

# Care service inspection report

Full inspection

## Our Lady's RC Primary Nursery - Perth Day Care of Children

Our Lady's Primary School  
Garth Avenue  
Perth



HAPPY TO TRANSLATE

Service provided by: Perth & Kinross Council

Service provider number: SP2003003370

Care service number: CS2003017341

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.

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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

Our Lady's nursery provides a very good experience for the children who attend. The playroom is well equipped and resources are laid out in a way that children can easily see and choose what they want to play with. The ethos is calm and nurturing.

Staff are very good at forming relationships with children and their families. They are happy to offer support where necessary.

The staff are very good at observing and listening to children. From our observations we could see that they knew the children well and were good at meeting their needs. Parents are offered a good range of opportunities to visit and be involved in their children's learning.

The nursery is held in high regard by the community that it serves.

### What the service could do better

During the inspection we discussed some aspects of the nursery that we considered could be improved. These included:

- more detailed care plans for children with additional needs

- evidence of parental contributions to care plans
- increased opportunities for investigation and exploration
- opportunities for children to lead their own learning
- improved observations of children at play with evaluative comments and identified next steps for each child.

We considered that the nursery should develop the ways that children and parents were given the opportunity to participate in the life of the nursery. They should be clear with children and parents about how their suggestions and views had been used to improve the nursery experience.

These areas were all discussed with the headteacher and nursery teacher during feedback. They are further described in the relevant sections of this report.

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

Since the last Care Inspectorate inspection in October 2012 a new headteacher and nursery teacher have taken up post. Children now have an increased entitlement to 600 hours in nursery each year. The nursery has adapted to make this additional time meaningful and purposeful for children and families. All of the recommendations made at the previous inspection have been fully met. There have been some changes in nursery staff but the team is strong and works well together.

### **Conclusion**

Our Lady's Nursery offers a very good service to the families in the Letham area of Perth. Parents have a very positive view of the staff and the experience that they provide for their children.

During the inspection we saw that the children were safe, happy and confident in the playroom. They had a good choice of activities and games which helped them to learn and develop skills. The staff were seen to be professional and competent. They worked very well together as a team.

Children and parents were very well supported and the staff knew the children and their families well.

# 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.

Our Lady's Nursery is situated inside Our Lady's RC Primary School in Perth. It is managed by the Headteacher.

The service is accommodated in a traditional school building accessed from the street through the playground. The nursery consists of one large playroom with an entrance hall and cloakroom. There is an outdoor play area which is fenced off from the main playground and is accessed through the playroom.

Additional activities are laid out for children in the corridor.

The entrance is shared with the primary 1 children. The toilets are also shared with the Primary 1 children.

On the day of the inspection 24 children attended the morning session and 23 attended the afternoon session. A small group of the children attended a whole day session and had their lunch in school. There were six members of staff working with the children.

The nursery is registered to provide a service to to a maximum of 30 children at any one time. The age range of the children will be from 3 years to those not yet attending primary school.

Other conditions unique to the service:

If 5% or less of the total children who attend the provision stay for 4 hours or more then the staff: child ratio of 1:10 applies for children 3 years and over. If more than 5% of the children stay for 4 hours or more then the staff: child ratios change to 1:8 for each of the children who stay for 4 hours or more.

We found that the nursery adhered to the conditions of its registration.

The nursery had a clear vision and its aims were shared with families.

We aim to develop in every child the four capacities from the Curriculum For Excellence

-we will value all children in the nursery as individuals and promote their self confidence, self esteem and relationships with others

-we will provide a range of enjoyable experiences to encourage children's thinking, imagination, creativity, social and physical development

-we will encourage caring and respectful relationships with others in the nursery and in the wider school community as well as developing knowledge and understanding of other beliefs and cultures

-we will encourage creativity and enterprise in our children and allow them opportunities to develop their problem solving skills both individually and with others.

### **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](http://www.careinspectorate.com) or by calling us on 0345 600 9527 or visiting one of our offices.

## 2 How we inspected this service

### The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

### What we did during the inspection

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting It Right For Every Child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it right for every child. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

We wrote this report following an unannounced inspection that took place on 28 September 2015 between 9.00am and 5.00pm. We returned to complete the inspection on 29 September 2015. We gave feedback on the findings of the inspection to the headteacher and nursery teacher during the second day.

As requested by us the service sent us a completed annual return. The service also sent us a completed self -assessment form.



We provided the service with twelve questionnaires for parents of children using the service. Nine completed questionnaires were returned to us before the inspection.

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

- supporting evidence from the annual return and the self-assessment
- observations of the children at play
- discussion with staff
- discussion with children
- observations of the interactions between children and staff
- photographs
- notice boards
- displays
- quality improvement plan
- aims and values statement
- staff handbook
- policies and procedures folder
- quality assurance paperwork
- improvement plan
- reports from previous Care Inspectorate inspections
- newsletters
- special books
- individual learning folders
- all about me information
- daily registers
- staff photograph display and key worker groups
- planning books

We spoke with various people about the service, including:

- Headteacher
- Nursery teacher
- Staff
- Parents
- Children

We used the information gathered in the writing of this report.

### **Grading the service against quality themes and statements**

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

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

### **Inspection Focus Areas (IFAs)**

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

### **Fire safety issues**

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

As requested by us a completed self-assessment was received prior to the inspection. Information from this was used in the writing of this report. The service had highlighted their good practice and had identified the improvements that they were working on. The self-assessment had been completed to a very high standard.

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

During the inspection we observed the children at play. They were clearly happy to be in nursery and were comfortable in the care of the staff.

As we watched them play they told us about the nursery and the things that they enjoyed doing when they were there.

They told us,

"We play at this computer, that next one is for the grown-ups."

"You can write a letter here. You can put it in the postie box. It gets sent."

"I've been drawing. I've got chalk on my hands."

"I like playing with the police car."

"These are traffic lights. We are learning about them."

"We do lots of stories. The grown-ups read them"

"We've got lots of jig saws. They are good."

We saw that the children had good relationships with each other. They were respectful of each other and of staff.

### **Taking carers' views into account**

Before the inspection we sent twelve questionnaires to the nursery and asked that they be given out to parents. We received nine completed questionnaires before the inspection.

We spoke to parents during the inspection.

The parents who returned our questionnaires and those we spoke to during the inspection were very positive about the nursery.

They told us that their children were happy and spoke about their activities and the staff.

"My child seems to be very happy at nursery. He is developing daily."

"As parents we are very pleased with the level of teaching and care when my child has attended over the past year. She has developed well in her learning, achievements and social confidence which we feel reflects very well on the school and on the staff."

"The nursery and the staff do a brilliant job."

"Great school and nursery. Always great communication. Helpful and happy staff."

"My child is happy to go each day."

The parents who responded told us that they agreed or strongly agreed that they were happy with the quality of care given to their children while in the service.

### 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 quality statement was examined as part of the inspection. The participation of children and their parents in their care and support is very important. It supports good outcomes for all children. In 2015-16 all services are being inspected against this statement.

We found that the service was working to a good standard in the areas covered by this statement.

We concluded this after looking at the information shared with parents, by talking to staff, parents and children.

We saw evidence of how children and their parents were participating in the service.

During the inspection we gathered examples of the ways that parents were given information and encouraged to be involved in the service. These included;

- newsletters
- induction information
- welcome booklet

- induction and settling in visits
- end of session reports
- formal and informal meetings with staff
- participation in activities
- displays
- photographs
- planning books
- transition information
- noticboard
- nursery natters

Information was displayed in a very attractive and accessible way. The entrance area was attractive and welcoming. It gave clear guidance to parents on the weekly routines and reminded them of things that they needed to bring to nursery.

We saw that there were opportunities for both parents and children to participate in the service and offer ideas and suggestions.

Parents were offered times when they could come into the nursery.

Stay and play sessions were offered where parents could join a nursery session and play with their child.

Parents were regularly asked for their suggestions for topics that the children would be interested in. During the inspection the children were doing lots of activities linked to a topic on road safety which had been suggested by a parent. The parents we spoke to confirmed that they had been asked for their ideas.

Parents told us that the children were sometimes asked for ideas for new toys which could be bought for the nursery. They thought that this was a very good idea.

We saw evidence of regular meetings with parents, these were known as nursery natters.

A group of parents had recently become involved in creating an outdoor garden area for the children to play in. They had been digging and planting out an area of the playground which will be used by the nursery children. The parents who were involved had found this involvement very rewarding.

The staff had investigated ways to involve the children and parents for whom English was not their first language. They were making good use of staff languages to include these families and to support and encourage their participation in the life of the nursery. We would encourage them to continue to investigate and trial ways of expanding this.

Our Lady's staff had the support of teachers from Perth and Kinross Council to help them to develop parental involvement in their children's learning.

Parents told us that the nursery had arranged social events for them to come along to. They said that it had been a great idea and that they would be pleased to have further events planned.

Parents appreciated the information that they received in the weekly email. This allowed them to find out what the children had been doing during the week. This was particularly helpful for the parents of children who were unwilling to share their nursery experiences at home.

### Areas for improvement

Some of the parents who responded to our questionnaire told us that they did not know if they and their children were involved in developing the service. We discussed this with the headteacher and the deputy headteacher during feedback. We suggested that they should consider how to make parents and children aware of how their ideas and suggestions had been implemented.



We looked for evidence that parents were involved in guiding staff in how to care for their children while they were in nursery. We considered that this was particularly important for the wellbeing of those with additional needs. We found no record of conversations between staff and parents. We thought that this was an area which needed to be improved to support the children concerned.

A good care plan shows that everyone involved with a child has made a contribution and this information can be accessed by everyone who needs it. See recommendation 1.

We saw limited input from the children into their learning and planning of the daily routines. We discussed this with the headteacher and the nursery teacher. We asked them to consider ways that the children's voices could be more fully reflected in the nursery planning and activities.

## Grade

4 - Good

**Number of requirements - 0**

## Recommendations

**Number of recommendations - 1**

1. To support the children to reach their potential it is recommended that the service establishes personal files that contribute consistently and fully to the children's individual learning and care plans. These should be contributed to by staff, children and parents.

**National Care Standards early education and childcare up to the age of 16 Standard 6: Support and development.**

### Statement 3

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

#### Service Strengths

We evaluated this quality statement as part of the inspection to assess how well the service met the health and wellbeing needs of all the children using the service. We looked at how staff ensured the safety, health, achievements and inclusion of all children.

We found that the service was working to a very good standard in the areas covered by this statement.

Staff had been trained in providing a nurturing experience. They were seen to be using their knowledge and skills to implement this approach across all areas of the nursery.

Children were warmly welcomed in to the room at the beginning of each session. Staff were seen to be speaking with parents to share information about the children between home and nursery.

The children and staff had a short welcome time at the beginning of each session. The children and staff showed that they listened well to each other. Staff gave information about the session and the snack options for the day.

Rainbow rules had been created for the children. These were based on respect for each other and ways to keep the children safe while in the nursery. A little song was used to remind the children.

We heard that the language of nurture and respect was used throughout the session.

The nursery was aware of the need to promote healthy eating. Snacks were prepared in advance of the children arriving. Children were encouraged to have a snack as they arrived if they chose to do so. This promoted the health and wellbeing of the children who needed to have something to eat before they began to play in the nursery.

The children had been involved in selecting the snacks foods and this discussion was shown on a mind map. The snacks menu was displayed for parents to see. This showed us that children were respected and included.

On the day of the inspection the children chose from oatcakes and cheese along with a choice of fruit. The morning snacks and afternoon snacks were different on each day to accommodate the children who stayed all day. Children were responsible for washing their own dishes after snacks. Staff had used the Setting the Table document to inform their practice.

Information had been given by parents about possible food allergies and intolerances in individual children. This was noted in their individual files. Information was shared with all staff. Written information was displayed in the snacks area and was accessible to any staff member who was responsible for the snacks area. We considered this contributed to health and safety of the children who had allergies.

Children who stayed in nursery for a full day session had lunch in the school dining room. We observed the children enjoying their experience and being encouraged and supported by staff. The staff ate with the children. This provided a sociable and nurturing experience for the children. After their lunch the children returned to the playroom and were offered the chance to have a short rest. They told us,

"This is my bag."

"I've got a pillow and a blanket in it."

"We have to brush our teeth now."

The room was quiet and the children could lie down, listen to a story or look at a book.

The nursery had an appropriate policy on the administration of medication. They had taken action to meet a recommendation made at a previous inspection.

We saw that children with medical needs had appropriate protocols in place which would support staff in an emergency situation to provide the correct care for the children.

Tooth brushing was routinely done following the morning and afternoon snacks. Staff had been trained by Childsmile and the children were seen to be independent and confident. Staff spoke to the children and reminded them how to brush their teeth in the most effective way.

The nursery had a system to ensure that all of the information which was held on individual children was confirmed with parents at least every six months and updated where necessary.

### Areas for improvement

To promote the independence of children we suggested that the children could be a little more involved in the preparation of the snacks. We would like to have seen the children prepare a written snacks menu to be shared with the other children.

Experiences for the children were planned by staff. They took account of the seasons and festivals and celebrations. We would like to have seen more examples of responsive planning which took account of children's interests. These ideas could be shown in talking and thinking books where the children were encouraged to record their own ideas and questions. This would demonstrate the staff commitment to including the ideas of children and encouraging them to lead their own learning.

Each child had a special book which was used to show their achievements and learning.

We saw that there was little evidence of individual information and input from the children and their parents.

Parents told us,

"We can ask to look at the folders when we go into the nursery."

"It would be good if we could take them home to look at."

"We look at the folders when we have our meeting with the staff."

We asked that the headteacher and the nursery teacher to look at this. We would like to see some input from children and their parents into the special books.

### **Grade**

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## 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 quality of the environment to evaluate how well the safety and protection of children attending the service was managed.

We found that the service was working to a very good standard in the areas covered by this statement. We gathered evidence from staff, parents and pupils.

We looked at the playroom and outdoor area used by the nursery.

We saw that cleaning schedules were completed daily. Food was stored appropriately in fridges which were clean and regularly checked that the temperature was correct.

We saw that maintenance issues were recorded and reported. The nursery was kept in a good state of repair.

We saw weekly risk assessments had been completed for the inside and outside areas of the nursery.

A handwashing sink was available to children and good hand hygiene was encouraged. A separate portable sink was available for children to wash their dishes after snack time.

The nursery was very clean, tidy and well organised.

The resources were stored in places where children could easily access them independently.

We saw that the children were encouraged to take responsibility for tidying up when they were finished playing with something. There was a tidy up song played at the end of the session to alert the children to the need to put toys away and to prepare for going home.

As well as the main playroom the children had access to a small area within the corridor. A wooden barrier was in place to remind the children to remain within the area. The staff rota allowed everyone to have a designated place within the nursery to monitor and observe.

The toilets used by the children were shared with the Primary 1 children. They were adequate for their purpose. Staff were in place to monitor their use during morning break and lunchtime. The toilets had a second door which opened out on to the playground. Staff were aware of the potential risk to children.

Children using the outside area were kept safe. A chain fence separated the area from the main playground. Children who were playing outside wore high vis jackets to allow the staff to monitor them. Different coloured jackets were given to the children who were playing in the main area of the playground. This was allowed when the other children were in their classrooms.

Staff were aware of the needs to protect children from the effects of the sun. A clear sun protection policy was displayed for parents to see and to make them aware of their responsibilities. A gazebo was used in the playground to offer shade, protecting the health and safety of the children.

Parents entered the nursery from the playground through a secured entrance. Other visitors to the nursery entered through the entrance at the front of the school. They were required to sign into the building in the visitor's book.

On entry to the playroom the children were given the responsibility for self-registering.

Staff were seen to be vigilant in checking on children who were unexpectedly missing from the nursery session. They encouraged parents to inform them if their child was to be absent.

If they had received no information they contacted the parent by calling them. We considered this to be good practice and contributed to the safety and wellbeing of the children.

Accidents and incidents were appropriately recorded and reported to parents. This met a recommendation made at a previous inspection.

## Areas for improvement

We asked that the staff consider how to allow more free flow play between the playroom and the outdoor area. We saw the numbers of children being restricted. We would like to see staff being more flexible in their response and follow the lead from the children.

We discussed how the children could be involved in completing risk assessments for the playroom and the outdoor area. The discussion between children and staff would help children understand how to begin to take some responsibility for keeping themselves safe.

## 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

This statement was chosen as part of the inspection as the quality of accommodation and resources available to children has a significant role in ensuring children's care and learning needs are met.

We found that the service was working to a good standard in the areas covered by this statement.

We concluded this after observing the staff and children at play and by looking at relevant planning books and photographs.

The children had a very good choice of activities, games and resources. The playroom was attractively laid out with opportunities for the children to explore, be creative, active, imaginative or solitary.

The areas included,

- a well- stocked writing area
- art table
- jig saws and puzzles
- sand and water
- train set
- farm and animal.

The children's work was displayed around the room.

The children said,

"That's my picture, the pink one is mine."

"I drew that, it's up there to see."

We saw that the displays and signs around the room were designed to support learning in early numeracy and literacy.

We saw that the resources in the nursery had been selected to provide appropriate learning and development opportunities for the age and stage of the children attending.

A comfortable area had been set aside as an area for reading and for the daily welcome. We saw that this area was very well used by the children. They enjoyed looking at books and the staff were very good at sitting with the children to read stories and talk about books.

The children had some opportunities for outings into the local community. They visited the local shops and went for walks. They had the chance for active play on a daily basis in the nursery garden and playground.

### Areas for improvement

During feedback we discussed areas of the provision that we considered could be improved to support the learning and development of the children attending the nursery.

These included;

- ensuring that outdoor play is interesting and challenging
- consider the height of displays to allow the children to see and interact with them
- encourage children to label displays and areas around the nursery
- look at ways to include the language of all children in displays and areas
- investigate ways to develop the home corner area

Building the Ambition: National Practice Guidance on Early Learning and Childcare has section on promoting curiosity, inquiry and creativity. We considered that this would be a useful area for the staff to develop.

### Grade

4 - Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 4 - Good

### 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 examined this statement as there were new staff employed in the service. 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 found that the service was working to a good standard in the areas covered by this statement.

Children were cared for by staff who had undertaken a thorough recruitment process.

We saw that new staff had been appointed after an interview carried out by local authority staff.

Checks were carried out that all staff were appropriately registered with a professional body.

Staff confirmed that an induction had taken place before starting.

Visits to the nursery were arranged in advance of the start date.

A staff handbook was available to new staff. This allowed them to follow the school policies which were designed to keep children safe and healthy.

New staff told us that they had been welcomed by the management staff and the nursery teacher.

They had been supported by the nursery team and given all the necessary information.

Staff confirmed that the induction had been effective. They felt confident in their new role and knew who to ask for help and support.

### Areas for improvement

We would ask that the service should continue their good practice in this area.

### 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

This quality statement was examined to help us evaluate how staff used their knowledge and skills to improve outcomes for the children who used the service.

We found that the service was working to a very good standard in the areas covered by this statement.

Nursery staff were appropriately qualified, trained and experienced. All early years practitioners were registered with the Scottish Social Service's Council (SSSC) and the visiting nursery teacher was registered with the General Teaching Council.

The headteacher confirmed that she checked SSSC registration annually. All of the staff were registered with the PVG scheme (Protection of Vulnerable Groups).

The nursery had a very low turnover of staff. New staff had recently been transferred from other nurseries to accommodate the increased hours for children.

We found that the staff were welcoming and motivated. They carried out their role effectively and efficiently. There was evidence of good team work and staff told us about the ways that they worked together to support the children. Relationships appeared to be strong and conversations between members of staff and between staff and children were respectful and considerate.

Staff were skilled in areas of child development and learning.

We saw very effective teamwork which contributed to very good outcomes for the children.

All staff were aware of the codes of practice of the Scottish Social Services Council (the registration body for care service workers).

From our observation of the staff and their interactions with children and their families we saw that these codes were fully observed.

Staff had a robust approach to child protection. They had all been trained in this and had annual updates. They spoke clearly and confidently about their responsibilities. The school had clear expectations about the sharing and recording of any child protection concerns. We saw very good records and chronologies of discussions, meetings and observations made by staff.

The headteacher was the child protection officer for the school and nursery. Staff were encouraged to be vigilant in their approach to child protection to ensure the safety and wellbeing of the children.

They had effective links with other agencies and were mindful of their role in supporting children and their families.

Parents told us that the staff were very approachable. They were aware that each child had a key worker but they felt happy to speak to anyone on the staff to ask a question or give information.

They said,

"Staff are happy and always helpful."

"I am happy that the staff have continued to provide a service which has helped me and my children when I needed them."

### **Areas for improvement**

We looked at the children's special folders. Staff had made regular observations of the children's learning. We would encourage the staff to look at ways to improve the observations and identify next steps in learning.

They should;

- involve the children in identifying next steps in their learning
- consider what significant learning is for each individual child
- increase confidence in evaluating observations.

We discussed how topic planning and following the interests of children differed. We were happy that staff planned for topics which took account of the seasons, festivals and events. They should consider how more responsive planning might supplement this. Children's views should be included and respected.

### **Grade**

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 4 - Good

### Statement 3

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

#### Service Strengths

This quality statement was examined so that we could find out how the service enabled and supported staff to contribute to the children's experiences and outcomes by taking leadership roles.

We found that the service was working to a good standard in the areas covered by this statement.

During the inspection we looked at different ways that staff were encouraged to take on leadership responsibilities.

To ensure that children were safe, healthy and continued to achieve, staff had a very good attitude to their own training and professional development. They took good advantage of all the training opportunities available to them.

The nursery teacher was relatively new to nursery. She led the team effectively. She supported all of the staff and was clear and knowledgeable about the nursery routines and policies.

We found that all staff were encouraged to be part of whole school developments.

Early years practitioners were asked to attend school meetings on a rota basis and then report back to the nursery team.



We saw that one of the early years practitioners was trained in developing early literacy. We observed as she worked with the children in a large group, encouraging and supporting children's language. We saw that the children responded well to this. This practice would help develop language in all of the children.

We saw that all of the staff had skills and knowledge that they were happy to share with their colleagues. The teacher told us that everyone was happy to share their knowledge to benefit the children.

All staff members had the responsibility for leading their key group and for planning experiences for them. They considered children's achievements and opportunities for learning.

In their role as key worker for children the staff showed that they were committed to the care and welfare of the children and their families. They worked as a team to offer support to families and each other.

### Areas for improvement

We considered that all staff members could be asked to look into the most recent documents on early education and childcare to share with colleagues. They could do this while considering the impact on the nursery and the families it serves.

### 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

This statement was examined to allow us to identify how the management and staff evaluated the quality of their provision and planned for improvement. We looked for evidence of how they acted on the feedback obtained from the families who used the service.

We found that the service was working to a very good standard in the areas covered by this statement.

The headteacher demonstrated a methodical and organised approach to nursery improvement and monitoring. She and the teacher shared a vision for the nursery and the needs of the children and families were at the heart of this. They held the early years practitioners and support workers in high regard and valued the work they did.

A school improvement plan was created each year with the input from all school and nursery staff. This had focus areas which were designed to benefit all children. This reflected local and national priorities. All staff were involved in the self -assessment process.

A full range of policies were available for staff. These helped to ensure that children had the best possible nursery experience and that they remained safe and healthy.

An annual monitoring calendar was produced and the headteacher made visits to the nursery to monitor staff practice. Feedback was given to the team with ideas and suggestions for improvement and development. We saw that the personal target setting from staff. We considered that this contributed to good outcomes for the children.

Weekly plans were monitored by the headteacher and experiences and outcomes from the Curriculum for Excellence were tracked by the nursery teacher.

The headteacher and staff were supported by teachers from Perth and Kinross Council who worked with children and parents. They offered in service training to staff on the most recent educational practice.

An annual questionnaire was sent home to parents to seek their views. They were inventive in the ways that they engaged with parents and were always seeking ways to make this more effective.

### Areas for improvement

The staff told us that they had begun to look at Building the Ambition: National Practice Guidance on Early Learning and Childcare. Produced by the Scottish Government.

We advised that further work on this would support staff in their understanding of the current national expectations within early education and childcare.

We looked at the nursery development plan. This was linked to the care standards and identified the planned actions for the session.

We asked that as well as details of what staff did to meet the targets they should also state the intended impact on the children. This would ensure that child centred planning was explicit and that all planned actions had a positive impact on the wellbeing of the children.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## 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

**1. It is recommended that the service develops and implements a written record for the administration of medication.**

**This recommendation was made on 22 December 2012**

A written policy on the administration of medication was being used in the service. This follows best practice guidance.

**2. It is recommended that a written incident report is completed and parents receive a copy.**

**This recommendation was made on 22 December 2012**

Following any incident or accident to children in the service a report was completed. It was signed by parents and a copy given.

## 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

There is no additional information.

## 9 Inspection and grading history

Date	Type	Gradings	
25 Oct 2012	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and Leadership	4 - Good
25 Nov 2008	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and Leadership	4 - Good

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