

Care service inspection report

Full inspection

Broomloan Nursery School Day Care of Children

c/o Govan Campus
635 Govan Road
Glasgow

Service provided by: Glasgow City Council

Service provider number: SP2003003390

Care service number: CS2003014857

Inspection Visit Type: Unannounced

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

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

Contact Us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

www.careinspectorate.com

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

Summary

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

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

We gave the service these grades

Quality of care and support	5	Very Good
Quality of environment	5	Very Good
Quality of staffing	5	Very Good
Quality of management and leadership	5	Very Good

What the service does well

The service provides very good care and support to children and families. Children and families who require additional support are very well supported by a caring management and staff team.

What the service could do better

The management team should further develop monitoring systems to ensure that all aspects of the service are monitored and audited. We suggested to the management team that a monitoring calendar would support them to do this more effectively.

What the service has done since the last inspection

Since the last inspection, the service has further developed its nurturing room and principles. Staff had received training around nurture and attachment theories. We saw evidence that some children were benefiting from the positive impact from staff working in the nurture room.

Conclusion

Overall, we found the service to provide a very good quality of early learning care and support to children. Parents we spoke to were very happy with the service.

1 About the service we inspected

Broomloan Nursery School is a Glasgow City Council service operating in the Govan area of Glasgow. The service is based within a school community campus that is shared with two primary schools.

The service is registered to provide care for a maximum of 95 children. The age range of children can be as follows:

- 15 children aged from 2 to 3 years
- 80 children 3 years to those not yet attending primary school.

The service operates Monday to Friday, 8.30am to 4.30pm, term time.

The vision for the service is:

"At Broomloan we aspire to provide a quality service which enables all children to reach their full potential. We believe learning is fun."

A full copy of the aims and objectives can be obtained from the service.

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

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

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 5 - Very Good

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 0345 600 9527 or visiting one of our offices.

2 How we inspected this service

The level of inspection we carried out

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

What we did during the inspection

We wrote this report following an unannounced inspection that took place on Tuesday 8 December 2015 between 8.30am and 5.30pm. We gave feedback on the same day to the manager and two team leaders. Two Care Inspectorate inspectors carried out the inspection.

As part of the inspection, we took account of the completed self assessment and annual return forms that we asked the provider to complete and submit to us.

We sent 30 care standards questionnaires to the manager to distribute to families. Fifteen completed questionnaires were returned to us prior to the inspection visit. Feedback from questionnaires was shared with the manager and team leaders and is documented within this inspection report.

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

We spoke with:

- The manager
- Team leaders
- Child development officers
- Pupil support assistant
- Children using the service
- Parents of children using the service.

We looked at:

- Children's profiles and care plans
- Administration of medication information and records
- Child protection policy and procedures
- Health and safety records
- Risk assessments records
- Accident and incident records
- Infection control policy, procedures and records
- Complaints policy
- Procedures and policies for administering medicine
- Lunch and snack time procedures and experiences
- Staff files including training and appraisals records
- Service monitoring and evaluation systems.

We also observed staff interactions with children and families and looked at the quality and suitability of the environment and resources available.

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.

We received a fully completed self assessment document from the service provider. We were satisfied with the way the service provider had completed this and with the relevant information they had given us for each heading that we grade them under.

Taking the views of people using the care service into account

We received the following comments from children attending the service.

"We wash our hands because there are germs."

"We are going out to play."

"I like my soup."

Taking carers' views into account

We received the following comments from parents whose children attend the service.

"Broomloan road nursery is amazing the staff are very brilliant with my child and myself, it's such a pleasant place and it's full of brilliant activities for the children."

"My child has only been in nursery since August but with the help of his keyworker he has settled in really well and he loves going to nursery every day. The staff are really friendly and approachable."

"Sometimes at the end of the session I come to collect my child, it's really busy and don't get chance to see or speak to his keyworker to hear how his day was. I think a diary update would be really useful for parents to get a snap shot of their child's day."

"The staff are always happy to help with any queries, I feel confident in speaking to all members and all very approachable. The head teacher is very involved and seems to know my child well. The nursery has a strong community feel which is enhanced with the activities they do to involve parents such as the coffee mornings and swap shop."

"My son was put forward with a referral from my doctor as he was very hyper. Since going to Broomloan Campus Nursery I am a very happy delighted mother, as my son has calmed down so much and life at home has improved so much in daily activities. I can't thank the staff in the 2-3 and 3-5 room enough for helping us as a family as my son has developed so well in 2 years."

"I cannot speak highly enough of the nursery, my daughter has additional needs and the nursery provide an excellent amount of support to my family especially my daughter. They have introduced several sensory driven activities for my daughter's benefit; accept training sessions in sign language therapy. The nursery have also established links to the local school for children with sensory support needs to allow children from both schools to integrate more effectively. My child is exceptionally happy to go to nursery every day; the routine that is in place allows great developmental opportunities and gets sensory stimulation she would not get at home."

"The nursery has made my child more confident as she can be very shy. They always involve her and make a special effort with all the kids so they feel at ease. The staff are always welcoming to me and my child in the morning. My child's numeracy and art have excelled greatly since being at nursery."

"I am very happy with staff behaviour and child learning. Confident with everything."

"Since my child has been to Broomloan she has grown into such a confident little person and that's due to the positive environment and the outings she has been on the staff are more than happy to assist and are incredibly helpful."

"Could be more outdoor play and trips and newsletters and of course I would prefer my son had a snack that was suitable for him but I am not allowed to bring in something different for him."

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

After examination of relevant documents, feedback from service users, staff and management this service was found to have a very good performance in relation to this statement.

The service had recently reviewed and updated its participation policy. This policy informed families of how the service planned to involve and consult them about their child's learning and the service in general.

We looked at very informative notice boards and displays which informed families and visitors about the service. Information about national and local frameworks was displayed. Parents were given lots of very good information about outside agencies and other support groups which could support them and their children. The service delivered a PATHS (Promoting Alternative Thinking Strategies) programme. These strategies help children to share their emotions and feelings as well as to respect the needs of others. Parents were consulted and included in this programme to give them an understanding of the desired outcomes of the programme.

Regular informative newsletters kept parents up to date with what was going on in the service. We found that the service, where possible, had newsletters translated into other languages to support families with English as an additional language. This contributed to the service's ethos of respect and inclusion.

From the 15 care standards questionnaires returned to us prior to our inspection visit, we found that all parents strongly agreed or agreed that the service kept them informed about what was going on in the service through newsletters and information boards.

Parents' opinions were sought by the nursery formally and informally. Parents we spoke to told us that they felt very involved in the service and could speak to any member of the management team or their child's key worker at any time. Parents told us that they felt supported and well-informed by management and staff.

Parents were invited to be part of parents' groups within the service. We noted that parents were involved in the service's eco group. The service had recently been awarded a second Green Flag award as recognition of its commitment to eco-friendly practices.

We saw that parents had been issued questionnaires about the service. Parents were asked to comment about their child's settling in process. We found that parents responded very positively about the process. Some of their comments included:

"My child's key worker helped a lot to settle my child."

"All questions were answered fully. The head teacher made me feel really welcome to ask anything further. I emailed a few times after this and her replies were polite and helpful."

We saw evidence that both children and parents had the opportunity to comment in children's learning journeys about their progress and learning. In addition to this, parents had the opportunity to meet with their child's key worker to discuss their progress and development.

From the 15 care standards questionnaires returned to us, we found that all parents strongly agreed or agreed that staff regularly assessed their child's learning and development and used this to plan their next steps. In addition, all 15 parents strongly agreed or agreed that staff shared information about their child's learning and development and, where appropriate, their child.

Children were listened to and staff respected their ideas and suggestions. We observed staff listening to and responding to children's requests about what resources they wanted and what activities they wanted to be involved in. We noted that children had lots of opportunities to choose what they wanted to do.

Big floor books provided evidence of how children were further consulted about their interests. We could see that children's ideas and suggestions were considered by staff who provided opportunities for children to further explore their interests.

Areas for improvement

Following our inspection in January 2014, we recommended that the service should continue to consult with children and parents/carers to assess their performance against all four care standard quality themes. Staff should analyse the findings and publish them in an accessible format for everyone.

Whilst we have reported that the service had very good systems in place to consult with parents and children, we found that the service did not feedback or respond to comments made. We discussed with the management team ways in which they could do this. In addition, we noted that formal consultation was not always dated. The service should ensure that any formal consultation is dated and reflects actions taken. (See recommendation 1)

Grade

5 - Very Good

Number of requirements - 0

Recommendations

Number of recommendations - 1

1. The provider should continue to consult with children and parents/carers to assess their performance against all four Care Standard quality themes.

They should analyse the findings and publish them in an accessible format for everyone.

National Care Standards early education and childcare up to the age of 16:
Standard 13 - Improving the service and Standard 14 - Well-managed service.

Statement 3

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

Service Strengths

After examination of relevant documents, feedback from service users, staff and management this service was found to have a very good performance in relation to this statement.

We found that staff were very committed to ensuring that the health and wellbeing needs of children were met. Staff knew children and families very well. Staff spoke to us very confidently about individual children's needs and how they were supporting children.

Several children required support from other professionals such as educational psychologists, speech and language therapists, health visitors and social workers. We found that the management and staff team had fostered very good working relationships with other professionals and shared information about children in order to fully support them. We saw evidence within children's personal files that staff attended review meetings and worked with other agencies and professionals to set individual plans and targets for children.

Staff recorded children's progress and learning in their individual files. We noted that details of children's achievements were recorded as well as their planned next steps. Staff used Getting it right for every child (GIRFEC) wellbeing indicators to record and review children who required additional support progress. Co-ordinated support plans were in place to support children who required additional support and where other agencies were involved in their care. Having sampled these plans, we could see that the service involved and included parents in reviewing children's progress and setting targets for their development.

From the 15 care standards questionnaires returned to us, we found that all parents strongly agreed or agreed that the staff had worked with them and their child to develop an individual education and support programme for their child and that staff regularly assessed their child's learning and development and used this to plan their next steps.

The service worked closely with other organisations including Quarriers, Children 1st and Govan H.E.L.P who provided support to families by accessing play therapists, support workers and financial advice to parents.

Staff were very sensitive and supportive during periods of transitions in children's lives. We noted that very good information was shared between staff when children were joining the service or moving on to another room. We also noted that the service had made good links with receiving primary schools to aid children's transition. During our inspection visit, a group of children had gone on a visit to another nursery for a Christmas party. Staff told us that links with this nursery had been made to support a child who was moving onto the other nursery. We were also informed that the child's parent had accompanied staff on the visit. This supported both the child and the parent in a smooth transition.

Children's health and wellbeing was promoted routinely by the service. Staff ensured that children were offered a variety of healthy snacks, meals and drinks. We observed children over snack and lunchtime. Staff supported and encouraged children well over meal times. Mealtimes were a calm and sociable experience for children.

From the 15 care standards questionnaires returned to us, we found that all parents strongly agreed or agreed that the service provided a variety of healthy and well-balanced meals which met their child's dietary and cultural needs.

The service was part of the Smile Nursery programme. Staff had received training in promoting children's oral health. We observed staff supporting children to brush their teeth after lunchtime. This was done sensitively and in a responsive manner. The service also took advantage of NHS programmes of tooth varnishing and eye checks. These programmes contributed to the health and wellbeing of children using the service and increased their knowledge and understanding of their own health and wellbeing.

In January 2014 we made the following recommendation: The manager should review the policy and procedures for storage of medication and incorporate best practice. They should refer to the Care Inspectorate's publication: Management of Medication in Daycare and Childminding Services.

We noted that several children who attended the service required medication. We looked at consent forms and procedures for the safe storage of medication. We found that the service had improved systems for the recording and safe storage of medication. We also found that the service had very good systems in place to record and update information about children who had specific allergies or medical requirements.

Staff were aware of the benefit of outdoor physical play for children. We observed staff supporting children to change into outdoor play suits and wellies. Playrooms had direct access to outdoor play space which was observed to be well used and provided very good outdoor play opportunities which extended children's learning.

From the 15 care standards questionnaires returned to us, we found that 14 parents strongly agreed or agreed that their child regularly got fresh air and energetic physical play. One parent disagreed. We could not see any evidence to support the fact that children did not have the opportunity for outdoor physical play.

Areas for improvement

We found whilst sampling children's folders that not all entries were dated. The manager should ensure that staff date any observations made in children's folders in order to make tracking of their development easier and more effective.

The manager should ensure that an audit of medicines coming in and out of the service is carried out and that parents are consulted about whether the medicine is still required. We signposted the manager to information about this in the Care Inspectorate guidance - Management of medication in daycare of children and childminding services.

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

After examination of relevant documents, feedback from service users, staff and management this service was found to have a very good performance in relation to this statement.

Broomloan Nursery School is based within a school community campus that is shared with two primary schools. Access to the nursery is via a secure buzzer entry system. A receptionist is based within a welcoming reception area and welcomes children, families and visitors into the service. During our inspection visit, the receptionist was on annual leave and a member of the management team was deployed in the reception area. Visitors to the service were required to sign a visitors' book. Staff maintained accurate registers of children attending the service. These procedures contributed to the safety of children, staff and visitors in the building.

We observed reception areas, playrooms and toilet facilities to be clean, bright and well maintained. The service was cleaned and maintained by Glasgow City Council. The service benefited from an onsite janitor who replenished stock and dealt with minor faults and repairs. A system was in place to record and report more serious faults or repairs to the local authority.

From the 15 care standards questionnaires returned to us, we found that all parents strongly agreed or agreed that the service was a safe, secure, hygienic, smoke free, pleasant and stimulating environment.

We noted that staff had considered the risks within the indoor and outdoor environment. These approaches helped staff to reduce the risk of harm to children and contributed to children's safety.

Staff made sure that any accidents that occurred were recorded and reported to parents promptly. The service had a good history of informing the Care Inspectorate of any reportable incidents.

The service had good systems in place to record and monitor any child protection concerns. Staff had received training on child protection and were knowledgeable about their roles and responsibilities. Staff were aware of confidentiality and shared information where appropriate in order to protect and safeguard children.

From the 15 care standards questionnaires returned to us, we found that all parents strongly agreed or agreed that staff would protect their child from harm, abuse, bullying and neglect.

Areas for improvement

We observed staff attending to children's personal needs during nappy changing. We found that although staff wore a protective apron and gloves they were unaware of current best practice guidance around when to remove protective clothing in order to minimise the spread of infection. We discussed this with staff who welcomed the information shared. The manager should ensure that staff have access to the current best practice guidance Infection Prevention and Control in Childcare Settings (Day Care and Childminding Settings) and review the service's nappy changing procedures.

We also noted that toilet doors leading into playrooms were wedged open. This increased the risk of cross contamination and infection.

The service should review its procedures for minimising the risk of the spread of infection. (See recommendation 1)

Whilst we have reported that the service recorded accidents using Glasgow City Council pro formas, we found that the information did not give a lot of detail about the accident or treatment received. The manager should consider recording additional information about accidents which could be audited to identify trigger points.

Grade

5 - Very Good

Number of requirements - 0

Recommendations

Number of recommendations - 1

1. The provider should review and update its procedures for minimising the spread of infection.

National Care Standards early education and childcare up to the age of 16:
Standard 2 - A safe environment.

Statement 5

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

Service Strengths

After examination of relevant documents, feedback from service users, staff and management this service was found to have a very good performance in relation to this statement.

Children had access to playrooms which were well resourced and appropriate for their needs. A 2-3 room and 3-5 room provided opportunities for children to play, learn and relax comfortably. The addition of the nurture room had enhanced positive outcomes for children who required additional support.

We observed furniture and resources to be plentiful and of good quality which met the individual needs of children. Younger children sat in captains chairs around crescent-shaped tables for lunch and some activities. This provided additional support and comfort. Older children also had appropriate furniture and resources to support their needs.

We observed children having a wide range of resources which were of a good quality and easily accessible to them. Visual aides were used to help children recognise where they could find resources and recognise the different routines for their day. Staff told us that resources were rotated regularly to meet the interests of children and related topics.

From the 15 care standards questionnaires returned to us, we found that all parents strongly agreed or agreed that the service had a suitable range of equipment, toys and materials for the children. Fourteen parents also strongly agreed or agreed that there was enough space for their children to play and get involved in a range of activities, one parent disagreed.

Each of the playrooms had direct access to a safe and secure outdoor play area. We observed children playing outdoors during our inspection visit. We found that staff provided opportunities for children to be involved in physical activities as well as opportunities to be creative and explore their natural environment.

The school gym hall and football pitch, which the service had timetabled access to, provided additional opportunities for children to be involved in physical activity. In addition, visiting specialists who delivered dance and exercise programmes to the children enhanced the opportunities for children's physical development.

The service had recently developed a small pantry room to use as a parents' room. Comfy chairs and useful literature had been put into the room for parents. This room provided additional space for parents to meet with and speak to staff confidentially.

Areas for improvement

The service should continue to audit and maintain the environment in order to continue to provide accommodation and resources which are suitable for the needs of the service users.

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

After examination of relevant documents, feedback from service users, staff and management this service was found to have a very good performance in relation to this statement.

We found staff to be well qualified and motivated to do a good job. Staff held appropriate childcare qualifications and were committed to their personal development. We noted that some staff had undertaken additional qualifications at degree level.

From the 15 care standards questionnaires returned to us, all parents strongly agreed or agreed that they were confident that staff had the skills and experience to care for their child and support their learning and development.

In January 2014, following our inspection visit, we made the following recommendation: The manager should re-establish the appraisal system to ensure the regular support and supervision of individual staff. This is to support the effective practice of staff and identify any gaps in their training.

During our inspection staff told us that they had the opportunity to meet formally with their manager to discuss their performance, set targets and review their training needs. We sampled staff files and found evidence that an effective system of staff appraisal and performance review took place twice a year. We have therefore concluded that this recommendation had been met.

We talked to staff about their training needs and how needs were identified. Staff told us that they discussed with their manager any training that they were interested in and that the manager also identified staff training needs through staff appraisal and review. Since the service's last inspection, staff had been involved in a range of relevant training opportunities which met not only the needs of staff but of children using the service. Training that staff had been involved in included:

- Managing severely allergic pupils in schools
- Child protection
- Cochlear training
- Makaton training
- Appointed person first aid
- Breastfeeding friendly
- Smile nursery
- Autism awareness
- Manual handling
- First line management.

We observed very positive relationships between children and staff. Staff showed caring nurturing natures. They took time to explain and repeat instructions to children. We noted that staff supported children and families with communication barriers very well, repeating language and using visual aids. All staff we spoke to were very committed to fully adopting and implementing nurture principles to support the children that they cared for.

From the 15 care standards questionnaires returned to us, we found that all parents strongly agreed or agreed that their child appeared happy and confident with staff.

All staff were registered with the Scottish Social Services Council (SSSC) and were aware of their responsibilities in relation to maintaining their registration as well as the SSSC codes of conduct.

Areas for improvement

The provider should continue to support and encourage staff to access additional training to further develop and extend the skills and expertise of staff.

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

After examination of relevant documents, feedback from service users, staff and management this service was found to have a very good performance in relation to this statement.

The service provided a warm and welcoming environment to children and families. Information was displayed informing parents about the service. We noted that where possible this information was displayed in different languages and with visual prompts to support people with English as an additional language.

The manager arranged for a translator to be available when necessary to support families at enrolment, during periods of transition and for sharing of information. This reflected the service's commitment to involvement and inclusion.

Staff knew children and families well and were respectful of the challenges some of the families faced. Staff were very respectful of different languages, cultures and economic backgrounds and worked hard to include and involve families in the service and signpost and direct them to other agencies who could offer support.

Parents we spoke to told us of the good relationships they had with staff. They told us that the manager and staff were always available to listen and support them.

We observed staff to communicate respectfully with each other and with children and parents. Staff shared and passed information to each other about children and their routines. We observed staff sharing information with parents at children's drop off and collection times. Staff were observed to be patient and take time to include and listen to parents' views and opinions.

Areas for improvement

The manager should continue to support staff in embedding the ethos of respect towards service users and each other.

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: 5 - Very Good

Statement 2

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

Service Strengths

After examination of relevant documents, feedback from service users, staff and management this service was found to have a very good performance in relation to this statement.

Staff told us that they had very good opportunities to be involved in determining the future objectives of the service. They told us that they attended regular room, staff and management meetings. We looked at minutes of some of these meetings and found that operational issues as well as issues regarding particular children were regularly discussed. Staff had the opportunity to contribute, give ideas and make suggestions which had led to overall improvements in the service and provided positive outcomes for children using the service.

The manager had observed staff practice and was aware of their particular skills and interests and used this knowledge to give some staff additional roles and responsibilities within the service. We found that staff had adopted lead roles in the following areas:

- Eco-Schools
- Phonological awareness
- Nurture
- Health and wellbeing
- Oral health
- PATHS (Promoting Alternative Thinking Strategies)

- Play on Pedals
- Outdoor learning
- Transitions.

Giving staff the opportunity to lead in certain areas of the curriculum and take responsibility for the service's improvement gave them a sense of ownership of the service.

Staff were knowledgeable about the service's improvement agenda and told us about the roles they played in working towards meeting targets and setting objectives.

Areas for improvement

The manager should continue to involve staff in determining 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

After examination of relevant documents, feedback from service users, staff and management this service was found to have a very good performance in relation to this statement.

We found that the service had some very good systems in place to ensure that children, parents and staff were involved in assessing the quality of the service provided.

We have reported under quality theme 1, statement 1, that the service consulted and involved children and parents about the quality of the service provided and that children and parents had the opportunity to influence improvements.

The management team had a very good system in place to effectively monitor staff and playroom activity. The manager carried out regular staff performance and review meetings. These meetings gave staff and the manager the opportunity to reflect and discuss previous goals and targets and set new ones. Staff also had the opportunity to discuss and request training needs.

As previously mentioned in this report, the manager and staff team were very committed to embedding nurture principles throughout the service. The staff team used a document called How nurturing is our school to measure their progress, set targets and reflect on good practice. In addition, we found that the service was using the Scottish Government framework Child at the Centre 2 to quality assure the quality of the service they provided. We looked at this and found that staff contributed to this honestly and set realistic targets to improve the outcomes for children and families using the service.

The service had an improvement plan in place which highlighted three key priorities for improvement. The three priorities for 2015/16 were:

- Nurture and included
- Assessment and moderation
- Working in partnership with other agencies.

The management team had adopted an open door approach to families to encourage them to share ideas and concerns with them directly. Parents we spoke to told us that they felt very comfortable and supported discussing issues with staff and the management team. The service also had an effective complaints policy in place which gave parents information about how to raise concerns with the Care Inspectorate.

Areas for improvement

The manager should further develop monitoring and auditing tasks to include monitoring of children's profiles, accidents and medication.

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. The service should continue to consult with children and parents/carers to assess their performance against all four Care Standard quality themes. They should analyse the findings and publish them in an accessible format for everyone. National Care Standards early education and childcare up to the age of 16: Standard 13 - Improving the service and Standard 14 - Well-managed service.

This recommendation was made on 07 January 2014

We found that although staff had continued to consult with children and families they had not analysed their findings or published them in order for children and families to know how they were responding to their findings. This recommendation had not been met.

2. The manager should review the policy and procedures for storage of medication and incorporate best practice. They should refer to the Care Inspectorate's publication: Management of Medication in Daycare and Childminding Services. National Care Standards early education and childcare up to the age of 16: Standard 3 - Health and wellbeing.

This recommendation was made on 07 January 2014

We found that the service had reviewed and updated its policies and procedures for the safe storage and administration of medicines. This recommendation had been met.

3. The manager should re-establish the appraisal system to ensure the regular support and supervision of individual staff. This is to support the effective practice of staff and identify any gaps in their training. National Care Standards early education and childcare up to the age of 16: Standard 12 - Confidence in staff.

This recommendation was made on 07 January 2014

We saw evidence that the manager had a system in place for regular staff appraisal where staff had the opportunity to discuss any training needs or requests. This recommendation had been met.

4. Management should review and revise all service policies in keeping with local and national guidance, including the National Care Standards. Staff, parents/carers and where appropriate children should be involved in this process. National Care Standards early education and childcare up to the age of 16: Standard 13 - Improving the service and Standard 14 - Well-managed service.

This recommendation was made on 07 January 2014

We noted that some service policies had been reviewed and updated, however we found that significant policies had not been reviewed or updated. The manager agreed that this task had not been a priority and would be addressed in the new term. This recommendation had not 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

There is no additional information.

9 Inspection and grading history

Date	Type	Gradings
7 Jan 2014	Unannounced	<div>Care and support</div> <div>Environment</div> <div>Staffing</div> <div>Management and Leadership</div> <div>5 - Very Good</div> <div>5 - Very Good</div> <div>5 - Very Good</div> <div>5 - Very Good</div>
31 Oct 2008	Unannounced	<div>Care and support</div> <div>Environment</div> <div>Staffing</div> <div>Management and Leadership</div> <div>5 - Very Good</div> <div>5 - Very Good</div> <div>5 - Very Good</div> <div>5 - Very Good</div>

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

You can also read more about our work online.

Contact Us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

www.careinspectorate.com

 @careinspect

Other languages and formats

This report is available in other languages and formats on request.

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

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.