

## Care service inspection report

# Govan Family Learning Centre

## Day Care of Children

Pirrie Park Campus

337 Langlands Road

Glasgow

G51 4AW

Telephone: 0141 445 1298

Type of inspection: Unannounced

Inspection completed on: 8 January 2015



HAPPY TO TRANSLATE

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### Service provided by:

Glasgow City Council

### Service provider number:

SP2003003390

### Care service number:

CS2003014826

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## Summary

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

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

### We gave the service these grades

Quality of Care and Support	4	Good
Quality of Environment	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	4	Good

### What the service does well

The service provides a high quality of care and education to children and families using the service. Families using the service are very well supported. The large extended outdoor play area provided very good opportunities for children to play and learn outdoors.

### What the service could do better

The service should address the requirement and recommendations made within this inspection report.

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

A new head of centre had been appointed since the service's last inspection in January 2013. The head of centre had taken time to build relationships with staff, children and families. The head of centre had secured and received substantial grant funding to upgrade and develop the outdoor play area which provided very good learning opportunities for children.

### Conclusion

Overall, the service offers a high quality of care and education. The established staff team worked well together and motivated each other to further develop their skills and expertise. We observed very positive nurturing relationships between staff, children and families.

# 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)

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

### Requirements and Recommendations

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

- A recommendation is a statement that sets out actions the care service provider should take to improve or develop the quality of the service but where failure to do so will not directly result in enforcement. Recommendations are based on the National Care Standards, relevant codes of practice and recognised good practice.
- A requirement is a statement which sets out what is required of a care service to comply with the Public Services Reforms (Scotland) Act 2010 and Regulations or Orders made under the Act or a condition of registration. Where there are breaches of the Regulations, Orders or conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Govan Family Learning Centre is currently registered to provide a day care of children service to 56 children aged from birth to those not yet attending primary school. The service operates from 8am to 6pm, Monday to Friday, 51 weeks of the year. The service is located in Govan, Glasgow. The provider is Glasgow City Council.

The purpose-built accommodation has three playrooms, appropriate toilet facilities, kitchen, office, staff accommodation, parents' room and outdoor areas. The service also has access to the adjoining primary school's dining and gym halls.

The service aims to:

- Create and maintain a positive ethos which supports children and families encouraging them to become successful learners.
- Create opportunities which support and encourage children and families to become responsible citizens.
- Support and create opportunities for children and families to be effective contributors.

- Support and create opportunities for children and families to become confident individuals.

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

**Quality of Care and Support - Grade 4 - Good**

**Quality of Environment - Grade 5 - Very Good**

**Quality of Staffing - Grade 5 - Very 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](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 that took place on Wednesday 7 January 2015 between 8.30am and 6.15pm and Thursday 8 January 2015 between 10.40am and 3pm. Two Care Inspectorate inspectors carried out the inspection. Feedback and grades were given to the head of centre, depute and team leader on Thursday 8 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 prior to the inspection visit. We also focused on how the service has promoted children's health and wellbeing through infection prevention and control measures.

We sent 30 care standards questionnaires to the head of centre to distribute to parents. Fourteen questionnaires were returned to us before the inspection. Feedback from questionnaires was shared with the head of centre and is documented within this report.

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

We spoke with:

- the head of centre
- the depute
- the team leader
- members of staff
- children using the service
- parents using the service.

We looked at:

- aims and objectives
- children's profiles and care plans
- administration of medication information and records
- health and safety records
- risk assessments records

- accident and incident records
- infection control policy, procedures and records
- complaints policy
- staff files including training and appraisals records
- service monitoring and evaluation systems.

We also observed staff interactions with children and families.

### **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.

We received a fully completed self assessment document from the service provider. We were satisfied with the way the service provider had completed this and with the relevant information they had given us for each heading that we grade them under.

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

We received the following comments from children attending the service.

"We get cakes and oranges."

"I like painting."

"When you put your name there it means that you get snack."

"We are going outside to jump in puddles and look for bugs."

"I eat my carrots."

"I can see the monkey tree."

"I saw a magpie."

"I am a pirate!"

### Taking carers' views into account

We received the following comments from parents/carers of children attending the service.

"The nursery in which my child attends has given myself and my partner lots of confidence, staff are absolutely wonderful and are always there to listen and help if we feel we have a problem."

"Although my son has only been involved with GFLC [Govan Family Learning Centre] for a couple of months, he has settled in well and enjoys attending his afternoon sessions. All the staff at GFLC are very helpful and made the transition for my son go smoothly by helping both him and I learn about GFLC and what is involved."

"My son was in the baby room until only a fortnight ago, even though he is now 2 and a half. We found the baby room to be a terrible experience with very little offered in the way of stimulus or development. We were never informed of daily activities and, even upon asking, found it very difficult to find out what lunch was, whether he had eaten it, if he had slept or any real detail. There appeared to be no interest in development, merely a case of keeping the doors closed and handing children back at the end of the day. Finally after moving to the toddler room, things seem slightly better with more activities and more interest shown."

"The staff at the nursery are great with the kids and do a fantastic job. The only thing is that the head teacher keeps changing the teachers' classes and I feel this has a negative effect on the kids."

### 3 The inspection

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

#### Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 4 - Good

##### Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.

##### Service strengths

Following our observations, examination of relevant documents, feedback from service users, staff and management this service was found to have a very good performance in relation to this statement.

The welcoming ethos of the service encouraged very good relationships between management, staff, children and families. We observed families being welcomed into the service by a professional management and staff team.

Parents we spoke to told us that staff and management were always available to speak with if they had any concerns or needed a chat. Throughout the inspection visits, we saw that informal chats with parents took place regularly. The management team provided an open door approach which encouraged good relationships and feedback from parents and carers.

We saw that the service shared a wide range of information with parents. Parents' notice boards contained relevant information about the service, the community and information about other service's which could support families. Newsletters were published regularly to inform parents and carers keeping them up to date with what was going on in the service.

From the 14 questionnaires returned to us by parents/carers, we found that 13 parents strongly agreed or agreed that they were kept informed about what was happening in the service through newsletters and information boards. One parent disagreed.

The service had a programme for consultation with parents, children and other stakeholders in place. We found that the service had consulted with parents using questionnaires. Results from questionnaires were audited and responded to. Results and responses from consultations were displayed in the nursery reception area, this allowed all parents to read and respond to the evaluations if they wished.

From the 14 questionnaires returned to us by parents/carers we found that nine parents strongly agreed or agreed that the service had involved them and their child in developing the service for example by asking for ideas or feedback. Three parents disagreed. We discussed this with the head of centre who assured us that questionnaires and opportunities to be involved in the service were issued to all families however she told us that it was difficult to get all families to engage in the consultation process.

The service was developing home link strategies to involve families more in their children's learning and development. A play along maths programme had been planned to take place in the new term to support parents to become more engaged and confident in developing and improving their children's understanding of maths and numeracy. The head of centre told us that she planned to evaluate this programme on its completion.

The service benefited from a family support worker employed by Children 1st as well as a transition worker employed by Quarriers. We met with the transition worker who explained the work she did and how she supports families who require additional support. The transition worker showed us floor books that she maintained and shared with parents which measured progress and achievements made. One parent we spoke to told us that he had been supported by the transition worker and had gained confidence through the programme and support given to him.

A parents' room was available where meetings and workshops could take place. The service had provided Triple P training (a positive parenting programme) to help families by offering strategies to help cope with parenting challenges. One parent we spoke with told us that he had been involved in the Triple P programme. He felt that both he and his family had been supported well to achieve better outcomes.

We observed staff giving children opportunities to make choices about what activities and resources they wanted to play with. Children made good choices, it was clear to us that children's interests were taken into consideration by staff as activities were planned. We observed staff asking children if they wanted to play outdoors. A group of children went outdoors to play and learn, those children who did not wish to go outdoors chose activities to be involved in indoors.

Children's achievements were displayed on the achievement wall. Staff and parents contributed to the wall adding photographs and comments of children's achievements. Celebrating children's success contributed to the emotional wellbeing of both children and families.

An eco committee involving staff, parents and children had undertaken a variety of projects including a litter pack and sponsored walk. Parents and volunteers had been involved in developing the extensive outdoor play area. Children were very proud of their new outdoor play area and mud kitchen. The head of centre told us that children had been consulted on equipment and resources they would like for their new outdoor play area.

The service had been recognised by Eco-Schools and was currently working towards achieving its second Green Flag award.

### **Areas for improvement**

The service should continue its good work in involving children, families and other stakeholders in improving the quality of the care and support provided.

**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

Following our observations, examination of relevant documents, feedback from service users, staff and management this service was found to have a good performance in relation to this statement.

The very good relationships built between staff and children contributed to positive outcomes for children using the service. Staff knew children and their families very well. Staff spoke with us confidently about the individual needs of particular children. We observed children to be nurtured and cared for by staff. Children were very comfortable with their keyworkers.

The service gathered information about children prior to them starting the service. The management team shared information with keyworkers to ensure children's individual needs were met. Personal plans were in place for all children. Children's progress was recorded and observations and photographs were shared with parents in their learning journals.

The service worked closely with other agencies to support children with additional support needs. The service shared and received relevant information from other agencies to support children who required additional support. Having looked at children's personal plans, we could see that information and progress reports by other agencies were used to plan and further support children and families.

From the 14 care standards questionnaires returned to us by parents, 13 parents strongly agreed or agreed that staff regularly assessed their child's learning and development and used this to plan their child's next steps. One parent strongly disagreed.

Children's personal plans were shared and reviewed with parents on parents' evenings. The parents we spoke to told us that they were familiar with their child's learning folder, they knew where to access it and had the opportunity to discuss their child's progress with their keyworker.

From the 14 care standards questionnaires returned to us by parents, 13 parents strongly agreed or agreed that staff had worked with them and their child to develop an individual education and support programme for their child. One parent disagreed.

We looked at how the service met the nutritional needs of young children. We observed a pleasant lunchtime experience. Staff served and sat with children during lunchtime. We observed children enjoying good portions of mince pie, potatoes and carrots followed by custard. Children were offered water with their lunch. Some children left quite a lot of their lunch, however we felt this was due to the large portions served. The service also provides children with a healthy snack during both the morning and afternoon session. During lunchtime children told us:

"I like my carrots."

"I like custard."

The service was committed to promoting good oral health for children. The service was a registered Smile Too nursery. We observed children to brush their teeth either after lunch or after snack depending on their pattern of attendance. The service also offered a pre school vision screening test prior to children starting school. Supporting toothbrushing and raising awareness of oral health and ophthalmic care encouraged positive outcomes for children and contributed to their health and wellbeing.

The health and wellbeing of children was promoted through daily opportunities for outdoor play and learning. Staff ensured that children participated in physical outdoor activity on a daily basis, encouraging children to exercise and benefit from fresh air and physical activity. Over the two-day visit, we observed children participating in rich learning activities outdoors.

From the 14 care standards questionnaires returned to us by parents, all parents strongly agreed or agreed that their child regularly gets fresh air and energetic physical play.

### **Areas for improvement**

We felt that the service could further improve the lunchtime experience by offering the children a choice of food. We discussed this with the management team who said that they would look into the possibility of offering choice with Cordia, the external catering supplier.

We looked at the service's medication policy and procedures. We found that the service did not have permission from some parents to administer medication. Medication forms lacked vital information including signs and symptoms of when medication should be administered and dosage instructions. We also found a bottle of paracetamol which had expired in October 2014.

The provider must ensure that accurate records are completed by parents which provide staff with consent and clear instructions as to when to administer medication as well as identifying signs and symptoms and dosage instructions. The manager must review all consent forms at least every three months with parents/carers to check that the medication is still required, is in date and that the dosage instructions have not changed. (See Requirement 1)

Children's personal plans whilst shared with parents did not include clear systems for tracking and recording progress and achievements. The service should further develop children's personal care plans to show a clear journey of children's progress and identify next steps in order to support children to reach their potential. (See Recommendation 1)

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

**Number of requirements:** 1

**Number of recommendations:** 1

### Requirements

1. The provider must ensure that there are clear systems in place for the safe recording and auditing of medication to ensure the safety of children using the service.

This is in order to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) Regulation 4(1)(a) Welfare of users.

Timescale for meeting this requirement: one month from receipt of this report.

### Recommendations

1. The provider should ensure that children's care plans are updated regularly and reflect children's progress and development. The provider should also ensure that children's care plans are reviewed every six months, or sooner if the needs of the child change, with parents/carers.

National Care Standards Early Education and Childcare up to the age of 16:  
Standard 6 - Support and Development.



## 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

Following our observations, examination of relevant documents, feedback from service users, staff and management this service was found to have a very good performance in relation to this statement.

The strengths identified in Quality Theme 1, Statement 1, are also relevant to this statement.

### Areas for improvement

The service should continue its good work in involving children, families and other stakeholders in improving the quality of the environment within the service.

**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

Following our observations, examination of relevant documents, feedback from service users, staff and management this service was found to have a very good performance in relation to this statement.

Access to the building is via a secure buzzer entry system. Children, parents and visitors to the service are welcomed in the morning session by office or nursery staff. Visitors to the service are required to sign a visitors' book. Parents sign their children in and out of the service. These procedures contributed to staff awareness of numbers of children and visitors in the building at any given time.

We observed the playrooms to be clean, bright and well-maintained. Cleaning and maintenance of the service is the responsibility of Glasgow City Council. The service benefits from part-time janitorial staff who work to contribute to the safety of the environment, by ensuring that safety checks are carried out and sufficient cleaning and toilet supplies are available. Health and safety issues were logged and reported to Glasgow City Council. Children's work and photographs were displayed attractively throughout playrooms and reception areas.

From the 14 questionnaires returned to us by parents/carers, we found that all parents strongly agreed or agreed that the service was a safe, hygienic, smoke free, pleasant and stimulating environment.

Children could freely access resources which were age appropriate, clean and well-maintained. Staff told us how they scheduled cleaning rotas to ensure deep cleaning of toys and resources took place in order to reduce the risk of cross contamination and the spread of infection.

The purpose-built accommodation has three playrooms and appropriate toilet, kitchen, office and staff facilities, a parents' room was also available. The service had access to the adjoining primary school dining and gym halls. We met with the head teacher of the school who described to us good partnership working with the family learning centre.

We observed staff carrying out safe nappy changing practices. Staff were responsive and reassuring to children whilst dealing with their personal care needs. Staff were aware of, and practised, good infection control practices throughout nappy changing routines.

Staff knew children's individual care needs and responded to children who became tired or upset. We observed staff comforting and settling children who were going for a sleep. The service provided individual sheets and blankets for children. Most children slept in cots. Although staff had not had any formal training around safe sleeping practices, they were knowledgeable about how to place a child to sleep and of monitoring sleeping babies and children. We looked at sleep monitoring sheets and found that staff regularly monitored sleeping children to contribute to their safety.

Children could access outdoor play through their playrooms, areas were checked regularly to ensure any hazardous items were removed. We observed children over the two day inspection visit, to benefit from a rich outdoor play environment.

From the 14 questionnaires returned to us by parents/carers, we found that all parents strongly agreed or agreed that their child regularly gets fresh air and energetic physical play.

### **Areas for improvement**

We found that the service carried out visual safety checks of the environment however this was not formally recorded. The management and staff should formalise and record daily safety checks to promote the safety of children using the service. In addition to this, the service should review and update risk assessments in order to identify potential hazards and risks within the environment both indoors and outdoors. (See Recommendation 1)

Although parents were asked to sign children in and out of the service on their arrival and departure, we found that staff did not take a register of children in attendance as they arrived at the service. Staff should record when children arrive and depart from the service in order to have an accurate record of those in attendance in the event of evacuation. (See Recommendation 2)

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

**Number of requirements:** 0

**Number of recommendations:** 2

### Recommendations

1. The management team and staff should formalise and carry out daily environment checks both indoors and outdoors. In addition to this, they should review and update risk assessments to reflect potential risks and hazards which may cause harm.

National Care Standards Early education and Childcare up to the age of 16:  
Standard 2 - A Safe Environment.

2. Staff should ensure that accurate records of children attending the service are maintained at each session.

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

Following our observations, examination of relevant documents, feedback from service users, staff and management this service was found to have a very good performance in relation to this statement.

### Areas for improvement

The service should continue its good work in involving children, families and other stakeholders in improving the quality of the staffing in 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

Following our observations, examination of relevant documents, feedback from service users, staff and management this service was found to have a very good performance in relation to this statement.

We found the established staff team to be trained, professional and very motivated. Staff showed an enthusiasm and were committed to the care, safety and wellbeing of the children using the service. Children were nurtured by warm, caring staff who worked hard getting to know them and their families and helping them to feel included and part of the service.

Staff held appropriate childcare qualifications. Some staff were taking on additional qualifications to enhance their knowledge and practice. Staff we spoke to were very motivated and committed to their jobs. They spoke confidently about their individual roles and responsibilities.

Staff had a good understanding of the service's child protection policy and their responsibilities to report any concerns they may have in order to promote the safety and wellbeing of children in their care.

From the 14 questionnaires returned to us by parents/carers, we found that all parents strongly agreed or agreed that staff had the skills and experience to care for their child and support their learning and development. In addition to this, all parents strongly agreed or agreed that they were confident that staff would protect their child from harm, abuse, bullying and neglect.

Staff were committed to their personal development. We looked at staff training records and found that a variety of training opportunities had been taken up by staff to further develop their skills and practices. Staff recorded within their training logs the impact that training had on their day-to-day practice. An example of training that some staff had been involved in included:

- School and Wellbeing - Oh Lila - training
- Strada (drug and alcohol addiction)
- PATHS - promoting alternative thinking
- Makaton
- Literacy
- Child protection.

We saw evidence that staff and management met annually to discuss performance and training needs. Information we looked at from these meetings was relevant and accurate. The management team gave staff the opportunity to make training requests and deployment requests for the following academic year.

Staff we spoke with confirmed that they met regularly with management and that they felt supported and encouraged to access further training opportunities or take on enhanced responsibilities within the setting.

### **Areas for improvement**

Staff should continue to be motivated to improve their skills, knowledge and experience through training and personal study. Staff would benefit from visiting the Care Inspectorate website, particularly The Hub section, in order to keep up to date with current best practice and national guidance.

**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

Following our observations, examination of relevant documents, feedback from service users, staff and management this service was found to have a very good performance in relation to this statement.

### Areas for improvement

The service should continue its good work in involving children, families and other stakeholders in improving the quality of the management and leadership of the service.

**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

Following our observations, examination of relevant documents, feedback from service users, staff and management this service was found to have a good performance in relation to this statement.

We found that the service had some good systems in place to deliver a quality service. The head of centre was very motivated and driven to support staff in ensuring that a quality service was delivered to children and families who used the service.

An ethos of transparent communication between management, staff and families contributed to improvements being made and positive outcomes for all.

The management team and staff team evaluated the quality of the service using the National Care Standards, Child at the Centre 2, Curriculum for Excellence and Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families guidelines. The service displayed information about these guidelines around the centre which raised parents' awareness of the curriculum and best practice guidance.

The service identified areas for development and improvement through an annual improvement plan. The service's improvement plan was audited annually and a standards and quality report produced where the service reflected on its progress and achievements throughout the academic year. Sharing this information gave parents/carers an insight into the service's progress, planned progress and achievements, sharing this information with parents encouraged them to be involved in the service's improvement agenda and led to positive outcomes for children using the service.

The service had involved children and families in their commitment to raising awareness of the Eco-Schools project. The service had celebrated its achievement in being awarded its first Green Flag award and was working towards its second Green Flag.

Staff and management told us that they meet regularly in team and management meetings to discuss current issues and individual children and families. We saw some evidence of this.

From the 14 questionnaires returned to us by parents/carers, we found that all parents strongly agreed or agreed that overall they were happy with the quality of care and support their child received at the service.

### Areas for improvement

The head of centre identified the need, and the service's commitment, to improving self-evaluation systems. The service had identified this within its standards and quality report 2013/2014. The head of centre talked to us about the service's plans to introduce a more robust, systematic approach to monitoring and self evaluation to ensure monitoring is specific and measurable and details priorities and actions taken.

We have made a recommendation that the service develops a more structured monitoring calendar which covers all aspects of the service delivered including systems to monitor staff practice, accident, incident and medication records. (See Recommendation 1)

The management team should ensure that regular planned staff meetings take place and that minutes of meetings are taken and shared with the whole staff team.

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

**Number of requirements:** 0

**Number of recommendations:** 1

### Recommendations

1. The provider should ensure that an effective monitoring system is developed to cover all aspects of the service.

National Care Standards Early Education and Childcare up to the age of 16:  
Standard 13 - Improving the Service.

# 4 Other information

## Complaints

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

## Enforcements

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

## Additional Information

N/A

## 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 - 4 - Good</b>	
Statement 1	5 - Very Good
Statement 3	4 - 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 - 4 - Good</b>	
Statement 1	5 - Very Good
Statement 4	4 - Good

## 6 Inspection and grading history

Date	Type	Gradings
16 Jan 2013	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 5 - Very Good
21 Apr 2009	Unannounced	Care and support 4 - Good Environment 5 - Very Good Staffing 4 - Good Management and Leadership 5 - Very Good
23 Apr 2008	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 5 - Very Good

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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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### Translations and alternative formats

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

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

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