

# Care service inspection report

Full inspection

## Sanday Community School Day Care of Children

Sanday Community School  
Sanday  
Orkney



HAPPY TO TRANSLATE

Service provided by: Orkney Islands Council

Service provider number: SP2003001951

Care service number: CS2003016053

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          | 5 | Very Good |
| Quality of environment               | 5 | Very Good |
| Quality of staffing                  | 5 | Very Good |
| Quality of management and leadership | 4 | Good      |

### What the service does well

The children were able to explore a wide range of materials, resources and activities within the nursery. Staff encouraged them to further develop their interests through questioning, working with other children, books and access to IT. They had the chance to work and play with other children, forming friendships and learning from each other.

### What the service could do better

The nursery was planning to improve the nursery garden area to provide a more personalized space where the children could play, investigate and use their imaginations in an active learning environment.

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

The service has built on links with the lower primary class to have shared activities each week. They now take children from the age of two in the nursery and necessary changes have been made to the environment to accommodate this younger age group and additional staff training has been provided.

## **Conclusion**

The nursery was a nurturing and stimulating learning environment based on children's interests. There were outside play opportunities each day in a range of outdoor spaces including the playpark, the growing area and the nursery garden. Parents were kept well informed of daily activities through conversation and the learning logs.

# 1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information in relation to 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 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 GIRFEC. 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.

Sanday Nursery occupies a purpose built room in Sanday Community School. There was a waiting area for parents with a range of information and displays about the nursery, while community information was displayed in the entrance foyer.

There was direct access to an outside play area, which had a wooden play and storage shed with outside toys. The nursery also had use of the playground, the activity area with large outdoor equipment, the growing area and the school hall.

The nursery was registered to provide up to five sessions a week for children from their second birthday until they started primary school.

### 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 5 - Very Good**

**Quality of environment - Grade 5 - Very Good**

**Quality of staffing - Grade 5 - Very 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 low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

### What we did during the inspection

We wrote this report following an unannounced inspection. This was carried out by an inspector on 11 September 2015, from 9.00 am to 3.30 pm and feedback was given to the head teacher on the 17 September 2015.

As part of the inspection, we took account of the completed annual return and self-assessment forms that the provider had completed and submitted to us.

We had sent Care Standards Questionnaires (CSQs) for distribution to parents/ carers and four were completed and returned.

During this inspection process, we gathered evidence from various sources including the following:

- the nursery handbook
- parental surveys
- wall displays
- learning logs
- parental involvement policy
- staff training records
- accident and incident records
- risk assessments
- discussions with staff
- observations
- self assessments
- CSQs
- minutes of staff meetings
- discussion with the head teacher
- discussion with parents and children.



## 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.

The Care Inspectorate received a fully completed self assessment document from the provider. We were satisfied with the way the provider completed this and with the relevant information included for each statement that we grade services under.

The provider identified what they thought the service did well and some areas for development and any changes it had planned. They also gave information about how they involved feedback from children and parents/carers in reaching its assessments.

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

There were three children in the nursery at the time of the inspection and all were seen to be engaged with the activities which were on offer. They were able to make choices, including where they would go outside. One of the children talked about the picture they were making of themselves and the activities they enjoyed at nursery. The children enjoyed their shared learning time with the older children. All of the parents said their children enjoyed coming.

## Taking carers' views into account

Four parents returned the CSQs and all strongly agreed that 'Overall, I am happy with the quality of care my child receives in this service'. Three parents who

were present on the day of the inspection were all happy with the service and felt it had built up their child's confidence and independence. They said their children enjoyed coming and that they liked the shared learning through the learning logs. They commented positively on the displays which involved pictures of the activities the children had been involved in during the first week of the new term.

## 3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

### Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

#### Statement 1

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

#### Service Strengths

The nursery was aware of the importance of involving parents in all aspects of the nursery and a detailed Parental Involvement Policy was in place and shared with parents. This stated that 'The nursery should respect, understand and value the contribution parents make towards their child's learning and provide support, guidance and encouragement to parents as educators'. The nursery handbook also stated that 'Children have a say in the running of the school and the nursery'.

The nursery shared information with parents through the handbook, notice boards and newsletters, as well as daily conversations and the weekly updates in the learning logs. Floor books showing the nursery work were displayed in the nursery foyer, as were photos and children's work. Parents commented on the quality of the feedback they got from the displays, which showed their children as active learners and linked their activities to their learning. Parents were given opportunities to be involved through the planning board, comments boxes in the learning jotters and talking to staff. There were parent's afternoons and parents questionnaires throughout the year.

Children's profiles went home with parents each week and these contained learning stories, photos and examples of work, which helped parents to see how their children were developing at nursery. Smiley faces and discussion were used with the children to evaluate their learning logs and the activities which they had most enjoyed during the week. Children also helped to choose work to go into the folders. There was a comments section on the weekly evaluations for parents to add to when they had the folder home each weekend.

There was a Parent Council for the school which included parents from the nursery class. The Parent Council met regularly and gathered parents' opinions from talking to parents, as well as devising questionnaires and other means of gathering views, such as during attendance at Parents' evenings. The nursery handbook gave information on the role of the parent forum and parent council and encouraged parents to become active members. The important roles of the parent council highlighted were 'promoting effective communication between parents and the school, supporting the development of the school in all its aspects and suggesting new ideas and initiatives'.

Children's ideas and interests were respected by staff and used as the basis for the themes which were developed in the nursery. They investigated Space as a topic last term in response to children's interests and were now exploring areas which the children may like to take forward this term. Children were seen to make choices throughout the session and to lead the play. They decided on which outside areas they would use and on taking photographs of their work. Their ideas formed the weekly plan which was displayed for parents.

The four parents who returned the Care Standards Questionnaires (CSQs) all strongly agreed 'The service has involved me and my child in developing the service, for example asking for ideas and feedback.' and that 'Staff share information about my child's learning and development with me and, where appropriate, my child.'

### Areas for improvement

The learning logs could be further developed to include children's achievements from home. This would help to involve parents in appreciating how much of their child's learning took place at home and how important it was to provide learning opportunities at home as well as in nursery.

The nursery was trying to encourage parents to take part in stay and play sessions, as well as sharing an interest or talent with the children. This again helps to involve parents in their child's learning.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 2

“We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.”

### Service Strengths

We found this service was performing very well in the areas covered by this statement. We concluded this after we spoke to the head teacher, staff and parents, saw written evidence and made observations at the nursery.

The nursery programme was designed by staff to meet the emotional, personal and social needs of the children, and staff were very aware of the wider needs of the children who attended the nursery. The approach was very nurturing with friendships encouraged and children were helped to become aware of the needs and feelings of the other children in the group. Older children were encouraged to help support the younger children and make them feel included at whole school events and in the playground. The links with the early level class in the adjoining room were used to help with transitions, social contacts and to provide greater challenge, especially for the pre-school children. The older children in the nursery were able to join with the Primary 1 class for reading buddies and French, as well as weekly activities and playtimes. For transitions they also joined them for lunches and shared an increasing range of activities in the summer term. Parents whose children had moved up to Primary 1 commented on how easy the process had been for them, as they were so used to the room and the staff, as well as the older children.

As well as being encouraged to choose activities children were helped to evaluate the activities they had done, discussing these with the early year's worker at the end of the week and completing their evaluation in their learning logs. Their ideas and opinions were seen to be respected and to influence the programme both in the nursery and in the shared time with the lower primary.

Healthy snacks were provided each day with fruit and milk or water in line with the nursery Healthy Eating policy. Children were helped to be responsible for the preparation and choosing of the snack. Staff sat with the children to help make snack time a social occasion and help encourage children to try a variety of tastes and textures. Staff were aware of the importance of healthy eating and made children aware of the benefits of eating fruit and vegetables, as well as a range of crackers and breadsticks with dips, cheese and other savoury options. Children were encouraged to take responsibility for tidying up after snack and then took it in turns to wash the dishes.

In discussion, the staff were very aware of the wider needs of the children and tried to provide opportunities to promote their health and wellbeing. Whenever appropriate, other agencies were involved to support families and children, this included the speech and language specialist, the educational psychologist, physiotherapist or health visitor. Staff had up-to-date child protection training and the school had a child protection policy. The school was aware of Getting It Right For Every Child (GIRFEC) and the head teacher had received appropriate multi agency training.

To keep children healthy they had opportunities for physical play each day, either outdoors or using the large school hall. Children were given opportunities to join in with older classes having PE teaching when this was appropriate and also took part in swimming blocks with the school children. They had undertaken a collaborative piece of work on 'Scots' last term with the school and had been involved in working with the school on games, arts, music and cooking. All of which had been recorded for parents and children in a 'big book' which was on display in the entrance to the nursery, along with a nursery book celebrating their work on Space.

Last term children had the opportunity to watch ducklings hatch as part of the links to growth in the spring. The incubator had been in the nursery with the

eggs so that children became aware of the process of growth and then see the ducklings emerge from the eggs. They had been able to share this experience with the lower primary and again it had been recorded to share with parents in the children's learning logs.

In the CSQs all parents agreed or strongly agreed that 'The staff ask for my child's views about the activities and outings and use them to plan future activities' and that 'I am kept informed about what is happening in the service, for example through newsletters and information boards'.

### **Areas for improvement**

To continue to focus on the individual needs of each of the children so that each child can be supported to achieve their potential.

### **Grade**

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**



## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

### Statement 2

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

### Service Strengths

We found this service was performing very well in the areas covered by this statement. We concluded this after we spoke to the head teacher and staff, saw written evidence and made observations at the nursery.

The school was in a good state of repair and any health and safety problems with the facilities were identified and addressed by school staff. Maintenance contracts were in place in relation to emergency equipment, including lighting. There was suitable heating, lighting and ventilation in place and the reception area was bright and attractive. There were suitable child sized toilets, a nappy changing area and sinks for hand washing. To assist with infection control gloves and aprons were available for staff and a nappy bin was in place.

Cleaning took place on a daily basis and all areas within the school were observed as being clean, including corridor and entrance areas. The school had appropriate emergency policies and procedures in case of fire, accident or illness and these were shared with parents. Detailed risk assessments had been carried out for nursery activities and outings. Policies were in place for all aspects of the nursery and these were shared with parents.

Children were involved in tidying up each day to give them more awareness and ownership of the nursery equipment. Children were encouraged to care for the environment both within the classroom and the wider school grounds. Displays of children's work and achievements were seen throughout the school.

There was sufficient space for children to move safely around the nursery.

Storage was designed to allow children to safely access all areas of the room. There was a tool bench and appropriate risk assessments were in place for the use of tools.

All nursery children were equipped with reflective waistcoats to wear in the winter. They were introduced to road safety during nursery outings and also through taking part in relevant whole school assemblies. They were supervised when they were outside and the school grounds were enclosed.

The school had Eco school status and children were encouraged to recycle. Waterproof suits were available for the children and they were encouraged to bring boots so they could play outside in any weather.

The early years worker was planning to update her food hygiene certificate and her First Aid qualification. The nursery had a fridge for storing snacks and access to an induction hob for cooking. They were able to use the home economics room for food preparation and cooking if this was more suitable than the facilities in the nursery.

There was a secure entrance system in place at the door of the school. The entrance adjoined the school office and the head teacher's office, so that all visitors to the school were identified and monitored.

Parents strongly agreed that 'The service is a safe, secure, hygienic, smoke free, pleasant and stimulating environment'.

### Areas for improvement

A usable soap dispenser should be in place beside the sinks in the classroom so that soap can be accessed at all the sinks.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 3

“The environment allows service users to have as positive a quality of life as possible.”

### Service Strengths

Following discussion with the staff, a sample of the documentation and observations of outcomes for children, this service was found to have a very good performance in relation to this statement.

The nursery room was bright and attractive with child sized storage to divide the room into activity areas, where the children could play individually or in groups. The children's work and photographs of their activities were displayed to add to the interest in the room and to help value the children's achievements. 'All About Me' posters had been made by each of the children and displayed, as well as life size figures made by drawing round each child and letting them decorate their own figures. Where possible children were involved in planning the themes that were reflected in the layout of the room, displays and activity areas. A 'greenhouse' area had been developed in response to an interest in plants and growing last term. On the day of the inspection this area was being used as a café during the joint play with the lower primary.

There were good opportunities for mark making and resources for creative work such as painting, sticking and cutting. There were a variety of construction toys including duplo, a train set and blocks, cars and small world toys. Sand and water play was available with resources which the children could add in to explore their ideas further. The children were also enjoying using the playdough, from the two year olds through to the primary 3 children, and again the young children were watching and learning ideas from the older ones.

There were natural materials used within the nursery, as well as the more colourful, plastic toys. Shells, stones and baskets with soft cushions and material to divide up the areas. There was a cosy book corner and a large wooden playbox which was being used as a car. Appropriate ICT resources were available and screened internet access when suitable to extend learning, as well as learning games and activities.

As the age of the children in the nursery was lower this session than the previous one, the early years worker was giving the children time to settle and was observing the way the children used the areas and built up their confidence before making further changes to the room. There was a work bench and tools available in the nursery but she was building up their knowledge of safety rules and following instructions before making these accessible on a daily basis. The younger children were able to benefit from seeing the lower primary children use the room and the resources in more challenging and imaginative ways during their weekly shared time.

The range of outside areas could be directly accessed from the nursery room or the children could go through the main school entrance to reach the playground and then the playpark and the wilder planting areas. They enjoyed using the bonfire pit, which sparked their imaginations and encouraged story telling and play. The nursery also had a grassed area with a sandpit, shed, growing box and outdoor toys near the nursery.

Children were also able to use community resources such as the mobile library and take part in wider school and community events. There was the school hall for physical play. Visitors were encouraged from the community and there were visits from the dental health team, police, and fire services whenever possible.

In the CSQs parents all strongly agreed 'There is enough space for the children to play and get involved in a range of activities' and 'The service had a suitable range of equipment, toys and materials for the children'.

### **Areas for improvement**

The nursery was hoping to develop the outside area near the nursery to make it a more interesting and stimulating learning area for the children. They were hoping to work with the lower primary to develop ideas which could promote curiosity, inquiry and creativity outdoors using both natural and man made materials.

The school had a small toy library which could be more actively used to build on the links between home and school.

**Grade**

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

### Statement 3

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

### Service Strengths

We found this service was performing very well in the areas covered by this statement. We concluded this after we spoke to the head teacher and early years worker, saw written evidence and made observations at the nursery.

The early years worker had recently started her SVQ in Social Services (Children and Young People) at Orkney College. This was being done through fortnightly college attendance and distance learning. She had experience of working in the nursery and school as a support worker and attending in-service training. She was professional in her approach and motivated to undertake training and provide the best service for the children in her care. Staff were registered with the Scottish Social Services Council (SSSC) and aware of the need for post registration training and learning.

In discussion staff were clear about lines of communication and the head teacher had an open door policy for staff and parents. She also made regular visits to the nursery and had regular timetabled discussions regarding the work of the nursery. Minutes were kept of meetings and action points identified and worked on. The early years worker was able to attend any relevant school staff meetings.

The early years worker had a yearly professional review and opportunities for professional development such as in-service training and visits to other nurseries to share good practice. She was also a member of a cluster group of nurseries to whom she could refer and discuss any practice issues with. She

had already undertaken training on autistic spectrum disorders, two's training, children protection and first aid.

There were termly visits from the principal teacher early years to discuss practice and development within the nursery and to work on selected areas of the curriculum or look at guidance such as Building the Ambition.

There were weekly opportunities to work with the lower primary teacher and support workers to help transition and to enrich opportunities for shared learning.

In the CSQs parents all strongly agreed 'I am confident that staff have the skills and experience to care for my child and support their learning and development', 'My child appears happy and confident with the staff' and 'The staff treat my child fairly and with respect'. One parent wrote 'I am confident that the staff at Sanday School do the very best for all of our children'.

### **Areas for improvement**

The school was aware of the importance of supporting staff to achieve qualifications as required by their SSSC registration.

### **Grade**

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

### **Statement 4**

"We ensure that everyone working in the service has an ethos of respect towards service users and each other."

### **Service Strengths**

Throughout the inspection the staff and head teacher displayed an ethos of respect towards both the children and their parents. They were aware of the importance of providing an open and honest approach to service users and working with them to meet the needs of all involved. Care and welfare policies were in place and staff were very aware of the importance of confidentiality, especially in a small island environment. Private meeting spaces could always

be arranged to allow issues to be discussed in confidence.

The nursery and lower primary were seen to be supportive of each other and had built up positive relationships with children, parents, the wider community and outside agencies. This staff group worked well together as a team, using the experience of each staff member to improve the experience for the children.

Children were seen to be treated with care and respect, whatever their age or stage, as were their parents whose roles were seen as crucial. The staff made great efforts to support parents, so they could support their children, and to integrate them into the local and school community. The head teacher tried to build up supportive relationships over time and access support for families to allow all children to benefit from attending nursery.

The staff could be seen to have strong values of respect and understanding for all families.

### **Areas for improvement**

To continue to value each child and parent who attends the setting and develop their skills and strengths.

### **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 2

“We involve our workforce in determining the direction and future objectives of the service.”

#### Service Strengths

After discussion with the early years worker and head teacher and from looking at the self evaluation and other written evidence this statement has been graded as very good.

Early years staff were involved in contributing to the improvement plan and the monitoring of progress throughout the year. They received staff email bulletins and had access to the staff information board which was updated daily. Staff were able to attend the staff briefing on Monday morning to know the timetable for each week and help them plan for joint activities.

Early years staff attended staff meetings which concentrated on discussions which impacted on their service and gave them an opportunity to be part of strategic decisions and forward planning. Staff agree there was an ethos of sharing within the school and a flexible approach to provide opportunities for the children.

Staff were able to take part in-service days and training which impacted on their work. They were encouraged to use the education information system GLOW to keep up-to-date. The head teacher also encouraged discussion with staff about timetabling and any improvements which could be made. Staff were encouraged to suggest alternatives and improvements and to undertake critical reflection of their practice.

## Areas for improvement

To continue to develop early years links with other settings to give a wider perspective on the direction and future objectives of the service.

## Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 4

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

## Service Strengths

We found this service was performing well in the areas covered by this statement. We concluded this after we spoke to the head teacher and staff, parents and children, saw written evidence and made observations at the nursery.

The early years worker undertook daily evaluation of the activities which the children had engaged with to help planning for the next day or week. There were weekly evaluations undertaken with the children, when they were encouraged to think and talk about what they had enjoyed doing over the week for their learning log. The visits and feedback from the principal teacher early years were also used to as opportunities to reflect on aspects of the service and plan for improvements. There were regular visits to the nursery by the head teacher and feedback following any classroom observations.

The head teacher and early years worker had started to undertake evaluation of its practice on a regular basis, against the quality indicators in the Child at the Centre, as well self assessment for the Care Inspectorate on an annual basis. The head teacher used How Good is our School quality indicators and the revised expectations document from Education Scotland in the school as a self evaluation tool.

The school produced a Standards and Quality Report each year and a School Improvement Plan which identified areas where the staff were working to further develop practice. Next year's plan included Growth MindSets and more detailed tracking of learning. These targets were shared with the parent council for discussion and then all school parents each year.

The nursery welcomed any feedback from parents or other stakeholders and used this to help them be aware of any improvements which they could make to their practice.

The very detailed nursery handbook was available in a printed copy and on the website and included information showing parents how they could be involved in school and nursery improvement. This stated 'We continually strive to ensure that each pupil is able to reach their full potential and a robust programme of school self evaluation takes place. Therefore, we are always keen that parents are listened to. You can tell us what you think by taking part in the annual school survey, by completing evaluation walls at parents evening, attending school workshops and meetings.' 'The head teacher may also run semi focused interviews to better understand the opinions of parents.'

The school had a website which gave an additional channel of communicating between the school and parents. In the CSQs all the parents strongly agreed that 'Overall, I am happy with the quality of care my child receives in this service'.

There was a school and an authority complaints procedure.

### **Areas for improvement**

The head teacher was aware of the need to further involve nursery staff in using the quality indicators from the child at the centre to assess the work of the nursery. The school should continue to involve the nursery in using a variety of quality assurance systems including the Child at the Centre to ensure that staff examine and develop practice on a regular basis.

## Grade

4 - 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

There are no outstanding recommendations.

## 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                  |               |
|-------------|--------------------------|---------------------------|---------------|
| 21 Nov 2012 | Announced (Short Notice) | Care and support          | 5 - Very Good |
|             |                          | Environment               | 5 - Very Good |
|             |                          | Staffing                  | 5 - Very Good |
|             |                          | Management and Leadership | 5 - Very Good |
| 26 May 2009 | Announced                | Care and support          | 5 - Very Good |
|             |                          | Environment               | 5 - Very Good |
|             |                          | Staffing                  | 5 - Very Good |
|             |                          | Management and Leadership | 5 - Very Good |

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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is c?nain eile ma nithear iarrtas.

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