Care service inspection report

Tarland School Nursery
Day Care of Children
Tarland School
School Road
Tarland
Aboyne
AB34 4UU
Telephone: 013398 81204

Inspected by: Sharon Malcolm
Type of inspection: Unannounced
Inspection completed on: 15 January 2013
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Service provided by:
Aberdeen Council

Service provider number:
SP2003000029

Care service number:
CS2003016335

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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

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What the service does well

• The staff had established good rapports with the children and supported them to gain confidence in their own learning and development.
• Parents/carers were able to feedback to the service using the annual parent/carer nursery/school questionnaire.

What the service could do better

• The staff should consider ways to gain feedback from the children, parents and carers about the quality of care they provide.
• The staff consider ways to implement the "Getting it Right for Every Child" (GIRFEC) framework in practice and record a timeline of specific events for each child.
• The toilet/cloak room was in need of refurbishment.
What the service has done since the last inspection

- The newly employed nursery manager/acting head teacher had a good understanding of early years and child development. The manager had created a plan of action to improve the service.

Conclusion

The children were able to access lots of play and learning equipment and activities. Snack menus were well balanced and ensured that any allergies that the children had were adhered to. The children were able to lead their own learning although this was not documented in learning journals.

The manager/head teacher agreed that the service had been unable to maintain the very good standards previously shown during inspections. The manager/head teacher stated that this was predominantly due to changes in staffing. During feedback, the nursery nurse, manager/head teacher and prospective nursery teacher advised us that they were aware of the concerns raised during the inspection and would be working together to improve the service.

Who did this inspection

Sharon Malcolm
1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Prior to 1 April 2011, this function was carried out by the Care Commission. Information in relation to all care services is available on our website at www.scswis.com.

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

If we are concerned about some aspect of a service, or think it needs to do more to improve, we may make a recommendation or requirement.

Recommendations and requirements

• A recommendation is a statement that sets out actions the care service provider should take to improve or develop the quality of the service based on best practice or the National Care Standards.

• A requirement is a statement which sets out what is required of a care service to comply with the Public Services Reform (Scotland) Act 2010 (“the Act”) and secondary legislation made under the Act, or a condition of registration. Where there are breaches of Regulations, Orders or conditions, a requirement may be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Tarland nursery is situated in rural Aberdeenshire, approximately thirty miles west of Aberdeen. Children aged three years to those not attending primary school can attend sessions on Monday - Friday mornings. The nursery was registered to care twenty children. Eleven children were present at the time of the inspection.

The manager of the nursery was also the acting head teacher of the school.

The nursery staff were in the process of evaluating their aims, however summarised, the current aims were to:

Enable the staff to give the children experiences in literacy, numeracy, health and wellbeing and in learning through and caring for the environment. The service aims to provide and deliver a balanced curriculum, which gives breadth and progression for all children by:
• Evaluating the quality of the service and planning for improvement
• Consult regularly with stakeholders
• Encourage distributive leadership
• Make use of GLOW to keep our stakeholders informed.

Based on the findings of this inspection this service has been awarded the following grades:

Quality of Care and Support - Grade 3 - Adequate
Quality of Environment - Grade 3 - Adequate
Quality of Staffing - Grade 3 - Adequate
Quality of Management and Leadership - Grade 3 - Adequate

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 0845 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 compiled the report following an unannounced inspection, which took place between 09:25 -13:45 on 15 January 2013. The inspection was carried out by Care Inspectorate Inspector Sharon Malcolm.

As requested by us, the service sent us an Annual Return. The service also sent us a Self Assessment form.

We issued ten questionnaires to parents of children who used the service. Six completed questionnaires were returned before inspection.

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

Evidence from the service’s most recent Self Assessment
Personal plans of the children who use the service
Observing how staff work
Observations of the children’s learning and experiences
Staff continuous professional development files
Health and safety records
Accident and incident records
Complaints records
The service Improvement Plan
Questionnaires that had been requested, filled in and returned to the Care Inspectorate
Discussions with various people, including: the staff, the children who attend the nursery, the parents/carers of children who use the service
Examining equipment and the environment.

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.firelawscotland.org
What the service has done to meet any requirements we made at our last inspection

The requirement
The service must ensure they have a record of declaration of physical and mental fitness.

This is in order to comply with Scottish Statutory Instrument 2002/114 Regulation 9 (2) (a) Fitness of Employees.

What the service did to meet the requirement
No longer required.

The requirement is: Met

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. Questionnaires based on the Self Assessment were issued to parents/carers so that they could contribute to the overall evaluation of the nursery.

Taking the views of people using the care service into account
“These are the curtains on my window in my pretend house”.
“Ice is quite cold, there is snow and penguins in the water tray”.
“I like coming to the nursery because it’s fun and there is all different things to do”.
“We like snack, cheese is good”.

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Taking carers' views into account

“The school sends out regular newsletter via email but sometimes I only find out things that apply to the nursery a few days in advance. Information can sometimes get lost. I would rather the school communicated directly with parents rather than passing the messages on to someone else. Overall I am happy with the nursery but there is at times a lack of communication”.

“I do have some concerns about the staffing levels as there have been a few changes. The children have small yellow books to improve communication but the staff or the parents very rarely use them. I would like on occasion to be able to pick my child up from class”.

“I feel that we are well informed, and my child enjoys coming to the nursery. I like the smooth transition from playgroup to nursery”.
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: 3 - Adequate

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 staff evidenced that they had issued a questionnaire to the parents/carers annually. The same questionnaire was also sent out to parents/carers who had children attending the school. Responses to the questionnaires were collated together and an audit was carried out to verify the overall responses. There were no real areas for concerns highlighted. The staff said that they valued the contributions and feedback offered by the parents/carers. The feedback from the questionnaires was shared with the staff and the parents/carers. As there were no areas for concern noted no improvement action was taken.

Due to the rural setting, the staff were familiar with the children and encouraged each child to participate in daily planning of activities. We observed the staff promoting conversation among the children and encouraging them to participate in group activities.

The children were familiar with the staff and the routines of the nursery. The children spoke to each other and shared thoughts and ideas. We spoke to some of the children all of whom appeared to be happy at nursery.

Parents/carers were able to write down any concerns or comments and place them in an envelope outside the classroom. No comments were available. The staff said that they responded to any verbal or written comments. One of the parents advised us that they had spoke to the staff about an issue. They said that the staff responded immediately and explained how they were dealing with the issue they raised.

The school had a website, which provided the parents/carers with some information
about the service. Parents were also given a copy of the nursery handbook and monthly newsletter.

There was information about the nursery displayed outside the classroom. Nursery/school policies were available for parents/carers to read. A copy of the nursery aims, last inspection report, weekly snack menu and child protection statement was also made available for the parents/carers.

One of the parents we spoke to said that they felt the staff were supportive and welcomed any feedback about the service.

Parents/carers evenings were held twice a year. Parents/carers were also invited to attend Parent/Carer Induction Workshops.

Areas for improvement
Regular feedback was not sought from parents/carers about the quality of the service. Parents/carers were not routinely invited to come into the play sessions during nursery time.

The staff were unable to provide daily feedback to all of the parents at the end of the session as they collected their children at the main school door and were not offered to visit the classroom.

We advised the staff that sharing information with the parents would enable them to assess the quality of care that they provided and would also enable them to provide additional support where required.

One of the parents we spoke to said that they would prefer to collect their child from the classroom so that they could seek any information relating to their child or offer feedback (See Recommendation 1).

The staff did not keep a record of the children’s learning. As a result of this, parents/carers were unable to participate or make comments within an ongoing record of development (See Requirement 1).

**Grade awarded for this statement:** 3 - Adequate

**Number of requirements:** 1

**Number of recommendations:** 1

**Requirements**
1. The provider must ensure that children’s care, development and support needs are identified and effectively met.

In order to achieve this they must:
a) Identify and document the children’s learning and areas for development.
b) Record and implement effective interventions to meet the children’s needs.
c) Evaluate interventions and make improvements to planned care and next steps for learning where appropriate.
d) Record any verbal discussions between staff, parents/carers and linked professionals.
e) Ensure relevant information is shared with parents/carers

This is in order to comply with regulation 5 (2) (a) (b) (i) (ii) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI /210).

**Timescale - Within 3 months from receipt of this report.**

**Recommendations**

1. The head teacher should seek the opinions of children, parents/carers about any changes in the service, particularly when there are direct implications for those using the service.

   **This is in accordance with: National Care Standards early education and childcare up to the age of 16. Standards 13 - Improving the service.**

**Statement 3**

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

**Service strengths**

The staff discussed steps that they had taken to meet the children’s needs. The staff were aware when a child required additional support and discussed concerns with the head teacher. Evidence suggested that the staff had engaged with the parents when they required additional information about a child or when they had concerns about a child’s health or wellbeing.

The staff discussed an array of professionals who could be contacted to provide additional support for the children.

Prior to starting the nursery, parents/carers were invited to visit the nursery and to provide information about their children needs, likes and dislikes. The staff said the information was useful as they were able to learn about the children’s home life and how to promote the things the children liked.

At the start of each day, the staff and children discussed who was absent from nursery and who had returned from absence the previous day. The children talked about what learning took place the previous day so that all of the children were
included in the learning; this also encouraged the children to reflect on their learning.

The children were also observed leading their own learning and working with their friends to find solutions to problems. We watched the children running around in the nursery finding shapes of their choice and matching them against templates. The children also enjoyed playing with snow and sand in the classroom.

Other activities and learning undertaken by the children was closely linked to the National Curriculum for Excellence Framework. The children had been learning about literacy and numeracy. Learning was displayed around the classroom. The story corner had a nice seating area and featured lots of colourful books. Each week the children chose an item from the mystery bag and linked the item to a nursery rhyme.

The children were able to exercise and play in the school gym hall regularly. The children also benefited from outdoor play and walks around the community.

Children were able to say what they liked for snack. The staff supported the children’s choices ensuring that the food they offered was well balanced and as healthy as possible. Two of the children helped to prepare the snack each day. Each of the helpers selected two people to sit at the snack table. As each child finished their snack, they selected another child to sit at the table and so on. The children were also able to help themselves to water and milk. The children used steel cutlery and were observed spreading their own cheese on crackers. There was a real sense of promoting the children’s independence during snack time.

The head teacher advised us that vegetable beds were constructed and plans were in place for the children to grow their own vegetables in the spring.

Although none of the children had food allergies, the staff described how they had managed this safely in the past.

A representative from "Childsmile" visited the nursery to provide advice to the staff and information to the children about caring for their teeth. We observed the children taking turns to clean their teeth.

Accidents records were written clearly and all necessary information had been recorded.

The nursery medication policy was clear and gave precise guidance for staff. The policy outlined how and when staff could administer medication. The nursery staff said that they very rarely administered to children unless there were special circumstances.

The staff promoted learning transitions as they moved from playgroup to nursery and to primary school. Children were able to join in school assembly and mix with primary
school children from time to time.

The head teacher advised us that she had attained a wealth of experience working with younger children and planned to ensure that the children’s needs were met and staff worked as a team to meet each child’s needs individually.

Areas for improvement

Staff were able to recognise children’s individual needs but did not document when additional support was required in a way which could provide clear evidence of the need, the intervention and evaluation of outcomes (See Quality Theme 1, Statement 1, Requirement 1).

Some of the staff were not aware of the principles of GIRFEC. The head teacher recognised this and said that she would ensure that the staff received GIRFEC training and applied the framework to their practice (See Recommendation 1).

Grade awarded for this statement: 3 - Adequate

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. All staff must be aware of current legislation and their roles and responsibilities in relation to the implementation of national frameworks to support and assess children’s needs.

This is in accordance with: The National Care Standards early education and childcare up to the age of 16. Standards 3 - Health and wellbeing.
Quality Theme 2: Quality of Environment

Grade awarded for this theme: 3 - Adequate

Statement 1
We ensure that service users and carers participate in assessing and improving the quality of the environment within the service.

Service strengths
Information in relation to this Statement is reflected within Quality Theme 1, Statement 1.

Areas for improvement
See Quality Theme 1, Statement 1.

Grade awarded for this statement: 3 - Adequate

Number of requirements: 0

Number of recommendations: 0

Statement 2
We make sure that the environment is safe and service users are protected.

Service strengths
The classroom environment was bright and spacious. The children had ample space to move around the nursery freely. Activity tables were well thought out and positioned in a way which enabled several children to participate in activities safely.

There were posters displayed throughout the nursery, which advised the children of hazards and encouraged hand washing. We observed the children going to the toilet independently, each child washed their hands before returning to the classroom.

The staff maximised outdoor learning opportunities and ensured that all activities were appropriately risk assessed. The nursery had a large enclosed outdoor playing area.

The children were also able to visit areas out with the nursery. All trips and events were risk assessed and frequently supported by the parents/carers.

There was a cleaning schedule displayed within the food preparation area. The staff
said that they carried out daily duties to ensure that the food preparation area remained clean and tidy.

Fridge temperatures were checked and recorded daily. Items within the fridge were stored appropriately. Portable Appliance Checks (PAT) checks had been carried out and any broken toys or equipment was discarded immediately.

The staff also discussed appropriate strategies, which they implemented to protect the children from harm. The staff said that they checked the environment daily to ensure that it was safe. Where any concerns were raised about a child’s health or wellbeing, staff said that they would speak to the head teacher immediately and record their concerns. The staff also identified appropriate professionals who could be contacted if child protection advice was required.

**Areas for improvement**

Items within the first aid cupboard were out of date. The cupboard itself was cluttered and gloves and aprons were not stored appropriately (See Requirement 1).

We found dishwasher powder stored at a low level and the lock on the cupboard was broken. We spoke to the staff about our concerns that the children could access these and advised them about safe storage of cleaning products. The staff said that they would comply immediately but did advise us that this particular cupboard and its contents was utilised by another group (See Requirement 1).

Brushes and a mop were also stored within the classroom and accessible to the children. A procedure for the cleaning and management of cleaning equipment was not in place. The staff said that they would seek an alternative area to store all cleaning materials out with the classroom but within easy access (See Requirement 1).

We were concerned about the condition of the toilet/cloakroom area. The concrete toilet floor was damaged in several areas, which made it difficult to clean. Pipes leading to the toilets were worn and dirty. The floor within the cloakroom area was also dirty and parts of the flooring had been removed. There was a communal water fountain within the cloakroom, which was no longer in use.

The window shelf was cluttered with various items including cleaning products and items of clothing. The staff said they were also concerned about the presentation and condition of the toilet/cloakroom area. We were advised that the area was also shared with the playgroup and responsibility for this area was shared. We advised the head teacher to seek advice from the Environmental Health Team and to refer to the online version of “Infection Prevention and Control in Childcare Settings (Day Care and Childminding Settings)” (See Requirement 1 and 2).

The staff were not implementing a timeline of events for each child. We advised that
recording significant events within a child’s life was in keeping with best practice. The staff and head teacher agreed and said that they would do this with immediate effect.

**Grade awarded for this statement:** 3 - Adequate

**Number of requirements:** 2

**Number of recommendations:** 0

**Requirements**

1. The provider must ensure that cupboards are clutter free, and all items including cleaning materials are stored safely.

   This is in order to comply with regulation 4 (1) (a) (d) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI /210).

   **Timescale - Within 24 hours from receipt of this report.**

2. The provider must ensure that the environment is safe and suitable for use and that effective infection control procedures are in place.

   In order to achieve this they must:

   a) Ensure that the flooring and pipes in the toilet and cloakroom areas are replaced/repaired.
   b) Seek appropriate guidance regarding any refurbishments and provide an alternative area for the children to use whilst improvements are carried out.
   c) Ensure that the nursery staff receive training in relation to infection control and implement best practice measures throughout the nursery.
   d) Ensure that the toilet facilities are clean and well maintained.

   This is in order to comply with regulation 4 (1) (a) (d) and 10 (2) (a) (d) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI /210).

   **Timescale - a) and b) within 6 months of receipt of this report and c) and d) within 4 weeks of receipt of report.**
Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 3 - Adequate

Statement 1
We ensure that service users and carers participate in assessing and improving the quality of staffing in the service.

Service strengths
Information in relation to this Statement is reflected within Quality Theme 1, Statement 1.

Areas for improvement
See Quality Theme 1, Statement 1.

Grade awarded for this statement: 3 - Adequate

Number of recommendations: 0

Number of requirements: 0

Statement 3
We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.

Service strengths
The nursery nurses had a good understanding of the National Curriculum and demonstrated that they had an awareness of local and national policy.

The nursery staff said that they were always looking for ways to improve the nursery and the quality of care that they provided. Both members of staff had visited other nurseries to seek new ideas and to implement best practice measures within the nursery.

We observed the staff interacting with the children and encouraging positive and creative play whilst promoting independence. The children’s learning was linked to the Curriculum for Excellence Framework and daily planning was carried out with the children to ensure that their interests were included.

The staff respected all of the children and encouraged respect and inclusion within the classroom. The staff were observed encouraging the children to share and be nice
to each other.

The staff said that they were keen to involve the parents/carers more within the children’s learning and would be looking at ways to do this and would be speaking to with other members of staff, the children and the parents/carers themselves.

The nursery staff held a relevant early year’s qualification and were registered with the Scottish Social Services Council (SSSC). Staff had received training in food hygiene, first aid, epilepsy management and child protection. The staff explained how they recorded their own learning and development and highlighted training needs with the head teacher.

The staff complied with all the nursery risk assessments and adhered to cleaning schedules.

**Areas for improvement**

The staff said that they found it extremely challenging to offer the high standard of care that they had shown in the past to the children. Staff said that this was due to the changes in staffing and lack of leadership in the last year. The head teacher understood this information and will now plan interventions with staff that will be implemented in the near future.

Learning journeys and next steps for learning were not recorded for any of the children. The staff were aware that they needed to do this but explained that due to the lack of resources, they had not been able to do this (See Quality Theme 1, Statement 1 Areas for Improvement).

The staff highlighted that they had specific training needs in relation to GIRFEC and said that they were unfamiliar with the principles of the framework. The staff said that they had not had their annual appraisal and for that reason the head teacher was not aware of some of their training needs. The new head teacher advised that she would be carrying out staff appraisals in the next few weeks and would be asking the staff to identify training needs. The head teacher said that she would ensure that staff training needs were met and staff would be given the opportunity to learn about GIRFEC. (See Recommendation 1)

**Grade awarded for this statement:** 3 - Adequate

**Number of requirements:** 0

**Number of recommendations:** 1

**Recommendations**

1. The provider to ensure that staff receive regular appraisals and the necessary training in legislation and best practice in order to improve the quality of experiences for the children.
The National Care Standards early education and childcare up to the age of 16. Standards 5 - Quality of experience and Standard 12 - Confidence in staff.
Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 3 - Adequate

Statement 1
We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.

Service strengths
Information in relation to this Statement is reflected within Quality Theme 1, Statement 1.

Areas for improvement
See Quality Theme 1, Statement 1.

Grade awarded for this statement: 3 - Adequate

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
The nursery demonstrated that there were some quality assurance processes, which involved service users, staff and parents/carers.

Annual questionnaires and audits of feedback evidenced that the parents/carers opinions was sought. Feedback was discussed with the parents regarding the findings of these audits and staff welcomed any advice from parents/carers and the staff about how improvements to the nursery/school could be made.

Parents were able to plan, help and participate in nursery trips and events. The staff valued the opinions of the children and their parents/carers and spoke to the parents/carers if they had any concerns about their child.

The nursery Improvement Plan outlined specific aims, which were appropriate for improving outcomes for all of the children in the nursery and school. Feedback from questionnaires, parents’ evenings and the school parent committee was gathered and
used to influence the plan.

The parents were advised of the aims and outcomes within the Improvement Plan highlighted the staff and children’s involvement.

The nursery staff were also looking at ways to evaluate the care that they provide.

Although concerns have been raised regarding staffing levels, effective team working was apparent throughout the inspection. The staff said that they were fully supported by the head teacher and were keen to implement the recent outlined improvements.

Recruitment processes were robust. All staff were recruited safely. Every parent/carer who participated in supporting the nursery had appropriate safety checks carried out.

**Areas for improvement**

A number of areas of concern have been highlighted throughout this report. The lack of quality assurance processes and robust monitoring systems have resulted in practice issues not being identified or actioned. Some examples of this are highlighted below and referred to in Quality Theme 1, Statement 1 and Quality Theme 2, Statement 2.

Parents/carers views were not recorded in relation to their child’s needs or daily planning of their child’s learning.
The staff did not keep an ongoing record of the children’s learning and development to establish if supporting interventions may be required.

Parent/carers were left waiting outside at the end of the nursery session as they were not able to collect their child from the classroom.

There were concerns regarding the safety and cleanliness of the environment. The staff were not adhering to risk assessment policies or procedures. Daily assessments of risk were not carried out. This could result in increased infection control risks or harm to service users (See Requirement 1).

Due to staffing and management changes, the nursery had been through an unsettled time. Due to this appraisals and subsequent identification of support needed had not been carried out (See Requirement 1).

The head teacher said that she would be carrying out appraisals in the near future to ascertain individual staff training and support needs. Ensuring that the staff are aware of current legislation and best practice guidance will promote positive experiences for the children and will also help to promote a safe environment for the staff and children alike (See Requirement 1).

Although the parents/carers feedback was used to plan improvements, the parents/
The staff and the head teacher were agreed with our findings during the inspection. They said they would implement interventions, which would address the outlined requirements and recommendations to make the necessary improvements to the service.

**Grade awarded for this statement:** 3 - Adequate

**Number of requirements:** 1

**Number of recommendations:** 0

**Requirements**

1. The provider must ensure that they have robust quality assurance systems and appropriate risk assessments in place which promotes and improves positive outcomes for the children.

   This is in order to comply with regulation 4 (1) (a) (d) and 15 (a) (b) (i) (ii) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI /210).

   **Timescale - Within 3 months of receipt of this report.**
4 Other information

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

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

Additional Information
None.

Action Plan
Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in SCSWIS re-grading the Quality Statement within the Management and Leadership Theme as unsatisfactory (1). This will result in the Quality Theme for Management and Leadership being re-graded as Unsatisfactory (1).
5  Summary of grades

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6  Inspection and grading history

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<th>Gradings</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 Nov 2009</td>
<td>Unannounced</td>
<td>Care and support 5 - Very Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environment 5 - Very Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staffing 4 - Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management and Leadership 5 - Very Good</td>
</tr>
</tbody>
</table>

All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.
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