Mayfield Nursery School
Day Care of Children
Stone Avenue
Mayfield
Dalkeith
EH22 5PB
Telephone: 0131 660 2485

Inspected by: Pamela Cormack
Type of inspection: Unannounced
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Service provided by:
Midlothian Council

Service provider number:
SP2003002602

Care service number:
CS2003017293

Contact details for the inspector who inspected this service:
Pamela Cormack
Telephone 0131 653 4100
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: 6 Excellent
- Quality of Environment: 6 Excellent
- Quality of Staffing: 6 Excellent
- Quality of Management and Leadership: 6 Excellent

What the service does well

Mayfield Nursery School provide an excellent standard of care and support to the children and families who attend.

Staff are enthusiastic and skilled in their interactions with children and at creating an exciting learning environment.

The activities promote children’s continual development and encourage new and exciting experiences.

The head teacher shares her experience and knowledge with the staff. She is motivational with complete commitment to the work she and her nursery team do.

What the service could do better

Mayfield Nursery School should continue to monitor and maintain the excellent quality service.

They should ensure that they continue to involve children and parents in identifying areas of improvement and implement action plans to address these.
What the service has done since the last inspection

The nursery received an inspection from the 'I CAN' Communication Specialist Provision. This is a support service for children in Midlothian who have a specific language impairment. The inspectors of 'I CAN' commended staff on their work and the progress children have made.

The head teacher and staff continued to involve parents in the development of the nursery by engaging with them in a variety of different ways. This ensured that parents could choose from a range of ways to get involved and influence the direction of the nursery.

Conclusion

Mayfield Nursery School offers children a wealth of learning experiences.

The head teacher and staff are committed to children’s continual learning and progress. They attend ongoing training to support their work.

The head teacher and staff team provide an excellent quality of responsive care for the children and their families. They were meeting all of their stated aims.

Who did this inspection

Pamela Cormack
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. Mayfield Nursery School was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011. The service provider is Midlothian Council.

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 the Regulations, Orders or Conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Mayfield Nursery School is registered to provide a care service to a maximum of 60 children aged three to entry into primary school. It operates between 9am - 11.30am and 1pm - 3.30 pm Monday to Friday.

At the inspection, there were 45 children present at the morning session and 43 children at the afternoon session. The youngest child was three and the oldest was five years old.

The nursery is located in the grounds of the local primary school within a residential area of Mayfield, Midlothian. It consists of two large playrooms, a separate room for ‘I CAN’ provision, a reading/music room, a kitchen area, a parents/staff room, a toilet area in each playroom and a large secure garden which children can access independently. There are also offices for the head teacher and nursery administrator.

The nursery has the following aims:
• Curriculum - To provide a broad and balanced curriculum for all learners, through the careful planning and organisation of the environment and the provision of a wide range of stimulating, interactive learning experiences.
• Children’s Development and Progress - To monitor and support each child’s progress, and to celebrate and share their achievements.
• Development and Learning through Play - To make best use of well balanced play opportunities and activities to support, challenge, and extend children through well judged interaction with adults.
• Support for Children and Families - To respond to the varied needs of individual children and families in order to provide effective support for development and learning.
• Ethos - To create a welcoming, inclusive school ethos, where all children are valued and nurtured, and where professionals and parents/carers work together as partners.
• Resources - To provide a safe, attractive, stimulating learning environment through the careful selection and organisation of resources, indoors and outdoors.
• Management, Leadership and Quality Assurance - To fulfil our individual responsibilities to the best of our abilities, and to work together towards our common goals as a strong and effective team.

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

Quality of Care and Support - Grade 6 - Excellent
Quality of Environment - Grade 6 - Excellent
Quality of Staffing - Grade 6 - Excellent
Quality of Management and Leadership - Grade 6 - Excellent

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 after an unannounced inspection. This took place between the hours of 9:15 am and 5:30 pm on Wednesday 15 May 2013. This inspection was carried out by Care Inspectorate Inspector, Pamela Cormack. We gave feedback to the head teacher and 'I CAN' teacher after the inspection.

As requested by us, the nursery sent us an electronic annual return in 2013 and self assessment form before this inspection.

We sent 25 questionnaires to the service to give to parents who used the service. We received seven completed questionnaires after the inspection and before we wrote this report.

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

- Evidence from the service’s most recent self assessment and annual return
- Children’s personal folio’s
- Service completed questionnaires from parents
- Thank you cards from parents and children
- Visitors book
- Parent newsletters
- Minutes of staff and parent meetings
- Childrens’ risk assessment policies
- Planning files
- Photographic evidence
- Certificate of registration
- Public Liability Insurance
- The returned care standard questionnaires
- Observation of staff interaction with each other and children in all playrooms.

During the inspection visit, we spoke with:
Eight children
Four parents
Head Teacher
Staff
Two ‘I CAN’ staff.

We also looked at the environment, activities and resources available.

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
We did not make any recommendations at the last inspection.

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

Comments on Self Assessment
Every year all care services must complete a ‘self assessment’ form telling us how their service is performing. We check to make sure this assessment is accurate.
We received an electronic self assessment from the service. With the input of staff, children and parents, the nursery had completed this to a high standard. This demonstrated a understanding of continuous evaluation of their work. During the inspection we found strong evidence to support the areas of strengths that they had identified in their self assessment. They had graded themselves as excellent for the statements we inspected them under, this matched our findings.

Taking the views of people using the care service into account
During the inspection, we spent time observing and interacting with children. They appeared to be very happy, content and stimulated in the care of the staff. Children were happy to show us around areas of the nursery and share their personal folio with us.

Taking carers’ views into account
We sent out 25 questionnaires to the nursery for distribution to parents so that they could give their views about the service. Seven parents who returned a questionnaire confirmed that overall they were happy with the quality of care their child received in the nursery.
3 The inspection

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

Quality Theme 1: Quality of Care and Support
Grade awarded for this theme: 6 - Excellent

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
We found that Mayfield Nursery School had excellent systems in place to make sure that parents and children could assess and improve the quality of the service. We concluded this after we spoke with the head teacher, staff members and the children and parents who attended the nursery.

We saw strong evidence that staff actively and consistently consulted parents and children about all aspects of the nursery and ensured that their views were valued and acted on. We looked at children’s folios, care plans, responsive activity planning, action plans, newsletters and minutes of meetings.

Staff worked hard to build strong relationships with parents and children. They provided lots of different opportunities for them to be involved in the life of the nursery. Below are some of the ways that the nursery used to get parents’ feedback and get them involved in their child’s care:

- Staff exchanged important information with parents about children’s care at the beginning and end of the session. We saw the head teacher and staff warmly welcome children and their parents into the nursery when they arrived.
- ‘Books’ allowed children to share their achievements with parents at home. We saw that some parents wrote about the time they spent with their child at home. This allowed staff to discuss each child’s experiences when they were in nursery. Staff told us that they used the information to help the children recall their experiences and to plan further related activities in the nursery. We confirmed this when we looked at activity planning.
Open play dates. These allowed parents to spend time with their child in the nursery and directly assess the quality of the care provided. We saw that parents had completed questionnaires after the play dates.

Parents read stories to small groups of children during ‘cosy Time’. This helped support children with low engagement and concentration.

‘Open Surgery’ for new children and families. A parent who spoke to us confirmed that this had been really useful to both her and her child before they started in nursery.

Spend time in the nursery with their child and their key worker looking through their personal folio’s. Staff told us that they used this opportunity to discuss the child’s progress, development and future learning.

The communication between staff, children and parents throughout the nursery was excellent. We saw how effective this was through children’s folios, group work projects, wall displays, various information and displays around the nursery and regular newsletters. Newsletters included results from parents feedback and kept them informed of any improvements planned.

We observed that children were supported, encouraged and free to make personal choices, to think and reason and to be able to shape their learning through a variety of activities. For example, they shared and discussed their personal folios with staff and recalled events from photographs. This led to another activity with a child.

We saw staff further encourage children’s participation throughout the session by:

- using their ideas during informal discussions to extend activities and develop their interests.
- planning activities with children in ‘floor books’. These demonstrated that small groups of children planned, extended and evaluated their own learning.

Our observations of children using the ‘I CAN’ provision, showed that staff involved them in planning how they would spend their session in the nursery. They supported them to make choices and take turns.

It was clear to see that the child-centred approach was embedded into staff practice. As a result each child was valued for who they were as an individual and parents were valued and encouraged to play a full and active role in their child’s education and care.

Areas for improvement

The nursery should continue to maintain the excellent practice of providing different opportunities for all children and parents to get involved in assessing and improving the quality of children’s care and support.
The nursery identified their own areas for improvement in the self-assessment they sent to us:

- Embed effective use of positive behaviour and learning plans with children. A member of staff told us that they had discussed and introduced a new behaviour programme with pre-school children. This included strategies to promote positive communication, for example encourage good listening.

We will follow up progress at the next inspection.

**Grade awarded for this statement:** 6 - Excellent

**Number of requirements:** 0

**Number of recommendations:** 0

**Statement 3**

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

**Service strengths**

We saw that the promotion of health and wellbeing was an important part of the work carried out in the nursery.

The nursery had excellent systems in place to ensure that they met individual children’s health and wellbeing needs. We concluded this after discussing children’s needs with staff, looking at children’s information, children’s folios, individual care plans and activity planning. All of these confirmed that staff had an excellent knowledge of the children they cared for.

We found that the staff were experienced and trained to work holistically with families to support and meet parents and children’s needs. An ongoing staff training programme ensured that they were able to meet individual children’s health and well-being needs. The relationship between staff and children was extremely supportive, nurturing and caring. We heard staff guiding and supporting children to make the right choices. This resulted in the service being a secure place where children trusted staff to keep them safe and show them how to do things the right way.

Staff told us how they met the needs of children with Additional Support for Learning needs. In care plans we saw that, with the child’s parents, service staff and other professionals, a plan had been made to support the children’s development and well-being. This meant that everyone involved in the child’s care was working together to make sure the child was reaching their full potential and getting the right help and support.
The ‘I CAN’ unit, based within the nursery, provided integrated education and a speech and language programme to support children with a specific language impairment. In addition, the nursery had introduced an early intervention programme called ‘Step by Step’. This was used to support and improve outcomes for children and their families. Other strategies and interventions that the nursery used to meet children’s needs included:

- Using ‘Signalong’ sign language throughout the nursery to support and encourage communication between all children with different communication abilities
- The ‘Hanen Programme’, which provided support to groups of parents who have children with communication difficulties
- Using the ‘Solihull Approach’, practice groups run in the nursery for parents to support them in their parenting role. Groups included ‘raising confident children’ and ‘play along maths’.
- Children’s groups such as ‘Music and Me’ and developing and promoting positive behaviour using a self-regulation strategy.
- ‘SALLEY’ – Structured Activities for Learning and Literacy in the Early Years. ‘SALLEY’ is a prevention and intervention programme designed to teach phonological awareness skills that are fundamental to the development of reading and spelling. It also focuses on developing children’s listening, attention and memory skills.

Parents who spoke to us and who attended groups or support from the nursery spoke very highly of their experiences, the support they received from staff and the key worker who supported them and their child.

Children had a number of opportunities to learn about and be supported to make healthy and safe choices. Staff knew that children’s wellbeing could be positively developed by taking part in a variety of activities including:

- having simultaneous access to indoor and outdoor activities
- risk assessing their play
- choosing fruit and vegetables from the fruit and vegetable van that visited the nursery. This encouraged children’s choice and independence
- being offered a varied and healthy snack menu
- speaking with and learning from staff who sat with them during activities and snack times
- brushing their teeth
- accessing quiet, peaceful activities as well as active play
- visits to local primary one classes, which supported their transition into primary school. This included having a ‘buddy’ from primary school to support them.
We found that staff were skilled in their interactions and were very responsive to the individual needs of the children. We saw them offering appropriate praise, encouragement, support and comfort to children. We saw them supporting and reassuring children when they became upset. Staff also celebrated children’s achievements and successes through ‘I can’ awards, which recognised, valued and shared each child’s input.

We found that a low turnover of staff and effective key worker system ensured continuity of care for children and parents, and built up positive and lasting relationships. Parents spoke very highly of the staff to us. They were all positive and confident that their children were making very good progress and were well cared for.

The programme of activities provided the children with a very balanced session that allowed for times of active and energetic play, for quieter activities and opportunities for structured and free play activities. We saw that children had built up friendships with each other, were confident and actively contributed to the learning environment of the nursery both inside and outside.

Staff helped children make successful transitions into nursery and when they moved on to primary school. They shared information and documentation with local schools to support children as they move into primary school.

We saw that there were effective systems in place for ensuring the control of infection. There was an infection control policy and we saw staff taking account of this through the children’s toilet/hand washing routine, nappy changing and the distribution of snacks and lunches. There were effective policies and systems in place for the administering, recording and storage of medication.

Through consultation with staff, children and parents, we saw that the snack and lunch menu took account of children’s dietary requirements. The member of staff preparing snack at the inspection told us how staff consulted with children and took account of nutritional guidance. She told us that children were encouraged to make healthy food choices. We observed snack to be a very social time. Children independently served themselves and sat chatting with each other and staff.

The nursery had systems in place that followed the local authority policy and procedures, for the protection of children. The procedures included relevant key information about the service’s responsibility regarding the protection of children and there was an effective system for recording child protection issues. Staff who spoke to us were very knowledgeable of the procedures to follow and confirmed that they received regular training regarding child protection. Copies of Protecting Children and Young People: Framework for Standards and The Children’s Charter were available for staff. Parents were informed of the nursery’s responsibilities regarding child protection through information given to them when they first started.
All of the above confirmed that the nursery were extremely effective in meeting their aim: “to respond to the varied needs of individual children and families in order to provide effective support for development and learning.”

**Areas for improvement**
The nursery should continue with the excellent practice of meeting all the children’s health and well-being needs.

They should ensure they continue to identify areas of improvement and implement an action plan to address these.

**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: 6 - Excellent

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

Service strengths
In addition to the comments made in Statement 1 of Quality Theme 1, we found that children and parents had excellent opportunities to improve the quality of the environment. This included activities, resources and outings.

We read minutes of the parent council (Friends of Mayfield) meetings. These confirmed that parents were involved in discussions and decision making about the nursery environment, fundraising and local events such as the Mayfield gala.

Areas for improvement
The nursery should continue to maintain the excellent practice of providing different opportunities for all children and parents to get involved in assessing and improving the quality of children’s care and support.

Grade awarded for this statement: 6 - Excellent

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 were excellent at ensuring that the environment was safe and children and parents were protected.

A range of policies and procedures were in place which helped staff keep children safe and secure. These included daily checks of the outdoor area, risk assessments, cleaning procedures, ‘safety and security’ policy and ‘outdoor play’ policy.

The secure entry system and visitor’s book helped make sure that children were kept safe.
Children had free access to the outdoor play area. On the day of the inspection we observed children enjoying the outdoor area and happily engaged in physical, investigative and social play.

The large entrance area was welcoming with informative notice boards and displays. This meant that parents and visitors were kept informed about what was happening in the nursery, events in the local community and services available to families.

The equipment, furnishings and resources were right for the age and stage of the children attending the nursery. The building was in good state of decoration and repair. Playrooms were suitably ventilated, bright and attractive.

Staff and children worked together to make sure playrooms were attractive, challenging and organised, thus providing children with the opportunity to make choices and lead their own learning.

Children’s work was displayed attractively around the playrooms. These were linked to themes, childrens’ interests and current topics. This helped children to have a sense of belonging in the nursery. There was also a good balance of the written, printed and spoken word on displays in the nursery. This helped children relate to conversations, recognise and value handwriting.

The nursery was well organised. As a result it was presented in a stimulating and welcoming way to children, parents and visitors.

The nursery’s accident and incident recording system made sure that parents were told about what had happened to their child and the actions taken by staff.

A student present who was on placement during the inspection told us how happy and supported they felt. They told us, "I love it here."

Areas for improvement

In their self-assessment, the nursery identified their own area for improvement:

- check incident response requirements. We will check progress at the next inspection.

Mayfield Nursery School should continue to monitor and maintain this excellent standard. They should ensure they continue to identify areas of improvement and implement an action plan to address these.
Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0
Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 6 - Excellent

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

Service strengths
In addition to the comments made in Statement 1 of Quality Themes 1 and 2, we found that children and parents had excellent opportunities to improve the quality of the staff.

As described in previous statements, we saw that staff worked very hard to involve parents in their child’s learning through a wide range of initiatives.

All parents who spoke to us at the inspection praised the staff and their child’s key worker.

Areas for improvement
The nursery should continue to maintain the excellent practice of providing different opportunities for all children and parents to get involved in assessing and improving the quality of children’s care and support.

The nursery identified their own areas for improvement in the self-assessment they sent to us:

• Training for new staff, such as health and safety and first aid.
• Continue to highlight staff skills to parents.

We will follow up progress at the next inspection.

Grade awarded for this statement: 6 - Excellent

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**

Mayfield Nursery School had excellent standards in the areas covered by this statement.

Staff were registered with either the Scottish Social Services Council (SSSC) or General Teaching Council (GTC). They knew about their responsibility to follow the codes of practice, which aim to raise standards of care and increase the protection of children.

We spoke with staff and observed their practice. We found that they were highly skilled, confident, competent professionals who were committed to the ethos in the nursery. Many of the staff had worked in the service for a long time. This meant that children were cared for by people they knew well and had built good close relationships with them and their family.

Each staff member took responsibility for a ‘lead role’ in the nursery. One staff member was ‘parent coordinator’. This involved leading other staff in discussions and initiatives on how to further involve and effectively engage parents in the life of the nursery.

Reflection was a vital part of the work in the nursery, which helped staff develop their expertise and improve their practice. We saw a staff meeting taking place. All staff took turns to contribute and respected each others input.

Minutes from meetings showed us that staff were involved in:

- Reviewing policies on a regular basis to make sure everyone understood them.
- Giving their ideas about the service Standards and Quality Improvement Plan (SQIP - a plan of what they would like to achieve in the future).
- Sharing good practice with each other.
- Making sure that everyone was doing their job well and following the service procedures, good practice guidance and legislation.
- Discussing what training they thought would be helpful to improve the work done in the nursery.
- Working with other professionals such as Speech and Language Therapists and Midlothian Children and Family department. This joined up working ensured that all the professionals involved in delivering children’s care were aware of the support required in order to meet individual children’s needs.

Staff told us that they were able to request training to meet the needs of the children and development of the nursery. We saw this as a major strength in the nursery as it helped make staff feel valued and motivated to improve their skills and knowledge with positive outcomes for themselves and the children they looked after.
The ‘whistle blowing’ policy told staff about the importance of being confident to report any concerns they might have about a colleague’s practice or behaviour. Staff confirmed to us that they would feel able to speak to the head teacher about anything they were concerned about.

The head teacher monitored staff practice and their interaction with the children. This gave her an oversight of all staff and the care provided for the children.

Excellent arrangements were in place to supervise and support staff. The system for staff annual Performance Review and Development (PRD) was successful in giving staff the opportunity to set targets, formally reflect and assess their own performance and think about the effect this had on the outcomes for children and families.

Each member of staff kept records of their own Continuous Professional Development (CPD). We saw that staff kept up to date and detailed records of their training and any reading or research they had done.

Staff told us they were exceptionally happy in their work and felt a valued member of the team. We saw staff giving their colleagues praise, support, advice and encouragement. All of this helped to create a friendly, calm, empowering, happy place for staff to work and children to be cared for.

**Areas for improvement**

Mayfield Nursery School should continue to monitor and maintain the excellent standard identified in this statement. They should ensure they continue to identify areas of improvement and implement an action plan to address these.

The head teacher should ensure that all staff are aware of the National Care Standards for Early Education and Childcare up to the age of 16 and how to use and refer to them in their work with children.

They identified their own area for improvement in the self-assessment they sent us before the inspection:

- Continue to highlight staff skills to parents and families. We will follow up progress at the next inspection.

**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: 6 - Excellent

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
In addition to the strengths detailed in Statement 1 of Quality Themes 1, 2 and 3, we found that opportunities for children and parents to contribute to improving the quality of management and leadership, were excellent.

The head teacher had a clear sense of direction for the service. Her ‘hands on’ approach provided staff with an effective role model for setting high standards across the nursery. We saw that staff worked very well together as a team. The nursery’s ‘Participation’ policy indicated that the head teacher and staff were committed to providing opportunities for parents and children to express their views on how to improve the nursery.

There was an effective system in place for recording any complaints made against the nursery. Parents were informed of the service’s complaints policy and procedure.

At the inspection, we saw the head teacher meeting with various parents to discuss their child’s care, progress at nursery and transition arrangements for moving onto primary school.

We saw photographic evidence of the head teacher’s weekly ‘Time for Tea’ session with the children. She had noted and displayed some of the conversations and quotes she had with the children. This confirmed her ‘hands on’ approach and commitment to management working with children and valuing their ideas and input.

All of the parents who spoke to us confirmed that they held the head teacher in high regard. They confirmed that they could approach her to discuss issues related to their child or the nursery. Some of these parents confirmed their involvement in the Parent Council and the discussions and decisions that they were involved in. This included review of the nursery handbook, staffing issues and policy reviews.
Areas for improvement

The nursery should continue to maintain the excellent practice of providing different opportunities for all children and parents to get involved in assessing and improving the quality of Management and Leadership.

The nursery identified their own areas for improvement in the self-assessment they sent to us:

- Continue with distributed leadership for all staff, with emphasis on high quality, purposeful lead roles. We will follow up progress at the next inspection.

Grade awarded for this statement: 6 - Excellent

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

Mayfield Nursery School had an established and systematic approach to self evaluation and reflection. There was evidence that responses from children and parents were collated, reported on and used to inform priorities for the nursery’s SQIP. Parents confirmed that this document was shared with them. This helped instill confidence that their suggestions and comments would be taken on board.

The head teacher focused on providing children with a high quality of care. She had nurtured staff to deliver excellent teamwork and encourage them to develop initiatives and lead improvements. She worked closely with staff to monitor children’s progress and learning experiences. This was achieved by

- Working alongside staff in the playrooms. This meant that the head teacher was able to observe staff practice and offer guidance to make things better.
- Having weekly staff meetings. This ensured that there was continual evaluation and discussion of what was happening in the service. We saw that objectives from the SQIP were discussed at these meetings to make sure that they were getting done.
- Regularly reviewing and updating children’s care plans and personal folios. This meant that staff, parents and other professionals worked together to check that children’s changing needs were being met.
• Having regular staff meetings. This ensured that there was continual evaluation and discussion of what was happening in the service. We saw that objectives from the SQIP were discussed at these meetings to make sure that they were getting done.
• Ongoing supporting for staff and supervision meetings. This helped staff reflect on their own performance and think about how it affected the children and the service. The head teacher assessed the quality of staff performance by observing them working in the service.
• Developing and using a ‘high level curriculum map’ for 2012-13. This was a process used by the nursery to review and assess the effectiveness of the ‘Curriculum For Excellence’.

In addition, the nursery provided reports of progress and reviews. These included:

• Reviewing and reporting on children’s progress, learning and next steps.
• Producing a report of the nursery’s key achievements from children’s learning to Management and Leadership.

The SQIP, containing priorities, which supported the continuing improvement in children’s learning and care within the centre, was being implemented successfully. Local authority quality assurance visits identified improvements that were incorporated in the SQIP.

Through discussion, we confirmed that the head teacher was very knowledgeable of her responsibility to report disciplinary action taken against nursery staff to the Care Inspectorate and if appropriate the SSSC.
The complaints policy informed parents how to make a complaint and contact details for the Care Inspectorate, should they wish to complain.

Staff told us they felt fully included in evaluating the work that went on in the nursery. They told us there was a clear vision and common goal in the staff team to work together to do their best for children. This resulted in a commitment from staff to continually think about how to promote children’s learning and development as well as build relationships with parents and families.

Areas for improvement
Mayfield Nursery School continue to monitor and maintain the excellent standard of quality in all areas of the nursery. They should ensure they continue to identify areas of improvement and implement an action plan to address these.

Grade awarded for this statement: 6 - Excellent
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
The head teacher at this inspection was seconded to another Midlothian school the week after this inspection. They are due to return to post at Mayfield Nursery in 2014. They sent the appropriate notification to the Care Inspectorate regarding this.

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 - 6 - Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 1</td>
</tr>
<tr>
<td>Statement 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of Environment - 6 - Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 1</td>
</tr>
<tr>
<td>Statement 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of Staffing - 6 - Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 1</td>
</tr>
<tr>
<td>Statement 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of Management and Leadership - 6 - Excellent</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>15 Jun 2010</td>
<td>Unannounced</td>
<td>Care and support 6 - Excellent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environment 6 - Excellent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staffing Not Assessed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management and Leadership Not Assessed</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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Telephone: 0845 600 9527
Email: enquiries@careinspectorate.com
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