Mount Cameron Primary School Nursery
Day Care of Children
Blacklaw Drive
St. Leonards
East Kilbride
Glasgow
G74 2EX
Telephone: 01355 232062

Inspected by: Aileen Quinn
Type of inspection: Unannounced
Inspection completed on: 21 June 2013
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Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Care service number:
CS2003015313

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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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<thead>
<tr>
<th>Quality of Care and Support</th>
<th>5</th>
<th>Very Good</th>
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<tr>
<td>Quality of Environment</td>
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<td>Quality of Staffing</td>
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What the service does well

Quality assurance and health and safety procedures in the service were excellent. Staff worked very well as a team and met children’s needs very well.

What the service could do better

Evaluations of the whole nursery provision could take place more frequently with parents/carers. Any feedback received should be dated.

What the service has done since the last inspection

The head teacher and staff had continued to involve parents/carers very well in all aspects of the nursery provision. Health and safety audits had taken place, and a critical incident plan was now in place. Quality assurance systems continued to develop and improve leading to excellent outcomes.

Conclusion

Parents were very happy with the service and children enjoyed attending. The service provided a safe and stimulating environment for children attending both the Gaelic and mainstream nurseries.

Who did this inspection
Aileen Quinn
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 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 Reforms (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 Inspectorate.

The service is registered as a nursery to provide care for a maximum of 20 children aged from three years until they start school. The service can be provided between 9.00am and 12.00pm, and 1.00 to 4.00pm Monday to Friday during school term time. During the morning sessions, staff provide a Gaelic Nursery for children, and a mainstream nursery is provided in the afternoon sessions.

The nursery is provided by South Lanarkshire Council. It is provided from Mount Cameron Primary School in the St. Leonards area of East Kilbride which provides both mainstream and Gaelic education. The head teacher of the school is the named manager of the nursery, and the depute head teacher has some delegated responsibility for the nursery. Day to day care is provided by a nursery teacher during each session, and an early years worker who is employed to work through both nurseries.

The nursery aims included ensuring that children, “Are effectively supported to raise their attainment and achieve their full potential”, and “Are safe and feel valued.”

Based on the findings of this inspection this service has been awarded the following grades:
Quality of Care and Support - Grade 5 - Very Good
Quality of Environment - Grade 5 - Very Good
Quality of Staffing - Grade 5 - Very Good
Quality of Management and Leadership - Grade 5 - Very Good

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 0845 600 9527 or visiting one of our offices.
2 How we inspected this service

The level of inspection we carried out
In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection
We wrote this report following an unannounced inspection. This was carried out by Aileen Quinn, Care Inspectorate inspector. The inspection took place on Thursday 20 June 2013 between 9.00am and 4.45pm. It continued the following day, Friday 21 June 2013 between 9.15am and 3.45pm. We gave feedback to the manager that day and confirmed grades awarded on Tuesday 25 June 2013.

As part of the inspection, we took account of the completed self assessment form that we asked the manager to complete and return to us.

We sent 16 care standards questionnaires to the head teacher to give to families using the nursery. Four of these were completed and returned before the inspection.

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

We spoke with:
The head teacher
The depute head teacher
Three members of staff
14 parents/carers
most children attending morning and afternoon sessions.

We looked at:
How staff and management involved parents/carers and children
The environment and how it was used by staff and children
Evaluations and consultations
Personal information recorded about children
How staff planned for children’s care and learning
Staff training
Medication and accident records
Infection control procedures
Risk assessments
Health and safety audits
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

No recommendations were made 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: No

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 been completed well. It contained relevant information that helped us with the inspection process. We discussed how this could be further improved by adding details about how parents/carers and children were involved in assessing and improving the quality of staffing.

Taking the views of people using the care service into account

We spoke to most children attending both morning and afternoons sessions. Children were happy at nursery. Children attending the Gaelic sessions were confident using the Gaelic language. Children attending both sessions enjoyed using a wide range of resources. They told us, “I like drawing”, “I like playing with the music”, and “I like playing with the fireman stuff.” During our visits, children enjoyed playing outdoors. They were confident with staff, and where they needed comfort, staff reassured them very well. The views of children are included in this report.

Taking carers' views into account

Parents/carers who completed our questionnaires indicated that they were happy with the service. They were confident that staff would protect their child from harm, and that their child enjoyed nursery. Two parents/carers disagreed that the service made good use of local resources, for example parks and the library, and two parents/carers disagreed that their child could regularly access fresh air and...
energetic physical play. They wrote, “I don’t think the children always get enough
time outside when the weather is suitable.” Other comments included, “The space
project in the nursery was excellent. Parents were encouraged to participate with
their children.”

We spoke to 14 parents/carers during our visits from the morning and afternoon
sessions. All parents/carers spoke very positively about the nursery and staff. They
particularly liked the communication in the nursery, and felt included and involved in
the service. Comments included, “Staff would pick up on any changes in my child’s
behaviour. They know children very well.” Parents/carers were very happy with the
environment and described it as “Great” and “Very secure and safe.” They had
confidence in staff and said, “Interaction is always good”. Parents/carers knew how
to make a complaint and said they would have no hesitation in approaching staff or
the head teacher with any concerns. The views of parents/carers are included in 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: 5 - Very Good

Statement 1

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

Service strengths

We found the service provided very good opportunities for parents/carers and children to assess and improve the quality of care and support, the environment, staffing, and leadership and management. We concluded this after speaking to parents/carers, looking at evaluations carried out by the service, and looking at communication in the service.

The head teacher and staff had created a culture of partnership with parents/carers and children. This meant that parents/carers felt involved in all aspects of the service, and were happy to contribute their views about planning and resources in the nursery. For example, nursery staff had recently introduced "Maths Sacks" for pre school children. Staff had met with parents/carers to give them information about these and how they could help their child with maths at home. Evaluations about the effectiveness of these had also taken place with parents/carers. We observed staff listening to parents/carers and further developing how resources were used in the nursery as a result of their suggestions. Written communication, newsletters, and displays around the walls of the entrance to the nursery were particularly good. Parents/carers we spoke with said that they "always" knew what was happening in nursery and that this was useful when they were supporting their child at home.

The head teacher and staff prepared an improvement plan each year for the nursery and school. This was displayed and parents/carers invited to make comments before it was submitted to South Lanarkshire Council. This meant that parents/carers were able to make suggestions about how the service was provided, and ask questions about the priorities identified and how these would impact on their child.
The head teacher and staff had consulted with parents/carers about communication. This had resulted in them developing a “parent mail” system where parents/carers could receive information through email. There were plans for electronic systems (Interactive Diaries) to be further developed to allow parents/carers and children to access their own information and work collaboratively with the nursery. It was clear that staff were committed to further developing partnership opportunities with parents/carers and children.

Staff regularly asked parents/carers about their child’s interests at home. They used this information to plan for children’s learning in nursery. Staff were very responsive to children’s individual ideas and interests, and planning records clearly reflected that children’s views were taken into account. Staff had recently carried out a consultation with children about staff in the service. This helped them see what was important to children, and gave children an opportunity to talk about what they liked about staff in the nursery. We saw that children were very confident when approaching staff and happy to make choices about how they spent their time in nursery. Staff helped children voice their opinions through group discussions, the choosing board, and floor book discussions. Pictorial aids were posted around the nursery to help children make decisions about how they spent their time.

The nursery had provided various opportunities for parents/carers to evaluate aspects of the service through the year. These included a workshop on Information and Communication Technology, and open days. These events provided parents/carers with opportunities to learn more about the nursery, and also gave them the confidence to ask questions and make suggestions for change. Staff were committed to involving parents/carers, and had regularly invited them into the playroom through the open days, and when studying a topic about careers. During our visit we saw a Police Officer visiting the children and talking to them about his work. We also saw photographs of parents/carers cooking with children, and providing music at their recent Ceilidh.

The nursery handbook and all written communication from the nursery encouraged parents/carers to make suggestions for improvement. Parents/carers we spoke with were confident that their views were valued. They knew how to make a complaint, and were confident that staff would address any concerns they had effectively.

Parents/carers we spoke with said that they had the opportunity to comment on their child’s progress at nursery at any time, and formally when reports were issued. They described staff as “Very open and approachable.” Parents/carers said that staff encouraged their feedback about all aspects of the nursery. Staff worked hard to ensure they included parents/carers and children in evaluating the service. All parents/carers we spoke to said that they felt involved in the service.

Overall, we assessed this statement as very good.
Areas for improvement

Some evaluations were not dated, and some had been carried out with the whole school making it harder to evidence any changes made as a result of suggestions from nursery parents/carers. The head teacher agreed to consider how this could be more clearly presented.

Although detailed evaluations of the service were carried out with all parents/carers every three years in line with the service improvement plan, this meant that some parents using the nursery did not have a formal opportunity to assess and improve some areas of the service, for example staffing and leadership and management. We discussed this with the head teacher who agreed to consider how these opportunities could be further developed.

As stated above, nursery staff had identified that working with Interactive Diaries would be another way to involve parents/carers and children in the planning and outcomes in nursery.

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 that staff met children’s health and wellbeing needs very well. We concluded this after speaking to parents/carers and children, observing staff working with children, looking at planning records, looking at information recorded about children, looking at accident and medication records, and looking at staff training.

Parents/carers we spoke with said that staff knew each child as an individual. They said that written reports about their child as well as meetings with staff had reassured them that staff had high expectations for their children and that planning was purposeful. Parents/carers were particularly happy that they were always kept informed about topics planned in the nursery as this meant that they could further develop this at home.

Staff discussed how they planned for children daily. We saw that they were responsive to children’s suggestions, and that planning was child led. Planning was evaluated frequently, and next steps for individual children were identified. This meant that any support or challenges could be put in place very quickly where these would benefit a child. Parents/carers using the Gaelic nursery were very happy with how their children were developing their language skills. We spent time talking with children at the nursery and saw that all children had some level of Gaelic language and that they
used it very well throughout the sessions. Parents/carers using the mainstream nursery were also very happy with how their children had progressed. All parents/carers told us that their children were more confident, and that they were learning about friendships, care and respect through the nursery programme.

Staff used the nursery garden as an outdoor classroom. They ensured children had regular access to fresh air and energetic play either in the garden or in the school gym hall. Staff made good use of the outdoor space available and we saw that children thoroughly enjoyed their time playing outdoors. Children were learning about healthy eating and living through the topics covered in nursery, and through the toothbrushing programme. The school cook provided snacks for children. These were based on good practice guidance available and took account of appropriate salt, fat and sugar content for children. Children were becoming more independent and followed good hygiene procedures. Parents/carers had received written information about nutrition in the nursery and had been asked for any suggestions. Respecting others was a focus in the nursery, and an excellent topic about All the same/All different had been carried out. Parents/carers had been very involved with this topic, and children had learned about equality and respect.

Staff in the nursery were experienced and skilled in the way they cared for children. They attended training regularly to help them support children. Staff told us that recent training on Attachment had proved to be particularly good and had helped them continue to work with families very well. This was clear through our discussions with parents/carers. They told us that the settling in process for their child starting the nursery was very good. They said that staff were caring and reassuring throughout the process and that this had helped their child settle into nursery. Staff were aware of the difficulties faced by parents/carers and children through separation and used their knowledge and experience to provide a caring and supportive environment for families.

Transition from nursery to school was very good, and all parents/carers we spoke with whose child was starting school said that nursery had prepared them well and they were excited and ready for the move to school. All parents/carers appreciated that the head teacher saw the nursery as an integral part of the school and included them and their children in all school celebrations.

Resources in the nursery were very good. These helped staff provide support for families. For example, where specific issues had been identified that meant that families needed additional support, staff were skilled and able to provide this. Staff had started to develop personal plans for all children attending the nursery. For children who were receiving additional support through for example health professionals, detailed plans were already in place.

There was very good evidence that staff worked with children on an individual basis and provided support through planning, training and topics to ensure they met each
child’s needs very well. Staff used the Curriculum for Excellence very well, and also referred to the guidance from Birth to Three to ensure they met all children’s needs. Planning focused on health and wellbeing, and it was clear that staff used the wellbeing indicators from GIRFEC (Getting it Right for Every Child) when planning care. Staff received an update on child protection training each year, and were confident in using the service child protection procedures in the nursery. Information about child protection was displayed in the nursery for parents/carers.

Accident records were recorded appropriately, and medication procedures and records for consent were good.

Parents/carers who spoke with us were very happy with how their child had settled in nursery, and how they had progressed in their time there. They talked about strategies used by staff to give them and their child confidence in the service, and said that staff knew their child well. Parents/carers were very confident that staff would identify any changes in their child’s behaviour, or any other issues quickly and provide or seek appropriate support to help them. Comments from parents/carers included, “Staff are really aware of the development stages of my child and spend a lot of time talking to each child. I know that there’s a lot of one to one time between staff and children”, and “The nursery has been good. It’s helped my child develop their speech and their confidence.”

Overall, we assessed this statement as very good.

Areas for improvement

The head teacher and staff are aware of the requirement to have personal plans in place for each child attending the nursery. These must be put in place within 28 days of a child starting the nursery and must set out how the service will meet the child’s health, welfare and safety needs. They are also aware that these must be put in place in consultation with parents/carers and must be reviewed with them at least once every six months. The head teacher agreed to further develop the information already in place to ensure this requirement is met.

None of the children attending nursery were receiving medication so we were unable to check how these records were completed. We reminded staff and the head teacher that medication procedures should state that the first dose of any medication would not be administered, and that the procedure for staff to follow in the event that a child refused their medication should be included. We also advised staff that any consent for long term medication should be reviewed at least every six months with the child’s personal plan, and should include symptoms to check where it was an “as required” medication. The head teacher told us that this would be usual practice in the nursery.

We discussed procedures for carrying out personal care for children attending the service. Although staff were using up to date guidance relating to infection control, as
there were no children requiring personal care currently attending, these procedures were not written or displayed in the nursery. We agreed that it would be good practice to review and write procedures and display these in the toilet area for staff.

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

**Number of requirements:** 0

**Number of recommendations:** 0
Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

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

Service strengths
Please see Quality Theme 1, Statement 1.

Areas for improvement
Please see Quality Theme 1, Statement 1.

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 that safety and security measures in place for the nursery were excellent. We concluded this after looking at the environment and how it was used by staff, children and parents/carers, looking at risk assessments, infection control procedures, the critical incident plan, maintenance records, health and safety audit, staff training, and speaking to parents/carers.

The nursery had the use of one playroom. This was bright, clean and welcoming. The room was accessed through the school security system, with additional security fitted to the nursery doors. Any visitors to the service signed a visitor’s book, and were escorted to the nursery. This meant that only those who should be in the nursery could gain access.

The playroom had good toilet facilities, storage and resources. Doors from the playroom led directly to the outdoor play area. Staff had considered carefully the layout of the room and how children could make best use of resources available. Furniture was suitable for use, and children accessed a wide range of activities during our visits. The outdoor play area had been very well planned for children. Staff
ensured children’s learning continued outdoors. During our visits, we saw children using paint, dressing up, taking part in energetic play on the excellent physical play equipment, and using their imagination with puppets and prompts. Indoors and outdoors, children were learning about safety, hygiene, taking turns, risk, and being independent. A separate room was available for parents/carers, as well as another room for visiting services. This meant that privacy was available for any meetings with parents/carers.

The corridor and cloakroom area had been very well used by staff to display a range of health and safety, local, and health information. Parents/carers we spoke with said that communication in the nursery was very good and that they had been able to use the information provided about their child’s learning at nursery to help their child at home.

Staff planned some excellent activities for children to help them understand risk and how behaviour could impact on safety in the service. Positive behaviour was encouraged through the use of rewards, and parents/carers told us that they had found this helpful when managing behaviour at home. Friendship flowers were also used, and children were encouraged to respect and care for each other. Staff made very good use of opportunities to talk to children about safety through their day-to-day activities, as well as inviting a police officer related to a child attending the service to give another perspective about keeping safe outwith the nursery.

The head teacher had established excellent procedures to ensure the safety of children at the service. Staff were vigilant when reviewing risk assessments, and had clear plans to review these on a rolling programme to ensure all areas were considered regularly. Emergency procedures were displayed around the nursery, including fire escape plans. The head teacher had attended training on fire safety. Excellent systems to check the quality of water, the fire system and that any repairs were carried out efficiently were in place. Daily checks of the environment took place including identifying any new hazards. A detailed health and safety audit had been completed and the school was recognised by the local authority as carrying out training and contingency planning extremely well. This had been shared with services in the area to help them further develop their practice.

The head teacher had completed a critical incident plan. This was exemplary and set out the actions and support required for a number of circumstances that could occur in the service and would impact on safety and security. Information in the critical incident plan set out clear roles and responsibilities. A range of emergency situations had been considered, and staff now had a clear line of communication that ensured immediate action could be taken to keep the environment safe for children and staff. The head teacher told us that this had been put to use and had been helpful in supporting staff through bereavement, ensuring the workplace remained supportive. These systems meant that staff were confident when faced with any difficulties including breaches of security in the service, as well as incidents that affected them,
families using the service, or individual children. Quality assurance systems included Impact Assessments which identified how procedures impacted on outcomes for children, as well as quickly highlighting where improvements could be made to ensure children’s safety.

Parents/carers we spoke with were very happy with the security in the service. All parents/carers told us that staff reacted quickly if hazards became apparent, and they were confident that their children were safe at the service. Comments about the environment from parents/carers included, “It’s great”, “I’m really impressed”, and “It’s very secure and safe”.

The excellent systems in place to keep children safe has led us to assess this statement as excellent.

**Areas for improvement**

The head teacher had identified clear plans to continue to monitor and update risk assessments as well as continuing to ensure staff received support through training to help them keep children safe.

**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: 5 - Very Good

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

Service strengths
Please see Quality Theme 1, Statement 1.

Areas for improvement
Please see Quality Theme 1, Statement 1.

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 that staff in the service were very good. We concluded this after looking at staff training records and records of professional development meetings, talking to staff, and talking to parents/carers and children.

Staff were professional, skilled and worked very well as a team to ensure they met children’s needs. They spoke confidently about their practice in the nursery and clearly knew each child very well. Staff met daily to reflect on their planning and responded quickly to effectively support children. Staff working in the Gaelic Nursery either already spoke fluent Gaelic or had learned to speak Gaelic. Children learning Gaelic in the nursery were very well supported by staff. There was a clear commitment from staff to offer high quality experiences for children attending both nurseries.

Staff had regular opportunities to attend training. There were e-learning opportunities, in-service days, and external training courses available. Training was identified by staff in line with the improvement plan, national initiatives, and the
children and families using the service. This meant that it was targeted and ensured the service continued to provide very good outcomes for children.

Staff had very good opportunities to discuss their learning with colleagues, including those working in other services, and this helped them use training in a practical way for individual children. Staff had found training on Attachment particularly useful. They had also accessed training on the Curriculum for Excellence, GIRFEC, and Autistic Spectrum Disorders. There was a clear culture of training and continuous improvement in the nursery. Staff measured the success of training through impact assessments. How training, planning, and interaction impacted on the quality of children’s experiences was central to their work. Staff felt very well supported in their work. The head teacher continued to be a positive role model, sharing her vast knowledge and experience.

Staff met with management over the year to plan and agree how their personal and professional development could be supported. Staff told us they found these meetings very helpful. All planned developments and training were linked to the impact these would have on outcomes for children. Minutes of general staff meetings reflected that the views of staff were valued and that all areas of the nursery provision were discussed with a view to improvement.

Resources in the nursery were a further support for staff. Staff could readily access resources on equality, supporting parents/carers, health promotion, GIRFEC, child protection, and anti-bullying. Codes of conduct for staff were in place and all staff had clear roles and responsibilities.

Parents/carers who spoke to us were very happy with the quality of staffing in the service. They said they had “Complete confidence” in staff, and that they had “Never witnessed any interaction that was not appropriate in the five years I’ve used the nursery.” Parents/carers said that their children “Love staff”. Other comments included, “I find staff friendly and approachable.”

Overall, we assessed this statement as very good.

Areas for improvement
The head teacher had identified that the service would continue to work on GIRFEC outcomes in the nursery.

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: 5 - Very Good

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

Service strengths
Please see Quality Theme 1, Statement 1.

Areas for improvement
Please see Quality Theme 1, Statement 1.

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
We found that quality assurance systems in the service were very good. We concluded this after speaking to the head teacher, looking at quality assurance in the service and how this impacted on outcomes for children, speaking to staff, and speaking to parents/carers.

The head teacher had established excellent monitoring procedures in the nursery. She regularly monitored both nurseries to evaluate how well staff were implementing the Curriculum for Excellence. Staff told us that these visits were very supportive and that the head teacher had high expectations of them. The head teacher tracked children’s progress and how well staff were meeting the needs of families. The head teacher knew all families using the service and was aware of any additional support required to help parents/carers feel confident in the service. This included meeting with parents/carers, and providing them with regular written information about the service. The head teacher also met regularly with parents/carers over the year to encourage them to become involved in the nursery and to emphasise that their views were welcomed and valued to help improvement.
The depute head teacher had some responsibility for the nursery. She provided regular support for staff through professional development meetings. The depute head teacher supported staff in identifying appropriate training very well. The management team worked well together and were committed to improvement and providing an excellent service. They used Child at the Centre, the National Care Standards, and How Good is Our School to evaluate their practice, and involved staff and parents/carers when assessing achievements in the nursery. All improvements planned were linked to the Improvement Plan.

The Improvement Plan had been agreed with staff, and had taken account of any evaluations carried out with parents/carers over the year. Parents/carers were invited to comment on the draft Improvement Plan before it was submitted. Parents/carers we spoke with told us they felt involved in the service, and that their views were valued. The head teacher consistently set and met high standards for the nursery with all staff working in the service. A very detailed Standards and Quality Report had been completed for the coming year which set out the service achievements, how these were measured, and areas for development. It was clear that the head teacher and staff had a commitment to high quality learning in a stimulating and caring environment. The nursery was seen as part of the school, and was included in all community partnership work.

All evaluations, monitoring, audits, and professional discussions were systematic and based on outcomes for children. The head teacher and staff were reflective in their practice and enthusiastic about their work and the achievements of children in the service. Staff worked in partnership with other agencies to ensure they could quickly identify where additional support was required, and staff met with management every one to two months to discuss how well they were planning for children’s learning. The head teacher used the single agency referral system to identify and get support for individual children. The head teacher was the Equality Co-ordinator for the service and carried out Impact Assessments. These monitored the effects of nursery policies on outcomes for children. We saw that within the nursery, there was a clear culture of respect. All written records were audited to ensure information recorded was clear and set out any action required. Action plans were in place to address and support improvements identified.

The head teacher regularly worked as an Associate Assessor for Education Scotland. She told us that this was excellent personal staff development, and that she had been able to see and use best practice from other nurseries she had inspected in her own setting. Professional development meetings for staff at all levels were particularly good and reflected the very good support in place, as well as the commitment to continuous improvement.

Parents/carers we spoke with said that the head teacher was a regular visitor to the nursery. They knew who to contact in the event that they had a concern or complaint.
about the service. Parents/carers said that the quality of information they received was excellent. All parents/carers we spoke with said that although they had never raised a concern, they were confident that if they did, it would be addressed appropriately. Overall, we assessed this statement as very good.

Areas for improvement
The head teacher had identified that the service would continue to engage in further self evaluation through planned playroom visits, leadership evaluations, responsive planning professional discussions, curriculum architecture developments, Survey Monkey and the use of the personal planning outcomes.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0
4 Other information

Complaints
No complaints have been upheld, or partially upheld, since the last inspection.

Enforcements
We have taken no enforcement action against this care service since the last inspection.

Additional Information
The certificate of registration displayed was from the previous regulatory body. The head teacher agreed to download the new certificate and display it in place of the current one immediately.

Action Plan
Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).
5  Summary of grades

<table>
<thead>
<tr>
<th>Quality of Care and Support - 5 - Very Good</th>
</tr>
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<tbody>
<tr>
<td>Statement 1</td>
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<tr>
<td>Statement 3</td>
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<table>
<thead>
<tr>
<th>Quality of Environment - 5 - Very Good</th>
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<tbody>
<tr>
<td>Statement 1</td>
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<td>Statement 2</td>
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<table>
<thead>
<tr>
<th>Quality of Staffing - 5 - Very Good</th>
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<tr>
<td>Statement 1</td>
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<tr>
<th>Quality of Management and Leadership - 5 - Very Good</th>
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<tr>
<td>Statement 1</td>
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<td>Statement 4</td>
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6  Inspection and grading history

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Gradings</th>
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<tbody>
<tr>
<td>24 Mar 2013</td>
<td>Re-grade</td>
<td>Care and support Environment</td>
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<tr>
<td></td>
<td></td>
<td>Staffing Management and Leadership</td>
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<tr>
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<td>1 - Unsatisfactory</td>
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<td>23 Sep 2010</td>
<td>Announced (Short Notice)</td>
<td>Care and support Environment</td>
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<td>Staffing Management and Leadership</td>
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<td>5 - Very Good</td>
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<td></td>
<td>Not Assessed</td>
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<tr>
<td></td>
<td></td>
<td>6 - Excellent</td>
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<td>Not Assessed</td>
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<td>11 Mar 2009</td>
<td>Unannounced</td>
<td>Care and support Environment</td>
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<td>Staffing Management and Leadership</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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