Blossom Tree Children's Nursery
Day Care of Children
2 Newtoft Street
Gilmerton
Edinburgh
EH17 8RE

Inspected by: Sarah Hermiston
Type of inspection: Unannounced
Inspection completed on: 10 October 2013
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## Service provided by:

McMorrine, Julie

## Service provider number:

SP2010011217

## Care service number:

CS2010274497

## Contact details for the inspector who inspected this service:

Sarah Hermiston  
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Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

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What the service does well

Blossom Tree Children’s nursery provides children with a warm, friendly environment for children to learn and play with their friends.

Staff have established supportive, reassuring relationships with children, enabling them to settle and develop confidence.

The small number of children creates a family atmosphere which is a significant strength in the nursery.

What the service could do better

To further improve the provision the manager should:

- Improve the exchange of information with parents and extend the ways in which staff share information with them about their child’s progress.
- Consider how the views of parents and children can be sought and incorporated to further support the identification of plans for improvement.
- Make sure that each child has a care plan which is updated when a change occurs or at least once every six months.
- Plan and develop further opportunities for children to explore the outside environment in order to enhance their learning across all areas of their development.
Develop further observation and assessment in order to ensure that the next steps in children’s learning are identified for all children.

- Strengthen the planning systems to clearly show how staff are offering sufficient challenge and to maximise children’s individual curiosity and learning priorities.
- Give children opportunities to develop their independence skills further.
- Develop the self-evaluation process, so that there is a thorough system for careful monitoring and evaluation of the service.

What the service has done since the last inspection

Since the last inspection, an extension has been erected to the rear of the property. This has meant an increase in the space provided with the creation of a new pre-school room and an increase to the number of children able to attend the nursery.

Conclusion

The nursery provides a happy, welcoming atmosphere where staff interact well with children and parents. They take time to listen to children and parents to meet individual needs.

The manager and depute manager are beginning to recognise what they want to improve in their service. They are keen to continue to improve the provision for children and have identified some areas for further development, although continued self-evaluation is in its infancy.

Who did this inspection

Sarah Hermiston
1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information in relation to 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 based on best practice or the National Care Standards.
- A requirement is a statement which sets out what is required of a care service to comply with the Public Services Reform (Scotland) Act 2010 ("the Act") and secondary legislation made under the Act, or a condition of registration. Where there are breaches of Regulation, Orders or conditions, a requirement may be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Blossom Tree Children’s Nursery registered with the Care Inspectorate on 9th June 2011.

In August 2013, an extension was put onto the building and the registration was increased so the service could care for a maximum of 32 children as follows:

- 0 - 2 years - 5
- 2 - 3 years - 11
- 3 - 5 years - 16

It operates from a converted detached house in the south of Edinburgh. It is open between the hours of 8.00am and 6.00pm, Monday to Friday.

The provider is the registered manager of the service. A depute manager and supervisors assist the manager in the day-to-day running of the nursery.

The nursery is a Partner Provider with the City of Edinburgh Council in delivering pre-school education. This means that children between the age of three years and five years received a part funded place.
There is a baby room upstairs where children ages three months to two years are based.

Downstairs children aged two years to five years have access to play in two adjoining playrooms, one for each age group (2-3 years and 3-5 years).

The separate gardens were used for the appropriate age groups.

There was a separate kitchen area, an office, toilets and nappy changing facilities.

The aims of the service are:

’At Blossom Tree Children’s Nursery we aim to support and nurture each individual child within their early year’s development - recognising the importance of child centred early year’s education within a natural environment’.

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 4 - 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 visit on Friday 27th September 2013. As neither the manager nor the depute manager were in the nursery that day, we returned on Thursday 10th October 2013 to conclude the inspection and share our findings with them both. The inspection was carried out by Care Inspectorate inspector, Sarah Hermiston.

As requested by us the provider sent us an electronic annual return and self assessment form.
We issued ten questionnaires to parents of children who attended the nursery. Five completed questionnaires were returned to us after the inspection.

In this inspection we gathered evidence from various sources including relevant sections of policies, procedures, records and other documents including:

Accidents/incidents recording system
Certificate of registration
Children’s personal records
Children’s profiles
Evidence from the service’s self assessment
Lunch and snack menus
Medication recording system
Newsletters
Nursery questionnaires for parents
Planning for play sheets
Public liabilities insurance
Records of children’s attendance
Risk assessments
Staff files
We observed staff interacting with the children present during the inspection.

Discussions with various people including:
- The provider (also the manager)
- The depute manager
- All staff present at our inspection visits
- Some children
- One parent by telephone after the inspection.

We examined the resources, toys, equipment and environment.

**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 requirements we made at our last inspection

The requirement

The Provider must ensure that:

- In consultation with staff and parents a medication policy and procedures is compiled
- Forms are compiled to record when medication is required and given and these are signed by parents when used.

This is to comply with: Scottish Statutory Instruments 2011/210 Regulation 4(1) (a) make proper provision for the health, welfare and safety of service users. Timescale: Within 1 week of receipt of this report. (for our second visit, the provider had compiled a policy and forms to work towards meeting this requirement).

What the service did to meet the requirement

Soon after the last inspection, the provider forwarded evidence to support that this requirement had been met.

The requirement is: Met - Within Timescales

What the service has done to meet any recommendations we made at our last inspection

At the last inspection we made one recommendation.

1. The manager should write a policy and ensure staff follow this to prevent the potential for children to have access to inappropriate materials on the computer. National Care Standards for Early Education and Childcare up to the age of 16. Standard 2 - A safe environment.

Progress:

A policy had been compiled and was being followed by staff.

This recommendation had been met.
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 self assessment had not changed since it was last submitted. The effect of this was that it was not a true reflection of what the service was actually doing.

Taking the views of people using the care service into account

The children were seen as being very happy in the nursery.

Taking carers' views into account

It was clear that parents were overall happy with the care and support their child received. However they did question the quality of the learning experiences on offer to their child. They also told us they would like to receive more feedback about what their child had been doing at nursery and how they were progressing. Their comments and feedback on our questionnaires are included in this report under the relevant statements.
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 the service was meeting this statement well, resulting in good outcomes for children. At this inspection, we looked at children’s records, Personal Learning Plans, policies and spoke with parents, children and staff.

The parent handbook, company website and registration information provided parents with information about the nursery. This meant that parents were told what level of service they and their child should expect to receive from the nursery staff.

Staff worked effectively with parents when children started the nursery. The completion of a registration form and the care routine plans provided good information of each child’s needs and routines. Staff used this as part of their initial observations to assess the children’s interests in order to plan for their ongoing development.

Daily conversations and the use of a diary or record sheet for younger children, ensured that information about the child’s day was shared appropriately with parents.

The children were confident communicators. They chatted easily with staff and with each other, asked questions and contributed ideas at group and circle times.

Children in all areas of the nursery clearly felt safe and secure and were very happy and relaxed. This was well promoted through staff’s warm and caring interactions.
Information was shared with parents through the nursery handbook, facebook page, regular newsletters, notices and opportunities for daily ongoing discussions with the staff and manager.

In our questionnaire, all parents confirmed that:

- Overall, they were happy with the quality of care their child received in the nursery.
- They received clear information about the nursery before their child started.

Written comments included:

"My child has settle in very well to this nursery".

"I am very happy with the care my child receives - my child is happy and content and I feel the staff team work hard to meet their needs. I feel the staff care about my child and offer an excellent service to the children and families".

**Areas for improvement**

Three out of five parents told us they would appreciate more meetings with staff to inform them of their child’s ongoing learning and development. Comments included: "Personally I would like parents night maybe twice a year". "I have not had a parents consultation in over 20 months". "Staff tell me my child has had a great day but nothing about what they have been learning". "I would like to know in advance of newsletters what ‘project’, ‘theme’, the children are doing". "My child has fun but apart from his hygiene and eating, I am not sure or made aware of his development".

In our questionnaire, one parent disagreed and two parents didn’t know if:

- Staff had worked with them and their child to develop an individual education and support programme for their child.
- Staff regularly assessed their child’s learning and development and used it to plan their next steps.

See recommendation one.

In our questionnaire out of five parents, two disagreed that the service had involved them and their child in developing the service, for example asking for ideas and feedback. See recommendation two.

We reminded the manager of their duty to make sure that every child has a care plan which is updated when there is a change or at least every six months. We discussed
the benefits of staff doing this with parents, and where appropriate the child, to make sure they were working in partnership. See recommendation three.

**Grade awarded for this statement:** 4 - Good

**Number of requirements:** 0

**Number of recommendations:** 3

**Recommendations**

1. It is recommended that the manager improves the exchange of information with parents and extend the ways in which staff share information with them about their child’s progress. This should help make sure that parents clearly understand the planned next steps and can become further involved in contributing to the ongoing observation and assessment process. National Care Standards for Early Education and Childcare up to the age of 16. Standard 6 - Support & Development

2. It is recommended that the manager explores ways in which parents and children can give feedback on the service. They should then consider how these views can be incorporated to further support the identification of plans for improvement. National Care Standards for Early Education and Childcare up to the age of 16. Standard 7 - A Caring Environment.

3. The manager should make sure that each child has a care plan which is updated when a change occurs or at least once every six months. This should be done with parents, and where appropriate the child, to make sure they were working in partnership. National Care Standards for Early Education and Childcare up to the age of 16. Standard 6 - Support and Development.
Statement 3
We ensure that service users’ health and wellbeing needs are met.

Service strengths
At this inspection, we found that the performance of the service was good for this statement. The service met the health and wellbeing of children effectively. We reviewed records, observed meal times and spoke with parents, staff and children to assess this statement.

Children were secure in their attachments with their key worker and staff because they were sensitive to children’s individual needs and abilities. As a result, children were confident, engaged and motivated in their play and learning.

Babies arrived happily and showed recognition of familiar adults as they reached out their arms to them when arriving. Older children were eager to meet friends and to tell staff about events in their lives, such as a visit to their Grandparent’s house. All children received a warm welcome from staff who then immediately engaged them in conversations about how they were feeling that day.

Babies were inquisitive about their environment and great fun was had playing with different textured materials and sand play. Children in the 2-3 years room were keen to explore paint. They were guided well by staff who encouraged them to express their thoughts and develop their language. The older children concentrated well when listening to favourite stories and eagerly joined in with familiar nursery rhymes.

The children’s physical well-being was promoted well. They benefited from daily opportunities to play outdoors and used a variety of small and large equipment such as a slide and a variety of wheeled equipment. This helped develop their strength and coordination.

Good settling-in procedures were in place to ensure that children’s needs were identified before they began. This helped staff to provide an environment suited to their individual needs, supporting their inclusion. Children spent time visiting the nursery before they began, which was mirrored as children developed and moved from room to room within the nursery, supporting a smooth transition.

Children displayed a strong sense of belonging in the nursery and behaved very well. This was because staff regularly praised children and gave clear explanations of boundaries. Children worked co-operatively with their friends which showed that they were developing respect for others.

The preschool children had formed friendships with children from another nursery in the area. For example they used Skype (a social network that allowed children to have face to face conversations through the computer) to chat about their learning and
visited each other’s settings to have snack. This was a very good way of children forming friendships.

Children’s health and well-being was suitably promoted as staff followed a range of familiar routines during the day. For example, the older children understood the routine of needing to wash their hands before having their lunch. This helped to minimise the spread of infection and supported the children’s developing understanding of contributing to their own well-being.

Meals were prepared by an outside catering company and delivered to the nursery. All individual dietary requirements were met and catered for. Menus were displayed for parents to view and help them to plan home meals accordingly. On the first day of our inspection we saw children enjoying chicken pasta for lunch. They told us it was ‘yummy’ and we saw their requests for more were met by staff. Following a conversation we had during our first visit, positive changes had been made to the snacks on offer.

The daily routine was appropriately organised to meet the varying needs of the children. We observed staff taking account of children’s individual needs. This resulted in children being secure in knowing what happened next and helped them to feel settled and confident. It was clear that children were benefiting from being cared for in a small group.

The medication recording system demonstrated that staff followed parents instructions.

In our questionnaire, all parents confirmed that:

- The nursery provided a healthy and well-balanced diet which met their child’s dietary and cultural needs.
- The nursery had a clear code of behaviour for children, and worked with their children to make sure they understood it.

Written comments included:

“They do lovely singing and reading - classroom always looks inviting”.

“He has fun”.

Areas for improvement

The staff demonstrated that they knew the children well and regularly observed them as they played and recorded what children liked to do. However, the information gained was not always sufficient and the way some staff currently undertook their observations and updated their summaries of children’s ongoing progress was inconsistent. This meant that there were gaps in some of these records and it is
unclear how or if staff were planning for the children’s individual learning securely. Some children’s folders had very limited information in them. Comments from parents in our questionnaire included “when I requested my child’s PLP it was pretty sparse”. "Are there PLPs"? See recommendation one.

The system for planning children’s play was unclear and inconsistent to fully meet the needs of the children. This resulted in missed opportunities to build on individual curiosity or learning priorities. For example a child’s interest in leaves was not taken forward by staff. A parent told us they were "worried that their child may not be fully prepared for school" and "they had concerns about the lack of learning in the nursery”.

There are some opportunities for older children to develop their independence skills further but these are not always offered to all children. For example, some children missed out on opportunities to pour their own water. At lunchtime children’s meals were plated up for them so there were no opportunities for children to serve themselves nor was it evident that children helped to prepare snacks. This did not encourage children to develop appropriate, independence skills to assist them in the transition to school. See recommendation three.

On the second day of the inspection, the portion sizes of the lunch provided was seen as inadequate and children were not given anything else to eat. Whilst we understood this was a failing by the catering company we felt that staff should have given children more to eat for lunch from their store cupboard. The provider was disappointed by this and agreed that staff should have handled it better. The manager also agreed that the nursery nutrition policy needed to be updated to reflect current practice. See recommendation four.

The outdoor area was not currently used to its full potential. Although children could enjoy active play as they pedal tricycles and ran around together there were no opportunities for children to practise other skills such as writing and mark making or exploratory play. In support of this, a parent told us, “The outdoor area could be more creative”. We will check the progress of this at the next inspection.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 4

Recommendations

1. The manager should develop further observation and assessment in order to ensure that the next steps in children’s learning are identified for all children. This work should be done in line with documents such as Pre-Birth to Three and the

2. The manager should strengthen the planning systems to clearly show how staff are offering sufficient challenge and to maximise children’s individual curiosity or learning priorities. National Care Standards for Early Education and Childcare up to the age of 16. Standard 5 - Quality of experience.

3. It is recommended that there are more opportunities for children to develop their independence skills further. For example, helping to prepare snacks, pouring their own drinks and plate their own meals. National Care Standards for Early Education and Childcare up to the age of 16. Standard 3 - Health and wellbeing.

4. It is recommended that in line with best practice, staff are aware of their responsibility to offer children more to eat in the event of not having received enough from the catering company. The nutrition policy should be changed to reflect the nursery approach to healthy eating. This should be done in line with best practice document ‘Nutritional guidance for early years’ (Scottish Executive). National Care Standards for 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
The areas of strength noted in theme one, statement one also applied to this statement.

Areas for improvement
The areas of improvement noted in theme one, statement one also applied to this statement.

Grade awarded for this statement: 4 - 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
A range of evidence was sampled and the performance of this service was found to be good.

Children benefited from staff supervision. For example, staff sat close to children as they played and made regular checks on them when they were sleeping.

The security systems meant that no one could enter the building without the knowledge of staff and children could not leave the building unsupervised.

The necessary policies, procedures, records and documentation were in place. These were being implemented by staff to promote a safe environment with positive outcomes for children.

Since the last inspection progress had been made to the quality of resources and play experiences on offer to children. This meant that playrooms were better resourced to allow children to be creative and active in their learning. This increased independence as children helped themselves to resources and made decisions about what they played with.

The children were cared for in a warm, clean and relaxed environment which contributed positively to their confidence and wellbeing.

Toys and equipment were cleaned and checked regularly to keep them hygienic and safe.

Staff we spoke with demonstrated an understanding of child protection issues, the nursery procedures and their responsibilities if concerns arose. This contributed to safeguarding children.

Staff used ongoing risk assessment to reduce the risk of potential hazards.

The majority of staff had attended training in Child Protection, First Aid and Food Hygiene.

A member of staff told us about the systems and procedures in place to make sure the kitchen was safe to prepare food. This included recording the temperature of re-heated food and the refrigerator.

The nursery was in a very good state of decoration and repair. As a result, the playrooms were bright and attractive for children to play.
In our questionnaire, all parents confirmed that:

- The service was a safe, secure, hygienic, smoke free, pleasant and stimulating environment.
- There was enough space for the children to play and get involved in a range of activities.
- The service had a suitable range of equipment, toys and materials for the children.
- They felt confident that the staff would protect their child from harm, abuse, bullying and neglect.

**Areas for improvement**

On the first day of our inspection visits we highlighted that the 2-3 year old room there were too many tables. Some tables remained empty and staff did not put anything out on these to arouse children’s interest or curiosity. Improvements had been made by our second visit. However, we felt that staff needed to make sure that these improvements were consistently maintained and developed in order to extend children’s learning and meet their developmental needs. Comments to us from parents included a concern about the “apparent lack of learning opportunities” and “are the activities challenging and imaginative enough?”, “Is there enough access to pencils/pens/scissors”? See recommendation one.

**Grade awarded for this statement:** 4 - Good

**Number of requirements:** 0

**Number of recommendations:** 1

**Recommendations**

1. It is recommended that staff should make sure the recent improvements made to the quality of the resources and play experiences on offer to children are consistently maintained and developed in order to extend children’s learning and meet their developmental needs. National Care Standards for Early Education and Childcare up to the age of 16. Standard 5 - Quality of experience.
Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 4 - Good

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

Service strengths
The areas of strength noted in theme one statement one also applied to this statement.

Areas for improvement
The areas of improvement noted in theme one statement one also applied to this statement.

Grade awarded for this statement: 4 - 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
Before starting to work in the service, new staff went through an 'induction'. This meant that new staff were given lots of information about their job and in particular what their role was in protecting children.

From speaking to the manager and staff it was clear that staff were motivated to do their best for the children.

We heard staff giving their colleagues praise, support, advice and encouragement. All of this helped to create a friendly, happy place for staff to work and children to be cared for.

Support and supervision sessions gave staff opportunities to reflect on their experiences, discuss how they were feeling about their work and think about what they could do to make the service better.

Records were kept about individual staff training. This meant that the manager had an overview of each member of staffs training history.

The ‘whistle blowing’ policy told staff about the importance of being confident to report any concerns they might have about other staff practice or behaviour. Staff confirmed to us that they did feel able to speak to the manager about anything they were concerned about, should the need arise.

In our questionnaire, all parents confirmed that:

- They were confident that staff would protect their child from harm, abuse, bullying and neglect.
- Staff treated their child fairly and with respect.
- They were confident that their was always enough staff to provide a good quality of care.

Comments included:

"The staff are all very warm and welcoming".

"(XXX) is brilliant, (XXX) is oozing with enthusiasm".

Areas for improvement
We informed the manager that from speaking with staff it was clear not all of them were familiar with the Scottish Social Services Council Codes of Practice. The manager
agreed to re-visit this with staff. We will check the progress of this at our next inspection.

We discussed that it would be helpful to give staff time to prepare for their support and supervision. For example, completing a form before the meeting with their thoughts about their work and to think about what they would like to discuss with their manager. The manager agreed that this would be helpful. We will check the progress of this at our next inspection.

Grade awarded for this statement: 4 - 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
The areas of strength noted in theme one statement one also applied to this statement.

Areas for improvement
The areas of improvement noted in theme one statement one also applied to this statement.

Grade awarded for this statement: 4 - 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

A range of evidence was sampled and the performance of the service for this statement was found to be good.

The management team were enthusiastic and dedicated. They were keen to improve the practice at the nursery and have worked hard to make improvements since the last inspection.

Some of the children’s activities were evaluated and adapted as necessary to ensure children were able to participate fully and gain the most from their experiences and time at nursery.

The safety of the nursery was assessed by staff on a daily basis which led to hazards being identified and safety issues being addressed.

Areas for improvement

At the last inspection we discussed with the manager that they should consider bringing all their future plans together into a development plan. This had not been carried out. See recommendation one.

There was no clear evaluation process in place. We discussed that the manager should develop a self-evaluation process, so that there is a thorough system for careful monitoring and evaluation of the service. See recommendation two.

The manager did not know where the nursery Standards Quality and improvement document was. We felt that this should have been a familiar ‘working’ document that should have been on display for staff and parents. The manager was in agreement with this and told us they would make sure a copy of this document would be made available for staff and parents.

Some documents, policies and procedures have not yet been fully updated to reflect changes to the setting and change of the regulatory body. The manager told us they were in the process of updating and making changes to their policies. We discussed ways in which staff, parents and where appropriate, children could be involved in this. We will check the progress of this at the next inspection.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 2
Recommendations

1. It is recommended that the manager brings all the future plans together into a development plan. In consultation with staff, children and parents they should identify and prioritise the plan and decide on how they will be carried out. National Care Standards for Early Education and Childcare up to the age of 16. Standard 13 - Improving the service.

2. It is recommended that the manager develops a self-evaluation process, so that there is a thorough system for careful monitoring and evaluation of the service. National Care Standards for Early Education and Childcare up to the age of 16. Standard 13 - Improving the service.
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
No 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

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<th>Quality of Environment - 4 - Good</th>
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<th>Quality of Staffing - 4 - Good</th>
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6 Inspection and grading history

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<td>Management and Leadership 4 - Good</td>
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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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