

# Care service inspection report

Full inspection

## Little Einstein's Perth Day Care of Children

4A Whitefriars Crescent  
Perth



HAPPY TO TRANSLATE

Service provided by: Forth Care Limited

Service provider number: SP2014012365

Care service number: CS2014332127

Inspection Visit Type: Unannounced

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and set out improvements that must be made. We also investigate complaints about care services and take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

## Contact Us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

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

 [@careinspect](https://twitter.com/careinspect)

## 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	4	Good
Quality of staffing	3	Adequate
Quality of management and leadership	4	Good

### What the service does well

- The service had a very good participation strategy. The families who used the service were encouraged to share their views with the staff so that the children's needs, home routines and interests could be supported in the nursery setting.
- The environment was bright, clean and spacious and there were plenty of age appropriate resources, all of which supported the children's learning and development.
- The staff supported each other within their designated playrooms; this helped to ensure children's needs were met. Some of the staff we spoke to had a good understanding of how to care for and support children in a nurturing environment.
- There was good evidence to demonstrate that staff were valued in the workplace. The manager had good leadership qualities, which supported the service to operate safely. The quality assurance processes, which included self-evaluation and staff recruitment, were also satisfactory.

### What the service could do better

- The staff needed to ensure they understood and implemented best practice in relation to infection control. This will support them to minimise the spread of infection and risks to themselves and children.
- Children's learning should be recorded in a way, which evidences individual learning and achievements.
- The staff should make better use of the outdoor areas, children experiences could be enhanced further through creative and imaginative outdoor play.
- The staff should develop their knowledge of early best practice, particularly in relation to infection control, behaviour management and diet and nutrition. This will enable them to promote excellent experiences for children. The staff should also develop communication strategies to ensure consistency in terms of documentation and information sharing is promoted.

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

Although the service registration details recently changed, the service had been inspected previously under the same management and provider. The service was unable to maintain the previous grades offered almost a year ago. There had been some changes in staff and although additional staff had been recruited, several were in the early stages of their learning and development; this may have had an impact on the grades given for the current inspection. We provided guidance about how the service could improve; we also spent some time speaking to individual members of staff some of whom were experienced practitioners. We offered information about early years best practice, which will support staff to implement safe and effective care.

## Conclusion

The children were cared for in individual playrooms according to their age and stage of development, this supported staff to promote each child's health and wellbeing within a safe environment. The staff encouraged children to be active and participate in activities, which supported their learning and development. Children could rest or sleep when they wanted to, nappies were changed timely, and meals and snacks supported a healthy diet. The staff assessed risks, which helped to promote safety in the setting. The staff would benefit from developing their knowledge of current best practice guidance; this will support them to provide excellent experiences for children of all ages and stages of development.

# 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.

The service has recently undergone a new registration, having said that, the provider of the service has not changed.

Little Einsteins Nurseries are part of a group of six nurseries, which are situated in various parts of Scotland. Little Einsteins Perth is located in an industrial estate close to the town centre and other amenities. The nursery caters for the developing needs of children aged from six weeks to fourteen years. The service also run an after school club and offer school holiday care for those attending primary school. Children are cared for by staff in various rooms according to their age and stage of development. The nursery operates Monday - Friday offering sessions for full time and part time sessions between 7:00 am and 6:00pm. The service was registered:

To provide a care service to a maximum of 150 children aged from six weeks to 14 years. 42 children birth - two years, 50 children two - three years and 48 children three years and over. A minimum of two staff to be present in an operating playroom/area at any time.

The staff consisted of several Early Years Practitioners, modern early years apprentices, two deputy managers and a manager, a cook and a domestic assistant. The service had their own training and administration service.

The service stated the following principles of their service were:

To provide a safe, secure and stimulating environment for all-round child development.

To help children develop intellectually through a balance of directed and free choice activities

Continuity of care for all children and flexible care routines.

To create a stimulating and challenging environment, providing opportunities for learning through play and covering the five key areas.

To encourage children to develop self-control, self-direction and independence.

To develop self-expression through various activities such as drama, music, story telling, block building and other forms of play.

To provide a warm and welcome atmosphere with good staff, child and parent relationships.

To ensure a safe environment which protects children from harm, abuse and neglect

Develop respect for individual and cultural differences.

Effective use of assessment information to identify needs and plan the next steps for learning and evaluating regularly to meet changing needs.

High standard of thoughtful and courteous behaviour.

A good clear concise monitoring and evaluation system and effective use of policies.

## Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

## Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

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 4 - Good**

**Quality of staffing - Grade 3 - Adequate**

**Quality of management and leadership - Grade 4 - Good**

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website



www.careinspectorate.com or by calling us on 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 compiled the report following an unannounced inspection, which took place between 08:30 - 18:10 on 14 July 2015. The inspection was carried out by two Care Inspectorate inspectors.

As requested by us, the service sent us a self-assessment form. The service also sent us an annual return prior to recent changes in their registration.

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

Evidence from previous self-assessments

Parent, child and carer participation methods and evaluation processes

Personal plans of the children who use the service

Children's learning journeys

Observing how staff work

Staff recruitment/induction files

Observation of mind maps

Observation of the environment

Health and safety records

Complaints records

Questionnaires that had been requested, filled in and returned to the Care Inspectorate

Discussions with various people, including the supervisors, the staff, the children who attend the nursery, the parents/carers of children who use the service

Examining equipment and the environment

### 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.firescotland.gov.uk](http://www.firescotland.gov.uk)

## 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:** No

## 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 detailed self assessment. The manager provided meaningful information about how the service operated and how she and the staff evaluated the care and support they provided.

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

The service had a very good participation strategy; they encouraged families to get involved in assessing and improving the service.

## Taking carers' views into account

Carers were encouraged to offer any additional information or guidance which, would support the staff to meet the children's needs.

## 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

This statement was examined as the participation of children and young people in their care and support is very important to achieving good outcomes for them. In 2015-16, all services are being inspected against this statement. The staff continued to demonstrate that they offered a variety of assessment and improvement participation methods for families. In doing so, parents, carers and children could share their views about how the service should operate. Parents and carers were also able to offer additional advice about how best to support their child's needs in the setting. Grades for this theme were very good.

Parents were advised from early on that their views were important to the staff. Confidential questionnaires were given to families, which enabled them to share their views about the quality of care and support and safety of the environment. The staff evaluated parental responses and where possible implemented suggestions. Feedback was given to parents through newsletters and display boards. The staff also encouraged parents to share any information about how the service could be improved at the start and end of their child's session. Parents were also able to make an appointment to speak to the manager at their own convenience.

We issued questionnaires to the parents who used the service. Almost a third of our questionnaires were returned. A number of the parents provided an additional summary, which explained how they felt about the service. All of the parents were happy with the quality of care their child received, that said, some of the parents made suggestions about how the service could be improved. When we advised the manager about the parental feedback we received, she offered explanations and told us that she would act on the suggestions discussed. (See Areas for Improvement).

Positive parent comments included:

'Working in the sector myself, finding a nursery that not only meets the needs of my son, but a nursery that I feel comfortable with was very important. My son has been at the nursery for two years and has enjoyed every day he is there. As a nursery nurse and a mum, I am respected on both levels.'

'Staff are very caring, helpful and informative especially for first time parents. My son has an active day and is always happy and content. Healthy food options and very helpful when my son has been unwell.'

We were able to speak to two parents during our inspection, both parents were happy with the service and the quality of care their child received. The children were also keen to tell us what they liked about the nursery. The children told us:

'I like the snack and the pasta'

'We are going outside'

'We are playing in the sand'

'I like playing with the water it's fun'

'I like to come here because I have friends here and I can play with them'

The staff made best use of the environment to display information about the children's learning, staff training, policies and legislation and improvement plans. Parents were encouraged to look at the display boards and offer any additional information, which would support the service to evaluate care and implement improvements.

The 'Parents Information' and 'Participation Place' showed information and photographs, which demonstrated how the staff and families developed the garden project. The children helped to draw mind maps about their learning and what they still wanted to learn about plants, vegetables and flowers. The staff said they had group discussions to talk about things the children wanted to know. This helped children to share their knowledge and gain confidence. The families who used the service were asked for additional ideas about how the service could be improved further to support creative learning and play experiences for children. The manager explained that she and the staff were in the early stages of evaluating the feedback and hoped to implement the suggestions soon.

Parents were kept abreast of any changes in the nursery through verbal and written communication methods. The staff were seen speaking to parents when they came to collect their child, parents were advised of their child's day and how routines had been supported. Emails were sent to parents, which meant they could read about any changes within the service or forthcoming events and service improvements in their own time. Newsletters were also offered termly, the most recent newsletter summarised staff changes and children's achievements at the end of the term.

There was a comments box displayed for parents to share any information or raise concerns confidentially. No comments were in the box at the time of the inspection. The manager advised that the box was not used very often, as parents were usually happy to speak to the staff.

## Areas for improvement

The questionnaires we received highlighted some areas, which could be improved within the nursery. One of the parents told us that she was concerned about the safety of the front door, stating it could be opened by anyone. The manager explained the door had been repaired and was now safe. The same parent was also concerned about communication and said she would like to be kept more informed about her child's learning and development. We also found that the staff could develop ways to demonstrate how children achieve in the nursery and how their development is supported. A recommendation in relation to this has been made within quality theme one statement three. The manager agreed to action the recommendation.

## Grade

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

This statement was examined, as it is important to identify how the children's needs are met in the setting. The staff demonstrated that they met the children's needs, they shared information with parents and link professionals to ensure each child's health and wellbeing was promoted. We observed how the staff cared for the children; we also reviewed written documents, which demonstrated how the staff evaluated outcomes for children. We did have some concerns about how staff promoted safety in terms of infection control. We also felt that the children's learning and development could be recorded better to demonstrate progress and to ensure parents were kept abreast of their child's achievements. Grades for this theme were adequate.

The nursery website had lots of information about the facility and how the service operated which helped families to learn more about how their child's needs could be met. Open days were also held and prospective families could visit the setting to consider the learning and play environment prior to registering children in the service.

All of the parents were given registration forms to complete for their child. The staff reviewed the forms to ensure parents provided information about how to contact them in the event of an emergency. The forms also provided sections for parents to tell staff about their child's needs and any medical requirements. Registration forms were updated annually which ensured information was current, parents were also asked to inform staff about change of address and contact details timely.

The manager explained that the service were in the process of updating 'All about me' information. The staff made best use of early years frameworks to develop the booklet, which aimed to provide opportunities for families to share information about the child's likes, dislikes, home routines and family. We were able to look at the new booklets, which were being issued to parents. Some of the booklets had been returned and staff said the information was helpful as they could support many of the children's needs from early on. We advised the manager that all of the children should have detailed information about how their needs can be met in the nursery. The manager agreed to this and said she would ensure all children had completed 'All about me' booklets.

None of the children had an Individual Education Program (IEP) or health care plans. The staff said they were aware that they should obtain as much information from parents as possible to ensure children who required additional support were cared for appropriately. The staff were also aware that they could contact link professionals for any advice and support. The manager explained that none of the children had complex needs although some of the children required additional support with communication. We spent time speaking to the staff about how they supported the children's development in the nursery and how they helped children to develop their speech and language through a variety of activities including reading, writing and play. We also observed staff interacting with the children throughout our inspection.

Younger children were able to explore the nursery at their own pace. The staff understood that home routines should be promoted in the nursery where possible. Children could sleep when they wanted to and were allowed to wake by themselves; this meant they were able to engage in activities comfortably having benefited from individual sleep patterns. Nappies were changed regularly; the nappy changing record confirmed this. We also observed staff changing nappies routinely. We observed two members of staff changing nappies; both practitioners were attentive towards the children. The staff ensured the environment was safe and reassured the children throughout the change. We did have concerns about how the staff promoted good infection control in the nursery. Staff were advised of best practice in relation to nappy changes. (See Areas for Improvement).

We observed how staff promoted children's learning in nursery. The staff ensured children were included in group activities, which helped them to establish friendships with other children. The children enjoyed playing with puzzles, making arts and crafts and getting messy during science. Children enjoyed pouring sand and water from one utensil to another. This helped them to measure volumes and solve problems by themselves. Pre-school children had been learning about insects and where they lived. The staff encouraged the children to explore the garden looking for insects. The staff read stories to children and provided resources, which helped the children to learn more about insects. The children were able to lead their own learning and as a result of learning about insects, the children wanted to learn more about things that live and grow outside. This led to the 'Garden Project'. The children grew a variety of vegetables, herbs and flowers in the nursery garden. They learned how to keep the vegetables and plants healthy. Once the vegetables and herbs were ready, the children harvested them for snacks. The garden project promoted the children's learning from a variety of perspectives, the children also gained knowledge about the importance of healthy eating.

The children's learning and play experiences were displayed on the nursery walls for parents to see. There were lots of photographs of the children having fun in the nursery and in the garden. Some of the pictures of the children had been taken during community outings. One of the children said 'look that is me in that picture'. Children liked to look at the photographs and their artwork. We asked the staff to explain how they recorded the children's learning in more detail. The staff explained that children had their own folders, which were in the process of being developed. The staff said some of the children's learning was documented in the folders. We looked at several of the children's folders; some of the folders provided evidence of the children's learning and play experiences, others had not been updated for several months. Where possible, we read how the staff described the children's learning, we were not able to read how the staff supported next steps for learning as staff were not recording children's progress and achievements effectively. The manager explained that the children's folders were being developed and for these reasons, the staff had not been recording all of the children's progress. (See Areas for Improvement).

The children benefited from nutritious meals and snacks. Fruit was available every day and older children could choose which meal they preferred as two choices were offered. Younger children were usually offered one choice, which was suited to their age and stage of development. The cook had a good understanding of nutrition and prepared suitable meals, which were usually enjoyed by the children. Food allergies were also accommodated safely. An alternative was offered to children who did not like what was on the menu. The kitchen areas were clean and tidy and food was stored and prepared safely, portion sizes were also appropriate. We did have some concerns about how the staff supported the younger children's lunchtime experiences. (See Areas for Improvement). We sat with a number of children during lunchtime and generally most of the children appeared to enjoy their lunch on the day we inspected. One of the parents did have some concerns about what her child had to eat on a particular day, she told us:

'Sometimes I feel meals could be healthier, for example one day he had sponge cake at lunch then fairy cake for snack.'

When we advised the manager of this, she explained that the children were offered birthday cake occasionally and this may have been the reason why the child had cake twice; she agreed to speak to the cook about this, so that situations like this could be avoided in the future.

The staff administered medication to children when required. The medication policy and recording templates supported best practice. Parents were reminded that their child should not attend the nursery if they were ill as infections could be spread more easily and children prefer to be at home when they are not feeling well.

We spoke to the staff about how they protected children from harm. The staff were aware of their roles and responsibilities and other people they could contact for advice and support. The deputy managers were the designated child protection officers; they understood the importance of recording all information and sharing any necessary information with other agencies. The children had chronologies, which staff used to record significant events or concerns, staff acted on concerns to ensure children were safeguarded.

## Areas for improvement

We observed two nappy changes; the staff did not adopt best practice in relation to infection control. Staff did not wash their hands before or after changing the nappy. Gloves were worn but were not removed prior to applying the clean nappy, this meant infection could be spread more easily. The same gloves were worn when a nappy cream and an emollient was applied which also increased the risks in terms of spreading infection. The staff appreciated our guidance and agreed to develop their practice in order to minimise risks associated with infection. See Requirement 1.

Younger children were served their lunch directly onto the highchair tables. The lunch, which consisted of pasta and a tomato and cheese sauce, should have been served in bowls. The children found it difficult to pick up the pasta and were not given spoons to manage the sauce. The staff said that their practice reflected 'Infant led weaning'. We advised the staff that while it may be suitable to serve finger food from the highchair table, foods that is served in sauce should not be served in this way. The children were at different stages of development and for these reasons; some of the children could have been offered a spoon, which would support infant led weaning. A spoon was given to one of the children after we raised our concerns with staff. See Recommendation 1.

The staff did not wash their own hands or the infants hands prior to serving the food. This did not support best practice in relation to infection control. See Requirement 1. We were aware that other children in the nursery did wash their hands prior to snack and lunch.

The children's learning was not recorded in a way, which demonstrated individual progress and achievements. The manager explained that the children's folders were in the process of being developed, we challenged the manager about this as we had found a lack of documentation in the children's learning folders during previous inspections in the nursery and other nurseries owned by the providers. The staff explained that they were unsure what they should be recording and found the current and new documentation processes confusing. We had lengthy discussions with the staff and the manager about how to record the children's learning and development.

We also identified that some of the staff were trying to link the children's learning to national frameworks such as Getting it Right for Every Child (GIRFEC), Curriculum for Excellence and Pre-Birth to Three. The staff were struggling to do this effectively partly because Curriculum for Excellence is not a suitable framework for recording younger children's learning and is a more suitable framework for children aged three years onwards. See Recommendation 1.

### Grade

3 - Adequate

### Requirements

#### Number of requirements - 1

1. The providers must ensure staff implement best practice in relation to infection control. In order to achieve this they must:

- a) Assess the staff's knowledge of infection control and provide any additional training, which will support individual learning and development.
- b) Make best practice nappy changing guidance visible within nappy changing areas.
- c) Ensure staff wash their hands and support children to wash their hands at appropriate times such as nappy changing, toileting and food preparation and consumption.
- d) Ensure staff remove gloves or change gloves before applying clean nappies and creams.
- e) Evaluate staff practice through direct observation to ensure nappies are changed according to best practice guidance.

**This is in order to comply with regulation 4 (1) (a) (d) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI/210).**

**Timescale - within two weeks from receipt of this report.**

## Recommendations

### Number of recommendations - 2

1. The staff should develop their knowledge of infant nutrition and weaning. The manager should provide any additional guidance for staff to ensure children are supported safely and meals and snacks are served appropriately.

**National Care Standards early education and childcare up to the age of 16.**

**Standards 2 - A safe environment.**

**Standards 3 - Health and wellbeing.**

**Standards 5 - Quality of experience.**

**Standards 12 - Confidence in staff.**

2. The staff should develop how they record the children's learning, making next steps for learning and individual achievements visible for parents to read and comment on. National frameworks should be used to support staff record the children's learning effectively.

**National Care Standards early education and childcare up to the age of 16.**

**Standards 4 - Engaging with children.**

**Standards 13 - Improving the service.**

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 4 - Good

### Statement 2

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

#### Service Strengths

We inspected the service against this statement, as it is essential all children are cared for in a safe environment where they are welcomed and protected by the staff that care for them. The staff provided very good evidence to support this statement. The environment was safe and the staff adhered to current legislation and best practice to ensure risks for children were minimised.

The nursery was well maintained throughout; the environment was bright, clean and spacious. Individual playrooms were all found to be clean and although staff allowed the children to get messy during arts and crafts, sand and water play, they also encouraged children to help tidy up. This meant the playrooms were safe and children learned about respecting their environment and resources.

The staff carried out risk assessments of the playrooms and activities, which the children were less familiar with. The risk assessments for the service were robust and supported best practice.

There were a number of policies and procedures, which supported the service to operate safely. The staff told us that they had to read the policies before practicing in the service. The policies we read all supported best practice guidance. The service had their own training school and designated staff met with early years practitioners to evaluate best practice guidance making any changes to the policies as required. The provider also encouraged staff to adhere to best practice guidance.



The provider and the manager directed staff to suitable websites including the Care Inspectorate. Additional guidance to support staff practice was also discussed with during staff meetings and one to one sessions.

Cleaning products were stored safely and standards of hygiene were good in all the playrooms and toilet/nappy changing areas. The sleep room was a comforting place for children to sleep, laundry was changed after each child, and cots were in good condition.

Accidents and incidents were recorded using an appropriate system. The staff took appropriate action to care for children who were hurt or upset. Parents were advised of how staff supported their child and any actions arising from accidents or incidents.

### Areas for improvement

The outdoor environment was relatively well-maintained, that said, some of the tar was lifting from play areas which posed hazards to children and staff alike. We appreciate that lifting or repairing the tar is a huge undertaking. We advised the manager that the providers and staff should assess the risks on a daily basis to ensure risks are minimised.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 5

“The accommodation and resources are suitable for the needs of the service users. ”

### Service Strengths

We selected this statement, as we wanted to determine what action the staff and providers took to provide suitable resources in the setting. We also considered the learning and play accommodation and how the environment supported children's needs. Grades for this theme were good.

There were several playrooms in the nursery, each room was designated to support the children's age and stage of development. We spent some time in all of the playrooms. We examined the condition of the resources and whether or not they supported the children's development.

All of the resources were found to be in good, clean condition. The children benefited from an array of toys and equipment, which helped to develop their senses and imagination. There were plenty of books, puzzles, craft materials and musical instruments. There were noisy light up toys as well as soft comforting toys in the baby room, which helped to develop their sense of texture and sound.

Some natural resources such as wood, stones and crafts materials were being introduced into the playrooms. The staff invited families to share their views about what resources could be used in the nursery to support the children's learning. There were pictures and photographs of some of the ideas parents suggested. The manager explained that she was keen to develop the nursery garden using natural resources to ensure children benefited from experiences that are more creative.

The nursery gardens were a good size. The children liked to play in the shed and there were plenty of suitable outdoor toys, which supported play and learning. Vegetables and flowers were grown in large wooden boxes. The children enjoyed planting and watering the vegetables and flowers.

## Areas for improvement

Some of the toys were left out from the previous day, we advised the staff that toys should be put away to ensure they are kept in good condition and the environment is kept safe. In doing so, the staff will set a good example for the children about respecting their environment and resources.

Although some natural resources were being introduced into the nursery, there was lots of other improvements staff could make to enhance the children's experiences. The garden provided an ideal space for a mud kitchen, bug hotel and outdoor musical area all of which could be implemented using household items and natural resources. The staff agreed with us and said they would look at ways to develop the garden and experiences for children.

During our inspection and on previous visits to the nursery, we noted children spent most of their time indoors. None of the staff were designated to outdoors and children were not encouraged to access the nursery garden at their leisure. We advised the staff that it is important for children to be active and most outdoor activities support health and wellbeing. We advised the staff to consider how they could support outdoor learning further and directed them to guidance noted in 'Building the Ambition' (2014).

The Scottish Government. 2014. Building the Ambition. National Practice Guidance on Early Learning and Childcare. Children and Young People (Scotland) Act 2014. <http://www.scotland.gov.uk/Resource/0045/00458455.pdf>

## Grade

4 - Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 3 - Adequate

### Statement 2

“We are confident that our staff have been recruited, and inducted, in a safe and robust manner to protect service users and staff.”

### Service Strengths

We felt it was necessary to examine this statement, as there were significant numbers of staff employed in the service. We also felt it was important to identify staff turnover and absences to ensure the service maintained safe staff to child ratios. We explored staff recruitment processes and asked newer staff about their induction process. The information was analysed so that we could ascertain if the staff had been recruited safely. We also considered how staff were being supported in the workplace, particularly during induction periods. We were satisfied staff were recruited safely; grades for this theme were good.

The providers/manager sought references for prospective employees and carried out formal interviews prior to offering posts. All employees were required to be registered with the Scottish Social Service Council (SSSC), where staff were not registered, applications were duly completed.

We examined staff recruitment files, which were found to be satisfactory. We also spoke to some of the practitioners who had been recruited recently. The staff told us that they felt supported throughout their induction period. One of the modern apprentices told us that he was supervised by another member of staff during a variety of activities until he felt confident about supporting children on his own.

Staff were given a copy of the service handbook to read. The handbook contained summaries of the policies and procedures, which supported the service. There was also a checklist, which staff needed to complete during their induction period. The checklist did not however provide an opportunity for staff to explain how they had gained confidence and experience from a theoretical and practical perspective. (See Areas for Improvement).

### Areas for improvement

There was no written evidence to demonstrate how staff progressed during their induction period. See Recommendation 1.

One of the parents told us:

'There have been a lot of staff changes recently and the new staff in the room have not introduced themselves to the parents. Quite a high turnover of staff in recent months and I don't know if this is indicative of some of the issues behind the scenes where staff have not been entirely happy. The staff need to do more to retain their experienced staff.'

We advised the manager that all staff must introduce themselves to children, parents and carers. The parents/carers should also be kept informed when staff leave and when new staff are recruited.

## Grade

4 - Good

Number of requirements - 0

## Recommendations

Number of recommendations - 1

1. The providers should develop a robust written induction program, which allows staff to record their progress during induction periods. In doing so, the managers will be able to assess and evaluate performance offering additional guidance for staff timely.

**National Care Standards early education and childcare up to the age of 16**

**Standards 12 - Confidence in staff.**

**Standards 13 - Improving the service.**

**Standards 14 - Well-managed service.**

### Statement 3

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

#### Service Strengths

This statement was examined as we felt it was important to identify if the staff had the necessary knowledge and skills to carry out their roles effectively in the setting. Most of the staff were enthusiastic and had a good understanding of the legislation, which underpins their practice. Some of the staff required additional support to ensure they promoted best practice guidance, respect and inclusion in the setting. Grades for this theme were adequate.

The provider advised us that all early years staff employed by the company were registered with the Scottish Social Services Council (SSSC) and either held or were working towards a relevant qualification in early years childcare. Some of the staff had several years' experience caring for children; others were in the early stages of their career and required additional supervision from experienced colleagues.

The manager had a good understanding of early years best practice and provided quality leadership in the nursery. The staff and the families who used the service respected her. The manager kept herself abreast of current best practice guidance by reading Care News, accessing appropriate early years websites, attending relevant training and speaking with other managers in the associated nurseries. She supported staff learning and development and met with the providers regularly to discuss best practice and any training, which the staff required.

There were two deputy managers one of who was on leave; the other recently joined the service. The deputy manager we spoke to was happy and motivated, he spent time telling us what he liked about his job and what experience he had. The deputy manager was keen to learn about any additional best practice guidance, which would help him improve his practice and outcomes for children. While we were speaking to the deputy manager, one of the early years practitioners demonstrated how she supported the children's needs, interests and personalities safely and respectfully. She used distraction techniques to avoid situations where children could get upset. An example of this was noted when two children wanted the same toy. The practitioner skilfully engaged a group of children in one activity, which meant we could speak to the deputy manager. The children appeared to enjoy being cared for by both practitioners who said they enjoyed working with each other and learning from each other.

Other practitioners were equally motivated, they were observed engaging with the children and praising them for their achievements. Some of the practitioners asked us for advice about how they could improve their practice, which demonstrated they were enthusiastic, and motivated practitioners.

All of the staff benefited from the in-house training programme and external courses run by the local authority. The providers told us that they planned to work more closely with local authority to ensure the staff delivered quality learning and play experiences for the children. The staff had attended an array of relevant training. The training calendar we read had numerous training events, which staff had attended, the staff told us all of the training was helpful. One of the practitioners attended 'Safe Sleep' training. She said the training was very useful and she was able to share her knowledge with other staff, which meant all of the staff adhered to best practice taking actions to minimise risks for children.



When we spoke to the staff about best practice frameworks such as Pre-Birth to Three, Curriculum for Excellence and GIRFEC it was apparent that some staff knew more than others did. The staff were honest with us and said they would benefit from additional training. We also spoke to the manager about ways to implement play strategies outlined in Building the Ambition (2014) she was keen to learn more about this and agreed all of the staff would benefit from developing their knowledge of best practice frameworks. (See Areas for Improvement).

The parents we spoke to were extremely happy with how the staff cared for their child. They said the staff were friendly and approachable and shared information with them about their child's experiences.

Scottish Government. (2013). Getting it right for every child - Scottish Government. <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright/background>.

### Areas for improvement

Some of the staff were less motivated than others. We appreciated that inspections can heighten anxieties and considered this throughout our inspection. We were concerned that some of the staff's skills were more challenged than others particularly when they were managing challenging behaviours displayed by the children. Other members of staff were distracted and did not always offer care and attention to children timely. Some of the resources offered to younger children were not suitable and could increase risks such as choking. The staff were not consistently adhering to best practice in terms of promoting good infection control. There was a general lack of understanding in relation to best practice frameworks, which meant staff were unable to record meaningful descriptions of the childrens' learning and development. We spoke to the staff about our concerns and they were willing to listen to us. The staff appreciated our advice and the manager agreed to provide additional support and one to one observations to ensure all staff adhered to best practice. See requirement 1.

The staff were not recording their own practice development in a way, which demonstrated their individual learning and how they had improved outcomes for children as a result of training and information sharing. See recommendation 1.

## Grade

3 - Adequate

## Requirements

### Number of requirements - 1

1. The provider must ensure that all staff adhere to best practice guidance and promote a culture where all children are respected and included in the setting. In order to achieve this, the provider must:

- a) Identify and record staff training and developmental needs
- b) Plan and implement suitable training such as infection control, behaviour management, GIRFEC and Curriculum for Excellence to ensure all staff have a sound understanding of best practice
- c) Carry out observations of staff practice to ensure the children are safe and their wellbeing is promoted
- d) Support staff to share best practice and raise any concerns about how children's how needs are met
- e) Promote a positive culture whereby all the children are respected and included.

**This is in order to comply with regulation 4 (1) (a) (d) and 5 (2) (a) (b) (i) (ii) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI/210).**

**The Care Inspectorate. (2014) Best practice guidance: managing choking episodes in babies and children. HCR-0414-805.**

**Timescale - d and e with immediate effect, a within three weeks from receipt of this report and b and c within 4 months from receipt of this report.**

**Recommendations****Number of recommendations - 1**

1. The staff should record their own learning and development in a way, which demonstrates how they have improved their own knowledge and skills and outcomes for children.

**National Care Standards early education and childcare up to the age of 16.**

**Standards 12 - Confidence in staff.**

**Standards 13 - Improving the service.**

**Standards 14 - Well managed service.**

## Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 4 - Good

### Statement 3

“To encourage good quality care, we promote leadership values throughout the workforce.”

#### Service Strengths

This statement was examined as we felt it was necessary to look at how the staff developed and implemented their leadership skills in the setting. We also assessed how the staff respected each other and valued the manager's experience, knowledge and skills. The staff demonstrated that they provided quality care for the children who attended the service. The deputy manager and the lead manager were present during our inspection; they demonstrated good leadership skills, which helped the service to operate safely. Grades for this theme were good.

The staff were encouraged to develop their skills by attending relevant training and sharing good practice with each other. Experienced staff mentored the modern apprentices. The apprentices we spoke to felt the mentoring they received helped them to support children's needs effectively.

We gave questionnaires to staff, which could be completed and sent back to us confidentially. The staff told us they were happy with the support they received in the workplace and how the service operated. All of the staff we spoke to enjoyed working in the nursery. The staff had made friends with other staff and had established rapport with the families who used the service. This was particularly evident within individual playrooms. One of the practitioners told us she enjoyed working with her colleague. They both shared ideas about how to improve the nursery environment and how to develop parent participation strategies to enable them to gain better feedback about the care they provided.

Having spoken to both of the staff working in this particular playroom, we could see that they valued each other's knowledge and worked well as a team, despite one being in a more experienced position. Another practitioner told us that she was temporarily leading her team while the deputy manager was on leave. The practitioner said she was benefiting from the additional responsibility in terms of leadership, delegation and management. The practitioner told us that she had established respect and trust from the staff and manager, which made her feel a valued member of the team.

All of the staff were able to share ideas about how the service could be improved. The manager listened to staff and supported them to evaluate the care they provided.

The staff were given opportunities to lead on individual projects. The staff understood it was important to speak to the families who used the service about any new initiatives. Parents and carers were invited to participate in service developments, which also made them feel valued. One of the practitioners led the garden project; she gained a real sense of achievement from completing the project, which supported the children's health and wellbeing.

Some of the staff recognised that overall the communication in nursery could be better which demonstrated they were reflective practitioners. (See Areas for Improvement).

## Areas for improvement

The staff were not always prepared to share any concerns about how the service operated with the manager, which could be detrimental to the culture and operations within the setting. We spoke with some of the staff about the importance of sharing any concerns with the manager so that situations could be managed efficiently. We also offered some additional guidance, which will support staff to develop their understanding of best practice and how to manage any challenging situations effectively. We also spoke to staff about ways to manage tasks effectively whilst prioritising the children's needs. The staff should develop an open and honest culture to ensure all staff feel valued and supported. The staff must also be aware that although they have established good working relationships within their own playrooms, it is essential that all of the staff work as a team, which will support consistently, reliability and trust.

## Grade

4 - 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

As part of the inspection process, we reviewed this statement so that we could ascertain how the staff, managers and providers acted on feedback from the families and stakeholders. We also reviewed some of the policies, procedures and care plans, which had been developed in the setting and whether or not the information supported positive outcomes in the nursery. Grades for this theme were good.

The staff, the manager and the training team reviewed the quality assurance processes regularly. This meant the service evaluated their Improvement Plan at various stages. The Improvement Plan provided a structure to which the staff could work on, taking measures to assess performance and deliver improvement where necessary. The manager and the staff evidenced that their parents/carers participation strategy was very good. Parents/carers were also advised of how the service acted on individual ideas or concerns.

The manager continued to develop her own leadership skills. She attended relevant training and shared her knowledge with the staff and provider, which meant the staff team were kept abreast of any changes in practice or legislation. The provider also kept abreast of some of the early years legislation, which meant he could support the staff from both an operational and managerial perspective. The provider worked in partnership with our organisation to share information and seek advice about ways in which the service could be improved.

The manager continued to develop quality assurance processes in the service and provided evidence of self-evaluation of staff practice through one to one discussions and appraisals. The manager must however improve the documentation processes to confirm how she has supported staff development; this will enable her to demonstrate how she adheres to best practice in relation to health and safety. The manager was familiar with the Care Inspectorate notification systems and completed information timely. The self-assessment provided detailed information about how the service operated and any areas, which the staff felt, they could improve on.

## Areas for improvement

Throughout the report, we have highlighted a number of areas for improvement, which the staff, the managers, and the provider should act on. Although we found the care of the children to be satisfactory, a more detailed evaluation of staff practice is required to ensure the children's health and wellbeing is promoted and early interventions are put in place to minimise potential risks in the service. See recommendation 1.

## Grade

4 - Good

**Number of requirements - 0**

## Recommendations

**Number of recommendations - 1**

1. The provider and the manager should develop an effective system to evaluate staff practice and performance.

**National Care Standards early education and childcare up to the age of 16.**

**Standards 1 - Improving the service.**

**Standards 3 - Health and wellbeing.**

**Standards 2 - A safe environment.**

**Standards 12 - Confidence in staff.**



## 4 What the service has done to meet any requirements we made at our last inspection

### Previous requirements

There are no outstanding requirements.

## 5 What the service has done to meet any recommendations we made at our last inspection

### Previous recommendations

There are no outstanding recommendations.

## 6 Complaints

The inspection was the first inspection carried out since registration. A complaint was made, however the complaint has not been upheld.

## 7 Enforcements

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

## 8 Additional Information

There is no additional information.

## 9 Inspection and grading history

This service does not have any prior inspection history or grades.

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### Contact Us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

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

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