

## Peter Pan Playgroup (Carnoustie) Day Care of Children

Newton Church Hall  
10 Arbroath Road  
Carnoustie  
DD7 6BL

Telephone: 01241 410245

Type of inspection: Unannounced  
Inspection completed on: 27 January 2017

**Service provided by:**  
Peter Pan Playgroup

**Service provider number:**  
SP2003000587

**Care service number:**  
CS2003002981

## About the service

Peter Pan Playgroup (Carnoustie) is a privately owned day care of children service for up to 18 pre-school children at one time. It operates from a church hall close to the centre of Carnoustie in Angus. It is open on weekday mornings between 0900 and 1200 during school terms only (including some in-service days). The staff team consists of the manager and two playgroup assistants. The service operates from a large playroom/hall, smaller additional room and toilets. There is also a grassed outdoor play area.

The service's aims and objectives included providing a safe environment for children, opportunities for them to learn new skills and improve communication, and helping them to gain confidence and ease the transition to school or nursery.

## What people told us

The children were all seen to be happy, settled and active at play during these inspection visits. The children currently attending are mostly aged 2-3 years of age and could not confidently express their views of the service. Our observations of the children at play concluded that the children were relaxed and were enjoying their playgroup experiences. This was confirmed by parents who spoke to inspectors during the inspection.

Eleven parents/carers who spoke to the inspectors all expressed very high levels of satisfaction with the service. They felt that their children benefitted from attending the service, were developing confidence and learning to mix positively with other children. One parent told us that they felt their child had made very good developmental progress since attending the playgroup. All parents /carers who spoke to inspectors expressed high levels of confidence in staff and the service, finding staff to be friendly, helpful and approachable. Parents who spoke to us did not hesitate to return to the playgroup after its voluntary and temporary closure after the recent local e-coli outbreak. Parents felt that communication relating to this incident had been good and they were confident that the playgroup was a safe environment for their children.

Four out of the eight Care Inspectorate questionnaires provided were completed and returned before this report was written. Feedback from this source confirmed that these parents were happy with the service. Three of these parents 'strongly agreed' and one 'agreed' that they were overall happy with the quality of care that their child received. Parents did not raise any concerns and made some positive comments about the service, including;

'My child has only been attending since October but it has already helped to build his confidence away from me. He has made good friendships and has started to enjoy more imaginative play, including dressing up. I like that the playgroup team can provide the stepping stone between leaving mum and going to nursery. My child is learning key life skills within a safe, caring and nurturing environment.'

'Peter Pan Playgroup is a happy, welcoming and fun place for my child to be in. I have now had two children attend this playgroup and have never had any concerns. The staff are friendly, approachable and have the children's best interests at the forefront of their thoughts at all times.'

## Self assessment

The self assessment document is an important part of the regulatory process that informs our inspections and provides us with valuable information about how the service is delivered. A self assessment document was not received prior to this inspection taking place. This is an important task that the new manager needs to consider in her improvement plan for the service. Completing this document would have provided the team with a good opportunity to reflect on the service and consider their strengths and areas for development. It would have also helped them to consider how their practice had taken account of the recommendations made following the recent local e-coli outbreak.

## From this inspection we graded this service as:

Quality of care and support	2 - Weak
Quality of environment	3 - Adequate
Quality of staffing	2 - Weak
Quality of management and leadership	2 - Weak

## Quality of care and support

### Findings from the inspection

We found there to be a welcoming and inclusive atmosphere for children and their families. Children were greeted warmly as they arrived and settled quickly at play. One child who had recently started to attend the service cried for a short while when his parent left. He was reassured and supported very well by staff and was quickly seen laughing and active at play. Children and their families were comfortable in the playgroup and had established good relationships with staff. Staff were friendly and approachable with parents and carers as they arrived to collect their children and spoke with some parents about their child's day.

We spoke briefly to eleven parents/carers about their experiences of using the playgroup. There was consistent feedback from all who spoke to the inspectors, we were told that children were very happy at the playgroup, always wanted to come and that their development was being well supported by the playgroup provision. Parents told us that staff were friendly and helpful and they trusted them to care for their children.

A large part of the morning sessions were free-flow and unstructured, which enabled children to make choices, develop their own interests and work at their own pace. There was a varied range of resources set out for the children before they arrived and we saw that they were active at play and generally enjoying the experiences on offer. However, there was insufficient challenge, particularly for the few older children using the service, who appeared to be bored and became restless at times. Staff did not use observation effectively to consider how children were enjoying the activities on offer and were not always responsive to the children's changing needs. For example, a group of children were enjoying the playdough and some minor disagreements developed as children became frustrated. There was not enough playdough for those wanting to play and it was set up on a small table pushed up against the wall, restricting how many children could join the group. There was a large table in the middle of the room with foam construction materials that were hardly used by the children.

Another table of plastic buildings and structures was barely used by the children as there were too few people figures and other small world resources to interest them and extend their play. We shared our observations with staff and suggested that they made better use of space and resources and took greater account of children's interests, ideas and suggestions. Staff set out resources at the beginning of the week and changed them on a weekly basis. One child was heard asking to have the dressing up clothes out to play with but this was not facilitated. One child had taken a jigsaw puzzle from a drawer and had concentrated and focused to complete it independently, he was very pleased with this achievement. This success was not acknowledged by staff who told him to put the puzzle back in the drawer. We discussed the importance of children having a greater role in the planning process and the need for the learning environment to be interesting, spontaneous and varied. We discussed the value of introducing more heuristic, natural and open-ended resources that would support children to be imaginative, to explore and investigate. The craft activity was very adult directed, children all made calendars to take home, this did not allow for children to be creative and experiment with a range of materials and textures. Adjustments to how resources and activities are organised could offer children more challenging and broader experiences that better support them to achieve and reach their potential. Involving children more in organising the resources would also provide them with valuable opportunities to be responsible and independent. See recommendation one.

Staff worked with the children individually and in small groups to support learning and extend experiences. We saw that children were making friendships, playing cooperatively, learning to share and take turns. Children were confident and developing skills, knowledge and language. We saw that children were happy and settled and having fun with friends through shared play experiences.

There were some short group singing and story times in the sessions. Some children really enjoyed these activities, whilst others did not concentrate or sit still and became restless. This distracted those children who were engaged and impaired their experiences. We discussed with staff the need to review their approach to group sessions, ensuring that these sessions were age appropriate, flexible, well supported by staff and responsive to the children's needs. See recommendation two.

Staff were kind and supportive, using positive language to encourage children. They were nurturing and approachable. They clearly knew children well but this was not reflected in their recording of children's needs and progress. A sample of children's files were viewed and found to be of a basic standard that required further development. There were simple personal plans and some very limited observations of the children that did not give a clear account of children's needs and progress. The service should review and extend their recording for individual children to support them to meet individual needs. This has been a recommendation at the two previous inspections and should now be progressed. See recommendation three.

There was a weak approach to child protection that requires to be urgently addressed to ensure a safe environment for children. The manager was the designated child protection officer but was not able to demonstrate a robust understanding of her responsibilities in this area. Staff did not have a clear understanding of the service's child protection policy, which could not be found on the first day of this inspection. A new policy has been drafted and provided to the Care Inspectorate. Further advice has been given about adapting its content, more clearly detailing actions that will be taken in response to a child protection or child welfare concern. Only one member of the team had attended child protection training. Staff must access training in child protection relevant to their role, extend their own knowledge through reading key documents and develop clear understanding of their own child protection policy and procedure in order to ensure that children attending will be safe and protected. See requirement one.

Children did not have sufficient opportunities to be independent, for example, staff prepared and served the snacks for children. Staff should consider how they extend opportunities for children to develop skills and independence.

We concluded that the outcomes for children were overall weak. Children were happy at play and enjoying their time at the playgroup, however, the quality of their experiences could be improved to further support their learning and progress. The setting was nurturing and supportive but the poor understanding of child protection and the groups responsibilities in this area must be urgently addressed to safeguard children.

## Requirements

### Number of requirements: 1

1. The provider must improve the service's approach to child protection in order to keep children safe and protected. This should include;

That all staff access training in child protection;

That all staff undertake relevant reading to improve their understanding of key issues and good practice in this key area;

That policy and procedure for child protection is further developed and that all staff are fully aware of the service's child protection policy and procedure.

**This is in order to comply with;**

**SSI 2011/210 4 Welfare of users Welfare of users**

**4.(1) A provider must**

**(a) make proper provision for the health, welfare and safety of service users;**

**Timescale for implementation is on immediate receipt of this report.**

## Recommendations

### Number of recommendations: 3

1. Staff should review how resources and activities are organised to improve outcomes for children and offer them more challenge and opportunity. They should develop more child-led and responsive practice that takes greater account of children's ideas and interests.

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

**Standard 5: Quality of experience.**

**Standard 6: Support and development.**

**Standard 11: Access to resources.**

**Standard 14: Well-managed service.**

2. The service should continue to review how group sessions are organised to ensure that these activities are meaningful and age appropriate.

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

**Standard 5: Quality of experience.**

3. Staff needed to further develop their systems for recording children's needs and progress, with greater emphasis on next steps in learning for individual children and links to planning. Personal plans should also be developed, evidencing that the information is reviewed at least every six months in order to support planning for children's individual needs.

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

**Standard 3: Health and well-being.**

**Standard 4: Engaging with children.**

**Standard 5: Quality of experience.**

**Standard 6: Support and development.**

**Standard 14: Well-managed service.**

**Grade:** 2 – weak

## Quality of environment

### Findings from the inspection

The building was a shared premise used by other community groups, we found it to be suitably safe and secure. There was a secure entry system which meant that the children were protected from unknown adults entering the building. The outside play area was secure and fully enclosed.

An Environmental Health officer visited the playgroup with the Care Inspectorate as part of this inspection. The Environmental Health officer provided an update on standards and safety with focus on the areas requiring attention from a previous visit in response to the local E-coli outbreak. The Environmental Health officer was satisfied with the compliant response from the playgroup and was satisfied with the following actions that had been taken;

A deep clean of the premises and equipment had been undertaken;

The portable children's sink was no longer in use;

Two child-sized sinks with age appropriate mixer taps had been installed in the children's bathroom;

Pedal bins had been provided in the children's bathroom;

A mat had been provided by the exit door to the garden to reduce transfer of dirt into the hall.

There were some other health and safety issues that were identified during this joint visit that were discussed fully with the manager;

Ensure staff working in the playgroup are aware of and observe the necessary contact time required when using the disinfecting solution currently used for cleaning and disinfecting tables prior to snack being served;

The domestic style chopping board being used for foodstuffs is worn and can no longer be effectively cleaned.

Replace the worn chopping board;

The nappy changing mat is worn and not intact. The changing mat should be replaced.

At the time of our visit, the remains of a dead bird was found in the old boiler store within the outside play area after having gained access under the rotten door. The door should be repaired so as to prevent access and harbourage by pests;

The paving slabs at the back door leading to the external play area are damaged and presently constitute a tripping hazard. Effectively repair the damaged paved surface.

The manager verbally agreed to make these improvements during the inspection and these should now be promptly addressed. Actions had already been taken to organise the repair to the broken paving slabs. The manager had also agreed to provide a toilet roll holder and paper towel dispenser in the children's bathroom. See recommendation one.

Toy cleaning schedules needed to be better recorded to more accurately reflect the routine toy washing that was taking place. Toy cleaning records displayed in the equipment store-room noted last toy cleaning had taken place in November 2016. This was not accurate and we saw that some construction materials had been washed in the dishwasher that day. Staff told us that very regular toy cleaning was taking place but this could not be evidenced through their recording. We found play resources to be in a clean condition. The manager agreed that she would start to note what cleaning had taken place on a calendar or diary. See recommendation two.

We saw that all staff were conscientious in supporting children to play safely and to develop awareness of their own safety. For example, children were kindly reminded to consider the safety of others when running around inside the main playroom, with staff discussing the risks with children in an age appropriate manner. Policies relating to practice and maintaining a safe environment were available for parents to see and comment on. We saw that staff routinely assessed risk to ensure that the environment was safe and suitable for the children. These visual daily checks were further supported by written risk assessments.

We saw that the premises were clean and generally in a good state of repair, considering that this church hall was very old and some areas had not been recently renovated. The premises were light, warm and welcoming. The double glazed windows helped to keep the main playroom warm and draft free. The playgroup had access to a large church hall, smaller room used for stories and group times, kitchen and toilet facilities. They also had access to a small, enclosed outdoor play space. This was not used during this inspection and staff reported that they had not used the area during the winter months as the ground becomes water-logged and excessively muddy. Staff should continue to organise other ways to provide children with other outdoor experiences and increase opportunities for indoor active play. We informed staff of the 'My world outdoors' document to inform their approach to outdoor learning.

There was ample space for the number of children attending, allowing children to move around freely between the range of activities on offer. There were resources available to offer some indoor active play. We saw the children enjoying playing on the small trampoline, rockers and a small climbing frame. Staff should consider how they extend active play, for example using music and dance, drama, Sticky kids exercise activities and organising obstacle courses and games.

The main playroom was set out by staff to provide a welcoming environment for the children. Some of the group's play equipment had been removed from the service on advice from outside agencies involved in the recent E-coli outbreak. The wooden railway track and other resources made from wood had been discarded. This had limited the range of resources available to the children, as these had not been replaced with alternatives. Staff should continue to expand the range of resources available to support learning. See recommendation under the theme of Care and Support.

We observed good hand washing. Children washed their hands before snack and after using the bathroom. New child sized sinks with age appropriate taps had been recently installed in the children's bathroom. Staff were promoting the importance of good hand washing and hygiene with children to support their health and safety. There were signs displayed in the children's bathroom to promote hand washing. We suggested that staff sought or made signs that were more age appropriate and eye-catching for this very young age group.

There were appropriate recording procedures in place for the recording of accidents and incidents. There had been very few accidents recorded since the last inspection. One member of staff held a valid first-aid certificate and was equipped to deal with accidents and emergencies. We discussed the importance of other staff completing training in first-aid to ensure that there was always somebody present who was able to respond appropriately to any accidents. See recommendation three.

Staff told us that there was currently no medication being administered but there were appropriate medication processes in place should a child require medication.

We concluded that the outcomes for children were adequate in relation to this statement. The shared community, non purpose-built premises were generally well maintained and safe. Staff needed to address the health and safety issues identified by Environmental Health. It is imperative that the recommendations made from agencies after the local E-coli outbreak are effectively implemented and that robust standard infection prevention and control practices continue to be implemented. Staff also needed to consider how they use space and resources more flexibly to meet children's needs and provide broader and more varied play and learning opportunities.

## Requirements

**Number of requirements:** 0



## Recommendations

### Number of recommendations: 3

1. The health and safety issues detailed in this inspection report should be promptly addressed to support children's health and safety. Robust infection prevention and control practices should continue to be implemented.

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

**Standard 2: A safe environment.**

**Standard 3: Health and wellbeing.**

**Standard 14: Well-managed service.**

2. The manager needed to keep greater account of what toys had been cleaned and note when and how materials were cleaned. This is in order to keep a clean and safe environment that supports children's health, wellbeing and safety.

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

**Standard 2: A safe environment.**

**Standard 3: Health and wellbeing.**

**Standard 14: Well-managed service.**

3. Staff should access training in First-aid to ensure that there is always an appropriately trained member of staff on duty to deal with any accidents.

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

**Standard 2: A safe environment.**

**Standard 3: Health and wellbeing.**

**Standard 12: Confidence in staff.**

**Standard 14: Well-managed service.**

**Grade:** 3 - adequate

## Quality of staffing

### Findings from the inspection

We examined the staff files for the two members of staff who had been recruited since the last inspection. There were suitable systems in place for staff recruitment that helped to keep children safe and protected, these procedures were informed by SPPA (Scottish Pre-School Play Association) guidelines. Checks were carried out by Disclosure Scotland (PVG) and references were sought that provided evidence of good practice and good character. There was a good equal opportunity policy in place for staff recruitment. Staff files were kept in a well organised and confidential manner. We were satisfied with staff recruitment procedures.

There was an informal induction in place that equipped new staff to work within the service, this informal approach was managed well within the small staff team of three. The induction process enabled staff to become familiar with how the service operated on a daily basis and learn about the policies and procedures that informed their work. The induction process should be reviewed to ensure that all staff are fully aware of key policies, for example child protection. See recommendation under the theme of Care and Support.

Staff were mature and brought a range of life, work and parenting experience to their posts at the playgroup. Staff had many transferable skills and high levels of enthusiasm and commitment to the playgroup. However, they were inexperienced in working in such a setting and this impacted on the quality of children's experiences noted at this inspection. Staff did share with us at the feedback meeting that we had not seen them at their best as they had been anxious about the inspection. We acknowledged this and the hard work undertaken by the team to re-open the playgroup after its recent closure.

Staff supervised the children to keep them safe. However, they could have used their skills more effectively to support children at play, engaging more positively to extend children's language, develop their understanding and extend opportunities for learning. Staff did support children to play independently and to try to resolve their own minor conflicts. They were also good role models for the children, consistently reinforcing a culture of respect where children were supported to be kind and considerate to each other. These mostly very young children had made good attachments with staff, they were settled and secure and had managed the transitions from home comfortably.

We heard staff praise children for their achievements and positive actions and behaviours. Staff had established clear codes of behaviour and boundaries that were understood and respected by children, these were consistently and kindly reinforced by staff. This atmosphere was supporting children to be responsible and respectful to others.

We observed good team work. Staff were respectful to each other and communicated well to organise the playgroup sessions. Staff held daily informal planning and regular staff meetings to plan for the service. They recognised their lack of experience in running a service and the development work that was required to improve the service. They were open and receptive to advice and guidance from the Care Inspectorate and committed to working in partnership to deliver improvement. One member of staff held an HNC in childcare and early education but there was overall a lack of experience, training and knowledge within the team. There had been minimal recent training attended. Staff needed to be proactive in developing their skills and knowledge through seeking relevant training, using self-directed learning and reading particularly in current good practice guidance, including GIRFEC, Building the Ambition, Pre-Birth to Three, My World Outdoors and Setting the Table. See recommendation one.

The manager had not renewed her SSSC (Scottish Social Services Council) registration within timescales, so her registration had lapsed at the time of this inspection. Although her application was now being processed we advised her not to work at the playgroup until her registration with the registration body for care service workers had been satisfactorily completed. We advised that systems to ensure that SSSC registrations were always completed within timescales must be put into place to ensure that children were safeguarded. See recommendation two.

We found that all staff were approachable and friendly, helping to create a positive and inclusive atmosphere that welcomed families.

## Requirements

**Number of requirements:** 0

## Recommendations

### Number of recommendations: 2

1. Staff should develop their practice through accessing relevant training, undertaking self-directed learning and making use of best practice guidance to inform their work. This should include GIRFEC, Building the Ambition, Pre-Birth to Three, My World Outdoors and Setting the Table to improve outcomes for children. Staff should also make better use of their meetings and discussions to develop their ideas for the service.

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

**Standard 5: Quality of experience.**

**Standard 12: Confidence in staff.**

**Standard 14: Well-managed service.**

2. A robust staffing policy and procedure must be put in place to ensure that all staff are appropriately registered with the SSSC to ensure that children are safe and protected.

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

**Standard 12: Confidence in staff.**

**Standard 14: Well-managed service.**

**Grade:** 2 - weak

## Quality of management and leadership

### Findings from the inspection

The manager was enthusiastic and caring and had a fair and inclusive approach to managing the service, ensuring that all staff had opportunities to express their ideas, be involved in decision-making and to contribute to development of the service. Tasks and responsibilities were evenly shared and there was a team approach to planning for the service. The manager had many positive skills and qualities but was inexperienced in her role. She needed to extend her skills and knowledge, develop her leadership skills and to better organise the recording, development and monitoring aspects of the role. See recommendation one.

Quality assurance systems were at any early stage and consisted mostly of informal daily reflection on how the session had gone and to consider any changes and improvements that could be made. Our observations during this inspection found several areas of practice requiring improvement, which were shared with all staff at the inspection feedback meeting. The service needed to develop effective quality assurance methods to inform an improvement plan and deliver change. The service should also make use of self assessment to help them measure their own performance and identify priorities for service development. See recommendation two.

We found that the overall quality of the service had declined since the last inspection. There had been significant staff changes in the past year and this small team had only worked together for a short while. They were still learning about all the tasks involved in running a daycare service. The manager and her team were very keen to learn and to develop the service but required support and direction to introduce the changes required. Some areas of progress noted at previous inspections had not been sustained and most recommendations made at the last inspection had not been progressed. The service improvement plan had previously highlighted plans to develop the outside area but this had not been progressed. See recommendation two.

The playgroup used annual satisfaction questionnaires to obtain parents' and carers' views of the service. This was used to ensure that families continued to be happy with the service and to include any ideas and suggestions for service development. The playgroup used Facebook as a way to communicate and seek feedback from parents. Staff reported that this was working well and that parents were happy with this form of communication and information sharing. The manager was aware of safe practice regarding the use of social media. All parental feedback received by the Care Inspectorate noted very high levels of parental satisfaction with the service.

There was a complaints procedure for parents to use if they were unhappy about any aspect of the service. The daily contact with parents provided parents with good opportunities to raise and discuss any concerns at any early stage.

The playgroup continued to provide children with valuable pre-nursery play experiences and now needed to focus on developing quality within the service, setting clear improvement priorities to further enhance outcomes for children.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 2

1. The manager needed to develop her management, leadership and monitoring skills and review the recording and documentation aspects of running a daycare service, including completing self assessment and annual return documents for the Care Inspectorate.

**National care standards: Early education and childcare up to the age of 16**

**Standard 13: Improving the service.**

**Standard 14: Well-managed service.**

2. The service needed to develop effective quality assurance methods to inform an improvement plan and deliver change to improve outcomes for children.

**National care standards: Early education and childcare up to the age of 16**

**Standard 13: Improving the service.**

**Standard 14: Well-managed service.**

**Grade:** 2 - weak

## What the service has done to meet any requirements we made at or since the last inspection

### Previous requirements

There are no outstanding requirements.

## What the service has done to meet any recommendations we made at or since the last inspection

### Previous recommendations

#### Recommendation 1

The service should continue to review and extend the ways in which it involves children and parents in the service. They may wish to consider extending methods to record children's views and comments, with greater use of mind mapping and use of talking and thinking books.

**National Care Standards: Early education and childcare up to the age of 16. Standard 5: Quality of experience.**

**Standard 13: Improving the service.**

**Standard 14: Well-managed service.**

**This recommendation was made on 18 September 2014.**

#### Action taken on previous recommendation

The service had developed a Facebook page for parents and was continuing to develop methods to consult with children.

#### Recommendation 2

The playgroup needed to further develop their systems for recording children's needs and progress, with greater emphasis on identification of next learning steps for individual children and links to planning. They should also ensure that this information is routinely shared with parents.

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

**Standard 4: Engaging with children.**

**Standard 5: Quality of experience.**

**Standard 6: Support and development.**

**This recommendation was made on 18 September 2014.**

#### Action taken on previous recommendation

There was no improvement noted at this inspection and a further recommendation is made in this inspection report.

## Recommendation 3

Staff should further develop their awareness of GIRFEC (Getting it right for every child) and introduce its principles into aspects of their work.

**National Care Standards: Early education and childcare up to the age of 16. Standard 3: Health and well-being.**

**This recommendation was made on 18 September 2014.**

### Action taken on previous recommendation

The staff still needed to develop knowledge in this key area. A wall display had been created but there was still insufficient knowledge and implementation of the framework and associated wellbeing indicators.

## Recommendation 4

Staff should make greater use of best practice guidance to further enhance their work.

**National Care Standards: Early education and childcare up to the age of 16. Standard 3: Health and well-being.**

**Standard 12: Confidence in staff.**

**This recommendation was made on 18 September 2014.**

### Action taken on previous recommendation

Staff did not demonstrate good knowledge of key frameworks and guidance to inform their work and a further recommendation is made in this report.

## Recommendation 5

The playgroup should further develop and implement a systematic approach to evaluation and an improvement action plan.

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

**Standard 13: Improving the service.**

**This recommendation was made on 18 September 2014.**

### Action taken on previous recommendation

Quality assurance measures were informal and not recorded, there was no clear improvement plan in place. The playgroup should continue to develop their approach to quality assurance, a further recommendation is made in this inspection report.

## Recommendation 6

Staff should review how they promote literacy in the service and ensure that books are always available to children.

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

**Standard 4: Engaging with children.**

**Standard 5: Quality of experience.**

**Standard 6: Support and development.**

**This recommendation was made on 7 March 2016.**

### Action taken on previous recommendation

We saw that children had good access to books during this inspection.

**Recommendation 7**

Staff should continue to extend independence at snack times, and make use of 'Setting the table' good practice guidance to further inform their approach to mealtimes.

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

**Standard 3: Health and wellbeing.**

**Standard 14: Well- managed service.**

**This recommendation was made on 7 March 2016.**

**Action taken on previous recommendation**

There was no progress in this area and this has been highlighted again in this inspection report.

**Recommendation 8**

Staff files should be reorganised to better evidence safe and secure staff recruitment and good staff development practice.

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

**Standard 12: Confidence in staff.**

**Standard 14: Well-managed service.**

**This recommendation was made on 7 March 2016.**

**Action taken on previous recommendation**

Staff files had been reorganised and evidenced appropriate staff recruitment. We were satisfied that this recommendation had been met.

**Complaints**

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

**Enforcement**

No enforcement action has been taken against this care service since the last inspection.

**Inspection and grading history**

Date	Type	Gradings	
14 Dec 2015	Unannounced	Care and support	4 - Good
		Environment	5 - Very good

Date	Type	Gradings	
		Staffing	4 - Good
		Management and leadership	4 - Good
18 Sep 2014	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate
29 Oct 2013	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate
19 Oct 2012	Unannounced	Care and support	3 - Adequate
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate
6 Feb 2012	Unannounced	Care and support	4 - Good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	3 - Adequate
25 Nov 2010	Unannounced	Care and support	3 - Adequate
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
19 Jun 2009	Unannounced	Care and support	3 - Adequate
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate



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