

Care service inspection report

Bowhouse Primary School Nursery

Day Care of Children

Tinto Drive

Grangemouth

FK3 0DZ

Telephone: 01324 508710

Inspected by: Andrea Daley

Type of inspection: Unannounced

Inspection completed on: 4 June 2013



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Service provided by:

Falkirk Council

Service provider number:

SP2004006884

Care service number:

CS2003043625

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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

Quality of Care and Support	5	Very Good
Quality of Environment	4	Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	4	Good

What the service does well

Parents and children have very good opportunities to get involved and contribute to developing the life and work of the service.

The service has very good ways of helping children to learn about keeping healthy, safe and well. They have forged strong links with other community resources such as the Jupiter Wildlife Centre and the Sports Complex to enhance children's range of learning experiences. As a result, children have benefited from being able to explore natural habitats and to learn new skills through attending swimming lessons.

The staff team are competent, caring and create a warm, welcoming ethos for families using the service.

What the service could do better

The service should ensure that health and safety policies and procedures and risk assessments are reviewed and updated regularly.

The service should update the complaints procedure and ensure that this is shared with parents.

The service should further develop how they record children's learning and progress in line with Local Authority procedures.

What the service has done since the last inspection

The service has further developed the range of outdoor learning experiences for the children. They have established very positive links with a range of other agencies to promote children's health and wellbeing.

The service has provided Play at Home sessions to encourage parents to be involved in children's play and learning.

The service has continued to embed literacy, numeracy and health and wellbeing in all planning in line with Curriculum for Excellence.

Conclusion

The service continues to meet the needs of children and parents in the community and provides a high standard of care and support in line with their stated aims and objectives. They should continue to build on the strengths and take forward areas for improvement identified in this report.

Who did this inspection

Andrea Daley

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 could 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 and Regulations or Orders made under the Act or a condition of registration. Where there are breaches of Regulations, Orders or Conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Bowhouse Primary School Nursery Class is a Falkirk Council provision registered to provide day care for a maximum of 29 children at each session. The nursery operates a morning and afternoon session, each lasting 2.5 hours in line with council policy. The service operates during term time only. On the day we inspected the service there were 21 children present during the morning session and 22 children present in the afternoon.

The service is managed by Headteacher, Mrs Pat Cassells. The staff team comprises of a Senior Early Years Officer and three Early Years Officers. One of the Early Years Officers holds a long term temporary contract; another is working on a part time supply basis to cover increased numbers of children. There is a teaching post allocated to the nursery one day a week.

The aims and objectives of the service reflect the principles and capacities of a Curriculum for Excellence.

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 4 - Good

Quality of Staffing - Grade 5 - Very Good

Quality of Management and Leadership - Grade 4 - 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. The inspection was carried out by Inspector, Andrea Daley. The inspection took place on Monday 3 June and Tuesday 4 June 2013 between 9:00 and 17:00 hours. We gave feedback to the Headteacher and Senior Early Years Officer at the end of our visit on Tuesday 4 June 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 10 care standards questionnaires to the service to distribute to parents/ carers on our behalf. Four questionnaires were completed and returned to us. We met with two groups of 18 and 15 parents/ carers respectively on Monday 27 May 2013 following their attendance at a play at home nursery session. We asked them for their views about the service and about how this benefited their children.

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

We spoke with:

The Headteacher
The Depute Headteacher
Teacher
Senior Early Years Officer
3 Early Years Officers
28 Parents/Carers
Several children

We looked at:

* Information held about children using the service, including; all about me, happy snaps folders, child plans and reviews

* Records of consultation with parents and children, including; questionnaires,

evaluation forms, planning wall, mind maps and happy snaps folders

- * Health and safety policies, procedures and records, including; risk assessment, infection control, cook safe and audits
- * The environment and equipment used in the service
- * Information for parents, including brochure, newsletters, notice boards and website
- * Planning and evaluation records
- * Staff training records
- * Self evaluation documents and School Improvement Plan
- * How the staff worked with the children in their care during the inspection

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 service submitted a fully completed self assessment document to us before we carried out our inspection. The service told us what they thought they did well, some areas for improvement and how they planned to take these forward. The sources of evidence given by the service provided a useful starting point for our inspection. The service should continue to develop self assessment procedures to link evidence to outcomes for people and give some examples of the changes that have been made, over time, as a result of service users' involvement and participation and quality assurance procedures.

Taking the views of people using the care service into account

We observed the children to be confident, well behaved and happy in the service. They enthusiastically engaged in many of the learning experiences available and took full advantage of playing outdoors in lovely weather. They enjoyed helping out with routines such as snack time and took responsibility for washing dishes and tidying up after themselves. They were kind and caring towards their peers and played well together. Some of the children told us about what they liked at nursery. Their comments included:

"I like playing in the sand over there and in the garden."

"We will play fire fighters again today."

"I water the plants to make them grow properly."

"I'm digging; I think there is treasure in here."

We include further comments and views within this report where relevant.

Taking carers' views into account

We sent 10 questionnaires to parents/carers via the service and 4 of these were completed and returned to us before writing this report. Thirty three parents/carers also had an opportunity to contribute their views to the inspection process during two discussion groups. Parents were very positive about the quality of the service. They told us that staff were approachable, friendly, supportive and caring. They thought that staff got to know children very well and put a lot of thought into how they could support them as individuals. Parents confirmed that there were lots of ways they could get involved in the service and that their involvement was welcomed and valued. They liked the range of opportunities children had to use other community facilities and talked highly of links with the Jupiter Centre and swimming lessons at the sports complex. Parents confirmed that staff worked well with other agencies and professionals to ensure their children got support where required. They thought that children benefited from a wide range of learning experiences and talked positively about how well their children were progressing in their development as a result. Comments from questionnaires and discussions with parents included:

"They are very good at working with other agencies to support children."

"We are involved in trips and outings and can go along to things like the Jupiter Centre with our child."

"The nursery is part of the whole school and they have very good ways of preparing children for primary 1."

"I am very happy with the care my child gets; he has come on so well from when he started."

"Staff are great with all kids."

"The nursery staff are excellent and my child has enjoyed every day of her 2 years at Bowhouse Nursery."

"Staff make the children feel important."

"Always make children and parents welcome."

We have included further comments and views within this report where relevant. We would like to thank the service for facilitating space to meet with parents and extend our thanks to parents/carers for agreeing to meet with us and share their views.

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

Based on the evidence we sampled at this inspection, we graded the service as very good in this Quality Statement. We concluded this after we talked to parents and staff, observed how staff worked with children, looked at a range of records and reviewed relevant evidence given in the Self Assessment.

The service had a participation policy in place that sets out ways that parents could become involved in the life and work of the school, including the nursery. This promoted an inclusive approach and recognised the important role that parents contribute to their children's care and learning experiences.

The service effectively implemented their policy and provided a range of opportunities for parental involvement. Parents welcomed this and felt that they were included and valued in the service. They enjoyed opportunities to be involved in helping hands opportunities such as running the lending library, attending trips and outings and going along to school events and activities. Some positive comments included; "nurseries are much more supportive nowadays", "staff take the time to involve you and are always willing to help with different situations", "you can come in for visits and help out with various activities." Parents confirmed that staff took their views into account when planning children's care and were responsive to individual needs. For example, a parent told us how staff had planned a mini project around hospitals and that this had helped to alleviate anxieties and reassure their child about a planned situation. Another told us about how staff had arranged some "buddy" support for their child to help with the settling in process. This had helped them to make friends and become more confident in the setting. We considered these to be very good examples of practice that had a positive outcome for children using the service.

The service provided a range of relevant information for parents before their child started nursery and throughout their time there. They used a variety of methods to promote effective communication, for example; welcome brochure, notice boards, newsletters and school website. Staff also provided "Happy Snaps" learning journey information to parents each term and met with them formally to discuss progress and consider next steps. Parents thought that communication and information sharing in the service was very good. Comments included; "very effective systems, no issues whatsoever", "you can fill in feedback forms and newsletters let you know what is happening." Records gave examples of staff taking on board parents' views and working in partnership to benefit children. For example, staff had provided some ideas for parents to support their children at home with emergent writing and strategies to assist with behaviour. They had also successfully arranged some 'Play at Home' sessions to involve parents in their children's learning and to pass on ideas that they could use at home.

All parents were members of the Parent Forum and could choose to become involved in Parent Council and Parent Association structures. They were involved in fund raising activities which benefited the children through the provision of activities and resources. Through evaluation forms, questionnaires and meetings, parents could put forward their views about what the service did well and how it could improve. The school used this feedback in evaluating their work and planning improvements. They displayed the outcome of surveys and questionnaires in the service. Parents we talked to during this inspection did not identify any areas for improvement and all expressed that they were very happy with the quality of the service.

Staff involved children well in planning learning experiences in the service. They used tools and techniques such as mind maps, observation and discussion with the children to find out what they were interested in and what they wanted to learn about. The planning wall was well designed to show how staff built on this to support children's learning. For example, when learning about spring time, we saw how children had suggested having a garden centre outdoors. Staff consulted children about how they could do this and supported them to adapt the playhouse with suitable resources to encourage imaginative role play. During our inspection, we saw that children enjoyed playing in this area; selling their goods, making cups of tea in the "café" and putting out an imaginary fire that had broken out.

Overall, we found that the service routinely involved parents and children in evaluating and developing the service and responded positively to their views.

Areas for improvement

In their Self Assessment, the service identified the following areas for improvement:

- * To develop a Parents' Guide for new Learning Journey
- * To develop a Parents' key to the Planning wall (this had been completed)

* To develop a Learning Teddy Summary to highlight children's achievements throughout the year

We thought that the service could consider:

* Developing some information for children as part of the admission and settling in process (National Care Standards - Standard 1.2 Being welcomed and valued)

* Involving children in developing some of the news items for newsletters so that these reflect their views and experiences (National Care Standards - Standard 5.4 Quality of experience)

* Reviewing the Parent Brochure in consultation with parents to make sure this continues to reflect their needs and current nursery practice (National Care Standards - Standard 1.2 Being welcomed and valued and 13.1 Improving the service)

The service should also continue to show how parents and children's views are used to develop and improve the service and consider adding some evidence of examples of practice to their self assessment document.

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

Based on the evidence we sampled at this inspection, we graded the service as very good in this Quality Statement. We concluded this after we talked to parents and staff, observed how staff worked with children, looked at a range of records and reviewed relevant evidence given in the Self Assessment.

Staff gathered a range of relevant information from parents before children started nursery. They used this to help them get to know children and to build relationships with families. They recorded children's needs and progress in "Happy Snaps" learning journeys and reviewed these with parents each term. Parents were able to give their views and to identify any next steps for their children's learning and development in consultation with staff. This helped to promote a shared understanding of children's needs and to address any areas of concern.

The service had appropriate child protection procedures in place that followed Forth Valley interagency guidelines. Staff were aware of their roles and responsibilities and followed procedures in practice when required. The service had implemented the national framework, "Getting it right for every child" (GIRFEC) approaches to their

work, including starting chronologies and developing and reviewing individual child plans where appropriate. Staff worked effectively with other agencies to share information and to plan for individual needs. For example, we saw how they used Board maker visual timetables where this would benefit children being able to express choice and participate in planning their day. This helped to ensure that children got the support they needed to fulfil their potential and contributed positively to their health, safety and wellbeing needs being met.

The service followed Falkirk Council guidelines in the management of medication and in recording and reporting accidents and incidents. Staff had appropriate training to enable them to meet children's individual health and medical needs where required.

The service planned a very good range of experiences to enable children to learn about healthy relationships and lifestyles. For example, they started each session with Brain Gym to "wake up" minds and bodies and to get ready for learning. Children responsibly helped out by handing round cups of water to their peers. Children were very polite and respectful towards each other, saying "thank you" and "you're welcome" throughout. Children participated well in this activity and told us; "we drink water to wake us up." Children also told us about the rules in the nursery. It was evident that these were designed to promote an ethos of respect and safety. Children told us; "well we have to share and take turns with the toys", "no running in case you bump yourself." Staff used a "Learning Teddy" to effectively celebrate children's achievements, develop their confidence and build their self esteem. A parent commented; "they make children feel important in everything they do."

The service had developed very good links with other community facilities such as the Jupiter Wildlife Centre and the Community Trust. As a result, children benefited from a wider range of learning experiences. For example, at the Jupiter Centre, they were able to investigate nature through activities such as pond dipping. Children had also developed confidence and learned new skills through taking part in a block of swimming lessons at the local sports complex.

As well as every day opportunities for outdoor play, fresh air and exercise, children benefited from the very good use the service made of other agencies and professionals to promote health and wellbeing. For example, the dental hygienist visited to talk to children about caring for their teeth. Children took part in the Child smile programme to embed this in their personal care routines. Children also learned about new ways to move their bodies through a block of Yoga lessons provided by a visiting teacher and a session on mini gymnastics, delivered by a parent. We found such experiences enhanced programmes for health and wellbeing in the service.

Children enjoyed a healthy snack during the nursery session. They were involved in planning snack menus and learned about what foods were good for them. They were independent when clearing away and washing their dishes. They were developing social skills and manners whilst enjoying their snack at small tables with their friends.

They commented; "I love pineapple", "I tried the pineapple and it was yum", "juicy fruit is good for you, it keeps you healthy", "milk keeps you healthy, it makes your bones strong."

The service had very good arrangements in place for supporting children's transition to primary school. They worked closely with other pre-school services on a joint project planned around a book character (Elmer) to prepare children for transition. This meant that children moving within the cluster area had shared experiences that they could draw on when meeting new friends and making relationships.

Areas for improvement

In their Self Assessment, the service identified areas for improvement as:

- * Consolidating cluster transition arrangements
- * Ensuring Health and Wellbeing is a key area in the Learning Journey

The service recognised the need to adapt recording of children's learning to the new Falkirk Council "Learning Journey" format. In doing so, we encouraged the service to ensure that the ways they gather and record information promotes a holistic view of children's individual needs and how these are being met. Personal plans and learning journeys should be reviewed in consultation with parents and where appropriate with children at least once in every six month period.

The service should continue to develop health promoting activities. For example, by introducing more opportunities for children to experience risk and challenge in outdoor learning and extending ways for children to be involved in planning and preparation of snacks.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 4 - 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

Please refer to information contained in Quality Theme 1, Statement 1 for information on the range of ways that children and families can be involved in influencing the quality of the service. This includes aspects of the quality of the environment. The grade of 5 - Very Good is applied across all participation statements in this report.

Areas for improvement

Please refer to Quality Theme 1, Statement 1 Areas for Improvement.

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

Based on the evidence we sampled at this inspection, we graded the service as good in this Quality Statement. We concluded this after we talked to parents and staff, observed practice in the nursery, looked around the environment and reviewed a range of relevant records, policies and procedures provided as evidence by the service.

Parents confirmed that they were happy with the arrangements for safety and security in the service. They reported that doors were kept locked and that children had to be collected by a known adult. They told us; "it's very secure", "they have good systems in place to keep children safe." All visitors to the service had to sign in and out at the main school entrance. Doors in the nursery had high twist locks to prevent unauthorised access or children leaving unaccompanied. We saw that staff followed good practice and were vigilant in enforcing security policies and procedures. This contributed well to children being safe and secure in the service.

The service implemented local authority systems for maintenance and repair and secured remedial action to address areas of concern. For example, as a result of the most recent Environmental Health Services report, the provider had taken action to install new kitchen facilities. This should contribute to better facilities for food storage and preparation. Following recent vandalism to the outdoor area, CCTV equipment was installed to try to limit re-occurrence and resultant damage.

Staff had Food Hygiene training. They followed good hygiene procedures and encouraged children to do the same. Children knew why this was important commenting; "we wash our hands to get rid of the germs." This good practice should help to reduce the risk of cross infection in the service.

We found that staff carried out some risk assessments and put appropriate control measures in place to reduce risks. For example, recent assessments included those for trips and outings, including visits to the Jupiter Wildlife Centre in Grangemouth.

We saw that toys and equipment appeared to be clean, well maintained and suitable for the ages and stages of children attending the service. Staff encouraged children to use equipment responsibly and to help to tidy up at the end of the session. Children contributed well in these areas and were learning to respect the need for rules, safety and caring for their environment.

Staff made effective use of indoor and outdoor space to provide a wide range of well planned learning experiences. Children enjoyed opportunities to play on their own, with friends and in small or larger groups. They could choose to play indoors or outside and many enjoyed the beautiful weather and fresh air during our inspection visit. We saw that they were well engaged in different activities and co-operated very well in small groups. For example, a small group of children enjoyed dressing up to become fire fighters and tackled imaginary fires at the garden centre. Other children took turns with the watering cans to water and care for the plants, telling us; "they need a drink to grow."

Displays of children's work and many photographs highlighting their learning and achievements were wall mounted in the nursery. This contributed to a welcoming, child friendly environment where children could feel included and valued.

Overall, we found that the nursery had good health and safety procedures in place that contributed positively to children being cared for in a clean, safe and secure environment.

Areas for improvement

In their Self Assessment, the service said that they planned to start GIRFEC chronologies for every child to contribute to their safety and protection.

We identified the following areas for improvement:

Whilst practice in the service was generally good, policies, procedures and record keeping systems were not up to date. Many risk assessments were dated 2010 and it was not clear that there was a systematic procedure for review. We found that the service needed to take action to:

- * Implement appropriate cleaning schedules for toys and equipment in line with current good practice guidance (Requirement 1)
- * Carry out a regular review of policies and procedures and update these where appropriate to ensure these reflect current good practice guidance (Requirement 1)
- * Carry out a regular review of risk assessments and record that this has been completed (Recommendation 1)

We also noted that whilst the bins were pedal operated, these were heavy and children were lifting the lids to dispose of hand towels. The service should therefore provide alternative equipment that is better suited to the needs of young children and reinforce good practice.

We also thought that the service could further develop monitoring of health and safety issues and record keeping as part of wider quality assurance systems.

Grade awarded for this statement: 4 - Good

Number of requirements: 1

Number of recommendations: 1

Requirements

1. The provider must ensure that infection control procedures and practice are in line with current good practice guidance. In order to do this they must:
 - * Use the good practice guidance document; Infection Prevention and Control in Childcare Settings, Health Protection Network (March 2011) as the basis for reviewing and updating health, safety and infection control policies and procedures within the nursery
 - * Review and update cleaning schedules to bring these in line with the above guidance
 - * Ensure that staff have regular refresher updates in infection control policies and procedures and their roles and responsibilities in implementation

Timescale for implementation - no later than 1 October 2013.

This is in order to comply with SSI 2011/210 Regulation 4(1)(d) and SSI 2002/114 Regulation 19 (3)(e).

Recommendations

1. The service should ensure that risk assessments are reviewed regularly and records kept to evidence that this has been implemented. Ref: National Care Standards Early Education and Childcare 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

Please refer to information contained in Quality Theme 1, Statement 1 for information on the range of ways that children and families can be involved in influencing the quality of the service. This includes aspects of staffing, management and leadership in the service. The grade of 5 - Very Good is applied across all participation statements in this report.

Areas for improvement

Please refer to Quality Theme 1, Statement 1 Areas for Improvement.

The service should continue to look at ways parents could contribute to staff training, recruitment, training plans and review procedures.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 4 - 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

Please refer to information contained in Quality Theme 1, Statement 1 for information on the range of ways that children and families can be involved in influencing the quality of the service. This includes aspects of staffing, management and leadership in the service. The grade of 5 - Very Good is applied across all participation statements in this report.

Areas for improvement

Please refer to Quality Theme 1, Statement 1 Areas for Improvement.

The service should continue to look at ways they can involve parents in planning improvements and tell them about how their views and ideas influence change.

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

Based on the evidence we sampled at this inspection, we graded the service as good in this Quality Statement. We concluded this after we talked to parents, staff and members of the senior leadership team and looked at evidence of the systems and processes in place to support quality assurance.

We have included information in Quality Theme 1, Statement 1 about how the service engages with children and parents to ask for their views about what they do well and how they could improve. The service also asked other agencies and visiting professionals for their feedback as part of their quality assurance measures.

The service used a variety of tools such as Child at the Centre 2 and the National Care Standards well to monitor and evaluate what they did well and how they could continue to improve. Findings were used to develop a whole school improvement plan (SIP) which focused on improving outcomes for children in a range of different areas. For example, the school, including the nursery, planned to further develop opportunities for outdoor learning experiences across the curriculum. The service told parents about their progress and achievements in making improvements in an annual "Standards and Quality" report.

The deputy headteacher had a devolved management lead role in monitoring the quality of the service. She met with the Senior Early Years Officer regularly to discuss practice issues and any matters affecting individual children. This enabled them to plan and take action required to support children in the setting, for example by linking with other professionals and agencies. She also carried out "Learning Walks" to monitor health and safety, planning and the quality of children's experiences. This was a useful quality assurance process that provided support and challenge for staff to reflect on good practice and develop this further where appropriate.

Staff met regularly to plan and evaluate their work. This enabled them to consider what children were learning, what they were interested in and how they could plan to meet individual needs. Staff also had opportunities to meet other staff within their geographical "Cluster Network." This provided positive opportunities to share practice, gain new ideas and forge links that were of benefit to the children. For example, the work being undertaken to support children's transitions to school as reported in Quality Theme 1, Statement 3.

Falkirk Council provided external monitoring and quality assurance through means of self evaluation validation and support and challenge visits.

Areas for improvement

In their self assessment, the service told us that they planned to continue with current arrangements for Quality Assurance.

The self assessment did not always reflect areas for improvement identified through inspection. For example, as we identified in Quality Theme 2, Statement 2 the service needed to take action to review and update relevant policies and procedures in line with current best practice guidance. They also needed to ensure that appropriate health and safety records were properly maintained. (National Care Standards 14.2 Well managed service).

The service should update the complaints procedure to include the new regulatory body; the Care Inspectorate details. The complaints procedure should make it clear that parents have the right to complain to this independent body separate to Falkirk Council procedures if they so wish. (Requirement 1).

We thought it would be useful for the service to consider ways that they could give parents more regular updates on progress being made with aspects of the improvement plan, for example, using newsletters, website or Notice Boards. This could make this a more dynamic process and let parents see how their views are influencing action where relevant. (National Care Standards - Standard 13.1 Improving the service).

The service should continue to consider ways that all staff can contribute to monitoring and quality assurance procedures, for example, through distributed leadership opportunities and peer review. Quality assurance procedures should be capable of maintaining an overview of all aspects of the service, including health and safety, planning, monitoring and tracking children's progress through learning journeys and other documentation. (National Care Standards - Standard 13.1 Improving the service).

Grade awarded for this statement: 4 - Good

Number of requirements: 1

Number of recommendations: 0

Requirements

1. The provider must ensure that accurate information is provided regarding complaints procedures. This must include accurate information of the name and address of SCSWIS, (Social Care and Social Work Improvement Scotland); and procedure (if any) that has been notified by SCSWIS to the provider for the making of complaints to SCSWIS relating to the care service.

This is to comply with SSI/2011 No 110 Regulation 18 (6) (a) and (b).
Timescale: Within no later than 30 August 2013.

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

Quality of Care and Support - 5 - Very Good	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
Quality of Environment - 4 - Good	
Statement 1	5 - Very Good
Statement 2	4 - Good
Quality of Staffing - 5 - Very Good	
Statement 1	5 - Very Good
Quality of Management and Leadership - 4 - Good	
Statement 1	5 - Very Good
Statement 4	4 - Good

6 Inspection and grading history

Date	Type	Gradings	
7 Oct 2010	Announced	Care and support	6 - Excellent
		Environment	Not Assessed
		Staffing	Not Assessed
		Management and Leadership	Not Assessed
27 Feb 2009	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	6 - Excellent

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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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

ہے بایتسرد می ونابز رگید روا ولکش رگید رپ شرازگ تعاشا ہی

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

ی.رخأ تاغل بو تا قیسن تب بل طلا دن ع رفاو تم روشنم اذہ

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