staff are qualified and registered with the Scottish Social Services Council. Staff have annual appraisals, and they are supervised and supported by each other. Most staff are working towards additional qualifications and they try to keep up to date with current good practice.

**Areas for improvement**

Whilst management and staff are developing reflective practice and there are systems there for appraising the performance of staff, these tend to be on an informal basis and there is limited recording of the impact of these procedures. See recommendation.

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

**Number of requirements:** 0

**Number of recommendations:** 1

**Recommendations**

1. Management and staff should continue to develop they way they reflect on their practice, and monitor each other’s work, so that they can formally measure their own improvement and the progress of the children in their care. National Care Standards for Early Education and Childcare up to the age of 16, Standard 12 - Confidence in staff and Standard 13 - Improving the service.
Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 3 - Adequate

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
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. At this inspection we found that the quality of this statement is graded as 3 - adequate.

Comments made in Statement 1.1 are relevant to this statement.

Areas for improvement
The management committee had yet to be involved in the self evaluation procedures for the service. We were told that the service were planning to seek training for the committee to help them become more involved in this. See recommendation.

Management of the service had not kept the Care Inspectorate up to date with changes in the committee, which means that the Care Inspectorate had not been able to check the suitability of members of the committee to provide a care service. See requirement.

Information for parents didn’t include the service’s complaints procedure or information about the committee, including how parents can contact members of the management committee, independently of staff. See recommendation.

The service was displaying a Registration Certificate; however, this was not the correct certificate for the service, nor was it displayed where parents could easily see it. See requirement.

Grade awarded for this statement: 3 - Adequate

Number of requirements: 2

Number of recommendations: 2
Requirements

1. By 31 March 2014, the management of the service must advise the Care Inspectorate of who the members of the management committee are, so that appropriate checks of their suitability to provide a care service can be completed.

This is in order to comply with the requirements of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, Scottish Statutory Instrument 2011 No 210 and Scottish Statutory Instrument 2011 No 28.

2. By 31 March 2014 the provider of the service must ensure that the current Certificate of Registration is on display in a conspicuous place in the building.

This is in order to comply with the requirements of the Public Services Reform (Scotland) Act 2010 section 60 (5).

Recommendations

1. Management of the service should continue to provide support for the management committee by seeking training which enables them to understand their responsibilities and complete the tasks necessary for ensuring the continuous improvement of the service. National Care Standards for Early Education and Childcare up to the age of 16, Standard 13 - Improving the service and Standard 14 - Well-managed service.

2. Management of the service should ensure that the complaints procedure is up to date and complies with current legislation, and should include the procedure parents would follow if they need to contact members of the management committee, without first approaching staff. National Care Standards for Early Education and Childcare up to the age of 16, Standard 14 - Well-managed service.

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

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. At this inspection we found that the quality of this statement is graded as 4 - good.

Examples of evidence and outcomes for the children and families using Stepping Stones Pre-School and Playgroup, which support our findings include:

The service had an improvement plan, which was developed using the Child at the Centre 2 and focussed on key areas for improvement. The manager had also developed an overall development plan, where she kept a record of all areas to be
Staff in the nursery worked together very well. Staff had regular opportunities to meet and to talk about their work. They talked during and after sessions and at their weekly meetings. They ensured that all staff had opportunities to be involved.

Management and staff welcomed feedback and were approachable and open to suggestions. They had had appraisals and were supported and encouraged to attend training.

The nursery is in partnership with the local authority and receive feedback from local authority development staff.

Areas for improvement
The manager did not have additional time for monitoring tasks. This meant that there was limited time for observing what was happening in the rooms, so that the service had the information with which to formally identify areas for improvement. See recommendation.

Management should develop their policies and procedures to include occasions when they should make notifications to the Care Inspectorate e.g. Infection Control, Child Protection, Emergency Closure and Accidents and Incidents. They should also develop their Illness policies to include when they should notify Public Health of infectious conditions. See recommendation.

Grade awarded for this statement: 4 - Good
Number of requirements: 0
Number of recommendations: 2

Recommendations
1. Management of the service should ensure that the manager has sufficient time to carry out management tasks like monitoring of all aspects of the service; for example, staff performance and children’s progress and that routine tasks like cleaning and tidying are carried out effectively. National Care Standards for Early Education and Childcare up to the age of 16, Standard 14 - Well-managed service.

2. Management should develop their policies and procedures to include occasions when they should make notifications to the Care Inspectorate e.g. Infection Control, Child Protection, Emergency Closure and Accidents and Incidents. They should also develop their Illness policies to include when they should notify Public Health of infectious conditions. National Care Standards for Early Education and Childcare up to the age of 16, Standard 14 - 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

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

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6 Inspection and grading history

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<td></td>
<td></td>
<td>Environment: Not Assessed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staffing: 4 - Good</td>
</tr>
<tr>
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<td>Management and Leadership: Not Assessed</td>
</tr>
<tr>
<td>23 Mar 2009</td>
<td></td>
<td>Care and support: 5 - Very Good</td>
</tr>
<tr>
<td></td>
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<td>Environment: 4 - Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staffing: 4 - Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management and Leadership: 4 - Good</td>
</tr>
</tbody>
</table>
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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