Clyde Valley Kindergarten
Day Care of Children
Stonebyres
Kirkfieldbank
Lanark
ML11 9UP

Inspected by: Mary Crocker
Annemarie McGinn
Type of inspection: Unannounced
Inspection completed on: 6 August 2013
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Service provided by:
Clyde Valley Kindergarten Limited

Service provider number:
SP2009010231

Care service number:
CS2008186187

Contact details for the inspector who inspected this service:
Mary Crocker
Telephone 0141 843 6840
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

<table>
<thead>
<tr>
<th>Area</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>Quality of Care and Support</td>
<td>4</td>
<td>Good</td>
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<tr>
<td>Quality of Environment</td>
<td>4</td>
<td>Good</td>
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<tr>
<td>Quality of Staffing</td>
<td>5</td>
<td>Very Good</td>
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<tr>
<td>Quality of Management and Leadership</td>
<td>4</td>
<td>Good</td>
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What the service does well
The service provided a safe and stimulating environment for children to grow and develop their life skills. The extensive grounds provided opportunities for a wide variety of outdoor activities.

The service had established warm, caring relationships between staff, parents/carers and children.

The service was continuing to further develop its delivery of the Curriculum for Excellence for the over 3s and Together We Can for the under 3s.

What the service could do better
The service should continue to maintain the high standard of service provided to parents/carers and children by continuing to evaluate activities and evidence how these have improved the quality of experience for the children.

Although the manager monitored staff practice on a regular basis this could be further developed by making more detailed records evidencing areas for improvement with outcomes.
What the service has done since the last inspection
The service has attained a very good level of participation in assessing and improving the quality of the nursery through ongoing consultation with staff, parents/carers and children.

Conclusion
The service has shown a commitment to further develop and maintain the quality of service offered to children and parents/carers.

The children were very happy and comfortable within the service enjoying a variety of activities and experiences which extended their learning and development. The manager and staff team were committed to the ongoing development of the service and to improving learning and teaching to enhance children’s experiences.

Who did this inspection
Mary Crocker
Annemarie McGinn
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 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.

Clyde Valley Kindergarten is registered to provide day care to a maximum of 49 children aged from 6 weeks to those not yet attending primary school. The service operates an after school care and holiday care service for children of school age. The nursery offers full and part day care between 0800 hours and 1830 hours Monday to Friday throughout the year.

The nursery operates from a purpose built single storey building in Kirkfieldbank, Lanark. There is an enclosed entrance and cloakroom area, a kitchen, toilets, office, staff room and basement store room. The nursery accommodation is on one level and all playrooms have clear views of the surrounding countryside. The nursery is set in a rural location and offers a range of outdoor facilities within a natural environment which provides a wide range of outdoor experiences for the children. The accommodation consists of an area for babies, a play room for children aged one to three years and a play room for children aged three years and over. There is also an IT area, a creative area, a quiet area and a decked veranda directly off the under 3 playroom.

The nursery is in partnership with South Lanarkshire Council to provide pre-school education and offer part time commissioned places for children aged 3 to 5 years.
The service’s values, aims and objectives were as follows:

* To provide a safe and stimulating environment with opportunities which will interest and challenge each individual child enabling them to reach their full potential.
* To take forward and continuously develop the Together We Can (0-3 years) and Curriculum for Excellence (3-18 years) enabling and encouraging our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.
* To listen to all children taking their views into consideration, promoting child led learning resulting in high attainment.
* To create opportunities and choice for children to learn through play.
* To promote each child as an individual respecting their culture, beliefs, views, differences and privacy.
* To communicate with parents and carers to the highest standard ensuring that the child is at the centre of everything we do.
* To develop very good links with other professional agencies to ensure coherent care.
* To build close relationships within the local community.

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

Quality of Care and Support - Grade 4 - 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 which was carried out by Inspectors Mary Crocker and Annemarie McGinn on Tuesday 6th August 2013 between 0915 and 1430 hours. We also gave feedback to the manager on the same day as the inspection visit.

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 twenty Care Standards Questionnaires to the manager to distribute to parents/carers. Nineteen parents/carers completed questionnaires and returned them before the inspection. Five of these had written comments within them.

We also asked the manager to give out five questionnaires to staff and we received five completed and returned.

During the inspection we gathered evidence from various sources.

We spoke with:
* ten children
* the manager
* depute manager
* six staff

We looked at:
* the service’s most recent self assessment
* health and safety records, including infection control, risk assessments
* medication, accident and incident records
* first aid box
* questionnaires that had been requested filled in and returned to the Care Inspector from parents/carers
* service questionnaires for parents/carers and children
* aims and objectives
We observed:
* staff practice
* the environment and equipment including the outdoor play area

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 made four recommendations in the last inspection report. They were as follows:

1. The daily registers and signing in and out sheets should record the number of children present in the service and be checked regularly.
   National Care Standards for Early Education and Childcare up to age 16, Standard 14 - Well Managed Service.

   The register for the Rainbow Room was not accurate on the day of the inspection. The register stated that 9 children were in the service but did not include the child who was settling in the playroom. Other room registers were found to be accurate.

   This recommendation has been only partly addressed and will be repeated in Quality Theme 2, Quality Statement 2.

2. Staff should use the foot pedals on the bins provided.
   National Care Standards for Early Education and Childcare up to age 16, Standard 2 - A Safe Environment.

   We did not observe any staff failing to use the foot pedals on the bins.

   This recommendation has been met

3. Children should be provided with individual bedding to reduce the spread of infection.
   National Care Standards for Early Education and Childcare up to age 16, Standard 2 - A Safe Environment.

   We found that snooze mats had been purchased to provide individual sleeping areas for each child. Individual pillows and blankets were also provided.

   This recommendation has been met.

4. Medication forms should be completed in full, signed by parents and follow good practice guidance.
   National Care Standards for Early Education and Childcare up to age 16, Standard 14 - Well Managed Service.
Some medication forms checked during the inspection did not supply enough information regarding the dosage to be given. For example, the number of puffs to be given by inhaler should be stated on the form to ensure staff are aware of the correct dosage to be given.

This recommendation has been only partly addressed and will be repeated in Quality Theme 1, Quality Statement 3.

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 had completed this and with the relevant information included for each heading that we grade services under. We did however speak with the provider during the inspection visit to advise that more information could have been included in the self-assessment to more accurately reflect the amount of work being carried out by the service under each quality theme.

The provider identified what it thought the service did well, areas for improvement and any changes it had planned. The provider told us how the people who used the care service had taken part in the self-assessment process.

The self-assessment contained helpful information under all quality statements and was completed to a high standard.

Taking the views of people using the care service into account
We observed the children enjoying a variety of play experiences. We talked with ten children and all of them told us that they enjoyed coming to nursery. Some comments were as follows:

"I’m playing in the sand."

"This top won’t close."
"I’m finished in the sand."

"These are the same."

"That’s blue and that’s yellow."

"We go to the swing park."

"My mummy took me to the swing park."

"I like playing in the house."

"I’m going to school in August."

**Taking carers' views into account**

Twenty Care Standards Questionnaires were sent to the service for completion by parents/carers. Nineteen parents/carers completed these with five giving written comments which were all very positive. Comments were as follows:

"No faults whatsoever with the service."

"I am really pleased the nursery have offered my child the opportunity to learn a second language while attending."

We have included further comments and views from people using the service throughout this report.
3 The inspection

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

Quality Theme 1: Quality of Care and Support
Grade awarded for this theme: 4 - 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
We found this service was performing at a very good standard for this statement. To assess this we observed staff practice, sampled relevant documentation provided by the manager and viewed information displayed throughout the nursery. We also spoke with the manager, staff and children. From the evidence gathered at the inspection we found that the manager and staff team actively sought the views of parents/carers and children on all aspects of the service.

The service implemented a wide range of communication systems to seek parents’/carers’ and children’s views on the quality of provision. Systems included:

* questionnaires issued to parents/carers and children who used the service seeking their views on various topics and issues
* parents’ response sheets
* newsletters
* individual personal plans
* developing children’s big books
* children’s daily evaluations of activities
* consultation with parents/carers regarding children’s care, developmental areas and educational topics
* regular parents/carers evenings to share information and developmental achievements
* transition information shared with parents/carers
* compliments and concerns book available within each cloakroom to enable service users to share any compliments or concerns
* suggestion box
We found that the systems used were effective in giving parents/carers a voice which ensured the service was child centred in its approach and promoted user participation in all aspects of the day to day operation.

Stakeholders and parents/carers using the service had the opportunity to complete service questionnaires which reflected the Care Inspectorate’s grading and quality themes.

We found that all questionnaires were audited and an action plan created to incorporate any improvements. We observed the findings of a questionnaire regarding Graduation Day which was displayed on the “You Said - We Did” wall. Some comments from this were as follows:

"My child has had a wonderful year. We could not be happier with how he settled in and made friends. Thank you for all your care of him."

"High level of care you have given to our child. You handled her behaviour amazingly."

"You have helped our child grow and get ready for school."

"Our child has come on leaps and bounds since coming here and is a confident and clever girl."

Local and national information displayed throughout the service raised parents/carers awareness of current best practice guidance and local and national initiatives.

We observed staff within the playrooms listening to children’s views during activity planning and evaluations. Children informed us that they had input into decisions regarding the purchase of new resources and voted for their choices using the ‘Thumbs Up, Thumbs Down’ approach. The manager stated that this approach was also being introduced to the children age 2+ in the 0-3 playroom.

Parents/carers could view photographs of activities and children’s artwork displayed throughout the service and there were opportunities to share their children’s achievements and learning.

The manager informed us that they were in the process of establishing a Parent Consultation Group where parents/carers will have opportunities to discuss their views, opinions and ideas regarding the service with the management team. We found very good examples of how the nursery involved parents/carers and children such as:
Parents/carers were encouraged to be actively involved in assessing and planning their child’s learning. A Progress so Far Sheet (0-3 room) and Personal Learning Plans (2 1/2-5 room) were made available to parents/carers to allow discussion to be undertaken regarding next steps and learning and development.

Some parental comments from the Progress So Far sheets were as follows:

“She loves coming to play with the children. More independent in all aspects of her life.”

“She has developed good motor skills, taking part in activities such as art and loves all the outdoor play.”

“Happy with my child’s progress.”

Daily diaries were used to convey information about the child’s day at nursery. Parents/carers and children were members of the Eco Committee and were involved in regular meetings to assess and plan improvements with regards to the Eco Schools Initiative including the upkeep and development of the garden area within the nursery setting.

Parents/carers and children were encouraged to express any concerns and the service’s complaints procedure was displayed.

We observed that a consultation with parents/carers and children regarding their interests had led to a topic on babies as two parents/carers had recently given birth.

Parents/carers stated that they received clear information about the service before their child started using it in the form of a service handbook.

Within Care Standards Questionnaires fourteen parents/carers said they strongly agreed and five agreed that the staff shared information about their child’s learning and development with them and where appropriate with the child. Fourteen parents/carers strongly agreed and five agreed that they were kept informed about what was happening in the service through newsletters and information boards.

Parents’/carers’ comments were as follows:

“Brilliant nursery with staff who go out of their way to ensure all the children are happy and involved.”
“My child gets to choose from a wide range of activities and resources.”

Areas for improvement
The manager had identified areas for improvement within the self assessment including:

To move forward with the Parent Consultation Group by getting a response from all parents/carers whose child attends the setting.

Adapt current planning sheets to allow the children in the 2 - 5 year room to evaluate their current learning more efficiently.

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
We found this service was performing at a good standard for this statement. To assess this we observed staff practice, sampled relevant health and wellbeing documentation including admissions, personal plans, learning profiles, hygiene and infection control, medication, access to water, staff training and also through discussions with the management, parents/carers, staff and children.

The service’s aims and objectives were reflected within the practice observed during the inspection. Children were observed to be courteous to each other, shared resources and listened to staff’s guidance in relation to their safety indoors and out.

Staff demonstrated safe practice and a good understanding and knowledge to keep children safe. For example:

* Staff demonstrated an understanding of the Child Protection Procedure and these were revisited each year and discussed at staff meetings.

* Staff undertook updates on infection control to keep up to date with best practice. The management team and several members of staff had completed first aid training.

We found that the service had a comprehensive range of policies and procedures in place to support safe practice and promote children’s health and wellbeing and these were available to view and included health and safety, daily room check lists, infection control, administration of medication and child protection.

We observed the lunchtime and snack procedures and found that children had daily access to fresh fruit, vegetables, homemade soup and a variety of dishes which contributed to a healthy diet. The manager stated that the service used the Nutritional and Oral Health guidelines to plan a healthy and nutritional menu for the children. The service provided water and milk at all snack and meal times and children had access to drinks throughout the day. However we found that the lunchtime experience could be further enhanced by promoting children’s independence by providing smaller jugs to allow children the opportunity to pour their own drinks. Further comments regarding the lunchtime experience are included within Recommendation 1.
The service’s registration form completed by parents/carers at the time of admission provided information relating to children’s individual needs including allergies, G.P. medication, emergency contacts, diet and additional support. This ensured that the service had up-to-date information about each child.

The service had worked hard to develop individual personal plans for children. We sampled six personal plans that provided clear and comprehensive details about children’s personal care needs, routines, diet, family members and preferences. These were made up of information about health and wellbeing, learning across the curriculum, maths, literacy and English as well as documentation of next steps in learning.

Parents/carers informed us that they had opportunities to attend annual parents’ meetings to discuss their child’s progress and profiles. We observed staff giving verbal feedback to parents/carers at pick up time.

We viewed recorded information which showed how children’s interests and next steps where observed and taken forward. Big books showed photographs and drawings of how children evaluated their learning and were available in the playroom for children and parents/carers to view.

We evidenced that throughout the year the service received a range of visitors to help extend the children’s knowledge of ‘People who help us’ and the local environment. These had included the fire and rescue service, ambulance service, police and the local crossing patrol person.

We evidenced that children’s health and wellbeing needs were being met for example; children had opportunities to learn about healthy living, diet, exercise, environmental issues, personal hygiene and tooth brushing. The service promoted physical and active play and sufficient outdoor space was provided in the extensive outdoor area. Physical play was planned as part of the nursery curriculum. We observed all children having access to the outdoor area during the inspection visit. They were able to play with a variety of outdoor equipment including wheeled toys and slide. Children were aware of hand washing procedures and staff effectively promoted hand hygiene prior to eating and after toileting.

The nursery had gained the Health Promotion silver award from the Health Promoting Initiative. The service also took part in the Child Smile Programme and this involved the Child Smile Team attending the nursery regularly to apply fluoride varnish to the teeth of children aged 3 - 5 years.
The service had forged local links within the community to help children gain a wider knowledge and to further citizenship opportunities through visits from the community police, fire service and fundraising/collections for those in need.

Curriculum for Excellence (CfE) was promoted within the 3 to 5 area. Staff were using the experiences and outcomes from CfE in planning children’s learning. CfE is for all children and young people in educational settings aged 3 to 18 years. It is designed to engage children in activities that promote depth in learning, supports them in gaining knowledge and skills and in applying these skills in a variety of ways. Within the 0-3 room Together We Can (South Lanarkshire) and Pre-Birth to 3 best practice guidance was used to enhance children’s experiences.

We observed that each playroom had set quiet areas for rest and sleep as well as set areas for quiet play such as story corners.

From the Care Standards Questionnaires fifteen parents/carers had strongly agreed and four agreed that the service provided a healthy and well balanced diet which met children’s dietary and cultural needs.

Parents/carers comments were as follows:

"The standard of the meals/snacks is excellent."

"I have always been consistently impressed by the nursery and the care provided."

"The staff have worked really hard and supported my child through potty training and their support helped make this very difficult time for my child so much easier."

Areas for improvement
The lunchtime experience did not fully promote children’s independence skills, too much time was spent waiting for the lunch to arrive and the tables were not set with plates and cutlery. See Recommendation 1.

The manager had identified within the self assessment the introduction of South Lanarkshire Council’s ‘Myself and Others - Emotional Literacy Framework’ to ensure all areas of health and wellbeing are being met.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 1
Recommendations

1. The service should review the lunchtime procedure to improve children’s experiences by ensuring that high chairs are age appropriate, plates and cutlery are available, children’s independence skills increased by providing smaller jugs to allow them to pour their own drinks and decrease the amount of waiting time for the food to arrive.

National Care Standards Early Education and Childcare up to the age of 16 - Standard 3: Health and Wellbeing.
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
Methods to involve people who used the service are outlined under Quality Theme 1, Quality Statement 1.1.

Areas for improvement
The manager had identified as an area for improvement within the self assessment the completion of the Eco garden by building an Eco greenhouse as part of the Eco Schools Initiative.

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
We found this service was performing at a good standard for this statement. To assess this we observed staff practice and sampled relevant health and safety documentation including security, hygiene and infection control, child protection, first aid, accident and incident reports, risk assessments and environmental checks.

We found the nursery environment was warm and welcoming and the available space was used effectively. Resources were well organised and easily accessible to the children. The nursery building was well maintained and decorated. The service had suitable and effective ventilation, heating and lighting.

The nursery was purpose built and set within a rural area with extensive outdoor space including a garden area, stoned area and decked areas. The extensive grounds provided opportunities for a wide range of outdoor activities and was used as an extension of the playrooms.

We found staff monitored people arriving and leaving the service and were aware of procedures for monitoring children collected by relatives. Parents/carers spoken with were very happy with security procedures and informed us the front door was always secure and staff were always vigilant. There was a 24 hour CCTV system which overlooked all entrances to the service.

Hygiene policies and procedures were displayed and made available to parents/carers. Staff were aware of policies relating to prevention of infection including hand hygiene, snack preparation area and daily/weekly cleaning tasks. Toilet areas were clean and there was a supply of liquid soap and paper hand towels.

Children benefited from taking part in activities to raise awareness of health and safety issues including discussing risk in the outdoor area and in the playrooms.

Children and parents/carers were involved in the Eco Committee and were working together to develop an Eco garden within the nursery grounds. An initiative had been accessed called "Here We Grow" and from this £200 worth of outdoor equipment had been received. It was also planned to create an Eco greenhouse to allow the children to continue to grow their own fruit and vegetables.

The service’s accident and incident reporting procedures provided guidance in the event of and following accidents and incidents. Parents/carers confirmed that they signed accident report sheets and that staff informed of first aid administered.
We viewed risk assessments for the outdoor and indoor areas of the service as well as for outings.

The manager stated that Environmental Health carried out an annual inspection of the premises.

The service employed two cleaning staff on a daily basis and it was evident that the environment was clean and that a cleaning rota was followed.

The entrance provided relevant national and local information for parents/carers as well as information on the Curriculum for Excellence and Together We Can.

Children could freely access age appropriate resources and playroom activities on display.

Nineteen parents/carers who completed Care Standards Questionnaires stated that they strongly agreed that the environment was safe, secure, hygienic, smoke free, pleasant and stimulating. Some comments were as follows:

“Great facility, very best in the area. Delighted to have our child enrolled here.”

“Kindergarten is a very well organised nursery.”

“The nursery is always clean.”

“The activities are varied and my child always enjoys his time at nursery.”

Areas for improvement

The service kept daily registers and signing in and out sheets. We found that the register for the Rainbow Room (0-3) was not accurate on the day of the inspection. The register stated that 9 children were in the service but did not include the child who was settling in the playroom. (See Recommendation 1)

Some medication forms checked during the inspection did not supply enough information regarding the dosage to be given. For example the number of puffs to be given by inhaler should be stated on the form to ensure staff are aware of the correct dosage to be given. Some forms had the dosage of medication recorded as ‘as required’ (See Recommendation 2).
Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 2

Recommendations

1. The daily registers and signing in and out sheets should record the number of children present in the service and be checked regularly to ensure their accuracy.

   National Care Standards for Early Education and Childcare up to age 16, Standard 14 - Well Managed Service.

2. Medication forms should be completed in full, signed by parents and follow good practice guidance.

   National Care Standards for Early Education and Childcare up to age 16, Standard 14 - Well Managed Service.
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
Methods to involve people who used the service are outlined under Quality Theme 1, Quality Statement 1.1.

Areas for improvement
The manager had identified as an area for improvement within the self assessment the establishment of a parent consultation group to build upon the current communication methods in use.

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
We found this service was performing at a very good standard for this statement. To assess this we observed staff practice, spoke to staff and parents/carers and sampled the annual training plan, staff review meetings, qualifications, leadership opportunities and staff remits.

We found that the management structure encouraged the involvement of staff in assessing the quality of the service and in identifying their own personal development and training needs.

We viewed the annual training plan showing recent and planned training undertaken by staff. The training plan highlighted a variety of mandatory and specific training courses linked to the service’s Improvement Plan.

Staff training included:
* Child protection
* Infection control
* Food hygiene
* Paediatric first aid
* Curriculum for excellence
* Getting it Right for Every Child (GIRFEC)

Five staff had completed Care Service staff questionnaires in which all had stated they had opportunities to access training in the last twelve months. Two staff had written the following comments within the questionnaire:

“Since I began at Clyde Valley Kindergarten I have completed a First Aid course and an introduction to Child Protection. I am currently going through my SVQ Level 3 with Carousel Training.”

“I have worked here for thirteen years and I am very happy at work. We have room meetings every three weeks and meet up to talk. I feel supported at work. I am looking forward to starting my PDA on August 27th this year to further my skills and knowledge.”

The manager provided opportunities for staff to discuss and assess how best to implement current best practice guidance and national initiatives. Current topics included the Scottish Government’s Getting it Right for Every Child (GIRFEC), a national initiative to work with parents to make sure children grow and develop in the best possible way with identified support.
We saw that staff in the service were appropriately deployed and demonstrated awareness of the individual needs of the children in their care. Staff were appropriately skilled and their qualifications were relevant to the aims of the service.

Staff said they had opportunities to be involved in identifying service improvements and were well placed to make further progress in taking these forward for the future benefit of service users.

The nursery had developed appropriate policies and procedures and staff implemented these accordingly. The service undertook refresher and updating of training on various policies and procedures to ensure each staff member was reminded of best practice.

We observed that the service maintained appropriate adult:child ratios.

The staff were aware of the regulatory role of the Care Inspectorate and were familiar with the National Care Standards. Staff members were qualified and had registered with the Scottish Social Services Council.

Staff were aware of the management structure and their own individual accountability. We found that regular staff meetings were held and documented. Discussion centred around staffing, planning and new guidelines.

Staff were delegated responsibility for Eco Schools, Out of School Care, outdoor play, register, absences and students/volunteers.

Staff retention in the nursery was very good and staff interviewed by the Inspectors stated that they were happy working there.

Nineteen parents/carers who completed Care Standards Questionnaires stated they strongly agreed that they were confident the staff had the skills and experience to care for their children and support their learning and development. Eighteen parents/carers strongly agreed and one agreed that they were confident that there was always enough staff in the service to provide a good quality of care. Nineteen also stated that they strongly agreed that their child appeared happy and confident with the staff.

Some comments were as follows:

"All staff are friendly, helpful and are genuinely fond of the children."

"Top class service."
Areas for improvement

The service should continue to maintain the very good standard for this quality statement evidenced during the inspection visit.

The manager had identified as an area for improvement within the self assessment the continued implementation of GIRFEC.

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
Methods to involve people who used the service are outlined under Quality Theme 1, Statement 1.1.

Areas for improvement
The manager had identified as an area for improvement within the self assessment the aim to establish a parent/staff council in which the committee members would participate in assessing and improving the quality of the service.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0
Number of recommendations: 0
Statement 4

We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide.

Service strengths

Following discussion with the management team and staff, observation of childcare practice and a review of documentation relating to quality assurance systems and processes we found the service had a good performance in relation to this statement.

We evidenced the service’s Standard and Quality Improvement Plan for 2013-14 which identified areas for improvement including to review and adapt the current planning system, to continue to develop knowledge of GIRFEC and to develop the outdoor learning environment. We were satisfied the Improvement Plan provided comprehensive targets, timescales, actions and a means to monitor the impact and outcomes for staff and people using the service.

Staff stated they had benefited from being involved in the improvement planning process and were using the Child at the Centre 2 performance indicators as part of the self-assessment and self-evaluation process.

The manager stated that Child at the Centre 2 was used as their quality assurance scheme and management and staff met on a regular basis to focus on assessing the quality of the service, gathering evidence and planning next steps. The manager also attended meetings as part of the Clydesdale Cluster Partnership to share information and good practice in order to promote and enhance the nursery.

South Lanarkshire Council’s (SLC) early years development team and manager audited the service and provided an annual assessment. The service was found to be working to a good level and were being supported in taking forward Curriculum for Excellence and Together We Can including children having more responsibility for planning and assessing their own learning. The nursery worked closely with the early years development team in order to assess the provision and to share good practice.

Parents/carers and staff confirmed they found the manager and staff team to be very approachable and supportive when undertaking new challenges.

All staff were registered with the Scottish Social Services Council (SSSC) and were working to their code of conduct guidelines. Staff had opportunities to continue their own professional development by attending training and researching information online.
We evidenced that the manager carried out staff supervision and six monthly appraisals.

We found that although monitoring of staff was in operation more detailed records of these needed to be recorded with evidence of how staff had improved their practice.

We found that good links had been established with local nurseries and schools which involved visits to view and share good practice.

Parents’ meetings, newsletters and questionnaires all supported the quality assurance systems within the service. Information on children’s learning and development was maintained and evaluated within children’s profiles, settling-in and transition reports. This enhanced children’s development within the service by monitoring their progress, informed parents of their children’s development and also provided information to the receiving primary school when the child moved from the nursery setting.

Fifteen parents/carers who completed Care Standards Questionnaires stated they strongly agreed and four agreed that the service involved them and their child in developing the service for example asking for ideas and feedback.

**Areas for improvement**

The manager should continue to maintain the good standard observed during the inspection visit by further developing the monitoring logs of staff practice. The manager had identified as an area for improvement within the self assessment the establishment of a parents/staff council in order to facilitate the assessment and improvement of the quality of the service.

**Grade awarded for this statement:** 4 - 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
n/a

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

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<thead>
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<th>Quality of Care and Support - 4 - Good</th>
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<th>Quality of Environment - 4 - Good</th>
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<th>Quality of Staffing - 5 - Very Good</th>
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<th>Quality of Management and Leadership - 4 - Good</th>
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6  Inspection and grading history

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<tr>
<th>Date</th>
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| 11 Aug 2011     | Unannounced | Care and support 5 - Very Good  
 Environment 4 - Good  
 Staffing 4 - Good  
 Management and Leadership Not Assessed |
| 11 Oct 2010     | Unannounced | Care and support 5 - Very Good  
 Environment Not Assessed  
 Staffing Not Assessed  
 Management and Leadership Not Assessed |
| 14 Jul 2009     | Announced | Care and support 5 - Very Good  
 Environment 4 - Good  
 Staffing 5 - Very Good  
 Management and Leadership 5 - Very Good |
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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