

Care service inspection report

Calaiswood School Nursery

Day Care of Children

Duloch Schools and Community Campus
Nightingale Place
Dunfermline
KY11 8LW

Inspected by: Camilla McGregor

Type of inspection: Unannounced

Inspection completed on: 14 March 2014



HAPPY TO TRANSLATE

Contents

| | Page No |
|----------------------------------|---------|
| Summary | 3 |
| 1 About the service we inspected | 5 |
| 2 How we inspected this service | 7 |
| 3 The inspection | 11 |
| 4 Other information | 28 |
| 5 Summary of grades | 29 |
| 6 Inspection and grading history | 29 |

Service provided by:

Fife Council

Service provider number:

SP2004005267

Care service number:

CS2008168221

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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 | 5 | Very Good |
| Quality of Environment | 5 | Very Good |
| Quality of Staffing | 6 | Excellent |
| Quality of Management and Leadership | 6 | Excellent |

What the service does well

The service had an excellent understanding of the developmental and emotional needs of the children attending. The whole staff team worked to establish and develop the involvement of parents in the care of their children. Parents views were valued and information gathered about the children's interests, likes and dislikes were used to inform individual children's plans as well as the nursery's improvement plan and staff development plan.

The children's individual development and learning plans evidenced how the children were progressing and how the staff were supporting the children to reach their potential. The staff team around the children were sensitive, consistent and caring.

The purpose built environment and the layout of the nursery areas meant that the children and staff had space to manoeuvre but also to have activities set-up so that children were not disturbed in their learning and fun. The noise level was low and the atmosphere was calm. The physical environment together with the knowledge and sensitivity of the staff towards the children supported an environment that was safe and nurturing. The management and leadership of the service were inspiring, innovative and supportive towards the whole staff team.

What the service could do better

The service was working to high standards throughout. We referred the head teacher to current best practice guidance regarding medication and infection prevention and control so that the systems and facilities in those areas could be reviewed using the guidance. By the time of feedback the head teacher, depute head teacher and staff had read the guidance and had taken action to implement change. We looked at the service medication records and recommended that they review recording and permissions to reflect current best practice guidance and advice.

What the service has done since the last inspection

Calaiswood Nursery has continued to develop their presence within the community and the quality of the service they provide children and their families. The on-going work included:

A new Depute Head Teacher

Staff had continued to develop their professional skills and abilities around the needs of the children attending.

The service had sought feedback from parents through questionnaires as well from staff and professionals visiting the service

The transition planning for children had been reviewed

Self Esteem Guidance has been developed to enhance the experiences for the children, parents and staff.

The staff had reviewed the service values and they were currently being reviewed by parents.

Conclusion

Calaiswood School Nursery provided an excellent standard of child care to the children using the service and their families. Parents told us that they were very happy with the service. We observed happy, confident and relaxed children. Staff and managers worked consistently to improve their knowledge of child development and used this to deliver the service. Some areas for improvement were identified which should be implemented to help ensure the continued high standards seen at the time of inspection.

Who did this inspection

Camilla McGregor

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, 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 when 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 Reform (Scotland) Act 2010 and Regulations, Orders or conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Calaiswood School Nursery, Dunfermline is situated within Calaiswood School. The school and nursery provide specialist education to meet the needs of children and young people aged three to eighteen who have complex and significant additional support needs. The nursery works closely with a range of health professionals and other agencies. The nursery and school are part of Duloch Community Campus which also has a large primary school and nursery.

Children attending the nursery have timetabled access to facilities within the school including the hydrotherapy pool and Jacuzzi. Specialist services are on site to support the nursery staff including nursing staff. The head teacher has overall responsibility for the management of the service.

The school values were being reviewed by staff and parents but at the time of the inspection they were:

- Positivity
- Respect
- Learning First
- Openness and Honesty
- Commitment to Shared Goals
- High Professional Standards

The conditions of registration are as follows:

1. To provide a service to a maximum of 14 children from age 2 years up to an age to attend primary school.
2. The care service will operate Monday to Friday during school terms.
3. As per Annex A National Care Standards. Staff will be in attendance in such numbers as to meet the individual needs of the children present.

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

Quality of Care and Support - Grade 5 - Very Good

Quality of Environment - Grade 5 - Very Good

Quality of Staffing - Grade 6 - Excellent

Quality of Management and Leadership - Grade 6 - Excellent

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 that took place on Friday 7 March 2014 and Monday 10 March 2014. Feedback was given to the Head Teacher, Depute Head Teacher on Friday 14 March 2014. The inspection was carried out by Care Inspectorate Inspector Camilla McGregor.

As requested by us, the provider sent us an annual return and a completed self-assessment.

We sent Care Standards Questionnaires to the service to be distributed to parents or carers of children using the service and two completed questionnaires were returned to us. The completed Care Standards Questionnaires told us that the parents who had completed the forms were overall very happy with the quality of the service being provided.

During this inspection process, we gathered evidence from a number of sources including the following:

Observations:

- * staff supervision and monitoring of children
- * staff interaction with the children attending the service
- * staff interaction with each other
- * the activities on offer for the children
- * routine activities such as snack time, lunch

We looked at and discussed:

- * policies and procedures including child protection, administration of medication, infection prevention and control, confidentiality, whistleblowing and complaints
- * accident and incident records
- * risk assessments
- * registers
- * care and learning plans of children using the service
- * the equipment and environment (for example is the service clean, is it well set out, is it easy to access by the children)
- * the nursery annual return and self-assessments
- * staff training, qualifications and development
- * parent feedback
- * staff and other professionals feedback about the service

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

The annual return

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

Annual Return Received: Yes - Electronic

Comments on Self Assessment

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

We received a fully completed self-assessment document from the Head Teacher. This was completed to a good standard with relevant information under each of the headings we grade them against. The Head Teacher had identified what they thought they did well and the areas for improvement they had identified.

Taking the views of people using the care service into account

We spent time in the nursery observing part of the children's day. We observed the way the children and the staff interacted with each other, the quality and appropriateness of the activities on offer and the way the children were cared for.

All children were aware of our presence within the nursery. The children were welcoming, some smiled and nodded at us. One child was particularly keen to make contact and communicate. The child used gestures, she outstretched her hand for physical contact and smiled.

From our observations we felt that the children were happy, relaxed, confident and engaged in their activities and in the care of the staff.

Taking carers' views into account

There were no parents or carers available to speak to during the inspection. We tried to contact some parents by telephone but we were unable to make contact with them. We received two completed Care Standards Questionnaires. The parents who had completed the questionnaires were very positive about the quality of care provided. Overall the questionnaires told us that parents are happy with the quality of care their children receive. No comments had been left to add to this.

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: 5 - Very 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 was performing to an excellent standard in areas covered by this statement. We concluded this after we observed staff interaction with children, observations of the overall environment in which the children were learning and cared for and discussion with staff and managers. We looked at the information available to parents about the nursery, the feedback parents had provided and what the school had done with the feedback. We looked at evidence of how the head teacher, staff and parents shared information with each other to ensure the quality of care and support met the needs of the children.

We found that the whole staff team were warm and welcoming. For example, when we arrived at the school office we observed the office staff communicate and interact with children and parents. We were impressed with the way they spoke to the children and their parents and at how friendly and open they were towards us. As we had not introduced ourselves and this inspection was unannounced we felt confident that this was the way all visitors, children and families were treated. Throughout the inspection we observed and heard staff throughout the school and nursery communicate with each other, parents, children and other professionals in a warm, quiet and friendly way.

Information about the school and nursery was available on the internet and from the school. Parents and children who will be attending the nursery are invited into the school to meet with the head teacher and to have a look around the building. The head teacher told us that parents usually have lots of questions about how the service will provide good care to meet the specific needs of the children. She told us that the initial discussion is very important to parents and is the first step to developing a good and strong relationship.

The head teacher and depute head teacher have started visiting children in their home as well. This means that children get to meet the managers in the secure surroundings of their own home before coming to the nursery. It also means that parents have the opportunity to discuss how the children are cared for at home so that consistency between home and nursery can be taken forward.

Once children have started attending the service many of them are brought to the nursery on specialist transport provided by Fife Council, this means that staff and parents may not see each other as regularly as in some other nurseries. The school and nursery have been developing their use of recorded footage of the nursery so that parents and children can see and hear how the service works. The staff have also captured moments on camera which the office staff burn onto a disc and send home with the child who has been filmed. This provides parents and carers with the opportunity to see what their child does at nursery.

Daily diaries were used to ensure information about the children's day was communicated to parents every time they attended the service. This included information about feeds / meals, activities, reminders and also information from the school nurses. Parents also used the diaries to communicate information back to the nursery staff and nurses.

Staff and nurses telephone the parents when they need to share information or to advise parents about how their child is getting on.

The service held workshops for parents on a monthly basis. The workshops were developed to support parents and staff, to share information and advice on relevant topics and to support the continued development of the home/nursery relationship. If a parent was unable to attend the service sent them a recording of the workshop to ensure they had not missed out.

Newsletters were sent home to parents on a regular basis and invites to coffee mornings for fundraising. The school had a parent council and a nursery parent was a member of this at the time of the inspection. The parent council was involved in assessing and improving the quality of the service. For example, the managers and staff had been reviewing the school and nursery aims, the parent council had been asked to contribute to this.

Parent questionnaires had been used to gather information from parents about the quality of the service their children received. The service had collated the information they had received and told parents what the outcome of the questionnaire had been. We saw strong evidence of how parent feedback had been used to develop and improve the school and nursery.

The children were supported to make choices throughout the session. We observed staff use various strategies to help and enable children to communicate their views and wishes. We found that teaching and supporting children to communicate effectively, such as by signing or through the use of choice boards was an important part of every child's development and learning plans. We observed the time and patience the staff had with the children as they made choices and staff double checked with them that they had understood correctly. For example when painting, the staff asked the children what colour of paint they wanted to use.

The staff collect a wide range of information about each child through observations and by taking time to get to know them well. Information about the children's likes and dislikes were in every child's file.

Areas for improvement

The provider should continue to monitor and maintain the excellent quality of care. The provider should ensure it is rigorous in identifying any areas for improvement and implementing action plans to address these.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3

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

Service strengths

We looked at how well the service ensures the health and wellbeing needs of the children using the service. We graded the service overall as very good in this area with areas of excellent practice observed. We looked at a sample of children's records, medication records and observed children playing indoors and having snack and meals to assess this statement. We also spoke to the Head Teacher, Depute Head Teacher and members of staff.

We made observations throughout the inspection to assess the interaction, responsiveness and sensitivity of staff towards the children. The relationships between the staff and children were seen in the way the staff talked to the children, listened to them and how tuned in they were to the subtle signs and movements the children made to communicate their needs and views. The staff handled the children with care, patience and respect. We saw the staff take time to talk the children through all the activities so that they never appeared surprised or startled, for example, when moved. The staff ensured that all children were involved and included in learning and activities. We were pleased to observe the children fully engaged in activities, laughing and smiling with staff, accepting praise and negotiating, for example who sits where.

We looked at sample of children's Personal learning Plans (PLPs) and other information collated about the children to form one plan. The plans we looked at showed us that every child's plan was different. We saw that information had been collected through discussion with parents, health professionals and other services as needed. The nursery teacher and staff had made regular observations of the children which informed them about how well they assessed that the children were progressing in their learning and development. This information included snapshots of how the children's interests and personalities were developing.

The service had developed and maintained good working relationships and contact with professionals such as speech therapists, physiotherapists, educational psychology and social work as and when needed. We saw examples of how the information and knowledge shared by those professionals was being put into practice to help enhance the children's opportunities to develop and learn.

The children's plans were regularly reviewed and treated as working documents. Formal opportunity to review the children's plans took place at least twice a year with parents and where appropriate with the other professionals involved in supporting the children and families to meet their needs. The service was used where possible to host multi-disciplinary those meetings which we were told helped reduce the amount of meetings parents had to attend.

Transitions had formed a large part of the developmental work undertaken by the service. We talked to the school Head Teacher and Depute Head Teacher to find out how they worked to support children and their families through change. Feedback from one parent had told them that starting at the nursery or school was a significant experience because the environment was so different to home.

The Head Teacher had used this feedback to develop the way the nursery and school managed change for their pupils and the families using the service. Staff contributed to this and have been very supportive of implementing changes.

We saw evidence of the care taken to try and ensure that the small but very important changes in children's daily life, for example, from their home to the bus to the school to the nursery room had been considered and how this was supported. For example we were told about how the support staff who accompany the children from home to nursery and back ensure the handover of the children are sensitive, consistent and given time. The Depute Head Teacher meets the children in the car park to ensure their journey was good and to oversee the change from the bus to the class. The Head Teacher and Depute Head Teacher as well as school and nursery staff step in to the role of supporting children on their journey home when support staff are absent. By doing this the nursery evidenced a commitment to ensuring the children received consistency and continuity at times they may find stressful.

The nutritional needs of the children were met through feeding plans. This was monitored and supported by the school nursing staff. We observed nursery staff working with the children to ensure they received feeds and fluids. Children able to feed themselves were encouraged and supported to do this independently. We saw the staff use humour, signing and rhymes to distract children when receiving feeds and we saw how the children relaxed and enjoyed this time. The nursing staff were available to give advice as well as to feed some of the children. We saw how their support was used by nursery staff and how well they worked together. This evidenced that the multi-disciplinary staff worked very well together and were important to the success of the service. We spoke to one of the nurses who told us that she had known the child she was feeding since she was very young and before she attended this service. She told us that she had seen her progressing in her cognitive ability and interest in the world around her since starting at Calaiswood nursery.

Physical active play and exercise was promoted and supported through timetabled Physical Education sessions, the use of the swimming pool and space within the school. We saw evidence of the children using the outdoor space, local community facilities and riding on wheeled toys and equipment. Staff were very aware of the children's need to be sitting correctly in their chairs, being turned and moved regularly and to stretch. Every child had information regarding those needs at hand for staff to refer to. We saw the staff follow those routines to help ensure the physical wellbeing of the children.

The service had a system in place for the storage of medication which was overseen by the nursing staff and supported by the nursery staff. We were told that this system worked well. Emergency medication was always held in a safe place in close proximity to the child who may need it, staff in the nursery had been trained on how to administer the medication and an electronic system was in place for calling on nursing staff. The nursing station was located very close to the nursery. Medication was administered by nursing staff at the times and with the doses on the children's permission forms. We were told that support staff who accompany the children had also been trained on how to manage any emergency situation.

Areas for improvement

We looked at the service's permissions to administer medication records. The service had a system in place which detailed information about the medication to be given to the children but we found that the forms they had were not always completed fully. We saw that a formal recording system which ensures parents or carers had received information about non prescribed medication that had been given to the children, for example paracetamol, was not in place. We discussed this with the nursing staff and the head teacher and they agreed to put a system in place immediately.

We found that for children who require on-going medication and creams the service did not have a system in place to ensure that the permissions were reviewed once every 28 days with the parents or carers of the children as stated in the current best practice guidance.

Generic consents had been given by parents for medications such as paracetamol which is not advised in the practice guidance. We advised the manager and provider to refer to the current Care Inspectorate Health Guidance, The Management of Medication in Daycare and Childminding Services Publication code: HCR-0412-061 (April 2011) to review the service recording and permissions system. The guidance was sent by email on the day of feedback to the Head Teacher to support them to do this as soon as possible.

(See Requirement 1 for this statement)

Grade awarded for this statement: 5 - Very Good

Number of requirements: 1

Number of recommendations: 1

Requirements

1. The provider must ensure the service's 'Permission to administer medication forms' includes all information required for the safe administration of medication, that the information is current and relevant and that the forms are fully and accurately completed by staff. The permissions for on-going medication must be reviewed at least once every 28 days or more often if necessary.

This is in order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) Regulation 5 (4), (1)(a) Welfare of users

Timescale: within two weeks of receipt of this report

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very 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

The service was found to be performing to an excellent standard in this area. Please refer to the comments made under Quality Theme 1 Statement 1 as they apply to this statement also.

Areas for improvement

Please refer to Quality Theme 1 Statement 1.

Grade awarded for this statement: 6 - Excellent

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

At this inspection we found that the performance of the service was very good for this statement and in areas of the statement the environment was excellent. We looked at the environment and the resources to see if they appeared clean, tidy and safe. We observed children's routines, inspected paper work including registers, records of accidents and incidents, risk assessments and ratios of staff to children.

The building had a very secure entry system in place and a sign-in/out record for visitors. The service kept accurately completed registers in place throughout the time of the inspection. Any unexplained absences had been followed up by either the staff or the person working in the school office. The number of children attending was within the conditions of registration and the staff to child ratio was effectively maintained to ensure the individual needs of the children could be met. The staff numbers (one adult to one child) mean that should an emergency evacuation of the nursery be necessary they would be able to do this quickly and safely.

The outdoors play area was secure and the designated areas and equipment gave children options of play and learning experiences which will support the children's physical abilities, interaction with each other, language, learning and independence. Children were observed playing and they were very well supervised and supported by staff.

The nursery room had been set up to ensure the children could move around the room on their chairs or beds without disturbing and distracting others involved in activities or focussed pieces of work.

The service had a domestic assistant who regularly visited the room to collect laundry such as pillow cases and sheets. The domestic assistant showed us her check list which evidenced that fridge temperatures and cleanliness were checked daily. The nursery looked clean.

We observed staff change bedding throughout the session to ensure the comfort of the children and to minimise the risk of spreading infection. The nursing staff told us that staff in the nursery had been trained to ensure the feeding equipment was cleaned properly and that they were stored appropriately. Advice had been given by an infection control adviser on this.

We saw staff wash their hands before and after feeds, before and after putting protective gloves on for toileting and also after supporting activities. This evidenced how they managed good hand hygiene practice which helps to minimise the spread of infection.

Within the toilet areas, liquid soap and paper towels were in plentiful supply and staff encouraged children to wash their hands before snack. We observed one child being supported to brush his teeth after his meal.

Two members of staff have 1st Aid certificates and nursing staff are always available on site. Staff have had training in the safe moving and handling of the children. There are two link workers identified throughout the school and one is located in the nursery. We observed children being moved on the hoists and slings. We saw that the staff took time and care to move the children gently and that they were well secured in their slings before being moved. Slings were washed and changed daily or more often as necessary. The hoist was cleaned by nursery staff and again by the cleaning contractors at the end of the day.

The staff undertake annual child protection training and have access to the Fife Council Child Protection policy and procedure. We asked one member of staff about child protection to check if they would know what to do if they had a concern. The staff member told us that the child protection officer for the school was the Head Teacher and that she would report any concerns to the Head Teacher. Discussion with the Head Teacher evidenced to us that when a child protection concern was raised the procedure would be followed and relevant agencies would be informed.

Areas for improvement

We looked at the nursery children's toilet and changing area. We advised the Head Teacher and nursing staff that new best practice guidance on nappy changing facilities had been published. We gave the service a copy of this guidance so that they could review the facility and storage of nappies and nappy changing equipment. We advised the Head Teacher that staff should always ensure dirty gloves are removed before redressing the children to ensure potential infections are not spread on the children's clothes. (See recommendation 1).

The guidance referred to was: Nappy Changing facilities in early years nursery and large childminding services - Publication code: OPS-0913-243 to inform policy and procedure (23 September 2013).

We advised the Head Teacher to consider making the regular monitoring of infection prevention and control by the school's Infection Control Adviser or, if appropriate, by nursing staff more formal so that all staff could be confident that practice keeping up to date with current guidelines.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. The service should ensure the service's infection prevention and control risk management procedures and documentation reflects current national guidelines and advice on infection prevention and control. To do this effectively the provider should refer to the current best practice guidance and advice.

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: 6 - Excellent

Statement 1

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

Service strengths

The service was found to be performing to an excellent standard in this area. Please refer to the comments made under Quality Theme 1 Statement 1 as they apply to this statement also.

Areas for improvement

Please refer to Quality Theme 1 Statement 1.

Grade awarded for this statement: 6 - Excellent

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

On the day of inspection we found the service was excellent in this statement. We gathered evidence from discussion with the nursery staff, the Head Teacher and referred to written information. We also observed staff at work and regarded comments from parents via our questionnaires and discussions.

All staff were appropriately qualified and registered as appropriate with the SSSC (Scottish Social Services Council) or GTC (General Teaching Council). The recruitment of the staff had been undertaken by Fife Council and they follow safe recruitment guidelines which includes ensuring all staff have satisfactory references and have been checked for any criminal records which may put children at risk.

We observed the staff throughout the session. The observations evidenced to us that each of the staff had an excellent understanding of the children's needs and characters. The staff and children were tuned in to each other which mean that staff picked up children's communication and responded accordingly. Evidence of the commitment and motivation of staff had been documented throughout the report.

Formal staff meetings were held once a week which provided staff with an opportunity to discuss on-going legislation and initiatives and how they impact on practice.

A continuous professional development programme was in place and each member of staff had an annual review to discuss strengths, practice development and training opportunities. Staff attended evening training sessions to ensure their knowledge and skills were progressed.

Staff monitoring and observation took place regularly and the findings of the monitoring visits were shared with the staff. This included periodic trips on the school transport.

Communication and partnership working between all agencies and with parents is crucial to the health and wellbeing of the children. Observations and discussion with staff including the domestic assistant, the nursing staff, the nursery staff, the Head Teacher and Depute Head Teacher evidenced that the staff valued each other's expertise and respected each other's roles within the service. The understanding of roles and responsibilities helps ensure staff feel valued and remain committed and motivated to do their work well.

Areas for improvement

The provider should continue to monitor and maintain the excellent quality of care.
The provider should ensure it is rigorous in identifying any areas for improvement and implementing action plans to address these.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 6 - Excellent

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.

Service strengths

The service was performing to an excellent standard in areas covered by this statement. Please refer to comments made under Quality Theme 1 Statement 1 as they apply to this statement also.

Areas for improvement

Please refer to comments under Quality Theme 1 Statement 1.

Grade awarded for this statement: 6 - Excellent

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 inspected the service's quality assurance systems and processes and found the service had excellent procedures in place to assess the quality of the service.

Having considered information given by the head teacher and depute head teacher, a review of some documentation and observations, this service was found to have excellent performance in relation to this statement.

The nursery is the responsibility of Fife Council which has a well-defined management structure. The area Education Officer have worked with the school as part of the quality improvement agenda, offering support, advice and guidance. The service had involved professionals from the health service and wider education service to ensure staff had the skills and understanding to support children with their development. We saw evidence throughout the inspection of how techniques had been implemented to support the quality of interaction between staff and children and the children's development plans and learning experiences. By doing this in partnership with parents the service supported a secure, child centred holistic learning environment for the children attending.

The service had recently focussed on quality assurance and had implemented a revised programme of activities for school improvement. Feedback had been sought from staff, parents and visiting professionals to assess how well they felt the service was providing quality care to the children. The feedback had been used to identify and develop improvement plans, for example, better communication with the educational psychology department.

The positive ethos of the service continues to be developed through innovative practice and commitment from the Head Teacher and Depute Head Teacher. The level of professionalism and enthusiasm seen throughout the service was reflected through discussion with them about the service, the staff, the children and their plans for the future. The Head Teacher had recently introduced Self Esteem Guidance and which had been facilitated through in-house training.

The development of the self-esteem ethos has been taken forward through the review of the school and nursery values which are currently with the parent council.

The Nursery staff had been involved in school development working groups such as the transition focus. This means that the need of the children in the nursery have been a part of the whole school strategy.

The Head Teacher told us that the school and nursery was on a continuous

development plan. They were working together with other nurseries and schools to share knowledge and experience and to support them develop confidence in their abilities to support children with significant additional support needs. At the time of the inspection the school had visitors from Education Scotland and were hosting a Head Teachers meeting.

Areas for improvement

The provider should continue to monitor and maintain the excellent quality of care. The provider should ensure it is rigorous in identifying any areas for improvement and implementing action plans to address these.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

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

| | |
|---|---------------|
| Quality of Care and Support - 5 - Very Good | |
| Statement 1 | 6 - Excellent |
| Statement 3 | 5 - Very Good |
| Quality of Environment - 5 - Very Good | |
| Statement 1 | 6 - Excellent |
| Statement 2 | 5 - Very Good |
| Quality of Staffing - 6 - Excellent | |
| Statement 1 | 6 - Excellent |
| Statement 3 | 6 - Excellent |
| Quality of Management and Leadership - 6 - Excellent | |
| Statement 1 | 6 - Excellent |
| Statement 4 | 6 - Excellent |

6 Inspection and grading history

| Date | Type | Gradings |
|-------------|-------------|--|
| 27 Mar 2012 | Unannounced | Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 5 - Very Good |
| 8 Dec 2010 | Unannounced | Care and support 6 - Excellent Environment Not Assessed Staffing Not Assessed Management and Leadership Not Assessed |

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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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

هه بابايتسد ىم وونابز رگىد روا وولکش رگىد رپ شرازگ تعاشا هى

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

ىرخأ تاغل بو تاقيسن تب بلطلا دن ع رفاوتم روشنملا اذه

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