Kennoway Primary & Community School
Nursery
Day Care of Children
Langside Crescent
Kennoway
Leven
KY8 5LW
Telephone: 01334 659420

Type of inspection: Unannounced
Inspection completed on: 6 March 2015
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Service provided by:
Fife Council

Service provider number:
SP2004005267

Care service number:
CS2003015973

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

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<tr>
<th>Area</th>
<th>Grade</th>
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<tr>
<td>Quality of Care and Support</td>
<td>5</td>
<td>Very Good</td>
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What the service does well

The nursery provides a safe and stimulating environment where children can engage in their learning. The management and staff teams work very well together to ensure that the children are well cared for and continue to experience positive outcomes. The service is welcoming to parents and carers and many have spoken highly of the nursery, mentioning in particular the caring approach of staff.

What the service could do better

The nursery hopes to further improve the quality of experience for younger children.

What the service has done since the last inspection

Session times have been extended in line with national policy for preschool children. There have been changes in management responsibilities within the nursery, including the appointment of a new headteacher within the school.

Conclusion

We found that, overall, the service was performing very well. By continuing to evaluate the work of the nursery, and by addressing the areas for improvement which have been identified, the manager and staff will be able to maintain and further develop the quality of the service and ensure that the children derive maximum benefit from their nursery experience.
1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Prior to 1 April 2011, this function was carried out by the Care Commission. Information in relation to all care services is available on our website at www.careinspectorate.com.

The Care Inspectorate will award grades for services based on findings of inspections. Grades for this service may change after this inspection if we have to take enforcement action to make the service improve, or if we uphold or partially uphold a complaint that we investigate.

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

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

The nursery is provided by Fife Council and managed by the headteacher. Some responsibility for the day to day operation of the nursery is delegated to the depute headteacher (early years) who works closely with the nursery teacher and the team of early years officers who are directly responsible for the care of the children.

The nursery offers both morning and afternoon sessions to a maximum of 75 preschool children from 2 years upwards. A maximum of 10 children aged from 2-3 years may be accommodated at any given time within the overall capacity of 75 children. At the time of inspection there were 107 children registered to attend the service, with further admissions expected following the Easter holiday.

The nursery is based within self contained accommodation in the primary school. Additional areas in the school may be used for specific activities and as deemed appropriate by the manager. The accommodation comprises several nursery rooms, an office/meeting room and facilities for staff and parents. Toilet and kitchen facilities are readily accessible. The children also have access to a good sized, enclosed outdoor area.

The written aims of the nursery include the following:
- To enable each child to develop to his/her potential, by providing a broad curriculum with varied opportunities
- To foster self esteem and success by providing a happy, stimulating, secure and caring environment
- To encourage positive attitudes to others and develop self-awareness, in an environment which encourages equality and fairness
- To present an open, fair and welcoming atmosphere, where parents know they are respected partners in their child’s education and are vital to enhancing this experience
- To strive to do the best we can by providing a safe, well-equipped environment and a professional, motivated and reflective staff

What this means for the children, had been summarised as follows:

In Kennoway Nursery we -
- Care for each other
- Learn lots of new things
- Enjoy the differences amongst us
- Respect each other
- Laugh and make friends
- Try our best
- Have fun!

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 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 visit on Friday 6 March 2015. The inspection was carried out by two inspectors who were present in the service for approximately 5 hours. We provided feedback to the headteacher, depute and nursery teacher at the end of our visit. Some additional information was later submitted to the Care Inspectorate by e mail.

The service completed an annual return during January 2015, as required. We also took account of the most recent self-assessment which was submitted in March 2014. We asked the service to issue questionnaires to parents, in order to allow us to take account of their views. We received 11 completed questionnaires.

We looked at elements of the following 4 quality themes during our visit:
* Care and support
* Environment
* Staffing
* Management.

We gathered evidence from a number of sources, including the following:

- Evidence relating to the information in the service’s self assessment
- Discussion with members of the management and staff teams
- Observation of staff working with the children
- Observation of the environment
- Children’s personal learning plans (PLPs)
- Children’s records
- Information for parents
- Written policies and procedures
- Comments from children
- Comments from parents
We have taken account of all of the above information when writing this report.

We assessed practice through looking at how the service provided positive outcomes for children using the SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included) wellbeing indicators which were developed by
Grading the service against quality themes and statements

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

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

Inspection Focus Areas (IFAs)

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

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services’ responsibilities for fire safety at www.firelawscotland.org
What the service has done to meet any recommendations we made at our last inspection

We made one recommendation following the last inspection. This had been met.

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 were satisfied with the information provided in relation to each of the quality statements. The service awarded grades of 6 (excellent) and 5 (very good) against the individual statements. We were able to confirm these grades in relation to the statements we considered during this inspection.

Taking the views of people using the care service into account

Children were engaged in their learning and the majority were happy and settled throughout our visit. They appeared comfortable in the setting and with the staff who cared for them. Some of the children talked to us about what they were doing in nursery.

Children’s comments included the following:

- ‘My wee sister can’t skip. Only me.’
- ‘I’m getting my coat on and my boots. I’m going outside to play.’
- ‘I can jump loads of times.’
- ‘I’m a hungry boy’ (having snack).
- I’ve been outside. It was good fun.
- ‘I can get my boots off by myself.’
- ‘Guess what? I went in the house and put hoops and beanbags in it. It was a big house and it was my house.’
- ‘I like singing and dancing. I can hop too - look!’
Taking carers' views into account

We asked the nursery to issue questionnaires to parents to enable them to comment on the service. We received 11 completed questionnaires. Feedback from parents was positive, which confirmed that they were satisfied with the service. For example, in response to the statement 'Overall, I am happy with the quality of care my child receives in this service', 10 parents strongly agreed and 1 agreed.

Individual comments (anonymised) from parents/carers were as follows:

'The nursery caters for my child’s every need and supports him in his social and emotional wellbeing as well as his academic needs. The staff are friendly, approachable and professional.'

'I have found that nothing is too much trouble for the staff. They helped me when I was toilet training my child and make me feel at ease when in class.'

'I am pleased with the level of care Kennoway Nursery provides. The staff ensure that everyone feels welcome and are all very friendly. My daughter loves it there and has settled in very quickly.'

'I am confident that my child receives an excellent amount of care and support in a safe and welcoming environment. The staff do an amazing job.'

'As a family we are delighted with the care, support and warmth that the nursery staff show to us all. My daughter is very attached to the staff and I feel confident and happy to leave her where she is nurtured and her interests are developed. The staff are very sensitive to changing circumstances and know how much support to give in a confidential but friendly way.'

'All staff in Kennoway nursery are great with my child, very helpful and always there when you need them.'

More information from parents’ questionnaires is included under the individual statements.

We also talked to a number of parents/carers during our visit. All spoke very positively about the nursery and the staff. Examples of their comments were as follows:

'It’s really very good.'

'I wouldn’t change anything about it.'

'The staff are lovely and so is the headteacher. They have been very good with me.
and have helped my child to settle.'
'All of the staff are good. They were great when she was settling in.'
'You can look at the PLPs anytime. They are up to date.'
'There’s lots of things for them to do and they get to play outside which he loves.'

One parent mentioned a possible area for improvement which we passed on to the headteacher for consideration.
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
The headteacher and staff used a range of measures to inform parents and carers about the work of the nursery, including the following:
* Home visits
* Parents’ information booklet
* Day to day contact between parents/carers and staff
* Good use of notice boards/display areas
* Nursery newsletters
* Individual meetings between parents and key-workers
* Photo albums and displays
* Nursery policies and procedures

As a result, parents were well informed about the service, their child’s progress and ways in which they could get involved. Parents confirmed through their questionnaire responses that they received clear information before their child’s start date and that they are kept well informed about what is happening in the nursery.

The nursery offered a welcoming environment for children and their families. Staff encouraged parents and carers to participate. Parents were encouraged to stay with their child until he or she was settled and a ‘soft finish’ enabled them to see, first hand, some of the opportunities and experiences that were available as well as to see staff at work with their children. Parents were invited to attend informal talks on a variety of topics including healthy eating and personal safety, some of which gave them more insight into their child’s learning and what they could do to support this at home. One parent commented on a recent talk on numeracy, for example, saying ‘It was great to see what the kids were up to’, while another said it was ‘a useful
Parents could also help with specific events/activities such as managing the nursery library. All of these measures supported good working relationships between management, staff and the families who used the service. This, in turn, contributed towards positive outcomes for the children.

The service used Personal Learning Plans (PLPs) to record details about each child’s learning. Parents were invited to provide family information which helped staff to get to know each child and were able to meet with staff from time to time to review the plan. In response to the statement ‘Staff share information about my child’s learning and development with me and, where appropriate, my child’, 9 parents strongly agreed and 2 agreed. This confirmed that they felt involved in this process. Written consent procedures were in place which helped parents to make choices about their child’s care and reduced the risk of misunderstandings.

Parents were invited to provide feedback on the service. For example, a suggestion box was available so that they could make comments and suggestions. Questionnaires were issued by the service from time to time, to formally gather their views. We saw that parents’ responses had been collated and assessed so that the management team could decide whether any changes needed to be made. Questionnaires had also been issued to parents, for completion with their child.

The Care Inspectorate questionnaire asked for parent’s views about their involvement in the service. In response to the statement ‘The service has involved me, and where appropriate my child in developing the service, for example asking for ideas and feedback’, 7 parents strongly agreed, 3 agreed and one answered ‘not applicable’. This confirmed that the majority of parents felt that they were able to influence the care their children received.

Staff also promoted children’s participation. They were encouraged to express their views individually and through group activities including ‘circle time’. Staff used the information they gained when planning. On the day of inspection, we saw that the children were encouraged to make choices, when appropriate. They could make decisions about how they would like to spend their time, when they would have snack and what they would like to eat. In this way, they were encouraged to be independent and responsible.

The nursery teacher was present in the nursery for 4 days each week and was well known to parents and carers. The headteacher and depute headteacher also made themselves available to any parents who wished to discuss any aspect of their child’s placement, or the service.

**Areas for improvement**

The headteacher and staff should continue to seek ways of involving parents and carers. Staff confirmed that parents were welcome to spend time in the nursery and may wish to further promote this, for example by providing a rota inviting parents to
There was scope for the nursery to further extend the range of information which was on display, for example as follows:

- National Care Standards
- Scottish Social Services Council information/codes of practice
- Notice telling parents how to access nursery policies and procedures.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0
Statement 3
We ensure that service users' health and wellbeing needs are met.

Service strengths
The management and staff teams were committed to providing high quality, responsive care which promoted children’s health and wellbeing. We saw that the children were happy, settled and engaged in their learning. They appeared familiar with nursery routines and many were confident in talking about their experience of nursery.

The nursery was set out in a way which encouraged the children to be active and independent and also incorporated quiet areas for those children who wished to rest or take ‘time out’ during any session. This enabled them to work at their own pace. We saw that children were able to practice self-help skills such as changing into outdoor clothing and footwear which gave them a sense of achievement.

A key worker system was in place which helped staff to get to know children and their families. Staff were meeting the requirement that a personal plan must be in place for each child and were reviewing the information as required. We saw that individual needs were being identified and progress monitored. There were opportunities for parents to share and update information as the needs of their children changed. We sampled the personal learning plans (PLPs) and saw that these broadly reflected children’s progress. The nursery had established very good links with other professionals who worked closely with staff. This meant that the children received the support they required, based on an assessment of their individual needs. We saw that routine eye testing was being carried out by a visiting orthoptist. Staff managed this well so that the children would feel comfortable taking part.

The nursery provided nutritious snacks which raised the children’s awareness of healthy eating. Staff were aware of children’s food intolerances/food preferences which contributed to their wellbeing. Tooth-brushing was an established part of the daily routine which helped children to learn about the importance of dental hygiene.

The children had the option to play indoors or outside. There was an extensive outdoor area which was very well used by the children. There were opportunities for energetic play indoors, including climbing apparatus which had been purchased since the last inspection, using the proceeds from fundraising. Children also had time-tabled access to the gym. They were therefore encouraged to develop a positive attitude to exercise.

Parents told us that their children were well supported when joining the nursery. We found that this also applied to their transition to primary one. Nursery children had
classroom visits and opportunities to play in the school playground in preparation for moving. After starting school they maintained some contact with nursery staff. Having begun to learn about environmental issues while in nursery, some children continued to use the compost bins in the nursery garden.

The nursery implemented established care and welfare procedures which helped them to protect children. Staff were aware of their obligation to act on any concerns by reporting these to the designated child protection coordinator who was responsible for assessing the concern and seeking further advice. The headteacher liaised with other agencies when appropriate. Staff were also aware of the need to ensure that children were safe and well in the event of any unexplained absence. Parents expressed confidence that staff protect their children from harm, abuse, bullying and neglect.

Procedures were in place to enable staff to administer medication and to log any accidents which occurred. Nursery staff informed parents of any matters affecting their child. This meant that parents were able to provide any necessary follow up. Staff confirmed that there had been no significant accidents since the last inspection.

**Areas for improvement**

Children aged 2-3 were based in a room which 3-5 year old children used at other times and had been set up to deliver the curriculum to the older age group. Many of the resources were not therefore suitable and had to be covered with drapes while the younger children were present to prevent access. This detracted from the inclusive, welcoming environment which staff strived to create and impacted on child choice. Management and staff were aware of this issue and were considering how to resolve it, in order to further improve the quality of the provision for the children aged 2-3 years.

We discussed current requirements in relation to the administration of medication (see Care Inspectorate guidance note on the management of medication in daycare and childminding settings, available from our website). We asked the nursery to ensure that parents/carers are asked to sign any records of medication administered.

**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
The evidence for the grade awarded for this statement is included under statement 1.1.

Areas for improvement
See 1.1.

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

The nursery is based in purpose-built accommodation which offered a safe and welcoming environment for the families who used the service. The large entrance hallway provided a comfortable waiting area for parents. Entrance to the nursery was controlled by staff who also monitored arrivals and departures. This contributed to the safety and security of the children.

Several nursery rooms were in use, each with its own kitchen and toilet facilities. This helped staff to supervise children appropriately, at the same time encouraging them to learn to be independent. There was office space and a meeting room where parents could speak privately to staff or any other professionals who were working with their children. The nursery had its own library. Children had access to other parts of the premises when appropriate, including the gym hall and a sensory room which provided a calming, interactive space. This meant that the children could take part in activities which were not available in the nursery itself and gave them the opportunity to familiarise themselves with the school building, prior to joining primary one.

Staff continued to make effective use of good quality resources and furnishings to create an inviting and stimulating learning environment, both indoors and out. There was sufficient space to enable the children to play safely, including an extensive enclosed outdoor area where there was space for them to enjoy fresh air and exercise, imaginative play, planting and other aspects of outdoor learning. Props were available to support imaginative play which was important for the children’s social and emotional development. We saw that some of the children showed perseverance in building various structures using large blocks. The book area was well resourced and included comfortable soft furnishings which made it inviting to the children and encouraged their interest in books. We saw that it was well used.

The accommodation was well maintained, clean and tidy. Corridors were free of clutter and children were encouraged to tidy up their play equipment when finished with it. These measures helped reduce the risk of trips and falls. Staff took responsibility for daily monitoring of the accommodation and the outdoor area on a rotational basis. They confirmed that risk assessments had been carried out and that these were reviewed and updated from time to time.

Staff implemented good hygiene practices. Disposable gloves and aprons were used when needed, for example during nappy changing. Both adult and child height sinks were easily accessible to both staff and children in each of the rooms and children were encouraged to wash their hands routinely. Parents were asked to comply with
recommended exclusion periods for infectious illness. Staff had been trained in food hygiene. These measures helped prevent the spread of infection and contributed to children’s safety and wellbeing.

Several members of staff, within the school as a whole, held first aid certificates and were available to provide support to the nursery, as needed.

Ten parents strongly agreed and one agreed that the service is a safe, secure, hygienic, smoke free pleasant and stimulating environment. Parents also confirmed that there is enough space for their children to play and get involved in a range of activities.

Areas for improvement
There was the potential for children gaining access to walk-in storage cupboards within the nursery rooms. We asked staff to incorporate this into their premises risk assessment, so that measures are in place to prevent children accessing any potentially hazardous objects/substances.

We discussed updated guidance on nappy changing facilities which is applicable to any service seeking registration or variation to an existing registration. This guidance can be used by established services to support improvements within their setting. (see Care Inspectorate guidance note entitled 'Nappy changing facilities in early years, nurseries and large childminding services' - available from our website).

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: 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
The evidence for the grade awarded for this statement is included under statement 1.1.

Areas for improvement
See 1.1.

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
The nursery was staffed by an experienced team of early years officers, led by the nursery teacher. Low turnover within the staff team ensured continuity for families using the service. Members of staff were clear regarding their roles and responsibilities and worked very well together. The nursery maintained recommended adult/child ratios as specified in the National Care Standards for Early Education and Childcare up to 16. Adult/child ratios were met at the time of inspection. This contributed towards children’s needs being met.

The children were cared for by staff who were positive role models. They had a caring, nurturing approach which helped children to feel safe and secure. Praise and encouragement increased their confidence and contributed towards positive self esteem. Positive interaction between adults and children also supported children’s learning.

Members of staff were appropriately qualified. All had participated in development activities during in-service training days and some had attended additional training including child protection and an introduction to the role of the family worker. The management team valued the complementary skills of staff and encouraged them to take on responsibility for specific aspects of the nursery. Staff had been given the opportunity to visit other centres to discuss their working practices. This helped them further evaluate their own work and decide whether any changes needed to be implemented to enhance the children’s experience. There were also brief opportunities for them to meet together as a team to discuss nursery business and share information.

The manager confirmed that those members of staff who require to be registered with an appropriate body (General Teaching Council or Scottish Social Services Council) were registered. This meant that their suitability to work in the service had been assessed and that they had been informed of the codes of practice which they are required to adhere to.

A range of national guidance documents was available in the nursery. Knowledge of this guidance supported staff in achieving positive outcomes for children.

Parents expressed confidence in nursery staff. In response to the statement 'I am confident that staff have the skills and experience to care for my child and support their learning and development’ 9 parents strongly agreed and 2 agreed.
Areas for improvement

Some staff indicated that they would welcome further training to support them in the care of the younger children. They had some knowledge of heuristic play, for example, however, they were not fully familiar with the underlying theory and may wish to learn more about this to further improve the quality of the children’s experience (a definition of heuristic play is ‘offering a group of children, for a defined period of time in a controlled environment, a large number of different kinds of objects and receptacles with which they play freely without adult intervention’.)

Staff should continue to familiarise themselves with relevant publications including Building The Ambition (a recent government publication for childcare workers).

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
The evidence for the grade awarded for this statement is included under statement 1.1.

Areas for improvement
See 1.1.

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

The service is provided by Fife Council Education Service which has an established management structure. Roles and responsibilities were clearly defined within the nursery. The headteacher retained overall management responsibility. She was supported by the early years depute who worked closely with the nursery teacher and staff team. The depute had a background in early years and had responsibility for specific aspects of the day to day operation of the service, including transition, attendance at external meetings/reviews for individual children and the nursery newsletter. She provided occasional cover for staff absence which allowed her to get to know the children.

Systems were in place to support the on-going evaluation of the nursery. There was management input into weekly staff meetings as well as regular informal contact with the nursery. Some external support was also available. For example, an annual quality improvement visit took place. The nursery had also been involved in a ‘learning round’ within the local education cluster area and staff had received feedback from senior staff who had visited the service.

Staff had taken part in individual professional development meetings with the depute headteacher in 2014 and further meetings were planned. These measures contributed to staff feeling supported and involved.

The school improvement plan took account of the needs of the nursery. Clear priorities for improvement had been identified, in line with whole school priorities.

The service valued the opinions of parents, carers, children and other professionals and welcomed their views as part of their overall evaluation of the service. There were both formal and informal opportunities for the manager and staff to gain feedback on the work of the nursery. For example, questionnaires had been issued from time to time and responses analysed to help identify whether any changes were needed.

Areas for improvement

We were advised that focused observations of certain aspects of nursery practice were planned. This should help identify areas for improvement and contribute to further development.

The extended hours of operation had reduced the time which was available to staff to meet together for information sharing and development activities. The management team was aware of this and planned to monitor the impact of these changes, over...
time.

The management team were broadly aware of regulatory issues. We directed the headteacher to the relevant documents which provide a summary of legal requirements for care services and information about required record keeping and notifications, for future reference.

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
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

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6 Inspection and grading history

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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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