Dunrossness Primary School Nursery
Day Care of Children
Nursery Class
Dunrossness Primary School
Dunrossness
Shetland
ZE2 9JG
Telephone: 01595 745440

Inspected by: Jenny Smith
Type of inspection: Unannounced
Inspection completed on: 5 February 2013
Service provided by:
Shetland Islands Council

Service provider number:
SP2003002063

Care service number:
CS2003016123

Contact details for the inspector who inspected this service:
Jenny Smith
Telephone  01595 741520
Email  enquiries@careinspectorate.com
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
Dunrossness Primary School Nursery provides a safe and stimulating area where children can explore and learn at their own pace. The staff continue to be very good at consulting the children and including their ideas into the planning.

What the service could do better
The step in the toilet area will need to be replaced.

What the service has done since the last inspection
Since the last visit there has been a change in the staffing within the nursery. The nursery is at present operating as a stand alone nursery and not an early years unit. This was due to the low number of children in primary 1 which led to a composite Primary 1-2 class.

Conclusion
Overall the nursery continues to be very well organised, with a committed head teacher and nursery staff, which ensures a very good level of care and support to the children who attend nursery.

Who did this inspection
Jenny Smith
1 About the service we inspected

Social Care and Social Work Improvement Scotland (SCSWIS) - to be known as Care Inspectorate - is the new regulatory body for care services in Scotland. It will award grades for services based on the findings of inspections. The history of grades that services have previously been awarded by the Care Commission will also be available on the Care Inspectorate website - www.careinspectorate.com

This service was deemed registered with the Care Inspectorate on 1 April 2011.

Requirements and recommendations

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.

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.

The service operates from an early years unit within the Dunrossness Primary School, in Dunrossness, an area to the south of mainland Shetland. During the operating times the service will have the shared use of the playroom, the primary one classroom, foyer area, hall area, toilets and the outdoor areas and community garden.

The service is registered to provide a care service to a maximum of 20 children aged 3 years to those not yet attending primary school. The nursery operates between the times of 09.15 am to 11.45 am and 12.45 pm to 3.15 pm, Monday to Friday, during term time only.
Included in Dunrossness Primary School’s vision is:

- "Our vision Dunrossness Primary School: A happy school where everyone is supported and encouraged to achieve their full potential".

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 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
This report was written following an unannounced inspection. It was carried out by one Inspector, Jenny Smith. The inspection took place on Thursday 05 February 2013.

The service sent an annual return as requested by us. We issued ten questionnaires to parents and carers of children using the service. We received eight completed questionnaires before the inspection and the results from these were very positive.

In this inspection we gathered evidence from various documents, including the nursery policies, procedures, records and other sources as follows:

- evidence from the service’s self assessment (most recent)
- the evidence files
- health and safety records
- discussions with the head teacher
- discussions with the nursery teacher and early years worker
- brief interviews with parents and carers from both sessions
- observing practice
- viewing the environment and equipment
- viewing the outdoor area.

The Inspector gave feedback to the head teacher at the end of the visit.

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 recommendations we made at our last inspection

There were two recommendations made in the previous inspection report:

Recommendation 1

The service to allow parents and cares to participate on assessing and improving the quality of the management and leadership of the service.

National Care Standard: 13

There are now formal questions about the management of the service included within the survey questionnaires. They had given thought as to how they do this and the best methods to use.

This had been met.

Recommendation 2

The service to look at evidence in line with the quality themes.

National Care Standard: 14

There is now an evidence 'Box File' containing a wide selection of how they are meeting the quality themes.

This had been met.

The service gave us an appropriate action plan detailing how they planned to meet the recommendations.

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.

This was completed to a good standard and submitted on-line before the inspection date. The service had noted some areas they planned to improve on.

Taking the views of people using the care service into account

During this visit the Inspector observed the children who were attending the nursery both morning and afternoon sessions. The children were observed to be relaxed and happy and to be busy with their chosen activities.

When asked, the children said they liked coming to nursery and went on to describe their favourite activities.

Some of their comments about the nursery were:

- "We have made walkie-talkies"
- "I like gym best"
- "I like painting".

Taking carers' views into account

As part of the inspection the Inspector took time to talk with parents and carers during this visit. A total of six parents and carers were spoken with during this visit, three from the morning session and three during the afternoon session.

When asked if they were happy with the service provided by Dunrossness Primary School Nursery they said they were with several saying the children really loved going. They were happy with the safety and security of the building and the fact that the staff took the children outdoors so frequently. They thought the range of activities wide and varied.

Parents and carers confirmed that they received regular information from the service and were kept informed of their child’s development. All noted that the staff were very friendly and easy to talk to.

The completed care standards questionnaires received from parents and carers were also considered and have been included within the report.
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
Dunrossness Primary School was found to be performing to a very good standard in relation to this statement.

The evidence for this was found after:

- talking with the head teacher
- talking with the nursery staff
- brief interviews with parents and carers during both sessions
- looking at service records
- the evidence 'Box File'
- observation of practice
- consideration of the care standards questionnaires we received
- consideration of the service’s own surveys and feedback gained.

Parental Involvement

During the inspection process we look at how the service was consulting and involving the parents and carers as well as the children. During this visit we found that the service were active in this area.
Parents and carers who were asked confirmed that the introduction to nursery was very well organised and that the settling-in regime supported their child to settle at nursery with the minimum of bother. They confirmed they could visit the nursery with their child to meet staff and look at the area. They were asked to complete various consent forms as well as “all about me” sheets.

This information helped staff to find out about the child/children, which helped them to plan for that child’s interests and needs before they started. Parents and carers also said that staff had advised them on whether to - or how long to - stay with their child.

We also looked at the care standards questionnaires before the inspection visit took place. These showed us that people were happy with the service provided.

The service had a nursery handbook, which was up-to-date and which contained information about the service provided at Dunrossness Primary School Nursery as well as pre-school education and the curriculum for excellence. This handbook also described how parents and carers could be involved with the nursery.

In the waiting area there was parents’ table as well as notice boards displaying information about the nursery. This area was very informative with details of: “This term we are learning” - “What's on this week” and snack board.

Other methods the service used to keep parents and carers updated and involved were:

- digital photo frame
- suggestions box
- newsletters and notes home
- the school website
- through daily conversations and reminders
- formal written reports
- “don’t forget” board outside the class.

The head teacher stated that they had a good sense of community within the school, and had built up very good relationships with the parents and carers. Staff said that it was important to keep parents and carers up-to-date with all aspects of the nursery. We talked about how the staff kept parents and carers updated and informed about their child’s progress.
The nursery had a “Learning Story” for each child, which were shared with parents and carers. They also each had an “Achievement folder” which was a record of work and the child’s achievements. The nursery teacher told us that this was an area they had been working on and were continuing to do so. When asked if they looked at their child’s learning story parents told us they were aware of these and looked at them from time to time.

Staff also said they tried to talk to parents and carers daily. There was an open door policy and people were welcome to contact them at any time. The head teacher also said she tried to be available for nursery parents and carers.

There was a very good transition to primary one programme in place. The head teacher said that this altered depending on whether they operated as an early years unit or not. There were scheduled visits to primary one, opportunities to join the primary for activities throughout the year.

The service had also included on their self-assessment document:

- “Termly targets are set in discussion with each child and shared with parents on termly reports with feedback boxes to return to the nursery. We actively encourage parents to give us feedback. Final end of year reports have a return page from parents. This page asks specific questions as well as a space for free text. The focused questions have elicited an increase in the number and quality of responses received”.

Children’s involvement - see also above.

In addition the nursery was very good at involving the children. They did this by gathering them together at the start of the session and describing the plans for the day, and also by listening to their ideas and suggestions and including these within the planning system.

Since the previous visit the nursery have introduced Floor books’. These are used with the children to evaluate topics. The nursery teacher said that the children choose what is to go into the Floor books. We talked about planning and again the nursery teacher said that the children were very good at making suggestions, which were incorporated into the planning.

The Inspector observed the staff as they worked with the children. Both members of staff were noted to ask the children for their views and opinions, were noted to listen and to allow them time to respond and share their opinions.
The staff responded in a very positive and friendly manner to the children and also to each other. The staff were noted to interact positively with the children, who were relaxed and responded well towards all adults.

During both sessions the children were noted to play happily with the activities provided. They played happily with each other either in small groups or individually by themselves. They had opportunities to meet in the larger group during the PE session with a specialist teacher. They were also opportunities at circle time and story time.

Other methods of involving the children were:

- our kindness tree (in nursery we are learning to be kind)
- book bags
- stickers for achievements.

**Areas for improvement**

Two areas the service had noted on the self-assessment document were:

- "Continue to develop use of ‘Floor Book’. Seek advice from Sandwick Nursery Staff on how they use their book.
- Develop new ‘Transition to Nursery’ information sharing booklet to improve two way communication about each individual new starter to nursery. This information will become the first part of their ‘Record of Achievement’ and a point from which progress can be measured. It will also link into our whole school work on profiling”.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

**Statement 3**

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

**Service strengths**

Dunrossness Primary School Nursery was found to be performing to an excellent standard in relation to ensuring that the health and wellbeing needs of service users were being met.
Evidence was found after:

- talking with the head teacher
- talking with the nursery staff
- brief interviews with parents and carers during both sessions
- looking at service records
- the evidence file
- consideration of the planning regime
- observation of practice
- consideration of the care standards questionnaires.

The service had noted on the self-assessment document:

- "We have 'Health Promoting Nursery and School' status and health and wellbeing forms an integral part of both the planned curriculum and the ethos and life of the school and nursery. The balance of topics over the three year cycle shows the importance of health and wellbeing throughout our planned learning experiences".

The service had appropriate policies and procedures relating to health and safety, food hygiene and infection control. These are also on the school website.

They used an appropriate system to record accidents and incidents as well as to record any medication which might be needed.

The service gather information about the children’s health needs. This begins before the children start at nursery. They ask parents and carers to complete information sheets with information about health needs, including specific needs and allergies.

Health and wellbeing was included in the planning. Planning was in-line with the curriculum for excellence, was age appropriate and noted to include the children’s ideas and suggestions.

Healthy eating was promoted and children were encouraged to try all foods offered. The children were very involved with snack preparation, going with the early years worker to select foods from the fridge. The children’s snack was a very social time. The children were encouraged to tidy up after themselves and wash their dishes.
The nursery followed the national tooth-brushing programme and were noted to be supervised while brushing their teeth. The oral health specialist visited regularly to make sure this was working well.

There was a happy, friendly and caring atmosphere within the nursery. Supervision of the children was very good with staff supervising the children well.

The nursery promoted positive behaviour. A behaviour management policy was developed when the whole school rules were revised. These have been shared with parents and carers via the nursery handbook. During the visit the staff were observed giving gentle reminders to wait their turn, to share and to be nice to each other.

The staff were also heard to give clear and simple instructions to children when needed. Both members of staff were very good role models regarding behaviour and manners for the children to follow.

Children had regular access to fresh air and exercise. They were taken outdoors as often as possible as well as enjoying gym in the hall and a climbing frame in the classroom. They had use of the school grounds which were fully enclosed. They could experience growing and planting opportunities. There was also a school garden nearby.

Training to support health and wellbeing done on a rolling programme and refreshed when necessary.

This included:

- first aid
- food hygiene
- child protection awareness.

The safety and security of the premises will be reported on fully in statement 2.2.

Areas for improvement
The service had noted on the self-assessment document:

- "Secure outdoor play area would be a great bonus but highly unlikely due to continuing financial situation - could be looked at after the grassy area has been developed. This is still ongoing.
- Installation of a small kitchen area in nursery would allow children to be more actively involved in preparation of snack and cooking activities but is currently not viable due to budget constraints".
Grade awarded for this statement: 6 - Excellent
Number of requirements: 0
Number of recommendations: 0
Quality Theme 2: Quality of Environment

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 environment within the service.

Service strengths
The service was found to have a very good performance in relation to this statement.

This has been partially reported on in Statement 1.1 and 1.3.

In addition evidence for this was found after:

- talking with the head teacher
- talking with the nursery staff
- brief interviews with parents and carers from both sessions
- viewing the premises indoors and outdoors
- observation of practice
- consideration of the care standards questionnaires we received
- looking at the service’s own surveys.

Included within the aims of the service was the statement:

- “To provide a safe, secure, happy and healthy learning environment where respect is given to all and shown by all”.
Parental Involvement

The service had noted on the self-assessment document:

- “Parents and carers have an opportunity to answer questions directly related to the environment within the service as part of the annual questionnaire. They also have the opportunity to comment on any aspect of our service during the Tickled Pink and Green for Growth consultations at Parents Evenings twice a year”.

The service had a range of appropriate policies and procedures relating to health as well as the safety of the environment which were shared with parents and carers, and on the school website.

The head teacher stated that the parents’ council within the school was very active. They would fund-raise whenever necessary.

The nursery handbook had a section: “Partnership with Parents” which described the parents’/ carers’ role in nursery and how they could be involved in their child’s pre-school education. This also included their role in ensuring children were dressed for play.

As part of the inspection process the Inspector asked some of the parents and carers during the morning and afternoon sessions for their opinion of the nursery environment. They told us that they thought the environment was “a good place” and “fine place” for children. They confirmed they were very happy with the level of safety and security within the school. This was also confirmed within the returned care standards questionnaires which told us parents and carers were very happy with the nursery environment.

One parent commented on the new Friday timetable, when they all went outdoors, unless it was really severe weather.

Since the previous inspection visit the service have looked at outdoor learning and introduced; “Outdoor Friday” when they all go outdoors. Recently the children have been involved in making bird feeders and taking part in the RSPB’s bird count with the older primaries.
Areas for improvement
During the visit it was noted that at the end of the morning session parents and carers waited in the corridor for the session to end. The children came out to them. Parents and carers were asked if they went in to collect their child and told the Inspector that they tended to wait until they came out.

We discussed this and staff said that parents and carers came in with their child at the start of each session but at the end waited. This allowed the session to end with story-time. We discussed perhaps opening the door at the end of the session and parents and carers could come in for their child.

Grade awarded for this statement: 5 - Very Good
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
This has been partially reported on within the previous statements 1.1, 1.3 and 2.1. In addition:

Evidence for this was found after:

- talking with the head teacher
- talking with the nursery staff
- brief interviews with parents and carers from both sessions
- viewing the premises indoors and outdoors
- observation of practice
- consideration of the care standards questionnaires and service's own surveys
- risk assessment.

The service had noted on their self-assessment document:

- "The building is very well maintained with regular checks during walk-about by HT and Janitor. Environmental Health checks show compliance throughout. We have maintenance contracts for PAT testing, Emergency equipment and PE equipment. The standard of maintenance on the building is very high and records are kept of works. Staff report any maintenance issues directly to HT and Janitor."
The service had included questions on the environment in their past surveys and questionnaires. We also looked at the care standards questionnaires which confirmed that people thought that the environment was safe.

There was a security system on the main school entrance which was kept locked most of the day. There was a very good level of safety noted within the nursery.

Fire safety was in line with current fire law.

All furniture was well maintained, suitable for the needs of the age group attending and in good clean condition. Resources were stored safely within the nursery.

Throughout the whole school there was a very good level of hygiene and cleanliness observed. Children were encouraged to take care of their toys and equipment and to tidy up as they went. They were familiar with the routine and nursery "rules".

The children were encouraged to share, take turns, be careful when using scissors and bigger apparatus. During the visit they also went to the hall for a PE session with the visiting PE teacher.

One child told the Inspector that:

• "Gym is cool".

During the morning the Inspector took time to talk with parents and carers. When asked if they thought the environment to be safe and secure they confirmed it was. They said it was always safe, had lots for the children to play with and was always clean. Parents and carers liked the wide range of activities and many mentioned the art and craft choices.

Areas for improvement
The nursery children have use of the toilets situated outside the class in the corridor. When the service is used as an early years unit they shared these with the primary 1 children.

It was noted that there was a toilet step in this area for the younger children to use. This was cracked and in need of replacement - see Recommendation 1.
Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. To replace the step in the toilet immediately.

   National care standard 2: a safe environment
Quality Theme 3: Quality of Staffing

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 staffing in the service.

Service strengths
The service was performing to a very good standard in relation to this statement.

This has been partly reported on within Statement 1.1 and 2.1.

In addition we found evidence to show this after:

- talking with the head teacher
- talking with the nursery staff
- interviews with three parents and carers
- looking at the policies and procedures relating to staffing/staff development
- looking at how they shared information with parents and carers
- observing the staff as they worked.

The service had noted on the self-assessment document:

- "Parents/carers are regularly asked to provide their views in relation to the quality of staffing in the service. This is done both formally, through questionnaires and formal parents meetings, and informally through an open door policy and regular contact with parents. Feedback is recorded and used to make informed decisions about the service".

The service adhered to the Shetland Islands Councils range of policies and procedures relating to staffing. This included appropriate safe recruitment procedures.

The service had a complaints' policy which was displayed in the entrance area for parents to view and a copy was also included within the nursery booklet parents and carers received when they started using the service.
Dunrossness Primary School Nursery shared information about the staff via:

- nursery handbook.
- newsletters
- staff “Who’s Who” display
- photographs on nursery door

The head teacher stated that she thought highly of the current staff team, and she described the staff as dedicated. In addition she said that they worked well together as a team.

During the visit the Inspector talked with the staff and also observed them as they worked. Staff had built up positive relationships with children in their care as well as with their parents and carers. The staff were observed with the parents and carers and noted to be welcoming and friendly. They made time to talk with the parents who arrived to collect or drop off their child.

The Inspector interviewed parents and carers from both sessions. When asked their opinion of the staff the parent and carers who were interviewed said they thought the staff were "fine" and "easy to talk to".

We also looked at the completed care standards questionnaires which showed us that parents and carers were happy with the staff. Through looking at the care standards questionnaires as well as interviewing parents and carers, we learned that parents thought the staff were good at what they did and understood the children well.

There were several very positive comments made about the staff made by parents and carers including:

- "They are really nice" and
- "Very helpful".

**Areas for improvement**

The whole school staff team were due to attend Non-Violent Crisis Intervention training after the school day. A trainer was to attend at 3.30 pm and all staff were to attend.
Grade awarded for this statement: 5 - Very Good

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
Dunrossness Primary School Nursery was performing to an excellent standard in having a professional, trained and motivated workforce which operated to National Care Standards, legislation and best practice.

Evidence was found by:

- talking with the head teacher
- talking with the nursery staff
- looking at the policies and procedures and service records (including staff development)
- discussing training
- observing the staff as they worked.

Since the previous inspection visit there had been a change in nursery staff. There was a nursery teacher and a new early years worker recruited. The service adhered to the SIC’s policies and procedures relating to staffing. This included safe recruitment as well as staff development. All records were appropriately stored and up-to-date.

We looked at staff supervision and noted this was regular. Annual reviews were completed with staff, which were recorded. The staff told us they were received very good support by the head teacher. When asked the staff stated that they attended in-service training regularly as well as the core training, which was refreshed regularly. This included first aid, child protection awareness and food hygiene.

The staff had regular staff meetings where they discussed the planning and all aspects of the nursery. They also had meetings with the head teacher, who monitored the work of the nursery.

The Inspector observed the staff as they worked with the children during both sessions. Both members of staff had built up very good relationships with the children. Staff were aware of their individual needs and treated all children equally and in a warm and caring manner.
Through looking at the care standards questionnaires as well as interviewing parents and carers, we learned that parents thought the staff were good at what they did and understood the children well.

SSSC Registration.

The early years worker held an HNC qualification and was registered with the SSSC as a practitioner. She was aware of the need to renew this when required.

The SSSC Codes of Practice were available in the nursery for staff.

Areas for improvement

During the feedback session with the head teacher she told the inspector that she was very happy with the current nursery staff and that staff development was encouraged, and staff were supported to further develop their personal learning.

Grade awarded for this statement: 6 - Excellent

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 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
Dunrossness Primary School Nursery was found to be performing to a very good standard in relation to this statement.

This has been partially reported on within Statement 1:1, 2:1 and 3:1.

In addition the evidence for this was found after:

- talking with the head teacher
- talking with the nursery teacher and early years worker
- interviewing parents and carers from both sessions
- looking at service records
- the evidence box
- consideration of the care standards questionnaires we received
- looking at the service’s own surveys and questionnaires
- the school improvement plan.

The service had included within the self-assessment document the statement:

- We follow the ‘Parental Involvement Strategy of the Schools Service’ which covers all aspects of parental participation. Our nursery handbook emphasises the importance of two-way communication between school and home and the importance of working together to ensure the best outcomes for our pupils. A recent questionnaire shows that parents are happy to approach our staff about any issue, concern or worry. The questionnaire also asks specifically, ‘Do you think the service is well managed?’ This has been answered, ‘YES’ in all returns received.”
Other ways of keeping parents and carers informed about how the service was operating included:

- the school website
- email
- letters and notes home throughout the year.

The head teacher was responsible for the whole school. The head teacher had delegated the responsibility of the daily running of the nursery to the nursery teacher and staff. The head teacher closely monitored the work of the nursery and visited regularly. During this visit she stayed in the nursery to allow the staff to hear feedback from the Inspector.

The head teacher stated that she was very happy with the way the nursery was operating, and said this was due to the strong staff team - see also Statement 3.1 and 3.3. We also talked about the early years unit model and how this had worked last year but due to numbers was not operating this year.

The Inspector asked the staff for their opinion of the head teacher. When asked they said they were very well supported by the head teacher describing her as easy to talk to, understanding and very supportive.

During the visit the Inspector asked the parents and carers if they thought the nursery was well managed. When asked, the parents and carers told the Inspector that they thought the nursery very well organised. They told us the head teacher was friendly and helpful. One told us that if they had to contact the head teacher and she was not available she always got back to them, which they liked.

We also looked at the care standards questionnaires, which showed us that people thought that the service was well organised and operating well

Areas for improvement
The service had noted on the self-assessment document:

- “Follow up from questionnaire - invite ideas for ways in which parents feel able to participate and contribute to improving the service”.

Grade awarded for this statement: 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

This quality statement has been partially reported on in the previous statements 1.1, 2.1, 3.1 and 4.1.

Dunrossness Primary School Nursery was found to have a very good performance in relation to this statement.

Evidence for this was found after:

- talking with the head teacher
- talking with the nursery staff
- interviewing parents and carers during both sessions
- looking at the quality assurance folder
- consideration of the care standards questionnaires we received
- looking at the service’s own surveys and questionnaires.

The service had noted on the self-assessment document:

- “Our self-evaluation processes were seen by HMie in March 2009 to be very good and were added to their website as an example of good practice. These processes have input from the pupils, teaching staff, support and visiting staff, parents and they link with the ‘Service Improvement Plan’. Our annual ‘School Development Plan and our Standards and Quality Report’ are on the school website for parents and other interested parties to download at will. Many schools have now adopted the layout of these for their own documents and they are included in the ‘Schools Service Quality Assurance Policy’ documents as exemplars”.

During the visit we looked at the nursery’s quality assurance. The school, including nursery, received quality assurance visits from the quality improvement officer on a regular basis. Staff said such visits helped to keep up-to-date with current practice. The head teacher was very organised with regards to quality assurance and held a folder where she maintained a record of this (viewed).

The Care Inspectorate and HMIE inspections were also considered a form of quality assurance. The service displayed past reports for parents and carers to see.

The school also gave out regular survey, feedback sheets and questionnaires.
We talked about the lack of a specific pre-school adviser from the local authority, and how previous visits had been really beneficial. The staff attended the south mainland “Cluster Group” meetings, which included staff from Cunningsburgh, Sandwick and Dunrossness school nurseries who met together to share good practice and discuss pre-school education.

The head teacher also attended the pre-school group meetings and cascaded information from these to staff.

The nursery teacher also talked about the children’s learning stories saying these were a form of on-going consultation and involvement with parents and carers.

Parents and carers who were interviewed during this visit confirmed that they were given opportunities to have their say and asked their opinions regularly. One said the service was good at communicating with them.

Parents and carers who were interviewed told us they could easily approach the nursery staff if they had an area they needed to discuss and were confident this would be dealt with. Several said they had no issues and were happy with how the nursery was operating at the moment.

**Areas for improvement**
The service had noted on the self-assessment document that one area they planned to look at was:

- “Develop a proforma to allow partner services to comment on our service”.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0
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

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

<table>
<thead>
<tr>
<th>Quality of Care and Support - 5 - Very Good</th>
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<tbody>
<tr>
<td>Statement 1</td>
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<td>Statement 3</td>
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<table>
<thead>
<tr>
<th>Quality of Environment - 5 - Very Good</th>
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<tbody>
<tr>
<td>Statement 1</td>
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<td>Statement 2</td>
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<tr>
<th>Quality of Staffing - 5 - Very Good</th>
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<tbody>
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<td>Statement 1</td>
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<td>Statement 3</td>
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<tr>
<th>Quality of Management and Leadership - 5 - Very Good</th>
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<tbody>
<tr>
<td>Statement 1</td>
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<td>Statement 4</td>
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## 6 Inspection and grading history

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Gradings</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Dec 2010</td>
<td>Announced</td>
<td>Care and support 5 - Very Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environment 5 - Very Good</td>
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<tr>
<td></td>
<td></td>
<td>Staffing 5 - Very Good</td>
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<tr>
<td></td>
<td></td>
<td>Management and Leadership 4 - Good</td>
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</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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