Kingcase Primary School Nursery Class
Day Care of Children
Nursery Avenue
Prestwick
KA9 2DG

Inspected by: Morag McGill
Joy Hill
Type of inspection: Unannounced
Inspection completed on: 16 May 2013
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Service provided by:
South Ayrshire Council

Service provider number:
SP2003003269

Care service number:
CS2003017400

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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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<tr>
<th>Area</th>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>Quality of Care and Support</td>
<td>5</td>
<td>Very Good</td>
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<tr>
<td>Quality of Environment</td>
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<td>Quality of Staffing</td>
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<td>Quality of Management and Leadership</td>
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What the service does well

Families clearly value this service and feel their children are well cared for by the staff. We found that very good joint working between home and the nursery. The ‘Ladder of Success’ was an excellent example of how staff with families worked together to support the children in reaching personal goals. We found the outdoor area well resourced with attractive and stimulating materials.

What the service could do better

We made four recommendations during this inspection. These related to administration of medication, risk assessment, safety and staff training. We have included further information about the areas of improvement we identified during this inspection in the main body of the report. We have also reported action required in relevant sections of this report.

The Head Teacher will submit an Action Plan to the Care Inspectorate. This will show the action the service will take and the timescale for achieving improvements.

What the service has done since the last inspection

We made two recommendations at the previous inspection.

We found that following the previous inspection, the records and storage of kept medication had been reviewed and improved but have asked that the Head Teacher
implement further improvements.

We also found that the provider had fitted an alarm to a final exit door and this was in working order.

We also noted improvements to the outdoor area since our last inspection.

**Conclusion**

The Head Teacher and staff demonstrated a commitment to ongoing improvement and readily accepted our advice and suggestions.

**Who did this inspection**

Morag McGill
Joy Hill
1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com. This service was previously registered with the Care Commission and transferred its registration to 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 but where failure to do so will not directly result in enforcement. Recommendations are based on the National Care Standards, relevant codes of practice and recognised good practice.
* 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 Regulations or Orders made under the Act or a condition of registration. Where there are breaches of the Regulations, Orders or conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

The Care Inspectorate regulates Kingcase Primary School Nursery Class in the provision of daycare for up to fifty children aged three years and over. South Ayrshire Council provides the service.

The service is located in a residential area within the town of Prestwick in South Ayrshire and is part of the Kingcase primary school campus. The Head Teacher manages the nursery class and her depute oversees the day-to-day work of the nursery class. (We will refer to the nursery in the remainder of this report.)

The Head Teacher had issued families who use the service with a handbook of information about the service provided at the nursery. This handbook details the aims of the service and these include the following:
* 'provide a safe and stimulating environment, in which children will feel happy and secure
* promote the welfare of children
* create opportunities for play
* forge a rewarding partnership with all families.'

At the time of the inspection, 102 children were using the service.

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
We wrote this report following an unannounced inspection. This was carried out by Inspectors, Morag McGill and Joy Hill. The inspection took place on Thursday 16 May 2013 from 9:15am until 17:15pm. We gave feedback to the Head Teacher, her depute and the principal teacher for the nursery class on 16 May 2013.

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

We sent 20 care standards questionnaires to the Head Teacher to distribute to families who use the service. 14 families sent us completed questionnaires.

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

We spoke with:
* children present during the inspection
* the Head Teacher, her depute and the principal teacher
* five staff and two students
* six parents

We looked at:
* certificates of registration and insurance
* the provider’s self assessment and annual return
* action plan for the previous inspection
* questionnaires returned to the Care Inspectorate
* questionnaires returned to the service
* handbook of information
* newsletters
* care plans and associated records for the children
* accident, incident and medication records
* snack menus
* cleaning and safety records
* repair and maintenance records
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
The annual return

Every year all care services must complete an ‘annual return’ form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

**Annual Return Received:** Yes - Electronic

Comments on Self Assessment

Every year all care services must complete a ‘self assessment’ form telling us how their service is performing. We check to make sure this assessment is accurate.

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

The Head Teacher and staff identified what they thought they did well, some areas for development and any changes they planned. They told us how the children and families who used the service had taken part in the self-assessment process.

Taking the views of people using the care service into account

There were 47 children present during the morning and 48 during the afternoon of the inspection.

We talked to them and they told us that they enjoyed coming to the nursery, playing with friends and taking part in fun activities.

We took part in a transition visit to primary one for those staying in Kingcase primary school. Teaching staff welcomed them and introduced each to a primary one child to help them at playtime. By mid morning, initial apprehensions were less and the children started to relax. They enjoyed being outside with the others at playtime and having their ‘snack’ outside.

We saw that the children were relaxed and at ease in the nursery and enjoyed exchanges with the staff. We also saw the children found the activities fun, interesting and challenging.
Taking carers' views into account

Carers include parents, guardians, relatives, friends and advocates. They do not include care staff.

Overall, there was a high level of satisfaction with this service. We have used comments and views to help determine the grades for this inspection. Some wrote in our questionnaires:

'Fantastic nursery school. Excellent staff - very friendly - can’t fault. Well done Kingcase nursery!!'

'My son is always happy when going to nursery which I feel speaks volumes about the quality of the experience he has when he’s there."

'I have nothing but positive praise for Kingcase nursery and the excellent staff that work there.'
3 The inspection

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

Quality Theme 1: Quality of Care and Support
Grade awarded for this theme: 5 - Very Good

Statement 1
We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.

Service strengths
The nursery provided very good opportunities for children and families to give feedback and make suggestions for improving the service. We concluded this after discussions with parents and carers, observing the children at play and from information provided by the Head Teacher and staff. We also looked at feedback from the families using questionnaires.

Families who completed our questionnaires told us that they had received clear information about the service before using it. They also felt informed about what was happening in the nursery. Our questionnaires included very positive comments such as:

'I am extremely happy to have my child at Kingcase nursery, it is fabulous and I am delighted with the attention and genuine care given. In my opinion it is the best nursery for personal care in the area.'
'I like how they have structured learning time.'
'We have noted a marked improvement in our children’s confidence since starting their pre school year.'
'Staff have prepared attractive folios of children’s work and these are available for parents to view at any time.'

Parents who completed our questionnaires indicated they were happy with the level of communication and we confirmed this with the parents we spoke with during inspection visit. We found a very good range of methods of communication including informal daily feedback, phone calls, newsletters, the nursery ‘blog’ and useful information on notice boards. The information told people about what was happening in the service, important dates and reminders, events they could attend and activities...
involving their children.

A Participation policy made clear the intention to involve children and families in the development of the service. We saw that there had been consultation with questionnaires. The Head Teacher had issued the handbook of information to each family and this included detail about how they could make complaints.

It was most evident that management and staff welcomed feedback from children and their families and we could see how this had been utilised in the day-to-day provision for the children.

We found the ‘Ladder of Success’ to be an excellent example of how close links with the children and their families had been used to good effect in setting personal targets for the children. Goals for some had been set in agreement with families to promote all round development. We were impressed with how the children spoke enthusiastically about their personal success stories. One child told us, ‘If I do this again tomorrow I will go up the ladder of success.’

We noted that staff had encouraged the children to share and celebrate successes from home as well as nursery; one child proudly showed us photos of her taking part in an event wearing traditional Indian dress. She told us, ‘I was really excited.’

We also saw how the staff had been responsive to the children’s suggestions in the provision of activities and resources. One topic developed after a child brought a model of his home to nursery. This proved to be a great success and children proudly showed us their houses during our visit. We saw that staff had developed this topic throughout the playroom and the outdoor area in a variety of activities that extended the topic to good effect for the benefit of the children.

We noted that staff routinely involved the children not only in planning but also in evaluating activities and their experiences. They had done this in ways meaningful to the children.

Areas for improvement
We found that information about current topics was very clearly available to families so that they could be involved if they chose. We suggested that staff might like to create topic sheets telling parents, ‘We are Learning to...’ and with an invitation, ‘You can Help by.....’

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
The nursery had made very good provision for the children’s health and wellbeing. We concluded this after we observed how staff provided for the children while at the nursery. We looked at documentary evidence and discussed the content with the Head Teacher and staff. We also took the views of families into account.

People who completed our questionnaires said that they were confident that staff would protect their children from harm, abuse, bullying and neglect. They told us that their children regularly had access to fresh air and energetic physical play. They were also confident that staff had given their children healthy food at the nursery.

We spoke to staff and found that they had a good working knowledge of child protection procedures and had followed the provider’s policies and procedures in day-to-day practice to help keep children safe. This included following the absence monitoring procedures to support families who may be experiencing difficulties.

We found clear evidence that the children were safe and well cared for within the nursery. We saw this in a range of practice observed during the inspection visit when children were encouraged to be independent and given opportunities to be responsible for basic tasks. For example, they helped at snack time, at tidy up time and observed simple safety rules.

All children had the opportunity for physical and energetic play contributing to healthy development. We looked at photographs of the children enjoying a range of physical and energetic play both indoors and outdoors and saw them enthusiastically participating in outdoor play during our inspection. The children had also participated in outdoor woodland nature events and photographs showed that this had been a great success. One person wrote on our questionnaire: ‘The recent outdoor experience to Rozelle was a huge success and a very rewarding experience.’

Children benefited from healthy snacks while at nursery. During our visit, they had fruit, yoghurt, and a choice of milk or water. We noted that the menu for the week included other healthy options.

The following are examples of good practice we found in day-to-day routines to help keep children healthy. Tooth brushing was in accordance with best practice guidelines. Information on display made clear that children with infectious illness should be absent in accordance with exclusion guidelines. Children were encouraged to wash their hands at key times.

We noted that the children had a good understanding of the importance of looking after themselves. They followed familiar routines when brushing their teeth and when
washes their hands. One small group of children were happy to tell us about germs. They told us:

'Washing your hands gets rid of them - germs can make you sick or kill you.'

In addition to the support provided by staff in the nursery, other professional experts in liaison with the nursery staff supported children’s health and wellbeing.

We found that written information we sampled was specific to the individual needs of each of the children and staff had used this to inform the children’s personal plans. This included mandatory as well as additional background information. This had helped staff to ensure that care was in accordance with the needs of the children and the views of their families.

Areas for improvement

We reviewed medication records and found that paperwork was lacking some of the detail outlined in best practice guidance published on the Care Inspectorate website. We also advised the Head Teacher to look at the most up to date paperwork the provider has circulated. We also felt that while management had updated the paperwork in use since the previous inspection they now needed to update the policy for administration of medication to match the new paperwork.

(See recommendation 1 for this quality statement.)

We confirmed the need to prepare written personal plans and made them available to families within 28 days of a child using the service. We also confirmed that staff require to review these at least once in every six-month period in consultation with the families. We suggested that the Head Teacher with the provider consider collating information about children into one format and that revised paperwork could reflect the wellbeing indicators from the national programme, 'Getting it Right for Every Child'.

We found good records of the input from other professionals for the support of individual needs of the children. We felt that where specific practical care needs had been identified these should be supported by risk assessment.

(See recommendation 2 for this quality statement.)

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 2

Recommendations

1. The provider must ensure that the policy and paperwork to support the administration of medication are in accordance with best practice guidance ‘Administration of Medication in Children’s Daycare and Childminding’

www.careinspectorate.com following the links to publications and health guidance.
National Care Standards for early education and childcare up to the age of 16.
Standard 3: Health and wellbeing

2. The provider should ensure that management with staff undertake risk assessments for practical care needs.

National Care Standards for early education and childcare up to the age of 16.
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 nursery had provided very good opportunities for children and families to give feedback and make suggestions for improving the environment. We concluded this after we considered positive feedback about the quality of the environment. We spoke with families, staff and the children who were present during the inspection and we looked at a variety of records and written communication.

Please see statement 1.1 for evidence of how children and their families had been involved in assessing and improving the service.

People who completed our questionnaires told us that they and their children had been able to visit the service before using it. They also told us that their children could choose from a balanced range of activities. In addition, the majority were confident that the staff had asked for their children’s views and had used these to plan activities. People who completed our questionnaires wrote:
‘My children have a wide variety of options to play with and they are always happy to attend.’
‘The nursery has a safe and secure atmosphere which encourages my child to develop her full potential, her own independence and her relationships with other children.’
‘Kingcase nursery offers an excellent environment for learning, social interaction and confidence building.’

The children who were present during the inspection played with materials chosen from those available. In addition, it was very evident that children could influence the environment by choosing other activities and resources to play with. We found that the staff were responsive to requests and suggestions from the children.

We noted that play equipment was appropriate to the ages and stages of the children present and in keeping with their interests and current topics.

It was very evident that the children and their families had been involved in the
development of the outdoor area and that their views had influenced the result.

We saw at a practical level how staff had arranged the environment to promote independence and ownership of the environment for the children. The children were very self sufficient and moved independently around the playrooms selecting activities. They ably helped themselves to snack, cleared up afterwards and then moved on to clean their teeth with minimal intervention from staff. Throughout our visit, we saw other examples such as the children labelling their own work and disposing of rubbish.

Families accessed the playrooms at arrival and departure times when they could see how staff had used the environment to meet the needs of the children.

**Areas for improvement**
The Head Teacher and staff should continue to involve children and their families in the assessment and development of the environment.

**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**
The nursery provided a very good environment where children were safe and protected. We concluded this after we considered a variety of evidence. We inspected the indoor and outdoor environment and we looked at the areas used by the children. We listened to the views of families and staff about the quality of the environment. We also looked at a range of documentary evidence relevant to the safety of the environment.

The people who completed our questionnaires told us that they considered the environment to be a safe, secure, hygienic, smoke free, pleasant and stimulating environment. They also felt that there was enough space for their children to play.

We found the accommodation to be clean, bright, safe and welcoming. There was a range of health and safety precautions in place. For example, there was a suitable door entry system in operation. This ensured that only authorised persons gained access to the nursery. We looked at maintenance and fire safety records and found these to be in order with no long-standing repair requests. In addition, the Head Teacher had completed a range of risk assessments relevant to the nursery environment.
We saw that the children’s toilets were safe, clean and facilities were at child height with liquid soap and paper towels for hand washing. Staff had displayed posters encouraging the children to follow good practice when washing their hands.

The staff demonstrated good practice when preparing snacks and when supporting children with personal care needs. For example, they wore disposable gloves and aprons for appropriate tasks. The staff had also completed checklists to support their work in making sure the environment was safe, clean and fit for the care of children.

First aid materials were available in the playroom and staff could call on a trained first aider to attend accidents of a more significant nature.

The children had access to a suitable safe and secure outdoor play area that staff checked each day prior to use by the children.

We saw various ways that staff promoted safe play within the nursery environment. For example, the children followed simple rules and they navigated around the playroom safely and made appropriate use of resources.

We also found that management had a strategic overview of health and safety issues and had on occasion reminded families via newsletters to observe, for example, safe parking and access to the nursery.

**Areas for improvement**

We discussed the practice of having two staff in attendance when assisting children with personal care needs. The risk assessment and the written procedure for this type of activity did not specify a requirement for two staff. The Head Teacher agreed to review this practice with staff in the interests of the privacy and dignity of the children.

We saw that staff used one of the toilet cubicles for storage. Management advised that this cubicle would not normally be in use for any other purpose. We have asked that this area is clearly marked as such.

We saw a concrete slab stored in an upright position in the outdoor area. (See recommendation 1 for this quality statement.)

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

**Number of requirements:** 0

**Number of recommendations:** 1

**Recommendations**

1. The provider should arrange for the safe storage of the concrete slab in the outdoor play area.
National Care Standards for early education and childcare up to the age of 16.
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 nursery provided very good opportunities for children and families to give feedback and make suggestions for improving staffing. We concluded this after we considered positive feedback about the quality of staffing, we spoke with parents and the children who were present during the inspection and we observed staff working with the children.

Please see statement 1.1 for evidence of how children and their families had been involved in assessing and improving the service.

Those who completed our questionnaires felt that their children appeared happy and confident with staff. Some wrote and told us:
'I could not ask for better care and attention and the staff help and support have made my children confident pupils.'
'Kingcase nursery has great teachers who care about the children in their care. I have been kept well informed about the activities the children do. The keyworker always has time for me if I have any questions to ask.'
'I am particularly happy with the relationship my child has with his keyworker. She has taken time to get to know him as an individual which has been extremely important when dealing with issues that have arisen.'
'The nursery is very pleasant and the staff are always welcoming.'
'From day one of my child attending Kingcase nursery, I have been fully satisfied by the level of commitment from all members of staff.'

Children we observed were clearly at ease with the staff. We saw that the children trusted the staff and shared friendly relationships with them. One of the children told us:
'The teachers do good things - they help us.'

The Head Teacher had organised a transition visit for children who would be moving on to primary school. We saw that this was well organised and provided the children...
with a realistic experience of what it will be like in primary one.

There was a display of photographs of the Head Teacher and the nursery staff. This information helped families and visitors to know to whom they were speaking or who to ask for. In addition, there was information about the staff on the nursery handbook and newsletters provided families with updates about staff changes.

Areas for improvement
The Head Teacher with the staff should continue to engage children and the families in assessing and putting forward their views on the quality of staffing.

Grade awarded for this statement: 5 - Very Good
Number of requirements: 0
Number of recommendations: 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 had very good staff. We concluded this after we considered positive feedback about the quality of staff. We spoke with parents, management and staff and we looked at staff records.

People who completed our questionnaires told us that they were confident that the staff had the skills and experience to care for their children. They also told us that they were confident that there was always enough staff to provide a good quality of care.

We found that nursery staff, including those who were temporary, held professional qualifications and registrations with relevant professional bodies. They had also participated in other in-service training and refresher courses relevant to their roles in meeting the needs of the children. Training topics included child protection, food hygiene, outdoor learning and music.

We found that staff also used their experiences to enhance the quality of experience for the children. For example, after taking part in the woodland outing, staff told us how they had tried to replicate this experience for the children in their own outdoor area.

There were also instances of staff training to meet the specific needs of individual children. For example, training had equipped staff to administer an epi-pen.

Staff had attended regular nursery meetings when they had been encouraged to
contribute and put forward their views.

Staff had access to a wide range of best practice guidance to support them in their work in working to local and national agendas. For example, they used ‘Curriculum for Excellence’ in their day-to-day work in ensuring that programmes and activities were appropriate to the needs of the children.

We found that there was useful written information to guide students and supply staff. Students we spoke with were clear about the limits placed on duties they could perform.

On the day of the inspection, there were sufficient staff on duty to meet the adult child ratios prescribed within the National Care Standards for early education and childcare up to age 16.

Overall, we found staff to be highly motivated and committed to ensuring that children enjoyed a quality experience at the nursery. We noted this in their willingness to engage in professional dialogue with the inspectors.

Areas for improvement
We found that the nursery employed the services of a ‘pupil support assistant’ who was employed on a temporary contract basis. She had participated in some in-service days but had not had child protection or moving and handling training. We also found that while she followed good practice in key areas, management had not formally instructed her in some basic procedures. We feel that management need to compile an induction programme and checklist for temporary staff and ensure that they have access to necessary training and refresher courses.
(See recommendation 1 for this quality statement.)

We also found that staff had some understanding of the national agenda ‘Getting it Right for Every Child’ (GIRFEC). Management agreed that in developing the children’s personal plans it would be beneficial for staff to a better understanding of GIRFEC and personal planning.

Grade awarded for this statement: 5 - Very Good
Number of requirements: 0
Number of recommendations: 1

Recommendations
1. The provider should formalise the induction programme for new and temporary staff and with a handbook of guidance and a checklist of topics to be covered. The provider should also ensure that temporary staff have access to necessary training such as child protection and refresher courses to ensure they are equipped for the work they are to perform.
National Care Standards for early education and childcare up to the age of 16.
Standard 12: Confidence in staff & Standard 14: Well - managed service.
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
The nursery provided very good opportunities for children and families to give feedback and make suggestions for improving the quality of management and leadership. We concluded this after we considered the positive feedback about management and leadership and we read what people had written. We spoke with children, carers and staff who were present during the inspection.

Please see statement 1.1, 2.1 and 3.1 for evidence of how children and their families had been involved in assessing and improving the service.

People who completed our questionnaires told us that the nursery had involved them and their children in developing the service. They also told us they were happy with the care their children had received while attending the nursery. Some wrote and told us:
‘Kingcase is an excellent nursery! I think the staff are approachable and supportive.’
‘It is a very well organised nursery and parents are kept very well informed on progress, events and next steps.’
‘I would highly recommend Kingcase nursery.’
‘Learning whilst having fun which in my opinion is what Kingcase nursery is all about.’

We found that the families we spoke with knew the Head Teacher and saw her and her depute on a day-to-day basis. They knew that the principal teacher led the nursery team and they knew that they could speak with her or members of the management team on a day-to-day basis if they wished.

The Head Teacher had ensured that families knew how to raise issues of concern by including the complaints procedure and details of the Care Inspectorate in the handbook.

It was very evident that the Head Teacher had led the staff team in both day-to-day
and more formal consultation processes and had used feedback to develop the service.

Areas for improvement
The Head Teacher and staff should continue to develop methods of consultation to ensure that children and their families are involved in assessing and improving the quality of management and leadership.

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
The nursery used very good quality assurance systems and processes to assess the quality of the service provided. We concluded this after we considered evidence showing how management and staff had used quality assurance processes to assess the quality of the service. We spoke with children, parents, staff and management during the inspection and we looked at written records in relation to quality assurance.

Please also see evidence in statements 1.1, 2.1, 3.1, 3.3 and 4.1 that supports the grading for this statement.

We found that overall; there was a high level of satisfaction with the quality of service provided at the nursery and that, children, families and staff had many opportunities to take part in quality assurance processes and influence the development of the service.

We found that management with staff had used their findings to inform their self-assessment of the quality of the outcomes for the children. They had then used these to plan for improvement. For example, the ‘Improvement Plan 2012-13 had priorities that included, ‘Partnership with Parents’ and ‘Numeracy Skills’. We saw how the implementation of these had enriched the experiences for the children and their families. For example, we saw challenge for the children through provision of stimulating activities using numbers in keeping with the current topic of houses.

We found that the nursery staff had all had personal development reviews in the previous year. Staff we spoke with had found these to be helpful and constructive and had influenced choices for training courses.
Staff told us that management had provided feedback on their findings from monitoring. Staff felt that feedback was constructive and helped them to reflect on strengths and things they could improve. In addition, their involvement in the self-assessment process for the nursery led by the principal teacher had also identified strengths and areas to build on.

The nursery team met weekly to plan and evaluate playroom activities. Staff had also attended some whole school meetings as appropriate. In addition, management posted updates in the ‘Glow’ newsletter to keep staff up to date and involved in whole school events.

As well as the in house quality assurance processes, the provider had arranged termly link officer visits. Staff had found these helpful in taking forward improvements.

**Areas for improvement**

We saw that there was a termly calendar of monitoring which included the nursery and that monitoring had been due to take place on the day of the inspection visit. We saw one record for the current year due to staffing changes and three for the previous year. The record for the current year was more limited in content. We have asked the Head Teacher to ensure that future records reflect a more detailed assessment of the quality of outcomes for the children, staff practice and the environment.

**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 the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).
5 Summary of grades

<table>
<thead>
<tr>
<th>Quality of Care and Support - 5 - Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 1</td>
</tr>
<tr>
<td>Statement 3</td>
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</table>

<table>
<thead>
<tr>
<th>Quality of Environment - 5 - Very Good</th>
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<tbody>
<tr>
<td>Statement 1</td>
</tr>
<tr>
<td>Statement 2</td>
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<table>
<thead>
<tr>
<th>Quality of Staffing - 5 - Very Good</th>
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</thead>
<tbody>
<tr>
<td>Statement 1</td>
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<td>Statement 3</td>
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</table>

<table>
<thead>
<tr>
<th>Quality of Management and Leadership - 5 - Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 1</td>
</tr>
<tr>
<td>Statement 4</td>
</tr>
</tbody>
</table>

6 Inspection and grading history

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Gradings</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Jun 2010</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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