Care service inspection report
Full inspection

West Linton Primary School Nursery
Day Care of Children

Deanfoot Road
West Linton

Inspection report for West Linton Primary School Nursery
Inspection completed on 05 March 2015
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.

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Summary

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

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

We gave the service these grades

- Quality of care and support: 4 Good
- Quality of environment: 4 Good
- Quality of staffing: 4 Good
- Quality of management and leadership: 4 Good

What the service does well

Children are given a good range of experiences both indoor and outdoor. They are given opportunities to plan their own play and influence what happens in nursery. We found the children to be happy and interested and enjoying supportive relationships with staff. The enthusiastic and experienced staff team work well together and are keen to develop the service they provide.

What the service could do better

We identified a few areas for development and the provider should take steps to meet the requirement and recommendations made in this report. These relate to areas of policy development and review, self evaluation, children’s learning records, children’s care plans and risk assessment practice. This will help improve outcomes for children using the service.
What the service has done since the last inspection

Since their last inspection management and staff have been working hard to meet the requirements and recommendations made in the last inspection report. Staff are meeting on a more regular basis in order to plan, discuss and reflect on practice in the nursery. We found that communication with parents had improved and this was confirmed by parents.

Conclusion

Since the last inspection the grades for this service have improved.

West Linton Primary School Nursery provides a happy and stimulating environment for the children.

The enthusiastic and skilled staff work hard to ensure the best outcomes for the children.
1 About the service we inspected

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

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

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service to ensure they have the best start in life, are ready to succeed and live longer, healthier lives. The Care Inspectorate has an important role to play in supporting this approach in inspecting care services for children.

The Getting it Right for Every Child (GIRFEC) approach is underpinned by the principles of prevention and early intervention. It’s a consistent way for people to work with all children and young people. The approach helps practitioners focus on what makes a positive difference for children and young people - and how they can act to deliver these improvements. Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

In Scotland, the Getting it right for every child (GIRFEC) approach puts wellbeing at the very heart of its approach. The eight ‘indicators’ of wellbeing that form the basis of GIRFEC are- safe, healthy, achieving, nurtured, active, respected, responsible and included - often referred to as ‘SHANARRI’.

The service is registered to provide a care service to a maximum of 30 children between the ages of 3 years and entry into primary school at any one time.

The aims of the service included:

To cater for the needs of the individual child.
To help them think independently.
To provide equal opportunities for all children.
To help them become more confident and caring.
To develop good communication skills both with their peers and adults.
To provide support and encouragement for the families and carers of our children.

**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 4 - Good
- **Quality of management and leadership** - Grade 4 - Good
This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com 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 high intensity inspection. We carry out these inspections where we have assessed the service may need a more intense inspection.

What we did during the inspection
We wrote this report following an unannounced inspection on 3, 4 and 5 March 2015. The inspection was carried out by two Care Inspectorate Inspectors.

As requested by us the service sent us a completed annual return.

We issued 30 Care Standards Questionnaires to the service to give to families. Sixteen questionnaires were returned. These contained mixed responses which were discussed with the nursery team and head teacher. We spoke with seven parents when we visited the service. Three of the four staff questionnaires we sent to the service were returned.

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

- Registration certificate
- Planning records
- Evidence of activities
- Risk assessments
- Samples of children's personal learning journeys
- Child protection procedures
- Floor books
- Newsletters
- Action plans

Discussion with the head teacher, depute head teacher, nursery teacher, three nursery nurses and children.
Throughout our visits we observed staff practice and how they worked with children. We examined the environment, resources and equipment.

As part of this inspection we have focused on how this service has promoted children’s health and wellbeing through infection prevention measures.

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

Annual Return Received: Yes - Electronic

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

The Care Inspectorate received a fully completed self assessment document from the service earlier in the year but did not submit a subsequent one for this inspection. Services can add to their self assessment throughout the year before submitting it to us.

Taking the views of people using the care service into account
On the days we visited the service we found the children to be content, interested and busy. We saw that they had built up good relationships with the staff and each other. Children were polite and enthusiastic about everything they did. We saw they had developed friendships with their peers. In their play they showed that they cared for and looked after each other. Children told us they liked coming to nursery and they liked the ladies that looked after them. All children were purposefully occupied throughout our visits.

Taking carers' views into account
We spoke to a group of parents during the inspection and their views are reflected in this report. We sent out 30 Care Standards Questionnaires to the service to give out to parents and carers. We received 16 completed questionnaires.
Comments included:

"Whilst much is positive about the school nursery and we are comfortable with it we are not happy that they are fully taking in all our child’s needs. We feel there is much untapped potential. Communication has improved but child specific or curriculum specific information is still lacking."

"The teachers have experience but seem to lack motivation and the ability to engage children. They use old methods of tv, story cds and reading books, rather than child led, fun, engaging creative activities. I’m not sure what my child has learnt at nursery, if anything, but I do appreciate the safe, bright, modern classroom."

"We receive very little feedback when we collect our child. We don’t feel our child is sufficiently challenged."

"I have no concerns about the care that my daughter receives at nursery and she absolutely loves going to nursery. However, I am unsure to what level the staff engage with the children and tailor their learning to individual needs. There seems to be a lot of free play with little engagement from staff."

"Overall I am satisfied with the service, however I do have some reservations and concerns about the staff’s commitment to implement improvements and their willingness to implement suggestions and/or feedback from parents."

"From other parent helpers in sessions I am aware that the staff have little interaction with my child and leave him to play, with no guidance or learning related to the play that he chooses. My child does not appear to have learned much during his time at this nursery setting."
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

We found that the service was performing to a good level in relation to this statement. We assessed this through:

- Discussions with the head teacher
- Discussions with the nursery teacher and nursery staff
- Discussions with seven parents
- Observations of the environment
- Observations of children's play
- Looking at relevant policies and procedures
- Observations of the environment

We found that there were good opportunities for parents to be involved in the service and to find out about their child’s nursery experience. Information was shared with parents in a variety of ways which met their needs. Noticeboards in the nursery hallway provided parents with important information relating to their child’s care such as what learning activities were planned and what the children were having for snack. This meant that parents could talk to their child about their day and support their learning further.
The school invited parents to become part of the 'parent council' which aimed to involve parents in the life of the school and provide a way for them to express their views and wishes. The nursery had recently started a nursery 'focus group' for parents of nursery children to discuss matters relating specifically to the nursery. We saw that this had been well attended and the points of discussion recorded.

Parents were invited to spend time in the nursery as 'parent helpers'. This allowed them to spend time with their child at nursery and share in their experience. It also allowed parents time to observe staff working with their child and the opportunities on offer. We saw from photographs that parents had also helped with local walks and outings, giving them the opportunity to engage with their child in their learning. Children took home library books from nursery to share with their parents. This encouraged a link between home and nursery in order to support and extend children’s learning.

Children were consulted throughout each session to see if they had the resources they needed for their play. Staff responded to any requests for additional resources which helped children to feel respected. We saw that children had been consulted about how to develop the garden area and that their ideas had been recorded to feed into the plans. This helped children to feel respected and included.

Areas for improvement
The service should develop a 'working with parents' strategy which details methods of how they will encourage parental involvement. This recommendation has been carried forward from the previous report. (See recommendation 1).
Grade
4 - Good
Number of requirements - 0

Recommendations
Number of recommendations - 1

1. The service should develop a ‘working with parents’ strategy which links to the aims, objectives and ethos of the nursery. This should detail methods of how they will encourage parental involvement.
National Care Standards Early Education and Childcare up to the age of 16 Standard 14 - Well managed service.
Statement 3
“We ensure that service users’ health and wellbeing needs are met.”

Service Strengths
We found that the service was performing to a good level in relation to this statement. We assessed this through:

- Observing the environment
- Discussions with the nursery team and head teacher
- Observing children’s play
- Observing the children’s routine
- Observing the outdoor play opportunities
- Relevant policies and procedures

The new nursery building provided a bright, well ventilated and welcoming space for children to play and learn. Good quality resources meant that children could access well planned learning opportunities and challenge themselves through play. There were spaces where children could work collaboratively and also where they could play alone. Access directly onto the garden area meant that children could move easily between indoors and outdoors which promoted choice and independence.

We saw that children were engaged and busy in their chosen activities throughout the sessions. We observed children working together to build a structure with outdoor construction materials. Another child was engaged for a sustained amount of time digging in the grass area and was pleased when she found a worm. Good opportunities for outdoor learning extended children’s experiences and promoted physical wellbeing. Children also attended ‘gym’ in the school hall during the inspection. They played active games and practised their balancing techniques using the school gym equipment. This helped children to learn about keeping active and healthy. Children were supported well to build on their skills and abilities which gave them a sense of achievement.
We saw that children enjoyed a healthy snack during each session which included fresh fruit. Children were involved in helping to prepare snack for their friends and then accessed this when they chose throughout the session. Children enjoyed this as a sociable time and chatted to friends and staff as they ate. Children then brushed their teeth after snack and were familiar with this routine. This helped children to learn about keeping healthy.

Children’s interests were taken into account when planning some learning activities. Children had recently made a trip with staff to the local café and enjoyed a refreshment there. The children then chose to turn their role play area into a café and we saw that children enjoyed using this area. We saw one child made notes while he was ‘taking an order’ and another child used the real money provided to ‘pay for her meal’. These well planned role play opportunities helped to build on children’s literacy and numeracy skills.

Staff members had accessed training in child protection and were clear about their role in protecting children. They were confident that they would follow the service’s child protection policy in the event of a concern and seek advice and support. This helped to keep children safe.

**Areas for improvement**

Children’s learning journals that we looked at showed limited examples of evaluative observations and planned next steps in learning. Children we spoke to were unaware of where their learning journals were stored and as a result could not independently access them. These should be developed with children and contain meaningful observations of children’s learning in order to plan for progression. We have made a recommendation about this. (See recommendation 1).

We saw that some children’s care plans did not contain sufficient evidence of how staff were supporting their health, wellbeing and safety needs as they changed while at nursery. We have made a recommendation about this. (See recommendation 2).
Grade
4 - Good
Number of requirements - 0

Recommendations
Number of recommendations - 2

1. Children should have opportunities to fully engage with and take ownership of their learning. In order to achieve this the service should develop the children’s involvement with their learning journals. These should be used to plan for progression in children’s learning and made accessible to the children. National Care Standards Early Education and Childcare up to the age of 16 - Standard 4 - Engaging with children.

2. In order to plan to meet the needs of individual children the service should further develop their care plans. This should include recording strategies for supporting individual children and their changing needs where appropriate. National Care Standards Early Education and Childcare up to the age of 16 - Standard 6 - Support and Development and Standard 14 - Well managed service.
Quality Theme 2: Quality of Environment
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 environment within the service.”

Service Strengths
Evidence discussed in Quality Theme 1. Statement 1. also applies to this statement.

We found that the service was performing to a good level in relation to this statement. We assessed this through:

- Discussions with the nursery staff and head teacher
- Observations of the environment
- Observing children’s play
- Looking at relevant policies and procedures
- Looking at the service's plans for improvement
- Looking at minutes of staff meetings and meetings with parents

Staff consulted children throughout the sessions and responded to requests for resources. This meant that children were included and able to influence their environment. Resources were stored in a way that made them easily accessible to the children which promoted choice and independence. We saw that children were comfortable and confident in their environment. Children’s work was attractively displayed within the nursery classroom and hallways. This meant that children could take pride in their work and helped children to take ownership of their environment.
Staff had consulted both children and parents for their ideas on how to further develop the garden area. Children had suggested resources and staff had begun to incorporate these into the development plans. This meant that the views of children and families were valued and used to inform improvements.

**Areas for improvement**
We noted during the inspection that some areas of the nursery, such as the book area, were not well used by children. Staff could consider ways to monitor the use of areas within the nursery and review them to ensure they continue to meet the needs of children.

Staff could consider working with the children to develop roles of responsibility within the nursery. This would encourage children to become responsible and learn to take care of their environment.

**Grade**
4 - Good

**Number of requirements** - 0
**Number of recommendations** - 0
Statement 2
“We make sure that the environment is safe and service users are protected.”

Service Strengths
We found that the service was performing to a good level in relation to this statement. We assessed this through:

- Discussions with the nursery staff and head teacher
- Observing children’s play
- Observations of the environment
- Looking at relevant policies and procedures

The new nursery building provided a bright, welcoming and well ventilated space for children to learn and play. Entry to the building was by a secure entry system and visitors were asked to sign in. This meant that staff were aware of who was in the nursery at all times. Risk assessments were in place for the environment and the majority of these were effective. Staff also performed regular checks on areas such as the children’s bathrooms to make sure they were clean and suitable for the children. This helped to maintain a safe environment.

Children were aware of how to use the environment safely. They had used their ‘floorbook’ to discuss and record rules that might be useful in the nursery to keep everyone safe and happy. This meant that staff were helping children to become aware of their safety.

Staff had a good understanding of infection control. Children were supported to wash their hands before preparing food, eating and after using the bathroom. This helped children to learn about keeping healthy and minimised the risk of cross infection.
We saw that accidents and incidents had been recorded well within the service and that parents had been informed. This meant that parents had up to date information about their child’s health and wellbeing in case further action was required.

**Areas for improvement**

We saw that, at times, staff were not where they needed to be within the nursery environment in order to supervise children effectively and support their learning. We have made a recommendation about this. (See recommendation 1).

The service could consider ways to develop children’s involvement in daily risk assessment activities within the nursery setting in order to develop their awareness of risk and ways to manage this.

**Grade**

4 - Good

**Number of requirements** - 0

**Recommendations**

**Number of recommendations** - 1

1. Children should be effectively supervised and supported by staff in their play and learning. Staff should develop a working risk assessment that looks at the way staff are placed within the environment to effectively supervise and meet the needs of children at all times.

   National Care Standards Early Education and Childcare up to the age of 16 Standard 6- Support and Development and Standard 2 - A Safe Environment.
Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 4 - Good

Statement 1

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

Service Strengths

Evidence discussed in Quality Theme 1. Statement 1 also applies to this statement.

We found that the service was performing to a good level in relation to this statement. We assessed this through:

- Discussions with the nursery staff and head teacher
- Looking at relevant policies and procedures
- Looking at records of meetings and events
- Observing staff practice
- Discussions with parents

We found that there were good opportunities for parents to get to know staff and observe their work with children. Daily conversations were a good opportunity for parents to talk with staff and observe their practice. We observed interactions between staff and parents and saw that they were friendly and positive. Parents were invited to spend time in the nursery as parent helpers and to meet with staff for consultations about their child during parents’ evenings. A parent we spoke to confirmed that this had been useful.

Parents were encouraged to play an active role in the development of the nursery and school. This included a nursery parent representing other parents at parent council and focus group meetings. This ensured that issues related to the nursery were represented and included in the progress and development of the whole school.
Areas for improvement
Feedback could be sought from parents who are on parent rota or sharing skills with children during a session. Feedback should be used to inform and develop staff practice and improve outcomes for children attending the nursery.

Grade
4 - Good
Number of requirements - 0
Number of recommendations - 0
Statement 3
“We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.”

Service Strengths
We found that the service was performing to a good level in relation to this statement. We assessed this through:

- Observations of staff practice
- Discussions with the nursery staff and head teacher
- Observations of children’s play
- Looking at records of staff meetings
- Looking at records of supervision and support
- Looking at records of staff training

We observed staff interactions with children and saw that they were supportive and nurturing. Staff were responsive to children’s needs and interested in their opinions. They chatted to children as they played and helped children to achieve within their play. This helped create an atmosphere where children could feel respected and valued.

Staff held regular meetings to evaluate the children’s learning and discuss nursery matters. All staff attended these meetings and confirmed that they could add to the agenda of discussion points. Staff also received regular supervision and support from the school management team. This meant that staff could discuss their practice and identify areas for development.

Staff had accessed training that supported their work with children such as training in GIRFEC, a national approach to improving outcomes and wellbeing for children. We saw that staff had reflected on the training they had attended and identified ways to use it in their work. This good practice contributed to improving outcomes for children.
All staff were appropriately qualified for the role they carried out and one was accessing further training. The nursery teacher was registered with the General Teaching Council (GTC) and the nursery nurses were registered with the Scottish Social Services Council (SSSC). This ensured that they were appropriately qualified and registered to carry out their work with children. Staff were aware of their responsibilities in relation to their registration with SSSC, such as protecting children and professional conduct. All staff confirmed their knowledge of identifying child protection concerns, following procedures and reporting poor practice.

**Areas for improvement**
The service could look at ways to distribute responsibilities within the team and develop leadership opportunities. This would give individual staff members opportunities for increased engagement in their role. It would also make good use of individual skills and areas of interest to develop the service and improve outcomes for children.

Staff could also consider using serious case reviews as a discussion tool during staff meetings to reflect on their practice, policies and procedures.

**Grade**
4 - Good

**Number of requirements** - 0
**Number of recommendations** - 0
Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 4 - Good

Statement 1

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

Service Strengths

Evidence discussed in Quality Theme 1. Statement 1. is also relevant to this statement.

We found that the service was performing to a good level in relation to this statement. We assessed this through:

- Discussions with nursery staff and the head teacher
- Looking at relevant policies and procedures
- Looking at records of meetings and supervision
- Discussions with parents

The service had worked well to establish communication with parents and ways for them to become involved in the nursery. This was confirmed by parents that we spoke to, who felt that there had been some improvements in this area. The head teacher with responsibility for the nursery attended parent council meetings and nursery focus group meetings with parents. This gave parents the opportunity to get to know the school’s management team and give feedback. The school’s parent council also had the role of being involved in recruitment of staff at a senior level. This allowed parents to directly influence the management and leadership of the service.
Areas for improvement
The service could develop further ways to encourage feedback about the management and leadership in the nursery from children and parents. Feedback and suggestions could then be used to develop the service and improve the outcomes for those using the nursery.

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
We found that the service was performing to a good level in relation to this statement. We assessed this through:

- Discussions with the nursery staff and head teacher
- Looking at examples of how the service gains feedback from parents
- Looking at records of support and supervision
- Looking at the service’s action plan from the previous inspection
- Looking at examples of self evaluation
- Looking at relevant policies and procedures
- Discussions with parents

The service provided parents with good opportunities to give feedback. Parent council meetings and nursery focus groups provided parents with a way to engage with the management team and influence developments. Questionnaires gave parents the opportunity to comment on various aspects of the service. Results were then communicated to parents.

The nursery team assessed their practice through the use of ‘The Child at the Centre 2’, a national guideline to support review and development of practice. We saw that staff had begun to use this to evaluate the quality of the service and create a record of this.

Staff had written an improvement plan from the last inspection report. We saw that this was a working document and staff had identified priorities that were regularly reviewed to assess progress. This had resulted in more positive outcomes for the children. These processes enabled formal review of practice and promoted improvements and developments within the nursery.
Areas for improvement

The service must continue to review its policies in line with best practice guidance. This was a recommendation made at the previous inspection which had not been actioned. We have made a requirement about this. (See requirement 1).

We saw that staff had begun to develop ways to evaluate and assess the quality of the service using benchmarking documents. The service should continue to develop self evaluation within the staff team in order to inform improvements. We have made a recommendation about this. (See recommendation 1).

Grade

4 - Good

Requirements

Number of requirements - 1

1. The provider must ensure that the service’s policies and procedures are implemented, reviewed, amended and dated and are in line with best practice. This is to comply with: SSI 2011/210 4(1)(a) of the Public Services Reform (Scotland) Act 2010 Welfare of users - A provider must make proper provision for the health, welfare and safety of service users.

Timescale - within 3 months of receipt of this report.

Recommendations

Number of recommendations - 1

1. In order to inform improvements in the service which continue to improve outcomes for children the service should continue to develop self evaluation practices. This should include evidencing how these processes have led to improved outcomes for children.

National Care Standards Early Education and Childcare up to the age of 16 Standard 13 - Improving the Service.
4 What the service has done to meet any requirements we made at our last inspection

Previous requirements

1. The provider must ensure there a personal plan is developed for each child. This plan must set out how the child’s health, welfare and safety needs are to be met. This plan must be reviewed at least once in every six month period whilst the child attends the service.

   This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (Scottish Statutory Instrument (SSI) 2011/210, Regulation 5 (1) (2) (b) (iii) Personal plans.

   Timescale: Within 8 weeks of receipt of this report.

   This requirement was made on 26 August 2014

   Learning journeys and pupil profiles details for all children had been completed. Learning journey - created then reviewed with parent focus group. School year plan details timeline for sharing and reviewing information with parents. The service plans to review and revise during the year.

   Met - Outwith Timescales

2. The provider must ensure Getting It Right For Every Child and the associated well-being indicators are implemented as good practice to support the health and well-being of children.

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

   Timescale: Within 12 weeks of receipt of this report.

   This requirement was made on 26 August 2014
All staff have completed GIRFEC training. Staff meetings, reflections, evaluations beginning to encompass GIRFEC. There will be a continuous focus on GIRFEC with parent focus group.

**Met - Outwith Timescales**

3. The provider must have appropriate procedures for the prevention and control of infection.
This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210), Regulation 4 (1) (d) Welfare of users.

Timescale: On receipt of this report.
This requirement was made on 26 August 2014

All staff have been reminded of their role and responsibility in relation to infection control. All staff have revisited infection control guidance and procedures reviewed. Information on infection control is displayed as a reminder. The service’s prevention and control of infection policy was still to be updated. A requirement is made about this in quality statement 4.4.

**Met - Within Timescales**

4. The provider must ensure that an annual training plan is developed to address the developmental needs of staff.
This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210), Regulation 15 (b) (i).

Timescale: Within 8 weeks of receipt of this report.
This requirement was made on 26 August 2014

All staff have engaged in personal learning reviews, including self-evaluation and identified priorities for development. Staff access CPD on-line and staff understand their own responsibility in keeping up to date with this.
5. The provider, management and staff must establish systematic and rigorous procedures for self-evaluation and monitoring of all areas of the service, using legislation, local and national guidance and which lead to clear plans for maintaining and improving the service. This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210), Regulation 4 (1) (a) Welfare of users.

Timescale: Within 8 weeks of receipt of this report.

This requirement was made on 26 August 2014

Regular staff meetings have now been established. A parents focus group has been established and they have met on several occasions. The service has established plans to systematically look at Child at the Centre indicators to evaluate practice in nursery and plan for improvements. The nursery has started to make progress on implementing improvements in practice in the self-evaluation progress. We have two recommendations in Quality Theme 4. Statement 4. about monitoring and self-evaluation.

Met - Outwith Timescales

6. The provider must establish a complaint procedure which informs parents and carers that they could contact the Care Inspectorate if they wished to raise concerns. The provider should supply a copy of this procedure to every service user. This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210), Regulation 18 (1) (5)

Timescale: Within 8 weeks of receipt of this report.

This requirement was made on 26 August 2014

Complaints policy has been updated and displayed on nursery notice board.

Met - Within Timescales
5 What the service has done to meet any recommendations we made at our last inspection

Previous recommendations

1. Children were consulted on some aspects of the nursery, however this should be more embedded into everyday practice. The provider should evidence this involvement and show how this impacts on planning and development of both nursery and individual children.
National Care Standards for Early Education and Childcare up to the age of 16.
Standard 4 - engaging children.
This recommendation was made on 26 August 2014
Floor book in place and used regularly. It was agreed this could be further developed. We found evidence of others children had influenced planning and what happens in nursery.

This recommendation has been met.

2. The provider should look at further ways to involve parents in more meaningful communication and information sharing on nursery life.
National Care Standards for Early Education and Childcare up to the age of 16.
Standard 7 - a caring environment.
This recommendation was made on 26 August 2014
Weekly white board notice of snack and activities displayed. Photograph of this emailed to parents. Parents focus group has been established and meets on a regular basis.

This recommendation has been met.
3. The provider should develop a 'working in partnership with parents' strategy which links to the aims, objectives and ethos of the nursery. This should detail methods of how they will encourage parental involvement.

National Care Standards for Early Education and Childcare up to the age of 16.
Standard 1 - being welcomed and valued.

This recommendation was made on 26 August 2014

This has not been actioned.

This recommendation has not been met and is carried forward in this report under Quality Theme 1. Statement 1.

4. The provider should improve the scope of information shared on the parent's notice board. This should include current policies and procedures, up-to-date parent's booklet and more information on what's happening in nursery on a day-to-day basis.

National Care Standards for Early Education and Childcare up to the age of 16.
Standard 14 - well-managed service.

This recommendation was made on 26 August 2014

Essential and mandatory information is now displayed on parents notice boards. Whiteboard displayed and information updated as required. The parent focus group has reviewed and updated the handbook and this is in the process of being typed up.

This recommendation has been met.

5. The provider should review snack provision to ensure children are fully involved.

National Care Standards for Early Education and Childcare up to the age of 16.
Standard 5 - children's experiences.

This recommendation was made on 26 August 2014

Snack suggestions were sent home to parents to gather ideas for snack. The service now regularly consults with children on snack for the next week/fortnight. Children now take turn at being the snack helper. During the rolling snack programme children are fully involved in helping themselves and tidy up after themselves.

This recommendation has been met.
6. The provider should ensure formal risk assessments are in place for the nursery. These should be shared with staff and used as working documents. **National Care Standards for Early Education and Childcare up to the age of 16. Standard 2 - a safe environment.**

**This recommendation was made on 26 August 2014**

The depute head teacher worded with staff to create and complete risk assessments.

This recommendation has been met, however a further recommendation about risk assessment has been made in Quality Theme 2. Statement 2.

7. The provider should ensure children's toilets and sink areas are kept clean throughout the nursery day. **National Care Standards for Early Education and Childcare up to the age of 16. Standard 2 - a safe environment.**

**This recommendation was made on 26 August 2014**

We saw that the children’s toilets and sinks were kept clean throughout the day. Staff sign and date toilet check sheet. The school cleaner cleans toilet at the end of the day.

This recommendation has been met.

8. The provider should ensure the services policies and procedures are implemented, reviewed, amended, dated and are in line with current best practice. **National Care Standards for Early Education and Childcare up to the age of 16. Standard 14 - a well-managed service.**

**This recommendation was made on 26 August 2014**

We noted that the service had not yet actioned this recommendation.

This recommendation has not been met and we have made a requirement about this in Quality Theme 4. Statement 4.
9. The provider should look at the pace of the nursery session and assess the purpose of the 'consultation' time of each session. National Care Standards for Early Education and Childcare up to the age of 16. Standard 5 - quality of experience.

This recommendation was made on 26 August 2014

The school management team and staff have opportunity to observe and monitor the pace of the nursery session. Staff are engaging in professional dialogue and are making necessary changes to improve pace and practices.

This recommendation has been met.

6 Complaints

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

7 Enforcements

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

8 Additional Information

No additional information
## 9 Inspection and grading history

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Gradings</th>
</tr>
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<tr>
<td>15 Nov 2011</td>
<td>Unannounced</td>
<td>Care and support: 5 - Very Good&lt;br&gt;Environment: Not Assessed&lt;br&gt;Staffing: Not Assessed&lt;br&gt;Management and Leadership: 5 - Very Good</td>
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<tr>
<td>19 Oct 2010</td>
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<tr>
<td>8 Jan 2009</td>
<td>Unannounced</td>
<td>Care and support: 5 - Very Good&lt;br&gt;Environment: 4 - Good&lt;br&gt;Staffing: 4 - Good&lt;br&gt;Management and Leadership: 4 - Good</td>
</tr>
</tbody>
</table>
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nithear iarrtas.

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