Robert Owen Memorial Nursery Class
Day Care of Children
Smyllum Road
Lanark
ML11 7BZ
Telephone: 01555 662486

Type of inspection: Unannounced
Inspection completed on: 26 November 2014
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Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Care service number:
CS2003016830

If you wish to contact the Care Inspectorate about this inspection report, please call us on 0845 600 9527 or email us at 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

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What the service does well

Management and staff had a clear improvement agenda and were working very well together to further develop the service. Staff had established warm and caring relationships with children and their families. Staff knew all children very well and planned for them as individuals.

What the service could do better

Personal plan information in the service should be improved. Minor changes to medication records would improve the information provided. The garden area had not been in use since September 2014. Parents/carers, staff and management were unhappy about this situation and it was impacting on how children’s experiences were planned and provided.

What the service has done since the last inspection

A new nursery teacher and team leader had started working in the service in August this year. They had reviewed policies and procedures and with staff and management were effectively identifying and working on improvements in the service. During these changes, the quality of the service remained very good.
Conclusion

Parents/carers were very happy with the service provided. We saw that children were confident and happy to talk to us about what they did at nursery. Overall, a happy, friendly and caring ethos was evident in the nursery.
1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Prior to 1 April 2011, this function was carried out by the Care Commission. 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 its service, 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.

- 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.
Robert Owen Memorial Nursery Class is registered to provide care to a maximum of 50 children each session between the age of 3 years and entry into primary school. Although the nursery was not at capacity at the time of our inspection, it was expected that 50 children would attend the morning sessions by April 2015, with less than 40 children in the afternoon sessions.

The nursery is provided by South Lanarkshire Council. The head teacher of Robert Owen Memorial Primary School is the named manager of the nursery, and a nursery teacher, team leader and four early years staff provide the day-to-day care for all children.

The service is accommodated in a detached building adjacent to the primary school. There is a large open plan playroom, office, parent/staff room, and a cloakroom area. The large and secure outdoor area accessed from the playrooms has been assessed as unsafe since September 2014 and staff are currently using the school playground and safe surface sports areas with children. The nursery class has access to school facilities, and staff are making good use of the sensory room in the school.

The aims of the service include, "Providing a stimulating curriculum to meet the needs of learners", and "Promoting partnership with pupils, parents, staff and the wider community."

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 took place on Tuesday 25 November 2014 from 9.05 until 1.45pm. It continued the following day, Wednesday 26 November from 8.40am until 4.45 pm. Feedback was given to the manager, nursery teacher and team leader on Wednesday 26 November 2014.

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

We sent 25 care standards questionnaires to the manager to give to parents/carers using the nursery. We received 11 completed questionnaires before the inspection.

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

We spoke with:

- the manager, nursery teacher, team leader, and four members of early years staff
- a pre-five learning support teacher visiting the nursery
- most children attending the morning and afternoon sessions
- groups of parents/carers and individually another five parents/carers

We looked at:

- the environment and resources
- personal plans for children
- children’s floorbooks
- medication records
- accident records
- newsletters
- attendance records
• how the nursery consulted with parents/carers and children
• minutes of parent/carer meetings
• risk assessments
• maintenance records
• child protection procedures and training
• staff training
• minutes of staff meetings
• staff professional development meeting records
• staff planning
• children’s snack menus
• infection control procedures
• quality assurance including the improvement plan and audits taking place
• complaints procedure

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

Three recommendations were made at the last inspection. Two of these had been met. The other recommendation about staff training had been partially met and we have noted an area for development in this report to continue to seek appropriate training for staff.

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 accurately reflected the strengths of the service. None of the care staff working in the service had been involved in completing the self assessment. We discussed this with them and senior staff and agreed that the next self assessment form could be used more effectively as an evaluative tool if all staff were involved.

Taking the views of people using the care service into account

We spoke to most children attending the service on the morning and afternoon sessions. We saw that children were happily engaged with the range of activities available. Children were confident and talked to us about the nursery. We asked one child why parents should let their child come to this nursery and they said, “Because there’s loads of nice people here.” Other comments from children included, “The post office is fun because we post lots of letters”, “There’s lots of stuff here, water, paint and computers”, and “My favourite is playing with the cars.” The views of children are included in this report.
Taking carers' views into account

We spoke to a group of around 10 parent/carers and another five parents attending the parent fundraising group, as well as two parents individually. We also emailed five parents/carers and got responses from three of these. We received 11 care standards questionnaires. Overall, all parents/carers indicated that they were very happy with the service. They indicated that their child could choose from a balanced range of activities, and that their child got regular fresh air and energetic play. All parents/carers were happy with the quality and variety of snacks provided. All parents/carers indicated that the environment was safe and secure, and they were confident that staff had the skills and experience necessary to care for their child. One parent/carer indicated that they did not agree that there was always enough staff, or that there was enough space. We were unable to contact this parent for further feedback. Comments from other parents/carers included, “This is a wonderful nursery. The ethos is just lovely. Staff are so dedicated and children are so happy”, “I think that this nursery is excellent”, and “We are delighted with our first nursery experience and its great to see our son happy and gaining in confidence.” 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. Staff and management had created a welcoming and open ethos where parents/carers felt able to express their views knowing that these would be taken into account. We saw that children very confidently spoke to staff to share their views and that they made choices about how they spent their time at nursery.

The nursery had displayed information at the entrance that supported their commitment to work in partnership with parents/carers. This included a suggestions box, information about topics in the nursery, displays of children’s achievements outwith the nursery, and minutes from the parent fundraising committee. Parents/carers were regularly asked to share their views by adding a suggestion, attending meetings, or speaking to staff or management informally about any additions to planning. Newsletters and displays informed parents/carers about action taken on any suggestions made, and a copy of the service improvement plan was displayed. This meant that parents/carers were encouraged to share their views and that they knew their suggestions were valued. Parent/carer comments included, “We receive regular newsletters and are asked often for feedback and given the opportunity to suggest ideas for topics etc”, “We are asked for ideas and suggestions when the children start a new topic. The communication overall is excellent”, and “I’m definitely encouraged to make suggestions, for example I can tell staff what my child is interested in and make suggestions about topics. There are also general questionnaires.”
Staff had included parents/carers very well in planning their child’s care and support. This included involving them in developing a personal plan for each child, and asking for information before the child started the nursery. Staff were also asking parents/carers to provide information from home to help them plan topics in the nursery. For example, where a child had a particular interest this was being included in plans where possible and appropriate. Through the parent fundraising committee, parent/carers made decisions about fundraising events, and how money raised would be spent. This included building on nursery resources, planning outings, and choosing gifts for special events such as Christmas.

The nursery provided a detailed questionnaire for all parents/carers to help them evaluate satisfaction of the service. This included questions about care and support, the environment, staffing, and leadership and management. Feedback from these to date had been very positive. Key strengths identified in these questionnaires included, “Friendly community”, “Good range of activities”, “Staff are always welcoming”, “Fun and safe environment”, and “Dedicated team.” Questionnaires were being returned at the time of this inspection, and senior staff planned to provide a summary of findings as well as any action taken on suggestions made for all parents/carers.

The nursery handbook highlighted that staff were committed to working in partnership with parents/carers. The nursery had developed a policy on this and provided a copy of all policies in the entrance areas to ensure parents/carers could access these if they wished. All parents/carers were informed about parent group meetings, and all were invited. Parents/carers were also invited to help in the nursery, for example reading stories or organising the lending library. We spoke to one parent who was helping with the library during our inspection. They said they enjoyed this and were very happy to be part of the nursery day. Other parents/carers had been involved when the nursery had entered a competition to make a scarecrow, and photographs of these visits reflected their involvement.

We saw that children were confident and happy at nursery. They had drawn pictures of staff, giving them an opportunity to discuss individual staff and their views about them. Children were also very involved in planning, with floorbooks reflecting that staff helped them identify what they knew about a topic before agreeing what they wanted to learn. Children told us, “We can decide”, and “We can choose toys, we can just take them out of the boxes.”

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

We discussed how feedback was given about suggestions made and agreed that more prominent displays of action taken on suggestions would help encourage parents/carers to provide more feedback that would help the service develop. We also agreed that it would be good practice to include a footer on the newsletter reminding parents/carers that their views were welcomed at all times.

Although a parent fundraising group met regularly, we discussed the benefit of including parents/carers when reviewing policies and procedures.

Although general questionnaires were made available, we discussed the effectiveness of these in identifying areas for improvement to help the service develop. Senior staff agreed to consider reviewing the questionnaires to ensure more specific areas could be evaluated as well as using, for example, the two stars and a wish method to gather suggestions for improvement.

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 were meeting children’s health and wellbeing needs very well. Staff knew all children very well, and could talk confidently and knowledgeably about plans in place for them. Staff met weekly to plan experiences for children, and senior staff supported early years staff in tracking children’s progress. This meant that staff quickly identified where additional support or challenge would be of benefit and plans could be tailored for individual children. Feedback from parents/ carers about how staff were meeting their child’s needs was very positive. Comments included, “My child’s confidence has grown since starting nursery and she has a very happy and enjoyable session each day”, and “I can only say that my child has flourished in nursery in every aspect”.

Staff worked closely with parents/ carers during the settling-in process. One parent/ carer told us that their child had some difficulty in settling at nursery. They said, “I felt staff took him under their wing and really looked after him. He’s really happy at nursery now.” Another parent said, ”My son settled into his nursery experience very quickly and happily.” Some parents/ carers also talked about transition to school, and how their child had been supported to move confidently into school. Comments included, “There was a smooth transition. Staff were always thinking about what they could do to help my child as an individual.”

Staff were carrying out observations of children, and some had attended training to help them record effectively. This meant that observation records helped staff plan topics as well as next steps. We saw that staff listened to children and gave them opportunities to express their views. One staff member had recently introduced a persona doll. This was being used to help children learn about their rights, to talk about their feelings, and to understand respect. We saw that children knew the “rules” of the nursery and that they shared well and listened to each other as well as adults. Children told us, “My best buddy is here and I like coming”, ”It’s good fun here. I like playing on the iPad”, and “I like playing with the water and painting. I like playing in the story corner and the computers.” We saw that all children were busy and interested in what they were doing. One parent we spoke with said, “I love that my child always anticipates what he’s going to do before he goes into nursery. He starts the day with, “I’m going to play with....” I know his needs are met here”.

Staff planned a variety of appropriate activities for children. They were learning about their wider world, as well as healthy living. We talked to a child about what they were learning and they confidently said, ”I’ve been learning about fire fighters and I know how to stay safe. Look at the pictures on the wall, those things can go on fire. And that’s when we went outside for a walk. We were learning how to cross the road.” We also talked to this child about snacks. They understood what a healthy snack
was, and said, "Snacks are tasty. We wash our hands, take a plate and get our snack. We just do it ourselves." One parent we spoke with said, "I know that the children are encouraged to eat healthily at snack time". Staff encouraged children to become independent, and this was increasing their confidence. The programme of activities included outdoor play, and children were encouraged to play energetically each day. One parent told us, "The children receive a good balance of fun and play together with a solid start to their education which prepares them well for primary school. They get lots of fresh air and physical exercise. Healthy snacks are provided." Another said, "(Children learn about) healthy snacks, teeth brushing, looking after our bodies etc. Outdoor play everyday. Visits to local amenities and trips further afield. Topics my child really enjoyed are:- Winter, Space, Bonfire night. Friendships have been built and our child is encouraged to express her feelings."

Staff had developed personal plans and learning books for each child. These were used to review care and support with parents/ carers. Where a child would benefit from support from other agencies, staff actioned referrals and took appropriate advice from professionals. Records of any meetings with parents/ carers were included with plans, and it was clear that staff took account of advice from visiting professionals and valued input from parents/ carers. We spoke to one visiting professional during our inspection. They said, "This is a very welcoming nursery. Staff take on board very quickly any suggestions I make. I have confidence in staff and they ask for advice regularly then use any strategies we identify."
As part of this inspection we focused on how the service has promoted children’s health and wellbeing through infection prevention measures. We saw that children and staff used good handwashing procedures and followed best practice guidance when supporting children to brush their teeth. Children were encouraged to be independent and there was good practice in place in relation to food preparation and serving. Some staff had completed training on food safety.

Child protection procedures were available and staff received any updates through the year as well as attending in-service training each year. The team leader had recently completed training on child protection and GIRFEC (Getting it Right for Every Child) and planned to review the nursery policies to ensure these reflected current legislation. Staff were confident in managing any child protection concerns.

Medication procedures in the nursery were good. Clear advice and procedures were in place for parents/ carers, and written consent for any medicine administered in the nursery.

Parents/ carers were very happy with the quality of the service provided. Overall, we assessed this statement as very good.

Areas for improvement
Although personal plans were in place for each child, these were not clearly setting out how the service was meeting children’s health, welfare and safety needs. Senior staff had worked on alternative recording profiles and we were confident that when these were in use, they would be an effective tool for recording next steps for children as well as recording the partnership between home and nursery.

Although medication recording was generally good, we found that one consent record completed on an "as required" basis did not include additional information, for example symptoms and triggers. There was also an inhaler not stored in a pharmacy box or with a label, and staff were not confirming that they had checked the pharmacy label against the written consent from parents/ carers. The medication procedure could also include that the first dose of any medicine would not be administered in the service. Senior staff agreed to implement these changes immediately. (See recommendation 1)

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 1

Recommendations
1. Medication procedures should be improved as follows:
Medication consents on an "as required" basis should include further information for staff, for example symptoms and triggers. Any medicine left in the nursery should be in its original container or be labelled. The consent form could include a section for staff to confirm they had checked the dose with the pharmacy label, and the procedure should include that the first dose of any medication would not be given at the nursery. 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: 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 the nursery environment was very good. It was safe and secure, and children enjoyed using the space available. The nursery was very well resourced, and children could use the environment independently. For example, they could easily access toilets and equipment. The walls in the building displayed children’s work, and parents/carers told us that they liked to see what their children were learning through these displays. One parent told us, “The environment is always clean and tidy with walls full of our children’s achievements”. Other parents/carers said, “It’s a lovely big room and I like that children get out every day for fresh air. Play equipment is always really good”, “A very creative and stimulating environment” and “The nursery is a safe and fun environment for the children to learn and develop.”

Staff and management had put various systems in place to keep the environment safe. These included a secure entry system, recording children’s attendance, developing risk assessments, and keeping clear cleaning and maintenance records. Children’s activities included learning about safety, and a recent visit from the fire department had formed part of a project on safety. We saw that children enjoyed their environment. In particular, a “post office” had been set up the week of our inspection. Children were very excited about this and said, “We painted the post box”, “That’s the post office. I put a letter through”, “I’ve made letters to post”, “Look that’s where you weigh the presents before you post them.” Some children were also working on making a castle from “Frozen”. They had planned the pieces and were painting the walls and making shaped windows. Staff had ensured these topics included opportunities for children to further develop their confidence about shapes, maths, weighing, measuring, and language.

Children had talked about rules in the nursery shortly after starting. This had helped them understand about respect. We saw that children had suggested “good listening” in the book area, as well as “no hitting” throughout the nursery. One child we talked to pointed to rules on the walls and talked to us about them. Children knew about the rules and the nursery routines and played confidently during our visits. Two children talked to us about the toy hedgehog. This was used by staff to tell stories about risky behaviour. For example, crossing the road and not telling a parent where you were. Children had clearly listened to these stories and told us of this risky behaviour. Staff used the local area to take children on walks where they could see the changing environment through the seasons as well as learn about road safety. Staff were eager to attend Forest School training and senior staff planned to access resources from Grounds for Learning to further support outdoor play experiences for children.
The large playroom could be separated if necessary. There were windows to one side, making the environment bright and pleasant. Cloakroom, staff, and parent areas were well maintained. As part of this inspection we focused on how the service promoted children’s health and wellbeing through infection control measures. Children’s toilets were off the playroom, and we saw that children were reminded to wash their hands after using the toilet. One child told us, “I wash my hands after going to the toilet and before I eat my snack”. Staff had used available handwashing guidance to demonstrate safe handwashing for children and staff. Taps for children could be turned on with levers, and the environment was clean and safe. Cleaning materials were stored out of reach of children. Fridge temperatures were recorded daily, and where a problem with the thermostat had been identified, the fridge was no longer used. One parent we spoke with said, “My child knows the importance of washing her hands and how this can stop people becoming sick. I have no concerns about hygiene or the cleanliness of the nursery.”

Health information was stored confidentially but could be easily accessed by staff. All staff had received training where this would help them support a child in the nursery. Where appropriate, health care risk assessment had been completed for individual children, and protocols were in place where a child had specific health or dietary needs. Accidents were being recorded appropriately, and monitored by senior staff.

Overall, we assessed this statement as very good.

Areas for improvement

The nursery garden area had been assessed as unsafe by management and staff in September 2014. This was having an impact on the quality of service provided for children. Staff planning for outdoor experiences were more limited, and children were not able to freely go outside. Staff used the school playground when school children were not using this, as well as the enclosed sports area. We spoke to a group of parents/carers who told us that they were very unhappy with the lack of response from South Lanarkshire Council. The head teacher, staff and parents/carers had not been informed of clear plans to resolve this situation. One parent said, “This is taking away from the very essence of the curriculum as it should be child led and responsive. Staff have to plan around when they can use the school grounds and children can’t access their own outdoor area freely.” Although the lack of this space had clearly impacted on children’s experiences, staff planning, and did not support leadership and management, we have not reduced the grade for this statement at this time. This was because parents/carers spoke so highly of the work staff did with their children, in particular in these circumstances. It was clear that the manager had contacted the local authority about this but had not received a response with a timescale for action. It was hoped that the local authority would resolve this and restore a safe outdoor play area which children could access freely from their playroom quickly.
The infection control policy stated that children could return to nursery 24 hours after their last sickness. Current infection control guidance from Health Protection Scotland states that children should be excluded for 48 after hours the last episode of sickness and/or diarrhoea. Senior staff agreed to amend the policy immediately and display a notice to inform parents/carers of this in the entrance area.

The team leader had recently developed a risk assessment document to support staff taking children outdoors. We looked at this and discussed the benefit of adding the number of children as well as staff and to record if there were reasons for an increase or reduction in staff ratios, for example proximity to school/no roads/children needing additional help. The team leader agreed to review this with all other risk assessments.

A small area of pipes in the children’s toilet had been covered with wood. This was separating and had become a potential risk of infection as it could harbour germs. The manager agreed to look at this and take advice on action required.

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

**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

The quality of staff in the service was very good. Staff were confident, knowledgeable, respectful and professional. They shared their practice with us, and were motivated in their work. They felt supported by management, and were able to access expert guidance when needed. Staff had attended relevant training as well as specific training where it would benefit them in supporting individual children. For example, staff worked closely with speech and language therapists to ensure any strategies agreed could be used in the nursery as well as home.

Feedback from parents/ carers about staff was particularly good. One parent told us, “Staff are very approachable. I want to see people who are nurturing, caring and affectionate and know that my child is cared for that way”. All parents/ carers who responded to our questionnaires indicated that they had confidence in staff. Comments included, “Lovely, kind and supportive staff who care about the children they look after”, “The staff are always readily available to speak to and are there to welcome my child every day”, and “We feel that each staff member is a wonderful role model, educator, easily approachable, friendly, professional and a complete joy to have in our child’s life. Cannot thank them enough.” One parent we spoke with said, “I cannot fault any member of staff - they are always friendly, approachable and I genuinely feel that they care about the children.”

Staff talked to us about how they planned children’s learning experiences. It was clear that they knew each child very well, and that they worked in partnership with parents/carers. We saw that interaction between staff and children and staff and parents/carers was very good. One child we spoke with described staff as “Nice.” Staff had close links with visiting services, and worked very well as a team. They shared information with each other, and used peer assessment informally to support each other in the workplace. Staff felt the benefit of meeting each week, and liked attending training. One member of staff talked to us about training on health and wellbeing and said that this had impacted positively on their practice.

The manager met with staff regularly on an informal basis, and carried out professional development reviews with them each year. These were reviewed with staff after six months to assess if targets were being supported. Staff felt these meetings were useful. The new team leader had attended training on how to effectively support staff through the professional development process, and it was planned that she would work with the manager at the next review before taking responsibility for this process.
Staff were registered with the Scottish Social Services Council (SSSC, who are responsible for registering people who work in social services and regulating their education and training), and they were aware that they must keep records of training attended to support their registration. Staff knew about the SSSC codes of practice, and were aware of the need for confidentiality in the workplace and through social media.

Overall, we found that staff had established a strong team, where knowledge was shared effectively to ensure outcomes for children were very good. We assessed this statement as very good.

Areas for improvement
We reminded staff to keep training records for their registration with the SSSC up to date. We also reminded them to record informal training, for example from visiting professionals as well as any research and reading they did that impacted on the way they provided the service.

We talked to staff about the SSSC codes of practice and although they were aware of these, they were not routinely discussed at team meetings. We agreed with senior staff that it would be useful to take time to support staff in linking these codes to their professional approach to work.

Although staff were knowledgeable in their work, they said that training opportunities had been less and at times not as relevant. Management had researched training opportunities and were continuing to seek these through other agencies visiting the service and staff working in the school, as well as external training. It would be of particular benefit for more staff to complete training on infection control and Autistic Spectrum Disorders.

The nursery had recently received their copy of the national practice guidance, "Building the Ambition". Senior staff planned to consider how this could be shared with staff. We reminded management about the importance of this guidance.

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

Management and leadership in the service was very good. An improvement plan was in place that set out priorities for the school and this included the nursery. Staff were working on this document to ensure it was more reader friendly and reflected more clearly improvements the nursery was working on.

Staff evaluated their service using the Child at the Centre two. Senior staff had developed monitoring records that included all staff in this process. We found that staff and management were reflective practitioners, and that they regularly evaluated their practice as well as written procedures. It was a particular strength of the nursery that staff and management were committed to making improvements in the service. There was a clear improvement agenda, and all those working in the service were motivated to drive improvements forward.

The nursery teacher monitored staff planning to ensure the curriculum for excellence was being implemented. Monitoring systems included checking accident records and medication records. It was clear from minutes of staff meetings that all staff were involved in making decisions about the service. Staff felt supported by the manager, and parents/carer indicated that leadership in the service was very good.

Nursery staff involved parents/carers and children in evaluating the service. They did this through questionnaires as well as creating a friendly and open ethos where parents felt able to raise concerns. One parent told us, “If I had a complaint, I would have no issues in expressing a concern. Both deputy head and head teacher are regular visitors to the nursery.” Another parent said they were “Really impressed that the head teacher contacted me directly when I was trying to get a place. I like it that he comes along to nursery events and that he talks to us then and makes us feel part of the whole system.”

Although we noted areas for improvement at this inspection, the majority of these had already been identified by management and staff, and processes had been put in place to address them. The quality of the service remained very good. We were confident that management were very well placed to take the areas for development noted below forward. We assessed this statement as very good.
Areas for improvement

Senior staff had identified that it would be useful to put more formal monitoring systems in place to evaluate the work of staff and the effectiveness of the service.

Although an improvement plan was in place for the school and nursery, it was more difficult to translate priorities for the nursery. Parents/carers we spoke with were not aware of the improvement plan although it was displayed at the entrance to the nursery. Senior staff were working on producing a document that better reflected nursery priorities and using this to present a clearer improvement plan for next year. One parent we spoke with said, “I would appreciate a summary of what the improvement plan meant for the nursery.”

As discussed earlier in this report, it would be useful to review the content of questionnaires to ensure parents/carers had the opportunity to make suggestions about all areas of the service. The manager advised that they had previously consulted with visiting professionals when evaluating the service. Management agreed that they would consider reinstating this practice.

The complaints procedure had not been updated with new legislation. Senior staff agreed to change the timescale for response and update the contact details for the Care Inspectorate immediately.

The Whistleblowing policy in the nursery was brief and did not make reference to the Public Interest Disclosure Act 1998. This Act sets out the protection in place for people who “blow the whistle” and it would be useful to highlight this for staff. Management agreed to look at the information available to ensure staff were aware of this legislation.

We sent information about regulations relating to the nursery registration and encouraged staff and management to regularly check our website and HUB for any information.

**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
None.

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

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<th>Gradings</th>
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<td>Care and support 5 - Very Good</td>
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<tr>
<td></td>
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<td>Environment 5 - Very Good</td>
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<tr>
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<tr>
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<td></td>
<td>Management and Leadership 5 - Very Good</td>
</tr>
<tr>
<td>20 Jan 2011</td>
<td>Unannounced</td>
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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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