

## Care service inspection report

# Calderbridge Primary School and Nursery Class

## Day Care of Children

Coltness Road

Coltness

Wishaw

ML2 7EY

Telephone: 01698 274918

Type of inspection: Unannounced

Inspection completed on: 14 January 2015



HAPPY TO TRANSLATE

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### Service provided by:

North Lanarkshire Council

### Service provider number:

SP2003000237

### Care service number:

CS2003016813

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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	5	Very Good
Quality of Management and Leadership	5	Very Good

### What the service does well

Management and staff had developed very good practice in encouraging children to keep healthy, safe and well. They provide a wide range of interesting learning experiences to promote healthy lifestyles and relationships.

### What the service could do better

Management and staff should continue to review and update policies, procedures and record keeping systems to take account of current best practice where appropriate.

Management and staff should continue to embed planned approaches to monitoring and quality assurance.

### What the service has done since the last inspection

The service had relocated to a new school building, creating an improved learning environment for children.

Management, staff, parents and children were continuing to develop the outdoor area to provide children with meaningful outdoor experiences.

### Conclusion

Management and staff take great pride in the quality of the service they provide and were committed to keeping up to date with current legislation, best practice, new initiatives and involving children and their families in the development and assessment of the service. As a result, children were cared for in a caring, nurtured and challenging environment where they were encouraged to be creative in their learning and development.

Parents who took part in the inspection were very satisfied with the quality of service they received.

# 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](http://www.careinspectorate.com)

The provider of Calderbridge Primary School and Nursery Class is North Lanarkshire Council.

Calderbridge Primary School and Nursery Class is registered to provide early learning and childcare to a maximum of 40 children at any one time. The age range of the children is from three years to those not yet attending primary school. During the inspection 25 children attended the morning session and 26 the afternoon session.

The nursery offers morning and afternoon session's term time only.

The service operates from identified premises within Calderbridge Primary School in the Wishaw area of North Lanarkshire. The service had its own secure entrance. The service is near to local amenities, including shops, train and bus routes. Motorway access is close by.

Since the last inspection in January 2012, the service has moved to a new build. The nursery has a very large playroom. Children's toilet facilities, kitchen area, staff, laundry and storage rooms are all off the playroom and entrance foyer. These areas are very well equipped and maintained. They provided children with various opportunities that promoted play, learning, imagination and risk taking. Children accessed the outdoor area from the playroom and this was an integral part of their learning environment.

The service aims include the following information: "Encouraging children to become independent, gain self-confidence and achieve their potential. Fostering home/nursery links by encouraging meaningful parental involvement in the nursery. Encouraging children to respect others, recognise rights and differences of other people whatever gender or culture."

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 5 - Very Good**

**Quality of Management and Leadership - Grade 5 - Very 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](http://www.careinspectorate.com) or by calling us on 0345 600 9527 or visiting one of our offices.

## 2 How we inspected this service

### The level of inspection we carried out

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

### What we did during the inspection

We wrote this report following an unannounced inspection. This was carried out by one Inspector. This inspection took place on Tuesday, 13 January 2015 between the hours of 9.50am and 4.45pm. It continued on Wednesday, 14 January 2015 between the hours of 11.45am and 4.40pm. We gave feedback to the head teacher, depute head with responsibility for the nursery, nursery teacher and three early learning practitioners on Wednesday, 14 January 2015.

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 submit to us.

We sent 15 care standards questionnaires to the manager to distribute to parents who use the service. Nine parents returned the questionnaires before the inspection. Four had written comments included. We shared these with management and they are included in this report.

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

We spoke with the:

- depute head teacher with responsibility for the nursery
- nursery teacher
- three early learning practitioners
- support worker
- individual/small groups of children throughout the inspection
- five parents.

We looked at:

- participation policy, this is the service's plan for how they will involve service users
- samples of services users involvement in the service
- children's on going profiles
- additional support needs policy, procedure and records
- administration of medication information and records
- consent forms for medication
- child protection policy and procedure

- accident and incidents records and audits
- risk assessments for inside and outdoors
- maintenance records
- infection control policy and observation of practice
- registration certificate
- insurance documents
- staffing rotas
- service aims and objectives
- staff files including training and appraisal records
- services monitoring and evaluation systems
- services improvement plan
- complaints policy
- quality assurance policy and systems
- photographs of children participating in a range of activities inside and outdoors
- observation of how staff work caring for and interacting with children.

### **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](http://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.

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.

The provider identified what it thought the service did well, some areas for development and any changes it had planned. The provider told us how the people who used the care service had taken part in the self-assessment process.

### Taking the views of people using the care service into account

During the inspection visit we spoke to and observed the children at play.

Some of the 51 children present were in the process of settling-into the service and were supported by staff and children during this time.

The children were seen to be comfortable and relaxed in the care of the staff. The children moved around the nursery confidently and were at ease in their surroundings. We could see that the children enjoyed the attention of the staff and they readily involved them in their play. Interaction between the staff and children was warm and friendly.

Children were happy to talk to us telling us what they liked and who their friends were. Children were confident and enthusiastic in their play. We saw them engaged in a range of activities including outdoor play, arts and crafts, imaginative and sensory play.

### **Taking carers' views into account**

We sent out 15 Care Standards Questionnaires to the service who gave them to parents. Nine were completed and returned to us before our inspection. When asked how happy parents were about the overall quality of care their children received in this service:

- Eight parents 'strongly agreed' with this statement.
- One parent 'agreed' with this statement.

Additional comments and views we received from people using the service are detailed throughout the report.

"I answered 'agree' to Q7 as I have not seen evidence yet of using community resources but it's early in the term. I am confident that they do/will be used." We sampled evidence that the service make use of community resources.

"I would like to see my child present some form of exercises to show that they are learning in the nursery. Example, worksheets that they may be working on."

As no details were included in this questionnaire we were unable to contact the writer.

We discussed with management this comment. They do not use worksheets with children. Children's achievements and ongoing developmental progression is recorded in their profiles which were shared with parents. Additionally, evaluation forms are issued to parents every four to six weeks for them to comment on what their child had learned while exploring the current context for learning. This form also informed parents of the next context for learning and asked them to record details, if their child had prior knowledge of this. This practice is noted throughout this 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 this service to have a very good performance in relation to this statement after we sampled children's and parents' participation methods and the service's participation policy.

The provider had developed a handbook which was given to each parent before the placement started. This information provided new families with an opportunity to find out about some of the policies, procedures and systems used by the nursery and how they could become involved in its ongoing improvement.

The service's participation policy which parents were made aware of, explained to them the ways in which the nursery aimed to establish and maintain an effective, included partnership with them, in running the service and in their child's on going achievements.

Consultation methods used by management and staff were an integral part of the service's ethos and practice and contributed to positive outcomes for children and their families.

Staff through consultation with parents had developed care plans for all children. This approach demonstrated that staff recognised, respected and responded to children's individual needs.

Children were consulted using a variety of methods including: daily discussions, voting systems, mind maps, floor books and questionnaires. We saw children making choices of where to play and what to play with linked to their interests.

This included: going outdoors, imaginative play, water play, drawing, matching and sorting and story-telling. Staff supervised and supported children who needed help to use the smart board and other electronic resources.

Children's views informed the way the nursery was organised and in the planning of activities. For example, through consultation, the layout of the playroom had been changed. Learning stories and big books recorded children's knowledge and reflections on what they had learned. The outcome of this was, learning experiences were reviewed to provide appropriate challenges where identified.

Parents were encouraged and played an active and effective role in developing the nursery and in their children's care and learning. There were high levels of consultation and evaluation opportunities and systems available to help them do so. Our feedback from parents included: "Overall I am extremely pleased with the service". "Excellent Nursery".

Positive feedback from parents showed they valued the opportunities provided to keep up to date with their child's progress and agree the approach on aspects of their child's early learning and childcare, such as parents' evenings, workshops, induction days and meetings.

We found that the service was very responsive to parents' ideas and suggestions and acted on these to make changes or improvements where possible. For example: reviewing of children's end of context learning, changes to arrangements for parents' evenings and monitoring of parents' contributions to children's learning stories. Parents' comments noted on the most recent survey indicated that they were very satisfied with their child's experiences and the high standard of teaching while at the nursery.

We spoke with a parent helper who told us she enjoyed this role. She and others were in the process of putting together story sacks that were intended to help parents support children's learning at home.

Parents were encouraged to be involved in the nursery support group. A parent talked of her involvement in this group and although attendance could be better, they hoped to continue to offer support for example, in fundraising events.

Management and staff had displays that were attractive and informative to help engage parents in the work of the nursery. The displays provided information on the life of the nursery, its achievements and information on forthcoming events. Feedback we received from parents indicated that they strongly agreed that they were kept informed about what was happening in the service, for example through newsletters and information boards.

### Areas for improvement

Management agreed to review the questionnaire used to seek children's views of the service, as the parent needed to help them to complete this. We discussed the use of other techniques that would allow children to independently influence decision-making in their play and learning.

**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

As part of this inspection, we have focused on how the service had promoted children's health and wellbeing through infection prevention measures.

We found this service to have a very good performance in relation to this statement after we sampled the following:

- Children's personal plans and profiles
- Additional support needs systems and records
- Medication systems and records
- Child protection policy and procedures
- Aspects of infection control and prevention.

The promotion of health and wellbeing is an important part of the work carried out in the nursery. Staff provided a variety of experiences to help children learn about keeping safe, healthy and active. In recognition of this, they had received a Gold Health Promoting Schools status.

Staff and children applied the principles of Promoting Alternative Thinking Strategies (PATHS) in their everyday practice. The aspects of this scheme promoted relationships, an understanding of emotions, independent thinking, self-esteem and behaviour issues.

Flexible arrangements were in place to support children and families while settling into the nursery. This included: play sessions and parental workshops. Feedback from parents confirmed that their settling in process had been a very positive experience. Planned programmes to support transition to different establishments were also in place.

Children who were settling into the nursery were continuing to build confident relationships and were supported by staff and children in a nurturing environment. This approach benefited the children, as it took account of their different needs and sensitivity to individual circumstances.

Each child had a 'learning story' folder. These contained photographs, drawings, recorded children's achievements and were shared with parents consistently through meetings, written reports and transition records. Regular feedback sheets sought further ideas, suggestions and comments from parents. Additionally, an 'All About Me' form recorded information on children's personal care needs, health routines, medical conditions and interests and preferences. Parents had opportunities to update this information to highlight and record any changes, development needs and next steps for their child.

Through our discussions with staff and from sampling children's learning stories, we were able to determine that staff knew the children in their care very well and that they took account of their individual needs, routines and preferences in their day-to-day experiences. This contributed positively to the children's experiences when at the nursery.

Staff had participated in Getting It Right for Every Child (GIRFEC) training sessions and discussions. Children's records and staff practice took account of the principles of GIRFEC. This had helped staff to focus on what makes a positive difference to children and their families and how they can deliver improvements if identified. Information on GIRFEC was on display for parents' information and guidance.

Management and staff had developed effective partnerships with parents and various external agencies to identify and provide all children and their families with individual help and assistance when and if required. For example, putting in place detailed staged intervention programmes where needed. They meet regularly as a multi-agency support group to monitor and review children's progress. Additionally, staff could tell us of individual children's particular needs and stages of development and involvement with particular agencies. As a result, children were well supported and their learning and welfare needs addressed.

Management and staff demonstrated a sound understanding of record keeping systems of North Lanarkshire Council's procedures that they had to put into practice, if required, to meet children's individual learning needs.

Appropriate procedures, guidance and records were in place for the use, storage and administration of medication, including parental consent for children who were receiving medication at the time of this inspection. Staff explained to us what they would do if a child spat out or refused medication. This information was not included in the policy. However, management welcomed the guidance we gave on: Management of Medication in Daycare and Childminding Services and agreed to update the administering medication procedure in line with this guidance.

Staff had regular child protection training to keep their skills and knowledge up to date. Management and staff demonstrated a clear understanding of their roles and responsibilities with regards to implementing their procedures in line with the service child protection policy. This helped keep children safe.

As a result of the service participating in the national oral hygiene programme children had opportunities to learn about good oral health and develop their tooth brushing skills while being assisted by supportive staff.

The children were observed demonstrating an understanding of personal hygiene as they washed their hands before snack and after using the toilet. This helped to minimise the possible spread of infection.

We saw that children enjoyed a very sociable snack time. They were learning about what foods were healthy or not, choices they could make, to be responsible through clearing away the dishes they had used, caring for others and their environment. They told us; "I like apples and cucumber, milk and water."

In line with best practice guidance, from the Food Standards Agency, the displayed snack menu detailed the most recent allergens identified. This information supported staff in supporting children's wellbeing and provided parents with important information.

We observed staff's practice which evidenced that they followed policies and procedures and promoted good infection control practice. For example; in preparing children's snack. To support this, they had used best practice guidance to promote positive outcomes for children and their families.

### **Areas for improvement**

In the self-assessment areas identified for improvement include: "To continue to monitor health, welfare and safety plans."

We support the provider in these areas of continuous improvement as this will support them in meeting children's needs effectively.

We discussed the following area for development with management and it was agreed that there was scope to further improve the recording and identifying of children's next steps in learning, to ensure that they were meaningful and relevant to the needs of the child. Management will continue to monitor and review this practice.

**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

We found this service to have a very good performance in relation to this statement after we sampled children's and parents' participation methods.

Management and staff used the same methods, to allow children and parents to participate in assessing and improving the quality of the environment, as those described in Theme 1, Statement 1.

Children and parents had been involved in consultations and fundraising regarding the development of the outdoor area. This had resulted in an outdoor playhouse, climbing frame, designated areas for growing, planting and digging and storage areas, which we saw children and staff using throughout the day. Further developments were planned.

Children, parents and staff were continuing to further develop their knowledge of environmental issues. They had regular discussions to talk about ways of saving energy, reducing waste, and implementing recycling schemes.

#### Areas for improvement

The provider should continue with their very good practice of providing opportunities for all service users to participate in assessing and improving the quality of the environment.

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

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 2

We make sure that the environment is safe and service users are protected.

### Service strengths

We found this service to have a very good performance in relation to this statement after we sampled the following:

- Appropriate risk assessments for inside and outdoors.
- Maintenance records.
- Aspects of infection control and prevention
- Accident and incident records
- Insurance.

The service was provided in a new build that was spacious, clean and had a welcoming environment.

Access to the service was by a door entry system, with additional security throughout.

The service operated a sign in sign out system to register children's attendance.

Visitors to the service used the same system. This helped to prevent any unauthorised people entering the service.

The nursery session times had recently changed, which meant on occasions some parents in the afternoon were arriving at different times. We observed staff being vigilant in answering the door, completing registers accurately which all contributed to the safety of the children in their care.

Systems for maintaining a safe environment, including management and staff's knowledge of risks inside and outside the nursery and how to minimise them contributed to ensuring everyone was safe. Our feedback from parents included: "Staff work very hard and provide a fantastic environment".

The nursery was warm, bright, spacious and inviting for children and families. Management and staff had taken care and consideration to creating a safe, nurturing and stimulating environment suitable to the needs of children and families attending. Furniture, fittings and toys and other equipment used were of a high quality standard. Resources were well presented and accessible to promote children's choice and independence.

The children had access to all areas of the nursery indoors and outdoors, throughout the nursery session. The outdoor area was seen as an extension to the playroom and had an open door which led in and out of the playroom providing opportunities to extend learning experiences. We saw children independently changing shoes and jackets to play outdoors or being supported by staff to do so. Various activities were taking place throughout the day, following children's interests and supporting new children in settling into the nursery environment and routines.

Activities included: building blocks, imaginative play, drawing, painting, reading, preparing snack, turn taking and sharing.

Staff used displays around the nursery that were attractive and meaningful to the children and parents. For example: information on topics, projects and acknowledgement of children's achievements.

A cleaner was employed to ensure the cleanliness of the premises. Through discussion and observation of practice on the day of inspection, it was evident staff were knowledgeable of and implemented very good infection control practices to assist in keeping children healthy and free from infection.

A system for maintaining a log of any repairs or maintenance work that needed to be carried was in place. This allowed an audit trail to be in place detailing when the concern was first reported and any action taken.

Of the sample of records of accidents and incidents we looked at, overall they were dealt with appropriately, including sharing information with the parent.

The service had appropriate insurance in place and displayed in the entrance area for parents' information.

### **Areas for improvement**

Staff visually risk assessed the outdoor areas, but there were no formal risk assessments in place where hazards or actions taken could be recorded. We advised that written risk assessments should be put in place to acknowledge the visual risk assessments taking place daily for the premises, outdoors and where required, for individual children. Management agreed to develop written risk assessments for the areas accessed by the children, both indoors and outdoors and for individual children, where required.

Management and staff may wish to consider involving the children in risk assessing the environment alongside staff. This would help them learn about personal safety and responsibility.

We discussed the safety implications with regards to long, corded handled bags which were hanging on children's name pegs in the cloakroom area out with the playroom. Children accessed this area independently at times when changing shoes and jackets to play outdoors. (See Recommendation 1)

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

**Number of requirements:** 0

**Number of recommendations:** 1

### Recommendations

1. The provider should ensure that the long cord handled bags are made safe or removed to ensure the safety of the children.  
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: 5 – Very Good

### Statement 1

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

### Service strengths

We found this service to have a very good performance in relation to this statement after we sampled children's and parents' participation methods.

Management and staff used the same methods, to allow children and parents to participate in assessing and improving the quality of staffing, as those described in Theme 1, Statement 1.

Parent council members were involved in the appointment of the present head teacher.

A member of staff told us that the children showed her around the nursery when she was appointed in 2014. She very much appreciated this and found it very helpful.

Positive feedback from children and parents about staff had been received through the continued use of questionnaires and evaluations and meetings.

Children's comments recorded included;

"(named staff) is kind and helpful"

"She asks me to do things for her"

"(named staff) teaches me everything."

"I like reading stories with (named staff)"

"She lets me be the special helper."

### Areas for improvement

The provider should continue to monitor and maintain the very good opportunities available for children and parents to participate in assessing and improving the quality of staffing within the service.

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

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 3

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

### Service strengths

We found this service to have a very good performance in relation to this statement after we sampled the following:

- Staff supervision and appraisal
- Staff training records
- Annual training plan.

We found that the staff team were motivated, enthusiastic and skilled in their work with children and their families. They were professional in their manner when speaking to the children, parents, each other and other professionals and they had developed respectful relationships that promoted partnership approaches to early learning and childcare. As a result, families benefited from advice, support and opportunities to learn with their children, for example, through being a parent helper, attending workshops or using home link ideas for play at home.

Through our observations, we saw staff that were caring and supportive to children's individual needs, for example, nurturing towards children who were settling-in and felt a bit upset, caring and reassuring towards children who required support and firm, yet fair with children who were being reminded of keeping themselves and others safe and following nursery 'golden rules'. Staff encouraged children to talk about their learning and identify their own next steps.

Through effective systems for professional review and development staff were given the opportunity to reflect on practice and identify training needs. Training was then well planned to link to improvement plan priorities to support and influence their practice and support learning opportunities and specific care for children. Staff shared best practice within the community and with other colleagues. As a result, there was a culture of recognising and valuing staff's successes.

Staff took on leadership roles in improving areas of learning and in developing aspects of the learning environment of the service. For example staff were involved in monitoring and evaluation, planning, health and wellbeing and numeracy and literacy. These additional skills made a positive contribution on the quality of children's experiences and the work of the nursery. Staff were supported in these roles to ensure successful outcomes.

All staff were registered with the appropriate bodies, either General Teaching Council (GTC) or Scottish Social Services Council (SSSC). The SSSC is the body that regulates the care workforce in Scotland and sets the standards for training and qualifications.

Staff were aware of their responsibility in ensuring their registration was kept up-to-date.

Staff photographs and information were displayed for parents' information.

Staff, who took part in the inspection felt valued, consulted and supported. As a result their views and skills, individually and as teams, influenced how the service improved the quality of its work and its impact on children and their families.

Parents who took part in the inspection commented on the very positive relationships with their child's key worker but also that they were confident to approach any member of staff as well as the management team to discuss their child as all staff knew the children very well.

### **Areas for improvement**

In the self assessment areas identified for improvement include: "To identify Early level planning experiences to provide link between Nursery and Primary 1."

We support the provider in this area of continuous improvement as this demonstrates a commitment of ensuring that children receive high quality experiences from a committed team.

**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: 5 – Very Good

### Statement 1

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

### Service strengths

We found this service to have a very good performance in relation to this statement after we sampled children's and parents' participation methods.

Management and staff used the same methods, to allow children and parents to participate in assessing and improving the quality of the management and leadership of the service as those described in Theme 1, Statement 1.

The service had received encouraging feedback from parents, on how well the nursery was managed through the most recent questionnaire.

Parents who took part in the inspection spoke confidently of the way in which management and staff valued their contributions. They told us about some of the positive changes that had taken place in the nursery. This included; changes in the format and times of when parents' evenings were arranged.

Parents had opportunities to be hands on in supporting the work of the nursery through working closely with management and staff to further improve the service. Examples of this included their roles on the various groups and projects. This provided further opportunities for parents and staff to build up relationships that were supportive, formative and open. Staff told us they very much appreciated the support parents gave to them.

The management team were in the playroom providing children and parents with opportunities to have informal discussions and exchange useful information on a regular basis.

Six of the nine parents who completed the care standards questionnaires and the five parents we spoke to over the course of the inspection, all 'strongly agreed/agreed' that the service had involved them and their child in developing the service, for example, asking for ideas and feedback.

### Areas for improvement

In the self-assessment areas identified for improvement include: To target specific stakeholders in the self-evaluation process.

We support the provider in these areas of good practice as this would further develop their portfolio of evidence to show services users' involvement in this quality statement.

**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 this service to have a very good performance in relation to this statement after we sampled the following:

- Quality assurance systems
- Improvement plan
- Complaints policy.

Through discussions with staff and through written information it was evident that the depute head teacher provided strong leadership and was a positive role model for staff, with a focussed vision for the future of the nursery based on self assessment in consultation with children, parents, staff and other professionals.

The depute head teacher's leadership skills had impacted very well on fostering the ability of staff as effective practitioners. The benefits to children and parents were ongoing improvements in staff personal development.

Management and staff used a range of successful methods to involve children, parents, staff and other professionals in evaluating the service. For example: consultation with children, parents and other professionals, calendar of events to which parents were invited and encouraged to attend, regular staff and management meetings, staff visits to other services, monitoring of children's wellbeing and playroom layout, monitoring of staff practice and reviews, quality assurance visits from the local authority and self- assessment reports. As a result areas identified for improvement were taken forward successfully. Additionally, management were continuing to review and monitor the best use of the 600 hours entitlement to ensure staff could have time to provide high quality experiences for families using the service.

Management and staff had a variety of approaches in place to reflect on their current practice and evaluate new initiatives or changes they had introduced. These included national guidance such as, How Good Is Our School and Child at the Centre.

The Improvement Plan detailed priorities which supported the continuing improvement of the nursery and children's development and experiences. Staff were involved in this process. Responsibilities for these tasks were identified and time scales set.

The nursery had a complaints procedure which parents were aware of. This created further opportunities for parents to share their views or raise any concerns they may have about the service.

Management agreed to change the contact information on their complaints policy to reflect details of the Care Inspectorate National Complaints Team.

### **Areas for improvement**

In the self assessment areas identified for improvement include: "To further develop the systematic process of self-evaluation within the Nursery and School involving children, staff and parents/carers. To identify additional stakeholders who can provide information on the quality of provision."

We support the provider in this area of continuous improvement as this would further develop opportunities to identify any areas of improvement.

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

**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

We issued the provider with copies of the guidance regarding notification reporting and records registered care service must keep.

We informed the service of 'The Hub' section on the Care Inspectorate website which contained up to date guidance, publications, news and useful links to support improvement through practice.

## 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

<b>Quality of Care and Support - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
<b>Quality of Environment - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 2	5 - Very Good
<b>Quality of Staffing - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
<b>Quality of Management and Leadership - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 4	5 - Very Good

## 6 Inspection and grading history

Date	Type	Gradings
19 Jan 2012	Unannounced	Care and support 5 - Very Good Environment Not Assessed Staffing Not Assessed Management and Leadership 4 - Good
13 Jan 2011	Unannounced	Care and support 5 - Very Good Environment 4 - Good Staffing 4 - Good Management and Leadership 3 - Adequate

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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### Translations and alternative formats

This inspection report is available in other languages and formats on request.

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

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

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