

Care service inspection report

Moffat Early Years Campus

Day Care of Children

20 Moffat Way
Edinburgh
EH16 4PY

Type of inspection: Unannounced

Inspection completed on: 16 March 2015



HAPPY TO TRANSLATE

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Service provided by:

City of Edinburgh Council

Service provider number:

SP2003002576

Care service number:

CS2008177122

If you wish to contact the Care Inspectorate about this inspection report, please call us on 0345 600 9527 or email us at 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

Quality of Care and Support	6	Excellent
Quality of Environment	6	Excellent
Quality of Staffing	6	Excellent
Quality of Management and Leadership	6	Excellent

What the service does well

Staff ensure that children are provided with a variety of experiences which interest and challenge them whilst making effective use of the space both indoors and out. Staff are experienced, skilled, dynamic, enthusiastic and motivated. Parents and carers are kept well informed verbally on a daily basis and in written format, with the use of newsletters, notices and Learning Stories. Formal and informal meetings help ensure that parents' voices are heard and that their ideas contribute to the development of the nursery. The nursery consults very well with the children as well as their parents and carers, ensuring that their views are used to further develop the service. A monitoring programme is embedded in practice ensuring that an effective quality assurance system is in place.

What the service could do better

Children should be encouraged to wash their hands after playing outside to minimise the risk of infection. The form used for the administration of medication should be updated in line with best practice guidance.

What the service has done since the last inspection

The nursery has worked hard to develop the transition processes for children moving from nursery into primary one. These have been recognised as examples of best practice and featured in Building the Ambition and Early Years Matters. Children's input in running the campus and parents' and carers' involvement in influencing the outcomes for the children have increased since the last inspection. Staff, parents and children have worked hard to improve the outdoor area with help from the wider community and this has led to improved play opportunities and outcomes for the children. Community links and adult learning links have increased and the nursery has gained the Eco Green Flag and Level 3 Health Promoting in the Early Years.

Conclusion

Children benefit from high quality positive learning experiences which are provided within a stimulating and challenging setting by a committed, caring, motivated team of professional and capable staff. They, in turn, are led by a very strong and dedicated management team who value the work of each individual.

Together they work in partnership with parents and carers to support them to encourage their children's learning throughout their time at nursery and beyond.

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

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

Requirements and recommendations

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

* A recommendation is a statement that sets out actions the care service provider should take to improve or develop the quality of the service but 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 Reform (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.

Moffat Early Years Campus is registered to provide a care service to a maximum of 85 children at any one time between the ages of three years and entry into primary school and a maximum of 16 children aged birth to primary school age in the crèche provision.

The nursery is provided at Moffat Early Years Campus. This is made up of the nursery at The Children's House, St. Francis House and the Community Building at Niddrie Mills House for the wraparound service and crèche. It is an integrated, community based resource committed to promoting the health, wellbeing and early learning of all children and families.

In addition to the nursery education, they provide a comprehensive range of adult and family learning opportunities in the community wing of the campus. Staff provide crèches and wraparound care to support working and vulnerable families. Throughout the holiday period, holiday care is offered for children over three years.

The aims of the service include to:

"Provide a high quality Early Years education, delivered in line with the Curriculum for Excellence."

The Head of Centre is the registered manager for the Moffat Early Years Campus and will be referred to as the manager throughout the report.

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

Quality of Care and Support - Grade 6 - Excellent

Quality of Environment - Grade 6 - Excellent

Quality of Staffing - Grade 6 - Excellent

Quality of Management and Leadership - Grade 6 - Excellent

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 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 on 11 March 2015 between 8.30am and 5.45pm. There were 55 children in attendance on the morning of the inspection and 49 on the afternoon of the inspection. Feedback was given to the manager and the senior early years officer on 16 March 2015.

During the inspection we gathered evidence from various sources, including relevant sections of policies, procedures, records and other documents including:

- * Personal Learning Plans (Learning Stories)
- * newsletters
- * parent questionnaires, evaluations and audits
- * minutes of meetings including Parent/Carer Forum
- * new staff and student induction pack
- * Standards, Quality and Improvement Plan
- * Certificate of Registration
- * staff questionnaires
- * Talking Thinking Floor Books
- * Moffat Early Years Campus Information for Parents and Carers
- * Health Promoting Early Years at the Moffat Campus.

We also gathered evidence through:

- * discussion with the manager, the nursery teachers, the senior early years officer, the early years officers, early years practitioners and pupil support assistants, the administrator, approximately 12 of the children using the service
- * discussions with approximately 12 parents and carers
- * observation of the premises outside and inside
- * observation of the equipment used within the service
- * observation of staff interaction with children and parents and carers.

We sent out 20 questionnaires and received back 11 completed questionnaires prior to writing the report. Some of the comments are included in the report.

Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at www.firelawscotland.org

The annual return

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

Annual Return Received: Yes - Electronic

Comments on Self Assessment

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

The service had completed a self assessment highlighting what they felt they did well and what their areas were for improvement.

Taking the views of people using the care service into account

Children's comments to the inspector during the inspection are mainly included within the body of the report. Further comments included:

"I love it. Everything."

"I was playing outside today and it got me all wet."

"We're all going on an adventure. Are you coming?"

Taking carers' views into account

The following representative comments were included from discussions with the parents during the inspection:

"I'm fine with it. She enjoys it."

"I think the nursery is great."

"We are very happy about the nursery."

"He'd come to nursery every day if he could."

"They let you know what they've eaten or if they refuse to eat."

"I don't know who her keyworker is but I just speak to her teacher."

"Milk, cereal, bread. The menu is on the wall. They know not to give him egg."

"They're treated as individuals."

"She loves all the teachers and the kids."

"It's a really nice place. We've had a few nurseries to choose from. We received all the letters and a pack. Every day I'm asking if everything is OK and he's upset if we can't take him to school."

"We had one concern with her having a new baby sister and it was easily resolved."

"The development of his speech, singing and dancing is very good but I'd like him to have more hours here."

"I believe the system you are using allows the children to take their time and feel secure in their own individual pace which is remarkable."

"Staff are very helpful in offering tips to help her learn at home too."

Comments on the Care Inspectorate questionnaires included:

"There have been improvements in her eating habits at home and this is a result of being given healthy choices at snack time."

"The nursery staff have made a massive difference with my son's confidence."

"All the staff are happy and welcoming and there's a wide variety of activities to join in with."

"I am more than confident to talk to staff if I have any concerns about my child."

"The staff in this nursery are always looking after the children and sorting out their needs. They are willing to help and care for the children all the time."

Comments on the service's own questionnaires included:

"In my opinion the Campus is providing an excellent service which I can't fault."

"You can't improve on a perfect service."

"I wouldn't want my child to go anywhere else."

"More support for larger families especially with children under three."

"Organise family trips."

"More sport and dance activities for the children."

"The Christmas show the children done was fantastic and had me in tears. Very well done to the children and teachers for their hard work."

"It helps me be able to work without needing childcare."

"I feel my child has settled really well into nursery. He looks forward to coming along every day. He has learned lots in his short time and I look forward to hearing new things from him each day."

"Atmosphere and teacher approach is very friendly so she feels very confident and easily involved in different tasks and games."

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: 6 - Excellent

Statement 1

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

Service strengths

We found that the service provided excellent evidence of how they met this Quality Statement. We concluded this through discussion with the manager, the nursery teachers, the senior early years officer, the early years officer, early years practitioners and pupil support assistants, the administrator and discussions with parents and carers and children through observations throughout the inspection and through observation of relevant documentation. We saw excellent examples of partnership working between staff and parents and carers.

The service identified that nursery was a place where children built on what they learned at home. With an ethos of "Our Campus is Your Campus" it provided an inclusive, flexible service maximizing individual potential and supporting the needs of families in the community.

We saw a board where parents and carers were encouraged to write: "What we are learning in nursery." Staff contributed by adding: "At home you can help by." This encouraged partnership working and encouraged parents and carers to be involved in their children's learning.

Parents and carers received regular newsletters in paper format or by email. There was clear, concise information for parents on the nursery notice boards and with daily conversations with staff parents and carers told us that they felt well informed.

On speaking to parents they told us that they felt that communication was very good and that they appreciated the very good relationships they had with both staff and management.

Parents met for biannual parents' consultation afternoon/evenings with staff to share their children's progress and discuss their Personal Learning Plans (Learning Stories). Each child's Learning Story provided the family with an ongoing written and pictorial record of the child's development throughout their time at nursery. It focussed on their learning and their achievements. These were easily accessible to parents and children. Some children enjoyed showing us their Learning Stories. We saw that they included observations by staff and that they were regularly audited by the manager of the service.

We saw that the Parent/Carer Forums provided them with an opportunity to influence the development of the campus. Through the Forum they contributed to a range of initiatives to support the Campus such as the Eco Flag submission and evaluations towards improvement. Parents told us that the forums provided a very good support network for one another and that the forums gave them a chance to give staff ideas to improve the service.

Staff and parents were invited to the Craigmillar Social Enterprise and Arts Centre - Space for the bedtime initiative launch. Parents and carers were also invited into the nursery for Stay and Play to see a giant bedroom set up within the nursery to learn of the benefits of a calm, relaxing bedtime story routine. To add to the fun parents, carers and children came dressed in their pyjamas. Comments about Stay and Play included:

"Great fun spending time with x in the bedroom. It will encourage me to read more often."

"It was good to be involved with the bedtime stories."

"I like reading a story before bed as it settles x to go to sleep instead of the TV on or ipad."

"Great learning activities, very educational. We enjoyed time together with our child."

During the inspection we took the children to the bedroom area at "Space" They loved playing on the hammocks, with the little rabbit night lights and snuggling up in the warm, nurturing atmosphere in the little beds.

We heard how the nursery's lending library had not been being used to its full potential. As a result parents were invited to help improve the library and then take ownership of it. In addition this had helped promote an increase in the use of the local library service indicating that the children were enjoying increased access to community resources.

Parents and children had also been introduced to Bookbug sessions at the local library with a Bookbug Pirate session which had proved very popular. Parents' comments included: "Thought today was brilliant. Good way to get kids reading." Children's comments included: "I liked Shark in the Dark. It was fun. Loved that my mum and dad were there."

To extend parents' and children's involvement in the Book Bug Collaborative Project, working together with other professionals such as librarians and story tellers, we saw that parents and carers had been invited to take part in sessions with their children. The aim had been to develop children's confidence through a range of indoor and outdoor activities. We saw that children's learning had been enhanced by incorporating art and craft activities, baking, stories and song and we heard how much fun they had had. Parents learned about best outcomes for the children, healthy eating, built on their friendships and worked collaboratively with others. A translation service was available for those who required support with English as a second language and they were encouraged to share their own cultural experiences with the other children in the nursery, providing them with a rich learning experience.

Children's achievements were celebrated in many ways. We saw staff encourage children as they played, praising them for their achievements at nursery and outwith. This helped their self esteem and for the children to learn to respect one another. Within the children's Learning Stories, we saw that the staff also celebrated the children's achievements showing that they were valued as individuals. In addition to recording them in their Learning Stories we saw that they were acknowledged in newsletters and they were given certificates and Moffat medals. To encourage parent partnership and help parents understand the importance of celebrating the children's achievements, staff asked them to share examples of what the children had achieved outwith nursery so that they could celebrate with their friends.

The staff had worked with others in their cluster group to develop and deliver projects such as Rumble in the Jungle with a DVD and literacy, maths and technology challenges to carry out with parents and carers in preparation for starting school. This helped promote a sense of achievement and contributed greatly towards a smooth, effective transition into primary one. Staff worked very effectively with the two feeder primary schools on the campus and measures were also in place to help children settle into other city primaries.

We saw very good examples of the staff talking gently with individual children and staff took time to chat about the children's experiences. We saw children run up to staff for cuddles and staff responded appropriately. This nurturing experience helped promote attachment within the nursery setting.

We heard staff respecting children's choices at snack time, choosing games and whether to play inside or outside. We saw a range of challenging play in the playroom and this was further evidenced in photographs in the children's Learning Stories. The children's outdoor choice board was used daily, so children could choose which outdoor activities they wanted staff to bring out from the storage shed.

We saw that staff provided the children with regular opportunities for consultation and reflection on their learning. One of the teachers told us how the staff regularly involved children in planning and evaluating. Staff helped the children to extend on their knowledge and build on their interests. We saw children using talking mats, talking tubs, and a range of their large Talking/Thinking Floor books which evidenced staff consulting with them about their learning. Children were also consulted through their Learning Stories which helped staff to know what they liked doing and why. In addition children were involved in peer assessing each others work. For example they were encouraged to choose an artist of the week.

We saw that staff provided the children with regular choices, whether to play outside or inside, which games to play and what to choose for snack. Staff responded to the children's requests such as for help when required whilst also encouraging their independence. This demonstrated an ongoing responsive relationship and contributed to the overall ethos of respect within the service.

Areas for improvement

The nursery should continue to develop a variety of ways to consult with parents and children.

Staff told us that to allow parents and children to see how they were progressing they had decided to create a visual traffic light system with smiley faces on the Eco board.

We heard that a parent friendly version of the development plan was planned for the notice board to help them feel more involved.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3

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

Service strengths

We found that the service provided excellent evidence of how they met this Quality Statement. We concluded this through discussion with manager, the nursery teachers, the senior early years officer, the early years officers, early years practitioner and pupil support assistants, the secretary, through observations throughout the inspection and through observation of relevant documentation.

As part of this inspection we also focussed on how this service had promoted children's health and wellbeing through infection prevention measures.

We saw that children's health and wellbeing was seen as the responsibility of everyone at the nursery and was a main priority within the provision. There were many planned opportunities within the child centred approach to support children developing confidence, independence and self esteem as they learned through their play. Children had access to a wide range of experiences to support their development and learning.

We saw that they were encouraged to care for one another and to develop friendships.

In the January newsletter, we saw a number of practical ways for parents and carers to keep children safe and healthy. These included ideas from dealing with coughs and sneezes to keeping warm and dry, coping with head lice and reminding them all that it is everyone's responsibility to keep children safe when entering and exiting the nursery.

We observed excellent relationships between children and staff. Staff interacted very well with the children throughout the inspection. We saw that the children had the confidence to approach each staff member and throughout the day there were many examples of staff's kindly, gentle and nurturing manner with the children. Staff were quick to notice when children were in need of a quick cuddle and some reassurance, allowing them to continue confidently with their play. The nursery promoted the development of positive and open relationships between staff, children and parents.

We saw that all children received a tasty, nutritious, healthy snack, as part of the nursery's Health Promoting Early Years Ethos with fruit and a choice of milk or water during the morning and afternoon sessions. There was evidence on the wall displays and in children's Learning Stories showing that the children were aware of what was good for them and which foods should be avoided.

Children were able to tell us some foods which were healthy options and which to avoid. Children helped choose the foods for snack and learned to be responsible by setting the meal tables and clearing away afterwards. This meant that lunch and snack provided a good learning experience for them. We saw children enjoyed these experiences and that staff respected their choices. Staff enhanced children's social learning whilst eating, by sitting with them and engaging them in conversation.

Comments from children included:

"We've melon, grapes and yoghurt for snack."

"We washed our hands for snack cos you might get germs on them."

"I brought packed lunch and they've got mince and potatoes, peas and fruit salad."

We saw that children were growing daffodils and herbs in the garden at the time of the inspection and that they had great success with numerous flowers, fruits and vegetables including tomatoes, potatoes, apples and plums. As a result, the children learned about the seasons and what plants needed to grow well. We saw that they had harvested and cooked what they had grown to make items such as fruit crumble and jam.

The nursery staff helped the children and their families to learn about healthy lifestyles. Parents had enjoyed cookery courses, learning what was in their foods and comparing the benefits of home cooking to ready meals, which they then introduced to their children.

Children enjoyed a range of pastimes, encouraging them to be active whilst at nursery. Children told us of the weekly gym sessions within the school campus. Comments included: "We go to the gym to exercise our muscles." For those who did not attend that session, staff ensured that they did not miss out on active play by including twice weekly sessions a short walk away at the nearby Venchie Centre. The children told us that they loved jumping, running and playing with balls there.

The outdoor area promoted the children's health and wellbeing and encouraged learning within an interesting environment. We saw that the nursery gardens provided the children with opportunities for daily active play such as running and with equipment to encourage balancing and climbing. The nursery playroom had direct access to the outdoors and we saw that the children were encouraged to choose to play indoors or out throughout most of the session. Children were able to tell us why exercise was important for keeping themselves healthy.

A child showing us his Learning Story described how he had enjoyed being active at Sports Day, especially the presentation of the medals for his achievements.

We saw that there was an excellent balance between a host of active pursuits and quieter activities within the nursery throughout the day. Staff were responsive to the children's needs, ensuring that they had opportunities to rest with quieter activities such as stories to prevent them becoming too tired. Children were very clear about the routine of the nursery. As we enjoyed lunch together one child asked us: "Are you coming to relaxation?" She described to us that after lunch she would collect a blanket, lie down in dimmed light and help get her body rested for the afternoon. As a result, the children were then ready for further learning.

In addition, we saw from the Standards, Quality and Improvement Plan of a range of recent outings the children had been able to enjoy. These had included Craigmillar Castle, Almond Valley, Gorgie Farm and the museum as well as music, drama and theatre activities all of which contributed to an enriched learning environment for the children.

We saw from the training records that staff had undertaken child protection training which had included training and updates on Getting it Right for Every Child (GIRFEC). There was evidence that they had considered the SHANARRI well being indicators and that they were embedded in the work that they were doing in order to keep children safe, healthy, achieving, nurtured, active, respected, responsible and included.

We saw that the nursery provided excellent support links for children with additional support needs. Staff received helpful guidance and advice from specialist staff to support their work in meeting learning needs. We saw that the nursery had strong links with outside agencies such as psychologists and speech therapists who supported children attending the nursery who had been identified as requiring additional support. A parent who completed a Care Inspectorate questionnaire said: "As a mother of a child with additional needs I strongly believe that the staff are fantastic. They treat my child with respect and have a 'can do' attitude. My child has blossomed since using the service."

We saw that excellent work was being done with families to support them when English was not their primary language. The nursery staff worked very hard to ensure very good learning experiences of Bilingual and Minority Ethnic (BME) children. Polish parents confirmed to us during the inspection that the nursery helped support them with their additional communication needs.

The nursery offered a programme of activities to support vulnerable and working families in the local area. This included wraparound and holiday provision for 3-5 year olds, adult learning opportunities and parenting activities.

Parents and carers attend various courses and classes to reinforce the work of the nursery such as PEEP (Parents as Early Education Partners), The Incredible Years, play@home and Parent and Toddler sessions. Groups such as the PEEP group gave parents and carers opportunities to learn how to support their children whilst they had fun playing together with stories and music. The Campus played an active part in the local cluster and was part of several local initiatives. They worked in a multi-disciplinary way with a range of professionals from education, health, social work and the voluntary sector.

We saw that the children enjoyed much work within the community. They had performed at the elderly lunch club, regularly in their rooms and as a whole campus for their families. We heard that Bookbug and Reading Rainbows were particularly popular and these activities helped the children to get used to being in the school campus prior to starting in the primary school.

We saw that the nursery was recently awarded the Health Promoting Early Years (level three), the highest level of achievement of this award, for their work with the children, parents and carers and staff to help support health and wellbeing across the Campus.

Areas for improvement

We saw that children were not all reminded or encouraged to wash their hands after playing outside in the garden to limit the risk of infection. This meant that they could have been at potential risk of harm. See recommendation 1 statement 1.3

We saw that the medication form for the administration of medication should be updated in line with current guidance; for example, it should include when the medication was last given, the reason for the medication being given and what to do if the medication is refused.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. It is recommended that all children are encouraged to wash their hands after playing in the garden to minimise the risk of infection.
National Care Standards early education and childcare up to the age of 16.
Standard 3: Health and wellbeing.

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 6 - Excellent

Statement 1

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

Service strengths

See statement 1.1

Areas for improvement

See statement 1.1

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 2

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

Service strengths

We found that the service provided excellent evidence of how they met this Quality Statement. We concluded this through discussion with the manager, the nursery teachers, the senior early years officer, the early years officer, early years practitioners and pupil support assistants, the administrator and discussions with parents and carers and children, through observations throughout the inspection and through observation of relevant documentation.

As part of this inspection we also focussed on how this service had promoted children's health and wellbeing through infection prevention measures.

The nursery was bright and clean with examples of children's work and photographs decorating the walls. In spite of the challenges of the nursery being split across the campus, staff ensured that children benefitted from the additional space and the two gardens making sure that they had opportunities to move from one area to another when appropriate. We saw that the equipment was set out in an inviting manner for children and they could easily choose what they wanted to play with. This meant that the environment met their changing needs and interests as they played. The rooms were very well equipped with resources suitable for their ages and stages of development. Additional resources were readily available for the children.

We saw that the children were involved in the planning of their learning which revolved around their interests. Staff took into account their developmental needs and curricular outcomes when planning additional learning opportunities such as the Feis Rois traditional music and dance session which we saw several small groups of children enjoy throughout the day.

Staff routinely evaluated the plans and activities and used the information to see what they could do to further enhance the experiences for the children. This meant that children were being cared for within a positive environment.

Children were being cared for within a safe environment. We saw that staff undertook regular risk assessments to support this and there was a secure entry system. CCTV was in place inside and outside the buildings. Throughout the day, staff ensured that there were many opportunities for the children to keep themselves safe. When out for a walk, we heard them encourage children to watch for jagged plants, traffic and animal waste. This meant that children were being kept safe from harm.

The outdoor area of the nursery provided the children with opportunities to keep healthy and active. One child offered to show the inspector round and demonstrated with confidence what was on offer in the garden for all the children. She said: "I can show you around. Come on. That's the sandpit. You hit these shapes with sticks to make music. This is where you come out and in of the den. That's the climbing frame and this is our home. Here's a huge seat for stories outside and look at our tunnel. This is the bars. I'm not really good on the bars and we park cars here and scooters. Here we feed the birds seeds and pine cones which we hang from the trees. This is our compost bit. It's yukky. We swing people on the tyre." There were many opportunities in the garden for the children to be active and to keep healthy.

Children had been involved in the development of the Sensory Garden and they took pride in what they had achieved. One child said to us: "This is our sensory garden and we have worms and flowers and we dig here and I need to fix some things to keep all the plants healthy."

With designated areas within the garden for flowers, plants and growing fruit such as apples and plums and vegetables such as potatoes, lettuce and carrots, children gained a sense of responsibility as they tended the ground, harvested and prepared what they had grown. Children were learning to care for the birds, making them food and a camera had been strategically placed in the bird box so children could keep an eye on them safely from a distance. Children were particularly interested in watching the birds nesting at this time of year using the nursery webcam and learning of the cycle of life.

As the nursery had acquired all-weather suits for the children, they could enjoy outings and outdoor play whatever the weather.

We saw that the children had been involved in designing the nursery gardens and that in spite of some issues around vandalism, which meant that the equipment had to be tidied away at the end of each day, an interesting area had been created. We saw children enjoying the mud kitchen and investigating and exploring the outdoor environment. We heard that parents had helped gather together the implements for the mud kitchen and they were aware of what the children were learning.

All children had been involved in a number of eco activities and we saw that they had daily learning opportunities to learn about recycling. Community links and adult learning links had increased and the nursery had achieved the Eco Schools Green Flag showing that the eco ethos was well embedded into their practice. We saw that staff were knowledgeable and along with the children and parents they were contributed to the success of the eco programme.

Areas for improvement

Staff told us they were soon to introduce a Forest Schools programme as soon as is practical, following on from the current training one staff member is doing in this area. In the future, the nursery staff might like to consider Foreshore Training to further enhance the children's experiences in the environment around them.

As we went out for a walk, we saw the allotment next to the nursery campus. We heard that plans were in place to further develop the campus's own plot within the allotment with the help of parents, carers and friends in the community.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 6 - Excellent

Statement 1

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

Service strengths

See statement 1.1

Areas for improvement

See statement 1.1

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3

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

Service strengths

The nursery demonstrated that an excellent range of methods were in place to ensure that staff were professional, trained and motivated, operating to National Care Standards, legislation and best practice. We concluded this through discussion with manager, the nursery teachers, the senior early years officer, the early years officer, early years practitioners and pupil support assistants, the secretary, observations throughout the inspection and through observation of relevant documentation.

As part of this inspection we also focussed on how this service had promoted children's health and wellbeing through infection prevention measures.

All practitioners were registered with the Scottish Social Services Council (SSSC) and the manager and teachers were understood to be registered with the General Teaching Council. The experienced and caring staff helped ensure positive outcomes for the children.

We saw that staff took advantage of a variety of training opportunities which meant that a learning culture was being promoted. We saw that the recent training which staff had attended included child protection, Building the Ambition, PEEP, Moving and Handling and Challenging Behaviour. After attending training, we saw that staff were encouraged to share what they had learned with the wider group, evaluate the benefits of the training and how it could be used within the workplace to improve the outcomes for the children. Following the Moving and Handling training, we heard that assessors went into the nursery to audit the training, following up on what the staff had learned and how it was being used. We saw that some staff members were trained in first aid and some currently had elementary food hygiene training, which should reassure parents that they should continue to maintain excellent standards within the nursery and know how to deal with minor injuries.

We saw that staff were reflective practitioners. They reflected on what children had been doing and used it to plan for their future learning. They took into account the views of children, parents, carers and other stakeholders to improve the outcomes for those using the nursery.

We saw that staff always ensured that they put the children first and that they were motivated, enthusiastic and cheerful throughout the inspection. This was evidenced by their attentive and caring approach with the children, as they provided them with reassurance and praise appropriately.

There was a positive atmosphere throughout the inspection and we saw staff encouraging and supporting the children, ensuring that they had opportunities to play and learn together.

Staff had excellent relationships with the families and parents gave us many examples of when the staff had engaged in helpful dialogue with them. This was particularly apparent in relation to children with additional support needs. The strong staff team were popular with the parents, carers and the children. Parents' comments to us during the inspection included:

"Staff are friendly. They're helpful. They give me lots of tips."

Staff training and development needs were identified through the Performance Review Development process. We heard from staff that these were on a cycle for all full time staff and the objectives were revisited six monthly. As a result of this support, we saw that staff were very committed and effective both as individuals and as a team and focussed on achieving the best possible outcomes for the children and their families. We noted an ethos where staff were keen to embrace change and as a result this led to constant improvements in the service.

Management told us that staff's level of commitment was so great that many chose to take on additional training and attend conferences in their own time, in order to extend their knowledge for the benefit of the nursery.

We saw that the campus had an extremely stable staff team who had worked together for the past 5-6 years. They benefitted from knowing one another's strengths. Staff told us: "We've all got different qualities which we can bring to different rooms."

Areas for improvement

The service should continue to seek a breadth of training opportunities for the staff to ensure that they continue to provide and extend the excellent range of learning experiences which the children currently enjoy.

The service was updating the induction folder for new staff and students. We saw that the child protection policy within the folder did not say what staff should do if their concerns were not taken forward.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 6 - Excellent

Statement 1

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

Service strengths

See statement 1.1

Areas for improvement

See statement 1.1

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 4

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

Service strengths

We found that the service provided excellent evidence of how they met this Quality Statement. We concluded this through discussion with the manager, the nursery teachers, the senior early years officer, the early years officer, early years practitioners and pupil support assistants, the secretary and discussions with parents and carers and children, through observations throughout the inspection and through observation of relevant documentation. The strong leadership and commitment of the management team contributed greatly to the excellent outcomes for the children.

Self evaluation was given a high priority within the nursery. The management and staff team were committed to the ongoing improvement of the nursery and discussion throughout the inspection demonstrated that the nursery team were continuously seeking new opportunities to further develop the service. We saw that they were reflective practitioners, aware of the importance of self evaluation to identify strengths and areas for development. They were clear about the high quality education they were providing for the children in their care but had a clear vision about how it could be improved still further in line with the Standards, Quality and Improvement Plan for session 2014/15.

We saw that the Standards, Quality and Improvement Plan was an active document. Throughout the year, staff were committed to ongoing evaluation and monitoring of the Improvement Plan priorities to ensure that the nursery was always moving forward. The impact of the improvement plan was discussed regularly and staff kept abreast of their progress throughout the year. This meant that they could monitor the progress of the nursery towards the priorities it had set and agreed.

Staff told us that they held regular team, management and planning meetings in order to plan and move the service forward. We attended a staff meeting and we saw that very effective use was made of the time and that the staff were keeping abreast of documentation such as Setting the Table and training opportunities such as Building the Ambition. Staff told us that everyone was invited to contribute to the agenda regardless of whether or not they could attend and that minutes were shared with everyone afterwards. As a result, staff shared a sense of ownership and responsibility for the continuous improvement of the service.

The manager and staff used a variety of systems to monitor the progress of the nursery and we saw that these covered most areas of the provision. A monitoring calendar was in place auditing the service. We saw evidence of audits and evaluations being undertaken on a regular basis. We noted that self evaluation was embedded into the practice of the nursery. The systematic use of the systems had resulted in continuous improvements in practice and improved standards throughout the nursery. Management observed staff within the classrooms and fed back to them about their practice. Staff undertook peer reviews and told us that they found this system helpful.

We saw that the service's staff questionnaire had been completed and then collated and evaluated in September 2014. Almost all staff felt that they were always consulted about the future development of the Campus and had a clear idea of the direction the Campus was going. 100% of the staff said on the questionnaire that they felt that the campus was strongly led by the management team and that they were visible across the campus. Almost all staff responded that they felt valued and supported, professionally and personally by the management team.

Management attended regular cluster meetings, again sharing good practice and joining in discussions which encouraged exchange of thoughts and ideas leading to improved outcomes for children.

With the Moffat Early Years Campus having been open for five years, an evaluation exercise was undertaken by the nursery and supported by parent volunteers. As part of the exercise staff created a five year vision which they aim to deliver to improve outcomes for the children by 2018.

We saw that, in December 2013, the service had trained a group of parents and carer volunteers to undertake their own evaluation to seek parent and carer views. They trained them using the service's document "Evaluating for Moffat Early Years Campus". In order to ensure that everyone had a voice, one Polish speaking parent was on the interviewing team and measures were put in place to support everyone equally, whether or not they had literacy skills. By involving them in the whole questionnaire process, we saw that parents' and carers' views were respected and used to make a difference.

In February 2014 the children took part in a Two Stars and a Wish evaluation to allow their opinions and aspirations to be heard and in order to help shape the future of the provision.

Children's comments about what they like about nursery included: "I like to play with the other children."

"I like my teachers and they read me stories."

"I can learn about interesting things."

"I like snack."

Areas for improvement

The service should continue to develop systems its excellent systems to monitor and evaluate the service in order to continue to improve outcomes for children.

The confidentiality policy should be reviewed to clarify that such issues as child protection may need to be shared with the Care Inspectorate.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

4 Other information

Complaints

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

Enforcements

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

Additional Information

Action Plan

Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).

5 Summary of grades

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

6 Inspection and grading history

Date	Type	Gradings
11 Oct 2011	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 6 - Excellent Management and Leadership 6 - Excellent
10 Nov 2009	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 5 - Very Good Management and Leadership 4 - Good

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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