Greengables Nursery School
Day Care of Children
8a Niddrie House Gardens
Edinburgh
EH16 4UF
Telephone: 0131 669 9083

Type of inspection: Unannounced
Inspection completed on: 16 January 2015
Contents

Summary ................................. 3
1 About the service we inspected .... 4
2 How we inspected this service .... 6
3 The inspection ...................... 10
4 Other information ................. 25
5 Summary of grades ................ 26
6 Inspection and grading history .... 26

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Care service number:
CS2003015855

If you wish to contact the Care Inspectorate about this inspection report, please call us on 0345 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

<table>
<thead>
<tr>
<th>Area</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Care and Support</td>
<td>6</td>
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<tr>
<td>Quality of Environment</td>
<td>5</td>
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<tr>
<td>Quality of Staffing</td>
<td>5</td>
</tr>
<tr>
<td>Quality of Management and Leadership</td>
<td>6</td>
</tr>
</tbody>
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What the service does well

Greengables provided an excellent service to meet the health and wellbeing needs of children and families.
Staff have the knowledge, skills and resources to provide families with support, guidance and advice to help them to make healthy and safe choices.
Excellent processes for evaluating the quality of the nursery and family centre have made a positive impact on the direction of the nursery.

What the service could do better

We have asked the local authority to provide us with a plan for how they will upgrade the toilet facilities for children.

What the service has done since the last inspection

The service had maintained very good standards of care and education to promote positive outcomes for children.

Conclusion

Greengables Nursery School and Family Centre strive to attain positive outcomes for children by providing quality learning opportunities and encouraging parents to be involved in the community centre and their local community.
1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com. This service was previously registered with the Care Commission and transferred registration to the Care Inspectorate on 01 April 2012.

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.

Greengables Nursery School is a City of Edinburgh Council Education Department pre-school establishment. It is registered with the Care Inspectorate to provide a care service to a maximum of 50 children in the nursery at any one time aged three to primary school age, and in the creche, children aged birth to primary school age in numbers that conform to the space standards in non domestic premises as stated in the National Care Standards Early Education and Childcare up to the age of 16, Annex A.

The service provides nursery places alongside educational and recreational activities in the family centre which is an integral part of the service. These groups were available for parents and members of the wider community. A crèche is available in the family centre. Greengables Nursery School is situated in the Niddrie area of Edinburgh. The nursery school is a detached building on one level. The nursery school has two main playrooms, used as one play area, a smaller group room, toilets, kitchen and staff facilities.

The nursery has a statement of aims which include:
Create a welcoming atmosphere for children, parents and staff.
Provide high quality learning and teaching experiences for children and adult learners.
Develop confidence and self esteem in children, parents and staff.
Welcome every child and cherish their individuality in a supportive and inclusive environment.'
Based on the findings of this inspection this service has been awarded the following grades:

Quality of Care and Support - Grade 6 - Excellent  
Quality of Environment - Grade 5 - Very Good  
Quality of Staffing - Grade 5 - Very Good  
Quality of Management and Leadership - Grade 6 - Excellent

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 0345 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 completed this report following an unannounced inspection. The inspection was carried out by an Inspector from the Care Inspectorate on 19 January 2015.

As requested by us the service sent us a completed annual return. The self-assessment form was also completed prior to the inspection.

We issued 30 care standard questionnaires to families using the service. Eighteen parents using the service returned the questionnaire. We e-mailed two parents who had given us e-mail addresses and spoke to one parent by phone.

In this inspection we gathered evidence from various sources, including the following:
We spoke with:
Staff present on the day of our visits.
Children.

We looked at:
Planning for play.
Learning journals.
Information used to formulate care plans.
Policies and procedures.
How staff worked with children.
We examined the resources available to children and the suitability of the 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 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: Yes - Electronic

Comments on Self Assessment

Every year all care services must complete a ‘self assessment’ form telling us how their service is performing. We check to make sure this assessment is accurate.

The Care Inspectorate received a fully completed self assessment document from the service provider. We were satisfied with the way the service provider had completed this and with the relevant information they had given us for each statement that we grade them under.

Taking the views of people using the care service into account

We spoke to a number of children during our visit to the nursery. We did not gather formal views of children but asked them what they liked about nursery and what they didn’t like. Children were confident, happy and busy in the nursery. Children told us that they liked coming to nursery. One child said they liked their friends, another said they liked playing outside. None of the children could think of anything they didn’t like about coming to nursery.

Taking carers’ views into account

We issued thirty care standards questionnaires as part of our inspection. Eighteen parents responded to the questionnaire. We also e-mailed two parents who had given us contact details and spoke to one by phone. All parents who returned our questionnaire agreed or strongly agreed with the statement: ‘Overall, I am happy with the quality of care my child receives in this service.’ Comments are included throughout this report. Additional comments included:
'My son loves Greengables Nursery. I am very happy with the service they provide.'
'An excellent well resourced nursery where all children and parents are welcomed and supported in their education journey.'
'Us, as a family absolutely love Greengables Nursery and the service it provides for our daughter. I wish Greengables was a primary school too!'
'My wee boy was really shy before going to nursery. Now I think he has come on so much.'
'My son seems to be very settled and has never seemed upset overall I think its an excellent service.'
'I love Greengables Nursery School, it has so much to offer my child, with all its different activities and the outdoor activities.'
'I have seen a lot of improvement in my child in terms of behaviour, emotions and how my child seems to be more independent and mature.'
'My daughter loves going to nursery.'
3 The inspection

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

**Quality Theme 1: Quality of Care and Support**

Grade awarded for this theme: 6 - Excellent

**Statement 1**

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

**Service strengths**

In this section we took account of Quality Statements 1.1 and 1.3.

We found that the nursery provided excellent opportunities for parents and children to be involved in the assessment and improvement of the service through a range of methods. We assessed this through:

- Speaking to staff.
- Speaking to parents.
- Looking at opportunities for parents to give opinions and feedback.
- School website.
- Methods which the nursery used to include children in decision making.
- Information for parents.

Working in close partnership with parents was a large part of the work in the nursery. This meant that staff and parents worked together in an effort to afford children the best possible start in life. We talked to staff and watched their interactions with parents. Nurturing relationships with parents/carers and children was part of their every-day practice. We saw staff listening to parents/carers and heard them giving advice and encouragement which promoted positive relationships.

Where possible staff visited families before they started their placement in the centre. Staff and parents told us how valuable this was to build a relationship with families and help their child with the settling in process.

The nursery had a family centre which was an integral part of the service. The family centre was in a separate building next to the nursery school. A wide range of groups
were available for parents to attend with or without their children. The type of groups were chosen with input from parents and evaluations carried out on groups which had taken place to see if they met parent’s needs.

There was a range of information available for parents about the nursery and the family centre, this information was updated regularly to keep it current and ensure that parents were well-informed. A monthly newsletter was produced and included a wide range of information to make sure that parents knew about up and coming events and what was going on in the nursery. A separate timetable of groups and events being held in the family centre was also available.

The nursery had used questionnaires to gain views from parents on both general themes and specific evaluations. All parents who responded to the Care Standards Questionnaire issued as part of the inspection process agreed or strongly agreed that the nursery had included them in the development of the service.

Parents could attend two formal consultation meetings over the year to find out how their child was doing in nursery. At one of the consultation evenings the focus was maths in the nursery. Staff had made a video of children and the opportunities for including maths in everyday situations. Parents made very positive comments about this evening and the opportunities to talk to staff about their child and look at learning profiles.

Parents were part of the garden/Eco-committee and were actively involved in maintaining the garden areas and promoting eco values in the nursery. Parents were also encouraged to come into the nursery to take part in sessions by helping with baking or reading activities.

We saw staff working in ways that made children feel secure in the knowledge that their contributions would be valued and respected. Children were active, happy and relaxed in the care of the staff. Staff involved children by listening to them and discussing questions with them, this was part of everyday practice. This helped towards increasing children’s confidence and to participate in their learning through:

* Small group time.
* One to one time with staff.
* Learning board to display and discuss their thoughts and ideas when planning activities.
* Contributing to their learning journal.

The nursery had tried to gain children’s views by using ‘two stars and a wish’ but had found it was not as successful as using simple evaluative tools such a smiling faces to indicate satisfaction. The nursery continued to look for a range of ways to include children meaningfully in the evaluation of the service they received.
Areas for improvement

The care service should continue to monitor and maintain the very high standards of quality. They should ensure they are rigorous in identifying any areas for improvement and implementing action plans to address these.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3
We ensure that service users’ health and wellbeing needs are met.

Service strengths

The nursery provided an excellent service to meet children’s health and wellbeing needs. We assessed through looking at:
A range of health and wellbeing policies and procedures.
Observing infection control practice.
Information collected when a child starts at nursery.
The settling in procedure.
Information for parents.
Staff interaction with children.

We saw that staff had collected a range of information on each child at the registration stage. This ensured that parents were able to share information needed to meet each child’s individual needs. This information was updated regularly and added to where necessary.

Before the start of nursery parents were encouraged to come to ‘Nursery Nibbles’ at the family centre. During the day parents and children were able to chat to staff, play with some of the toys and make snack together. This prepared them for starting nursery and allowed them to ask any questions or discuss concerns.

A settling process was encouraged by staff which met children’s needs. We saw several children at the settling in stage. This was handled sensitively and sensibly by staff and took into account both the needs of the child and the parent. The approach taken to settling children in was more likely to result in children being confident and comfortable in the nursery environment.

A number of children had English as their second language. Staff had used a number of resources such as translation services and a Polish speaking nursery practitioner to communicate with parents. One parent told us: ‘English is not good for me but nursery are taking time to understand me and my child.’

Through observation of practice and discussion with the senior early years officer we
saw that the staff had a very good knowledge of each child. This enabled them to provide each individual with activities to stimulate and interest each child but also meet care and support needs.

Effective policies and procedures were in place to ensure children's safety and wellbeing. Accidents were recorded as was the administration of any medication.

Staff had experience in working with other childcare and health professionals such as speech and language therapists and educational psychologist. Where additional support was identified Individual Education PLans (IEP's) had been developed. These had appropriate targets and were reviewed at regular intervals.

Infection control measures such as effective hand washing were carried out. Information for children was displayed to encourage them to wash their hands properly. Discussions about hand washing were heard at snack and after outdoor play where children had been helping with the wormery.

We saw children helping each other and observed that staff were very good at encouraging children to form friendships and take account of each other’s views. A behaviour management policy was in place and staff were skilled in this area. Behaviour was managed gently but with firmness and in a consistent manner. Children were familiar with nursery rules and could follow them easily. Information was available for parents regarding the behaviour management procedure and how staff would carry this out.

Daily opportunities for physical play were offered to children who could choose to play indoors or outdoors. An attractive outdoor area was accessed from the nursery class. Children also used the hall in the community wing for physical play activities in poor weather.

The nursery were working towards 'Healthy Early Years' accreditation and had involved children in a number of opportunities to learn about being healthy and develop independence. Staff supported this through:
* Offering a varied and wholesome menu.
* Involving children in making snack, being responsible for pouring their own drinks and putting their dishes away.
* Sitting and talking to children at snack time.
* Offering daily outdoor play and opportunities to learn about outdoors through feeding the birds, composting, caring for the wormery and planting/growing vegetables and flowers.
* Carrying out a tooth brushing programme.
* Encouraging children to take care of the toys, equipment and to tidy up when they had finished with them. This encouraged respect and independence in children.
Staff had worked with nutritionists at Queen Margaret University to develop a healthy eating cook book for use with parents and carers.

Parents were given information to tell them what health and wellbeing included. The nursery did this through information displayed in the nursery and through sessions run at the family centre. The nursery had also developed an information leaflet and had issued a questionnaire to assess how well parents thought the nursery met their child’s health and wellbeing needs.

Throughout the nursery there was reference to the safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI) wellbeing outcomes which had been developed as part of Getting it Right for Every Child. Information had been given to and displayed for parents. Staff had received training and the school improvement plan referred to wellbeing indicators and positive outcomes. The use of the positive outcomes gave parents an opportunity to become familiar with the language and what the nursery were striving to do for them and their child.

As well as physical health the nursery and family centre had a role in promoting emotional wellbeing for both parents and children. The nursery were piloting the use of ‘Emotion Talks’ in the nursery as a tool to support the development of emotional language and understanding. The community learning and development worker provided a range of supports and information on additional services which could be accessed for parents.

There was a very good range of activities provided for children. We spoke to staff about activities and found that they took account of the age group which would be present during the session. The programme of play activities was displayed for parents and included responsive planning and the learning board. Resources and activities were flexible and could be responsive to children’s ideas on the day.

Each child had a learning journal which was used to record each child’s time and learning development in nursery. These files were well-kept and contained a range of up to date information. Children showed us their files and were very proud of them. They knew what was in them and were able to talk about the activities recorded in them. Learning journals were available for parents. Parents told us: ‘I look at my child’s file at least once a month and am really pleased with his progress.’ ‘Staff took us through our child’s file at the parents evening but I know I can have a look at it when I want to.’

Areas for improvement
The care service should continue to monitor and maintain the very high standards of quality. They should ensure they are rigorous in identifying any areas for improvement and implementing action plans to address these.
Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

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

Grade awarded for this theme: 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
This section takes account of Quality Statements 2.1 and 2.2.

The nursery provided parents and children with excellent opportunities to participate in assessing and improving the quality of the environment provided.

Comments made in Quality Theme 1 Statement 1 apply to this Quality Statement also.

Areas for improvement
Comments made in Quality Theme 1 Statement 1 apply to this Quality Statement also.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 2
We make sure that the environment is safe and service users are protected.

Service strengths
The nursery provided a very good environment to ensure that children were safe and protected. We assessed this through:
Looking at the environment used by children.
Discussing policies and procedures which referred to safety and protection.

The nursery school was purpose-built on one level. The premises consisted of two play areas plus a smaller room for group work and some quieter activities. There were staff facilities, a kitchen and toilet facilities.

The family centre provided a bright and attractive space for parents to gather and take part in the cafe, groups or therapies which were planned weekly.
If parents were attending groups they often had access to a crèche. The crèche was set out to provide a very attractive play area with a wide range of appropriate activities. Children using the crèche also had access to an outdoor area which was used whenever possible.

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

Staff confirmed that if identified repairs were addressed quickly. We did not identify any areas for repair on the day of our visit which had not already been noted.

Entries and exits were safe and a visitors log was in place at reception to ensure that visits made to the nursery could be tracked. We saw throughout the session that staff were very good at monitoring where children were and that children could not leave the playroom unsupervised.

The nursery was laid out in a way which enabled children to play individually or in groups. There were two larger play areas and a smaller room which was open to use for music dance and small group time. The toys and equipment were of a good standard and we noted that children were very engaged in the activities that they were offered.

The equipment, furnishings and resources were age and stage appropriate for the children attending the service. Staff planned appropriately to ensure resources were on offer for the children. Toys and equipment were laid out to allow children to access them easily. This developed their sense of independence.

The outdoor area was well used and provided an interesting and exploratory environment for children. On the day of our visit children were presented with a range of play opportunities and were very engaged in outdoor activities. Parents had been involved in the development of the outdoor area and the outdoor eco activities. Children told us: 'We are playing with the ice. It’s freezing!’ 'We feed the birds and give them some water in the winter.’ 'I’m just playing. It’s cold but I have a hat!’

Children’s art work was displayed in the nursery. At the time of our visit it was the beginning of term and some pictures had gone home with children but there was still a good range of art work and displays to engage children’s interest.

To ensure children’s safety and security a range of policies and procedures were in place and procedures for risk assessment were carried out for indoor and outdoor areas.

A child protection policy was in place. The policy contained all key information necessary for parents. This was underpinned by an additional policy and procedure for
 Areas for improvement

There were two toilet areas in the nursery. Toilet cubicles had doors to promote privacy and dignity but there were no doors separating the toilets from the playroom. One of the toilet areas was used as a cloakroom for children’s coats which was an infection control risk. These issues had been identified by the local authority who were drawing up a plan to address identified problems. (See requirement 1.)

The kitchen was not in full-time use as lunches were no longer provided by the nursery. Although cupboards were secure we noted that the door to the kitchen was wedged open during the session and children could have easily gained access to the kitchen area. (See recommendation 1.)

Grade awarded for this statement: 5 - Very Good

Number of requirements: 1

Number of recommendations: 1

Requirements

1. The provider must provide written information to the Care Inspectorate, to include timescales, outlining how they will improve the toilet facilities for children to ensure that they meet environmental health and infection control standards. This is in order to meet The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011. Statutory Instrument 2011 No. 210. Regulation 4.(1)(a).

   Timescale: Written information must be forwarded to the Care Inspectorate before 13 March 2015.

Recommendations

1. The door to the kitchen area should not be wedged open. National Care Standards for Early Education and Childcare up to the age of 16. Standard 2 - A safe environment.
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
This section takes account of Quality Statements 3.1 and 3.3.

The nursery provided parents and children with excellent opportunities to participate in assessing and improving the quality of staffing in the service.

Comments made in Quality Theme 1 Statement 1 apply to this Quality Statement also.

Areas for improvement
Comments made in Quality Theme 1 Statement 1 apply to this Quality Statement also.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3
We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.

Service strengths
The nursery provided a very good workforce which was professional, trained and motivated. Staff operated in line with National Care Standards, legislation and best practice. We assessed this through:
Speaking with staff.
Looking at training opportunities and the training plan.
Checking evidence of SSSC registration.
Minutes of team meetings.

There were policies and procedures in place through the local authority to ensure that good quality staff were recruited into the service. There was a recruitment and selection policy, appraisal and professional development policy and staffing polices.
regarding professional conduct. All policies were found to reflect good practice and current legislation.

An information leaflet had been developed for new staff and students. This clearly outlined what was expected of staff and students with regard to the ethos of the nursery. It clearly outlined policies such as the behaviour and child protection policy. This provided new staff and students with a good range of written information to enable them to meet standards of care in the nursery.

All staff were registered with an appropriate body to enable them to work with children. The nursery teacher was a registered teacher and held General Teaching Council registration. The nursery practitioners and senior early years officer were registered with the Scottish Social Services Council (SSSC) in accordance with their role. The SSSC is the body responsible for care sector workforce development.

Staff were aware of current good practice documents such as Curriculum for Excellence, Building the Ambition and the National Care Standards. Staff confirmed that a range of training opportunities had been made available to them. The head teacher had an expectation that staff would share information with each other if they went on a training course.

An appraisal system was in place. Staff confirmed that they found the process helpful and that areas of strength and areas for professional development had been identified through this process.

During our inspection we noted that staff were very motivated to provide positive outcomes for children and parents using the nursery. Staff had opportunities to take responsibilities for specific tasks in the nursery and to work in the family centre for periods of time.

Nursery staff attended ‘Cluster meetings’ with other Early years workers in the local area. This gave staff the opportunity to share good practice and bring new ideas to the nursery.

Parents made positive comments about staff and all agreed or strongly agreed that staff had the skills and expertise to care for their child. Comments included:

‘The staff are knowledgeable and easy to get on with, they are very caring and provide lots for the children to do.’

‘Staff are professional and very approachable.’

‘Staff are very friendly and caring to me and my child.’

‘The staff are very professional and friendly and have made the whole experience enjoyable.’

‘The staff make the nursery special because of how warm and friendly they all are. They really do care about the children as well as the parents.’
Areas for improvement

The care service should continue to identify learning opportunities for staff and continue to monitor and maintain the high standards of quality. They should ensure they are rigorous in identifying any areas for improvement and implementing action plans to address these.

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: 6 - Excellent

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

Service strengths
The nursery ensured that parents and children using the service had excellent opportunities to participate in the assessment and improvement of the quality of management and leadership in the service.

Comments made in Quality Statement 1.1 apply to this Quality Statement also.

Areas for improvement
Comments made in Quality Theme 1 Statement 1 apply to this Quality Statement also.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 4
We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide

Service strengths
The nursery had excellent quality assurance systems and processes in place. We assessed this through:
The auditing work carried out by the head teacher and staff.
Talking to staff.
Talking to parents.
Improvement plans.

It was apparent from our discussions with senior staff that they had a clear understanding of the strengths and areas for development in the nursery and had a clear vision of where they wanted and expected the nursery to be in the future. These expectations had been shared with staff and staff confirmed that they were part of the assessment and evaluation processes carried out in the nursery.
Systems and processes were in place to make sure there was a systematic approach to evaluation, reflection and assessment of quality. This included:
* Annual self-evaluation and monitoring calendar.
* Sampling parent views.
* Sampling children’s views.
* Review of policies.
* Use of Up, Up and Away.
* Monitoring staff practice.
* Management attendance at planning and team meetings.
Assessments included what action was to be taken and by when. We could see evidence of identified actions being followed up and addressed.

A Standards Quality Improvement Plan (SQIP) was in place. This was a tool used by the local authority to enable services to evaluate and make improvements to the nursery. Staff and parents had been included in the evaluation of the service to develop the SQIP. Targets had been regularly reviewed to ensure that progress was maintained. Copies of the SQIP were available for parents to read and make comment on.

In our questionnaire, all parents/carers confirmed that the service had involved them and their child in developing the service, for example asking for ideas and feedback. One parent told us: ‘I feel very involved in the life of the nursery. They seem interested in our opinion on what goes on in nursery.’

The self-assessment document which was requested for the Care Inspectorate inspection process was completed in conjunction with the staff group. This ensured that staff were included in the evaluation of the whole service. In the self assessment for the Care Inspectorate the nursery outlined that the nursery were developing a reflective culture and that having established nursery priorities and professional boundaries the clarity of their view of the service had improved.

A complaints policy was in place to enable parents and carers to raise concerns about the service. Information on this process and other policies and procedures was displayed in the hall of the nursery.

The head teacher was aware of the service’s responsibilities to send relevant notifications to the Scottish Social Services Council (SSSC) and the Care Inspectorate.

The head teacher attended external ‘cluster’ meetings to share information and practice with other managers. All staff had attended a sharing of practice event as a staff development and networking opportunity.

As part of the nursery and family centres aim to work in partnership with parents and other professionals who had involvement in the nursery, a range of evaluative
questionnaires had been used. Comments from these questionnaires were used to develop action plans and all analysis from these questionnaires were available for parents information.

Areas for improvement
The care service should continue to monitor and maintain the very high standards of quality. They should ensure they are rigorous in identifying any areas for improvement and implementing action plans to address these.

Grade awarded for this statement: 6 - Excellent
Number of requirements: 0
Number of recommendations: 0
4 Other information

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

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

Additional Information
No additional information was gathered for the purpose of this inspection.

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 Care and Support - 6 - Excellent</th>
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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

<table>
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<th>Date</th>
<th>Type</th>
<th>Gradings</th>
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<td>Unannounced</td>
<td>Care and support 6 - Excellent</td>
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<td></td>
<td></td>
<td>Environment 6 - Excellent</td>
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<tr>
<td></td>
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<td>Staffing 6 - Excellent</td>
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<tr>
<td></td>
<td></td>
<td>Management and Leadership 5 - Very Good</td>
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<td>3 Dec 2008</td>
<td>Unannounced</td>
<td>Care and support 6 - Excellent</td>
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<td>Environment 6 - Excellent</td>
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<tr>
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<td>Management and Leadership 6 - Excellent</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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