Rannoch Nursery
Day Care of Children
Tinto Drive
Grangemouth
FK3 0DZ
Telephone:  01324 508700

Inspected by:  Olive Mills
Lynne Nimmo
Type of inspection:  Unannounced
Inspection completed on:  19 March 2014
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### Service provided by:
Falkirk Council

### Service provider number:
SP2004006884

### Care service number:
CS2003011492

### Contact details for the inspector who inspected this service:
Olive Mills  
Telephone  01786 432940  
Email  enquiries@careinspectorate.com
Summary

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

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

We gave the service these grades

<table>
<thead>
<tr>
<th>Area</th>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>Quality of Care and Support</td>
<td>5</td>
<td>Very Good</td>
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<tr>
<td>Quality of Environment</td>
<td>5</td>
<td>Very Good</td>
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<tr>
<td>Quality of Staffing</td>
<td>4</td>
<td>Good</td>
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What the service does well

The Head Teacher, Manager and staff are welcoming, respectful, positive and professional in their approach.

Staff encouraged parents to visit the nursery at any time and to take part in the life of the nursery.

The Head Teacher and Manager encourage the nursery staff and school staff to work closely together to provide a service that meets the needs of the families. This was particularly obvious in the support given to families.

We saw that staff worked really well as a team which benefited the children and families accessing the service.

What the service could do better

The Head Teacher and Manager should review meals provided by the service to ensure that children who are unable to eat a certain food due to an allergy can be provided with an alternative.

The service should review with parents/carers and staff how the parent’s room could be better used by parents/carers.
What the service has done since the last inspection

Security within the service has been improved.

The service continues to develop how they provide for the wellbeing of children by building good relationships with agencies involved with children and families.

The programmes of activities offered to children are developed with the input from parents and the child. This is an area that continues to be developed.

Conclusion

Rannoch Nursery holds an important place alongside other schools and services in the community.

Children have fun learning and parents value how staff involved them. The Head Teacher, Manager and staff work extremely hard to make sure they provide each child with everything they need to thrive.

Who did this inspection

Olive Mills
Lynne Nimmo
Lay assessor: Mrs Paddy Young
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.

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.

Rannoch Nursery is provided by Falkirk Council. The nursery is situated in the area of Grangemouth which parents/carers access mainly by car or by walking to the service.

It is jointly managed by a Head Teacher and a recently appointed manager.

The nursery is registered to provide a service to a maximum of ninety-seven children not yet attending primary school with a maximum of twelve children less than 2 years of age and a maximum of twenty-five children aged 2 to 3 years.

The nursery is open fifty-one weeks per year. Monday to Friday from 8:00 am - 6:00 pm (closed between Christmas and New Year). The service provides full-time and part-time day care depending on the needs of each individual child and family.

The aims of the Nursery School are as follows:

* To develop each pupil’s enterprising attitude and skills through learning and teaching within the whole curriculum.
* To offer full day and year care and education for children aged 0 to 5 years in a safe, secure, well-resourced and stimulating environment from 8 am till 6 pm.
* To increase our work with parents, other agencies, schools, nurseries, play groups and other community groups and promote social inclusion and equality.
* To encourage children to explore, appreciate and respect the environment both indoors and out.
* To provide all staff with appropriate and relevant opportunities to continue to develop their knowledge, expertise and skills to benefit their own professional development and the needs of the nursery.
* To ensure all children have equal opportunities to have their needs met and their potential developed to become successful learners, confident individuals, responsible citizens and effective contributors.
* To provide learning experiences which will enable all our pupils to achieve the potential and participate in the development of a fair and caring society - "learning to achieve". - Falkirk Council.
* To continue to make children aware of the importance of good health, fitness, exercise and diet.

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 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 high 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
We wrote this report following an unannounced inspection. This was carried out by Inspectors, Olive Mills, Lynne Nimmo and Lay Assessor, Paddy Young. The inspection took place on 5, 6, 18, and 19 March, 2014, between the hours of 9:00 am and 5:00 pm. We gave feedback to the Head Teacher and Manager on the outcome of the inspection on the final day of the inspection.

As part of the inspection, we took account of the completed annual return and self-assessment forms that we asked the provider to complete and send to us.

We sent a number of questionnaires to the service to distribute to parents/carers and staff. Fifteen parents/carers questionnaires and nine staff questionnaires were returned to us during the inspection.

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

We spoke with:
* Head Teacher
* Manager
* Senior Early Year Officers who are responsible for a playroom
* A number of Early Year Officers
* Fifteen parents/carers - as a group of parents and individually
* Twenty children
* Professionals who are involved in the service for both Visually Impaired and Hearing Impaired.

We looked at:
* Information from the most recent annual return and self-assessment
* Information displayed throughout the service
* Registration Certificate
* Aim and objectives of the service
* Activity planning - The nursery’s curriculum
* Children’s folders - planning for the child’s next step in learning
* Information provided to parents - which included policies and procedures
* Questionnaires provided to parents/carers and other professionals who visit the service
* Newsletters
* Positive Behaviour Policy
* Medication policy and procedure
* Health and safety records
* Risk assessments
* Accident and incident records
* Early Years Improvement Plan - Session 2013 - 2014
* Minutes of Staff Meetings
* Programme of Continuous Staff Development
* Three staff files
* Staff training programme - Including Child Protection, First Aid and the Management of Medication, Getting It Right for Every Child.
* The service’s Quality Assurance Processes
* Action Plans in Relation to Early Years Improvement Plan

We observed practice and interaction between the staff and the children. We observed activities and resources available and examined the environment used during the operation of 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
What the service has done to meet any requirements we made at our last inspection

The requirement
The service must ensure that all cleaning materials are properly stored out of the reach of young children at all times.

What the service did to meet the requirement
All cleaning materials were properly stored out of the reach of young children.

The requirement is: Met - Within Timescales

The requirement
The provider must ensure that accurate information is provided regarding complaints procedures. This must include the name and address of SCSWIS, (Social Care and Social Work Improvement Scotland); and procedure (if any) that has been notified by SCSWIS to the provider for the making of complaints to SCSWIS relating to the care service.
This is to comply with SSI 2011, No 110, 18 (6) (a) and (b)
Timescale: Within 1 week from the date of receipt of this report

What the service did to meet the requirement
Accurate information was in place regarding the service’s complaints procedures.

The requirement is: Met - Within Timescales

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.

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

Taking the views of people using the care service into account

Through discussion and observation of children during the inspection process, we saw children were confident and secure in their environment.

Most children were keen to chat to us about their favourite activities. Comments included:

“The ladies take us for walks outside the nursery and this is fun”
“We go to the High School and play in the hall where we can run about and play”.
“We get to play outside even when it’s raining. The ladies make sure we have coats and hats on to keep us dry and warm. I love playing outside”.
“I have friends in the nursery and we get to play in the home corner, it’s fun”.

Further comments are provided in the body of the report.

Taking carers’ views into account

“My child is happy and kept busy. Security is good. Children get taken places on buses”.
“Accommodating”.
“Her asthma is well-managed ”.
“Things haven’t changed or been specially done this week due to the inspection”.
“My child chats about what goes on at nursery”.
“My child gets stability at nursery ”.
“Fantastic feeling in the nursery. Girls very helpful - reassured my child when first left. Soon settled”.
“My child is learning good social skills”.
“Has had extra help with speech”.
“Motor skills have improved”.
“Interacts better with other children”.

Further views from parents/carers are reflected in the body of the report.
3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

Quality Theme 1: Quality of Care and Support
Grade awarded for this theme: 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 the service was very good at encouraging parents/carers and children to be involved in assessing and improving the quality of care and support provided.

We reached this conclusion after considering a number of positive comments we received from parents/carers. We spoke to two other professionals involved in the service and observed staff and parents/carers communicating through a variety of ways, which helped to support parents/carers and children to make a full contribution to the life and work of the service.

The service had established a variety of opportunities for parents and children to give their views and to be involved in shaping the delivery of the service. For example, staff have involved them in developing the aims and values to help guide their practice and support their child to be equipped with the skills, confidence and self-esteem to progress successfully in their learning.

Parents told us that they felt the service valued their ideas and that they were included in making decisions about their children’s care and about the service as a whole. For example, we heard how staff worked in partnership with parents to successfully support children to settle into the nursery and how staff helped to make the transition from nursery to primary education a positive experience for their child and family. Professionals we spoke with considered the transition for a child and the family from nursery to another service was carried out extremely well by the staff.

Positive comments from parents and carers included:
"I could not be happier with how my child has settled into Rannoch Nursery. Staff have been simply fantastic, and they all have fantastic relationships with the children. Staff make time to chat about my child’s development and give me advice. In the last two months my child has attended the nursery I cannot believe how she has come on leaps and bounds. But mainly I am confident knowing she will receive the best of care. I can’t thank staff enough”.

“My son has thrived from starting nursery which is great for a parent to see. Last year my son was diagnosed with a condition, the manager and staff supported my son and the family to be able to maintain a high level of learning while at nursery and provide a safe and secure environment. Both I and my husband are extremely happy with Rannoch Nursery and are glad our son is part of the nursery.”

“I am extremely grateful to have found Rannoch Nursery. The level of care has been consistently high, since the very day my daughter started the nursery. I have been impressed by the facilities, the variety of activities and exceptional staff. My daughter has achieved so much due to their time, care and expertise.”

The carefully personalised introductions to nursery life which the service routinely offers are a very good way to help families feel sufficiently comfortable to become involved in nursery life and have their say. The following comment was made by a parent:

“My daughter has attended the nursery for just over two years and I have always been very happy with the service we receive. My daughter took a long time to settle at first and the staff changed the visiting/settling times frequently to help her settle quickly. The staff really did bend over backwards to accommodate us. It’s a job well done as my daughter has been very happy since the early days and really enjoys her nursery days”.

The welcome given to parents is reflected in the nursery handbook and Rannoch Nursery website. Parent/carers told us this provided helpful information giving parents/carers a good insight into the service offered. Parents told us they felt the verbal information provided helped them to prepare for the admission and their child’s settling in process.

We observed when children were brought to the nursery and collected by parents/carers. Staff made themselves readily available to parents/carers. They listened respectfully and responded appropriately to what was said. This supported parents and staff to share an understanding of respect and trust.

Parents using the service told us that communication was very good and they felt included and involved in their children’s experience. For example, the school and nursery share a newsletter to inform parents about what was happening in the nursery.
Questionnaires were issued to parents to get their views on the quality of the service provided. This informed the service how well they were doing and areas for further development.

Through these processes, suggestions had been made by parents/carers, such as:
* Some parent/carers thought it would be easier to view children’s work displayed in the foyer of the nursery. Staff now display children’s work in this area and parents told us this was working well.
* A hut is currently used by parents/carers to store their child’s buggy in a safe area of the nursery and this is working to the satisfaction of parents.
* A whiteboard has been placed in every playroom providing parents/carers with information on a daily basis. Parents told us this is very helpful and is working very well.
* Snack menus are displayed for parents/carers to view as suggested by a parent.

Staff encouraged parents to be part of their learning and development by sharing and linking learning with home. This is achieved through children’s folders where parents add to their child’s folder and informal discussions and meetings with staff take place. Parents felt that the parent’s evenings were useful and gave a very good insight into how their children are learning. Parents appreciated the verbal comments made by staff on how their child is progressing. This reflects the nursery’s emphasis on the importance of effective communication with parents and carers.

Each child is linked to a particular member of staff known as their ‘Key Worker’. Parents said they found the key worker system helpful in gaining information about their children’s progress and children could identify their group by their key worker. Parents felt strongly the key worker system supported continuity of care for their child.

Staff made regular use of their observations through individual and group discussions with children to promote children directing their own learning. We saw from records that staff routinely consulted children directly about things they wanted to learn, followed their wishes and interests and involved them in evaluating their learning experiences. This meant they had a say about what they did at nursery.

Overall, we found the service was very good in giving parents and children the opportunities to have their say about the quality of their care and how this resulted in improvements to the service.

Areas for improvement
The service indicated in the self-assessment submitted to us they would like to develop in the following areas:

* As part of future sessions Early Years Improvement Plan we are currently working on
achieving our Health Promotion School Level, Three Accreditation.
* For future open evenings we intend inviting other professionals involved with the nursery and prospective service users.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

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

Service strengths
The performance of the service in promoting children’s health and wellbeing is very good.

We reached this conclusion after we sampled children’s folders, looked at photographs and records of children’s experience at nursery and took account of information from staff, parents/carers and we spoke with other professionals who are involved in the service.

Staff had effective ways of gathering information from parents about their children’s needs before they started nursery and during their placement. They recorded information about children’s needs and preferences. They record children’s progress and achievements. As part of their key working role, staff arranged meetings with parents frequently to discuss and review these records. Parents were able to give their views and to help identify the next step for their children’s learning and development in consultation with staff.

Parents said that staff were very responsive to children’s individual needs and provided very good play experiences for their child. They described some of the benefits their children had received from their nursery experience. They commented:

"My son has attended Rannoch Nursery for 2½ years and he has complex needs. The staff have helped and encouraged him to strive. Staff displayed a range of qualities, such as, patience, understanding, as well as tailoring activities to his development needs. The service has a clear handover and concise education plan".

"I really like how the children get outside to play on a regular basis. You see the children out in all weather, which I think is good for their health”.

The service has gained their level two in the ‘Health Promoting Nursery Award Scheme’ and are now working towards level three. We could see that promoting the welfare of each child was the focus of all staff and professionals involved in the nursery. Parents were aware of the support available to them should they need it. The
nursery also has an effective partnership with other agencies to meet children’s individual needs. They had clear plans of how they would do this and reviewed these regularly to monitor progress. Parents were involved in decisions about, for example, Speech and Language Department, Visual Aid Teacher and Hearing Impaired Teacher. This practice helped to ensure that children got the support they required and contributed positively to their health and welfare needs being met.

We saw the nursery staff work successfully to equip children and their parents with advice and guidance they require about their health care. For example, information about the service and support agencies is provided through verbal advice and agencies available in the nursery.

Staff showed they had a very good understanding of their role in promoting children’s health. We could see they encouraged the children to develop health forming habits such as tooth brushing, hand washing, and healthy eating. As a result we could see children were learning to be independent and self-reliant in their personal hygiene routines.

Throughout the nursery children were encouraged to be independent during meal times. Children in the baby room were encouraged to feed themselves and were provided with challenging toys and resources to promote their independence. Older children were given the opportunity to have their lunch in the dining room. Staff sat with the children and had their meal and this encouraged good social and eating habits.

Children showed they had an awareness of what foods were healthy. They told us: “I like my snack and dinner in the nursery”. “I help to prepare snacks with my friend” “We help to buy the snack”. “The ladies sit with us at dinner time and eat their dinner - I like sitting beside the teacher”.

The service provided a wide range of well-planned experiences to encourage children to learn about healthy relationships and lifestyles. For example, staff worked with the children to develop nursery rules that encourage an ethos of respect in the service. We saw that children showed a high level of respect for each other, building good friendships during their play and were clear as to the expectations placed upon them. Staff helped children to develop values and understand social boundaries.

Parents were encouraged to bring their child to the nursery wearing suitable clothing. This helped the child take part in a range of interesting activities, such as, painting indoors and outdoors, lots of outdoor play and walks in the local community.

Children told us they enjoyed going for walks or playing with the outdoor equipment. We saw that children were encouraged by staff through play to assess and manage
risks and challenges. It was good to see staff encouraging children to play outdoors in a caring and respectful manner as some children preferred to play indoors when at home.

Staff had a very good understanding of their roles and responsibilities in protecting children from abuse, bullying and neglect. The monitoring of absent children is linked to the service’s Child Protection procedure. The service had policies in place which reflected very good practice. An example is the medication procedures were in place and staff follow them.

In conversation with parents we found they were aware of the policies and knew how to access them should they so wish. These were also available throughout the nursery for parents/carers to access.

**Areas for improvement**

Some parents spoke to us about their child having a meal in the nursery provided by the service and their child’s allergy to a certain food.

Some parents felt the nursery was limited in providing their child with an alternative food when their child was unable to take a certain food due to an allergy. They were concerned their child over time was not receiving a balance diet. We spoke to the Head Teacher and Manager about this and asked that this be reviewed with regard to providing children with an alternative food (Please see Recommendation 1).

We asked that the service review the system they have in place for children who have an allergy to ensure this is working well for children and parents. This can also come under Theme 4, Statement 4, as part of their quality assurance process.

The provider said in their self-assessment submitted to us they will continue to develop the following areas:

* We will continue to promote health and well-being
* As a Health Promoting School we will work towards gaining level III during academic year 2013/14.

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

**Number of requirements:** 0

**Number of recommendations:** 1

**Recommendations**

1. The Head Teacher and Manager should review meals provided by the service to ensure that children who are unable to eat a certain food due to an allergy can be provided with an alternative.
Health and Well-being

Standard 3.4
Each child will be nurtured by staff who will promote his or her general well-being, health, nutrition and safety.

and

Standard 13.1
You can be confident that the service will evaluate what it does and make improvements.

Statement 4
We use a range of communication methods to ensure we meet the needs of service users.

Service strengths
Part of this statement is covered under Statement 1.1 and 1.3.

The service had information boards displayed throughout the service for parents to view. This provided visitors with daily and forthcoming information on what was happening in the nursery. Parents told us this was working well for them as it provided them with forthcoming dates for their diary and helped them to plan for events.

Parents were provided with a monthly newsletter and this sometimes was emailed to them, which gave them valuable information on events.

We saw that staff spoke regularly with parents when collecting and dropping off their child. Parents considered staff took the time to speak to them to ensure they were happy with the service provided. Parents appreciated staff took the time with them, which helped to make them feel welcome into the service.

Communication diaries were used when needed and this worked well supporting good communication between home and the nursery. Staff wrote about the child’s routine and what type of day they had. The parent also has the opportunity to write in the diary if they wished.

The Head Teacher and staff attend meetings sometimes with parents/carers to promote strong communication between other professionals involved in the service for the benefit of the individual child and the family concerned.

Areas for improvement
As previously stated parents considered the newsletter issued by the service supported them in understanding what was happening in the nursery, however, the service should consider involving parents/carers and children in developing the newsletter further.
The provider said in their self-assessment submitted to us they will continue to develop the following areas:

* We will look to maintain current communication systems and develop any future methods as appropriate
* We are looking at involving parents in our recruitment and selection processes.

Grade awarded for this statement: 5 - Very Good  
Number of requirements: 0  
Number of recommendations: 0
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
In this section of the report, we consider the service’s approach to helping parents and children have their say about the environment and resources staff provide.

We have also considered the same range of evidence as we listed in Quality Theme 1, Statement 1, Service Strengths and we conclude that the service is currently very good in this area of work.

Children and parents/carers are involved in the Eco Group and took part in the ‘Big Clean Litter Picking’ day. The Eco Group evaluate the nursery environment and identify areas for development.

We observed children accessing the recycling bins in the nursery and they knew how to empty them into the appropriate bins stored in the car park. This helped children put into practice their eco learning.

Friends of Nursery Association and children have helped to re-design the nursery garden for the benefit of children accessing the area.

The service has achieved their first green flag award and anticipate they will gain their second green flag award in the near future. This meant staff helped children to be inspired to gain awareness of how they live their lives and what their actions had on their local environment.

Areas for improvement
The provider said in their self-assessment submitted to us they will continue to develop the following areas:

* We will continue to consult with all parents through our regular newsletters, or at questionnaires and suggestion boxes
* We will continue to develop systems to consult with children
* We are currently working towards a second green flag.
Statement 2
We make sure that the environment is safe and service users are protected.

Service strengths
We consider that the service is very good at making sure the environment is safe and children are protected. We reached our conclusion by looking at the nursery environment and resources, viewing policies and records, by talking with staff and from information we collated from parents.

Parents who completed our questionnaire and parents we spoke with said they were very happy that the nursery was safe, secure and hygienic.

We could see the service was provided in accommodation that was clean, well planned and invites children to learn and grow. The rooms were heated and had suitable lighting and good ventilation. Furnishings, fittings, toys and other equipment were of a very good standard throughout. There was storage space for resources and cloakrooms where children could store their jackets, shoes and other belongings.

Children’s work was attractively displayed for parents and children to view which contributed to the bright, stimulating presentation of the environment. Parents/carers and professionals who visited the service told us they liked looking at the children’s work.

There was a secure door entry system in place and staff knew who was coming and going from the building. This helped keep children and staff safe from intruders.

We found the playrooms used were well maintained and staff had appropriate systems in place for reporting and securing maintenance and repairs. Staff said they reported repairs and these were dealt with effectively.

Staff wiped surfaces where children were eating or playing without unnecessarily disrupting what children were doing. As a result children had surroundings for their day-to-day activities which promoted them staying well.

We saw staff encouraging children to wash their hands when they took part in an activity, such as, baking or after they used the toilet or snack time. Children knew why it was important to wash their hands and tidy up. They told us:

"We wash our hands before we have our snack or dinner. This helps to keep us healthy".
"We wash our hands after we use the toilet so we do not get sick".

Staff gave children appropriate levels of responsibility. For example, we saw children were involved in tidying up indoors and outdoors and staff explained the reasons for this. This meant that children were actively involved in caring for their environment and helping to care for others.

We could see that resources and activities were appropriate to the stage of children’s development. Children told us:

"I enjoy coming to the nursery and seeing the ladies and my friends"
"My friend and I like to play with Lego and the Home Corner".

From records we saw there was consideration given to potential hazards for children and adults in the nursery environment. Staff had identified appropriate safety measures to minimise children coming to harm. Staff considered the impact of risk on other aspects of children’s development as part of Risk Assessment and Management in 'Getting it Right for Every Child'.

We saw that accidents and incidents were recorded and shared with parents and this ensured they were kept informed of events.

Overall, we found that the service had a very good performance in this quality statement. The well-established practice contributed positively to children being safe, protected and well stimulated in their learning.

Areas for improvement
We observed in the baby room over lunch time staff wiped babies hands and faces with the baby’s individual damp cloth. We would advised that babies wash their hands with water instead of staff using a damp cloth as the current practice has the potential to cause cross infection to both children and staff. The senior in the baby room was in agreement with our suggestion.

All cleaning and risk assessments records should show a date when a task is undertaken. Staff should also record their signature showing the task has been carried out by a specific member of staff. This will provide the service with more information and are able to track their process.

The provider said in their self-assessment submitted to us they will continue to develop the following area:

Continue to undertake risk assessments on a regular basis.
Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 3
The environment allows service users to have as positive a quality of life as possible.

Service strengths
We consider the nursery environment supported children to have a very good experience when attending the service. Part of this statement has been covered under Statement 1.3, Statement 2.1 and 2.2.

Staff were aware of the procedures for reporting any defects, such as broken furnishings or toys. Management were vigilant on addressing issues promptly and had records to support procedures.

The layout of the playrooms, including the parent’s room allowed for children to play independently, in small groups or in large groups as required.

We could see that resources were appropriate for the stage of the children’s development, learning and interest. This promoted their development.

There was a range of appropriate resources for children with additional needs, which visiting professionals agreed it supported the child’s overall development needs.

We could see resources were appropriately organised to support children to have easy access when choosing resources. This supported children to make independent choices.

There was a range of resources available in the playrooms and the outdoor areas for children to play and choose from.

The service had lots of photographic evidence of the children using local resources and participating in local events. The service provided children with a variety of experiences giving them a positive quality of life.

Areas for improvement
The service had a room that parents could use and parents were aware of the room but due to its location and the fact that they would need to locate the key to access the room some parents decided not to use it.

The service should review with parents/carers and staff how the parent’s room could be better used by parents/carers.
Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0
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
In this section of the report we consider the opportunity parents and children have to influence the quality of staffing in the service.

We have considered some of the evidence we listed in Quality Theme 1, Statement 1, Service Strengths and we conclude that the service is good in this area of work.

Areas for improvement
We spoke to the Head Teacher and Manager on how they might be able to develop this area further, such as, questions parents/carers and children may want to ask when employing a staff member.

The provider said in their self-assessment submitted to us they will continue to develop the following area:

* We will continue to look for methods to ensure that service users and carers participate in assessing and improving the quality staffing in the service
* Parents and carers will be asked to be involved in our recruitment and selection process
* Continue to revisit carers/professional comments on questionnaires.

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
The approach to providing a professional, trained and motivated staff team within the service was very good.

We reached this conclusion after looking at records, observing the staff working with children and parents, by speaking with the Head Teacher, Manager and visiting professionals and from what parents told us.

The nursery is jointly led by the Head Teacher and a Manager. Parents were extremely positive about the quality of staffing arrangements in the nursery. They were confident that staff had the skills, training and knowledge to meet their children’s needs.

Parents were delighted how well staff got to know children as individuals and the support and encouragement they provide to enable children to learn, achieve and be confident individuals.

Positive comments from parents included:
“They are always asking me if I’m okay and make suggestions on my child’s care”
“They remind me of forthcoming dates in regard to events in the nursery and I find this helpful”
“My child has a special condition and staff have been brilliant. I can trust them to do the right thing”.

Parents told us they were encouraged by staff to visit the nursery at any time and to let them know if they had any concerns. Staff worked hard to develop and improve communication with parents to support individuals to have constructive outcomes for their child.

We observed staff to be respectful, courteous and supportive towards each other and the children. This helped create a positive caring ethos in the nursery and support staff to work effectively as a team which benefited the smooth running of the service for children and families.

Staff told us the Head Teacher and the Manager encouraged staff to communicate openly with them. As a result they can access support and advice when they require. This helped them stay effective in their job.

Visiting professionals told us staff were valued for their contribution to children’s health and development.

Staff were suitably qualified and registered with the appropriate body, mainly the Scottish Social Services Council (SSSC). Staff undertook relevant training and learning opportunities to continue their professional development. We found that they
evaluated their learning well and used ideas in practice to benefit children and parents.

Staff had an annual review where they had an opportunity to talk about their development. This structure encouraged staff to identify strengths in their practice and to make plans for new training or learning that could bring benefits to families using the service. Staff also met regularly as a team to plan and evaluate their work.

Overall, we found that the systems in place contributed to a well-motivated, competent and confident staff team who were very focused on ensuring positive outcomes for families using the service.

**Areas for improvement**

We would like to see more training opportunities for staff working with the under threes. The Head Teacher and Manager said it was sometimes difficult to access training for staff in relation to this group. However, we provided names of services that may be able to support the service in regard to training. The Head Teacher and Manager said they would take this forward for the benefit of staff.

The provider said in their self-assessment submitted to us they will continue to develop the following area:

* To involve staff in the review process of nursery policies and procedures to ensure ownership and continuity of work practice.

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

**Number of requirements:** 0

**Number of recommendations:** 0

**Statement 4**

We ensure that everyone working in the service has an ethos of respect towards service users and each other.

**Service strengths**

We found the service was very good at ensuring that everyone working in the service had an ethos of respect towards parents/carers and children and each other.

The service had clear procedures and expectations from staff for setting standards of conduct and care.

Staff demonstrated a very good knowledge of the National Care Standards and how these had a direct impact on their work with children and families.

Staff and parents/carers described the culture of the service which reflected very
good values. We observed staff putting the service’s values into practice by interacting positively with children and families and being responsive to children and family needs.

Staff were seen to encourage children and families to express their views and ask questions which contributed to a respectful and caring service.

Parents told us there were very good opportunities for them to discuss matters in confidence with staff, which contributed to an ethos of respect towards parents and carers.

**Areas for improvement**

The provider said in their self-assessment submitted to us they will continue to develop the following area:

* Continue to promote a positive ethos and effective communication between staff and service users.

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

**Number of requirements:** 0

**Number of recommendations:** 0
Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 4 - Good

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

**Service strengths**
In this section of the report we consider how well the nursery helps parents and children to have their say about how the service is managed and led.

We have considered some of the same evidence as we outlined in Quality Theme 1, Statement 1, Service Strengths and we conclude that the service’s current performance in this area of work is good.

**Areas for improvement**
We spoke with the Head Teacher and Manager to encourage them to develop further how they involve parents/carers, staff and stakeholders in assessing the quality of management and leadership in the service.

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

**Number of requirements:** 0

**Number of recommendations:** 0

**Statement 3**
To encourage good quality care, we promote leadership values throughout the workforce.

**Service strengths**
The management team was very good at promoting leadership values within the staff team.

Parents/carers helped to update the service’s aims which clearly defined the service’s leadership responsibilities.

Staff, parents and carers were clear who was responsible for planning within the service and updating the service’s aims and objectives, as well as updating policies and planning staff training.
Staff demonstrated effective leadership qualities and communication skills which foster effective working relationships between staff and families.

There were very good systems in place to support staff to develop their leadership skills and management of change. For example, staff took on the responsibility of managing groups, such as, Health and Well-being and the Eco Group. Staff told us they enjoyed managing these tasks which supported their personal development and motivated them within their role.

Staff were praised and recognised by the management team when they did something well.

The Head Teacher and Manager promoted staff decision-making in a caring, supportive environment.

**Areas for improvement**
The management team should continue to encourage good quality care, promote leadership values within the staff team.

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

**Number of requirements:** 0

**Number of recommendations:** 0

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

**Service strengths**
We found the service performance in this area was very good. We concluded this after assessing the quality assurance systems and processes in place and speaking to staff, parents and carers.

The nursery is led by an experienced management team, who demonstrate strong leadership skills. Staff had a common vision of building practice and aiming for the best quality of care for children and families who access the service. The Head Teacher and Manager welcomed feedback and were open to suggestions.

There was a range of audit systems in place. These include safety checks and monitoring meetings that help the service to assess the resources they provide for children.

We found regular meetings provided staff with opportunities to contribute to the overall evaluation of the service. Planning meetings allowed staff to identify if they
were meeting children’s needs and interests and to raise concerns.

Staff reported that they felt supported by the Head Teacher and Manager and could approach them on issues. Formal systems such as appraisals, gave staff an opportunity to discuss their practice in detail and identify areas they could develop.

Staff used the ‘Child at the Centre’ as an audit tool to assess the service they provide. This allows them to reflect on their practice and make changes to improve activities for children.

The nursery has produced an improvement plan which highlights particular areas for improvement. Feedback from parents/carers and other professionals, is used and reviewed, so that improvement planning was a continuous process.

Areas for improvement

The service recorded in their self-assessment submitted to us the following:

* To develop further quality assurance systems for stakeholders and ensure the scope of questioning will lead to improvement in a larger number of areas within the service.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0
4 Other information

Complaints
There has been one upheld complaint about the service since the last inspection. This resulted in the re-grading of quality theme 4.4 Management and Leadership.

You can find information about complaints that we have upheld on our website www.careinspectorate.com

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

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

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<th>Type</th>
<th>Gradings</th>
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<td></td>
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All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.
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سَه بِهِ بَيِّنَتْسَدُ فِيُمُ رُؤِيَتْفُرُوُبُ رُكْبَتْنَ رُكْبَتْنَ تُروِشْنُ مَا دَي
चेतसी 'ते हे हिन्द धुनम भें तूण असे भें भें भणातां दिन' ग्रुष्टख्य हे।
ئُرْخَا مُتُاغِلِبُو سُتُقِبِسِي تُبِسِبُبلِطاً دَنْع رُفاوْتُم رُوشِنِمَا اذَه
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Telephone: 0845 600 9527
Email: enquiries@careinspectorate.com
Web: www.careinspectorate.com