

Care service inspection report

Full inspection

St. Cyrus School Nursery Class Day Care of Children

St.Cyrus School
Beach Road
St Cyrus
Montrose



HAPPY TO TRANSLATE

Service provided by: Aberdeenshire Council

Service provider number: SP2003000029

Care service number: CS2003015753

Inspection Visit Type: Unannounced

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and set out improvements that must be made. We also investigate complaints about care services and take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

Contact Us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

www.careinspectorate.com

 [@careinspect](https://twitter.com/careinspect)

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

Quality of care and support	6	Excellent
Quality of environment	5	Very Good
Quality of staffing	6	Excellent
Quality of management and leadership	5	Very Good

What the service does well

- The staff kept parents/carers abreast of the children's progress and implemented national strategies to ensure they were involved in their child's learning and development at home and in nursery.
- The children led their own learning at their own pace. The staff promoted group learning and offered individual support as necessary. The children's ideas were used to plan appropriate learning experiences which all of the children enjoyed.
- The children participated in lots of outdoor learning, which promoted their knowledge of nature, science and health and wellbeing.
- The staff and the children themselves assessed risks. The children developed their skills and confidence as a result of this.
- The staff tracked the children's progress; they supported each child's individual needs and promoted challenges, which helped the children to achieve their maximum potential.

- The staff worked well as a team, they shared best practice and led on projects, which supported their skills and interests. All of the staff were nurturing practitioners who strived to promote positive outcomes for children attending the nursery.

What the service could do better

- The staff should ensure that each sink has a designated purpose, this will minimise the risks associated with the spread of infection.
- Further organisation of resources in the nursery will free up more space for the children to play and learn. This will also promote safety in the setting.

What the service has done since the last inspection

- As a result of staff retirement, there had been some changes in the staff team. During our inspection, we observed staff working well as a team and sharing responsibilities. The staff sought additional support from the acting head teacher which helped to ensure the service operated safely and key outcomes associated with 'The Attainment Challenge' were endorsed.

Conclusion

The children enjoyed being at nursery. They had established friendships and appeared to settle into the service with ease. Children who attended for the first time were guided by staff, that said, they appeared to enjoy exploring the nursery themselves. Most of the outdoor resources were obtained from the community and surrounding land. The children had lots of fun being creative at nursery, which helped to develop their skills and independence. The staff also enjoyed working in the nursery; their knowledge, passion and enthusiasm was apparent throughout the inspection.

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

The nursery was located in the village of St. Cyrus, which is situated on the North East coast between Montrose and Aberdeen. The nursery is part of St. Cyrus Primary School, children from the village and surrounding areas were welcome. The nursery operates from 8:45 a.m. - 11:55 a.m. and 12:20 p.m. - 3:30 p.m. Monday to Friday. The nursery is registered to provide a care service to a maximum of 20 children at any one time between three years of age to those not yet attending primary school. On the day of the inspection, 14 children attended the morning session and slightly fewer attended the afternoon session.

The staff team had recently changed; one of the Early Years Practitioners (EYP) had achieved promotion and was the senior practitioner in the nursery. Additional EYPs worked part-time or on supply basis. The acting head teacher advised us that she hoped to secure an additional permanent EYP in the near future.

Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

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 6 - Excellent

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 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 compiled the report following an unannounced inspection, which took place between 08:30am and 3:30pm on 22 February 2016. The inspection was carried out by a Care Inspectorate Inspector.

As requested by us, the service sent us an annual return. The service also sent us a self-assessment.

We issued ten questionnaires to parents of children who used the service. All of the questionnaires were returned before inspection (most of the parents wrote supporting comments, which have been noted in this report). We also spoke to three parents during our inspection, they were very happy with how their child's needs were met.

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

- Evidence from the service's most recent self-assessment
- Personal plans of the children who use the service
- Observing how staff work
- Discussions with staff about their Continuous Professional Development
- Observation of mind maps and large learning books developed by the children
- Individual Learning Journals
- Observation of the environment
- Health and safety records
- Complaints records
- Questionnaires that had been requested, filled in and returned to the Care Inspectorate

- Questionnaires that had been requested by the service and completed by parents, relatives or carers
- Discussions with various people, including the staff, the children who attended the nursery and the parents/carers of children who used the service
- Examining equipment and the environment
- Child protection discussions/ records.

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.firescotland.gov.uk

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.

We received a meaningful self assessment which supported our inspection processes. We offered some additional guidance which will support the newly appointed senior practitioner to complete future self assessments.

Taking the views of people using the care service into account

The children were happy to share their views with us during the inspection. They told us why they liked nursery and what things they liked to do. Their comments included:

"The outside is good we play on the crates and in the sand"

"The snack is good we get all sorts of things"

"We wash our hands too"

"We are playing tigers"

"We had scones and oranges for snack"

"I made a smiley face"

"I am playing with the police cars"

"I am drawing an aeroplane"

"We can play with the blocks and on the wood"

Taking carers' views into account

We received a good response to the questionnaires we sent to parents. We also spoke to some of the parents during our inspection. Any parent concerns were discussed with the staff and anonymity was protected. The staff agreed to develop a plan of action to improve the service and outcomes for children where possible. Comments included:

"I am really happy with the nursery, I can see how the staff make the effort to provide a wonderful experience for children. I am an experienced practitioner myself so I know how hard the staff work to develop the service and outcomes for children. The outdoor area is great and our son loves coming. The routines are good and it's a settled happy environment."

"We are more than happy with the nursery. The staff work well as a team and keep us abreast of everything that's going on. Outside is great and the kids love it."

"There are areas of my child's academic development that are not being supported in the nursery due to expectations from teaching staff in the school. I am supporting this development at home since changing nurseries and we are considering our options for primary one."

"In regards to space, this has been an on-going issue. The nursery is much too small for the needs of the nursery pupils and the staff. The staff however have gone above and beyond to ensure the children are not effected by this. I cannot say enough about the staff as they have nowhere to plan and complete their administration and I can only hazard a guess that they complete these in the house duties out with, especially as their service is exemplary."

"The nursery provides a very welcoming and nurturing environment for my child. The nursery staff are excellent at cascading information and keeping me as a parent up to date with all that happens day-to-day in the nursery. All the staff are friendly, knowledgeable and very approachable."

"This is my third child that had been fortunate to attend this nursery. I think the staff provide a wonderful service, with the care, support and nurture that exceeds many parents expectations of a school nursery. Allowing the transition to primary one to be a smooth enjoyable one for all involved. We are also very lucky to have the facility of forest school, learning outdoors and beyond."

"The nursery staff are really supportive and work with me and my son. They have very open communication and I am comfortable asking for advice and techniques that they are using in the nursery so that I can be consistent at home."

"The nursery staff are always warm and welcoming. I feel they take their time to answer any of my queries and support my child in areas she is aware of as well as areas she needs to develop. They know my child and when an issue was identified, (speech and language) they approached it in a sensitive manner, wanting the best for my daughter. Very satisfied and content parents."

"The staff have been very friendly and informative throughout the introduction and setting in period. The parents information evening/nursery visit before the summer gave us the reassurance that the nursery is well organised, centred around the children. We particularly enjoy seeing our children experience Forest School activities. Children are fully involved in the risk assessment and their views are valued. These things are clearly evidenced in the floor book and their folders. The staff also make sure parents are informed about their learning by letter as and when appropriate. For example, a map of Forest School with designated different activity areas so that parents/carers can enjoy their Forest School if we wish to visit there out with nursery hours. Overall, we are very impressed with the quality of service provided at St. Cyrus Nursery. It is a safe, fun and positive environment that our children clearly enjoy. They come home with smiles everyday, but very tired."

"A wonderful nursery. They have created an environment that I am delighted to send my child to. A place I know he will be safe, cared for and encouraged to learn."

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 3

"We ensure that service users' health and wellbeing needs are met."

Service Strengths

This statement was examined, as it is important to identify how the children's needs are met in the setting. The service demonstrated that they took appropriate action to support each child's health and wellbeing. They did this by sharing information with families and link professionals on a regular basis. Parents/carers were included in their child's learning and strategies to support learning out of nursery were implemented effectively. The staff also helped the children to plan activities, which supported them to achieve their maximum potential. The creative experiences the children engaged in were excellent. The staff were caring practitioners, which had a positive impact on the children's wellbeing. We evaluated this theme as excellent.

The staff welcomed prospective families to visit the nursery. This provided children with opportunities to meet other children and explore the indoor and outdoor areas. The staff took time to speak to parents, sharing information about nursery routines and ways in which parents could help staff to develop the service. Parents were able to access a copy of the nursery handbook, which outlined information about how the nursery operated and how parents could get involved in developing the service.

Parents were also given appropriate forms to complete for their child. They were asked to provide information about their child's needs, interests, home routines and likes/dislikes so that the staff could provide a safe, supporting environment for their child at nursery. Children who had medical conditions/allergies had specific care plans, which the staff adhered to. The staff also ensured that up-to-date guidance about how to manage the child's condition/health needs was obtained regularly. Medication administration forms were satisfactory and medication was stored safely.

At the time of the inspection, none of the children had complex needs, that said, some of the children required additional help with speech and language, certain aspects of learning and settling in to nursery routines. The staff linked with appropriate professionals to develop and implement Individual Educational Plans (IEPs) where necessary. Parents were involved in their child's plan and were kept informed about their child's achievements and next steps of learning. The staff explained routines in a way which helped all of the children to follow instructions easily. The children were supported to develop their communication skills through appropriate experiences such as storytelling, listening to others, expressive art and Kodaly (musical education). We observed children taking turns to bang the drum while others played music. The children learned when to stop playing by listening carefully to the instructions.

The staff were keen for parents to be partners in supporting the children's learning and development and as a result of this, parents were given additional guidance and strategies to promote learning out of nursery. For example, the staff made best use of the nursery entrance to display the children's achievements. This meant parents could read examples when they came to collect their child or at a time that was convenient for them. The staff provided descriptions of how the children's learning was linked to the national curriculum. The curriculum plan was left out at the nursery entrance for parents to read. The photographs, which staff had taken of the children during activities and the detailed descriptions of their experiences, evidenced how children learned. Specific outcomes in the curriculum plan were 'ticked' when children achieved outcomes linked to literacy, numeracy, health and wellbeing and so on.

The parents could follow on from the learning attained at nursery as a result of understanding how their child's interests could be supported at home. There were lots of examples of how parents did this, which had a positive impact on their child's development. The children wanted to learn about travel and transport so staff included the topic in the weekly learning plan. One of the children was particularly interested in travel and when he went on holiday, his parents wrote some notes about what their son had learned. The staff were able to continue the learning further in nursery. The child wanted to tell us about his experiences; it was obvious he had gained a sound knowledge of transport and travel as a result of the combined approach.

A star and a wish were used in nursery to help children think about what they did well and what they could improve on. One of the children said she wanted to have a book to write letters in and practice writing at home and in nursery. We observed staff sitting with her while she practiced writing letters, the child did not feel frustrated by the challenge, she appeared to enjoy developing her skills at her own pace.

The staff had fully grasped the concept of Getting it Right for Every Child (GIRFEC). Their knowledge of the wellbeing indicators associated with GIRFEC was apparent throughout the inspection. The staff assessed each child's health and development using the Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included (SHANARRI) indicators. This meant a holistic assessment and evaluation of each child was carried out regularly. The staff ensured that any additional support required to keep children safe and healthy was actioned timely. The children themselves learned how to be kind and respectful to others and why it was important to be safe and healthy. The children developed their own golden rules using SHANARRI and when children were unkind, they were reminded of the golden rules, which usually avoided upsetting situations. Some of the children liked more adult attention than others, which was not always possible. More often than not, staff were able to offer one-to-one support, however when staff were involved in another task, children were asked to turn the large egg timers and once the timer was finished staff were usually able to listen.

The children enjoyed healthy snacks, which they often prepared themselves. We offered some additional guidance, which will support the staff to develop the snack experience further. Children washed their hands before snack and after going to the toilet, which minimised the risk associated with the spread of infection. We heard staff asking the children if they had washed their hands and when children returned to nursery quickly, the staff reminded children to go back and wash their hands.

The children experienced plenty of indoor and outdoor activity. They went outside when they wanted to. They developed their skills in construction, planting and growing. They learned about the environment and keeping it safe because of their outdoor adventures and trips to the forest. The forest trips were on hold at the time of the inspection due to recent floods as the area was unsafe and the service was waiting until a permanent Early Years Practitioner had been appointed. The Scottish Heritage and volunteers who managed the forest worked closely with the nursery staff to develop the children's outdoor experiences. They were working hard to make the forest safe again for children to play and learn.

Areas for improvement

The staff should continue to promote the excellent learning experiences available to children. Children's health and development should also continue to be supported in partnership with parents and link professionals.

Grade

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 2

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

Service Strengths

We inspected the service against this statement as it is essential all children are cared for in a safe environment where they are welcomed and protected by the staff who care for them.

The staff risked assessed the nursery environment and the activities that the children participated in. The policies, which supported the service, were reviewed regularly to ensure the information reflected best practice. The resources the children had access to were in good condition and staff worked alongside the Scottish Heritage and forest volunteers to promote the children's safety during visits to the forest. Minor improvements needed to be made to the indoor environment. We evaluated this statement as very good.

The nursery classroom was well stocked with resources, which promoted the children's creativity and learning. Most of the resources were stored within the children's reach, which meant they could lead their own learning independently. The snack preparation area was well-maintained, albeit a little cluttered, and there were plenty of sinks which helped to ensure the spread of infection was minimised. See Areas for Improvement.

The entrance to the nursery (cloakroom) provided an additional place for children to play and learn. They huddled together playing musical instruments and chatting during play. Some of the children liked to gather in the smaller space. The toilets were situated in the cloakroom area. There were two toilets, one of which was large enough to change children if necessary. Both toilets were clean and well-maintained. The entrance door was locked and visitors had to press a bell to enter, this prevented children leaving the nursery unsupervised and other people entering the nursery without permission.

There were a number of policies and risk assessments, which supported the nursery/school to operate safely. The nursery staff also developed individual risk assessments and policies which reflected best practice. The staff assessed the environment and continually looked for ways to develop the children's experiences whilst managing risks safely.

There were plenty of areas for the children to play outside and they had their own garden/outdoor classroom. The children assessed the risks outside before participating in activities. The staff also encouraged the children to take sensible risks which helped to develop the children's gross motor skills as well as their confidence. We observed staff while they watched the children stack planks of wood on crates, the children moved around trying to balance. The children enjoyed all of the outdoor learning and although they were not able to visit the forest due to recent flooding, the photographs we looked at demonstrated how children learned to be safe around open fires and other risks associated with the creative play they participated in.

Areas for improvement

Although the nursery was clean, some of the resources could have been stored more effectively. Parts of the environment appeared cluttered and some of the equipment could be rearranged to minimise risks in the setting. This might also help to free up more space for children to play freely.

There were enough sinks in the nursery; however some of the sinks were being used for multi-purposes. For example, children were washing their hands in the same sink as art materials were washed in. The dual sinks were not specifically being used for their intended use. The large lower sink was easily accessible to the children and perhaps an additional sink in this area would be helpful. We advised the staff that they could promote the children's independence during snack times and they should consider making better use of the sinks situated in the toilet area, as this would enable them to make better use of the sinks in the playroom, and would help to minimise the spread of infection. The staff agreed to take any necessary action to develop the service and their practice.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 6 - Excellent

Statement 3

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

Service Strengths

This statement was examined as we felt it was important to identify if the staff had the necessary knowledge and skills to carry out their roles effectively in the setting.

The staff demonstrated that they had an excellent understanding of early years learning and development. They participated in relevant training and regularly met up to discuss best practice. The staff worked well as a team and had established a rapport with the families who used the service. The staff explained how they incorporated best practice frameworks into the setting, which helped them to support the children's learning and development within a safe and nurturing environment. We evaluated this statement as excellent.

All of the staff were registered with the Scottish Social Services Council (SSSC) and held a relevant qualification which supported their practice. The staff team had changed since the last inspection carried out some three years ago. The previous practitioner had left the service. One of the other practitioners had been promoted and was undertaking a further qualification to support her skills and outcomes for children.

The staff understood the principles of Curriculum for Excellence and GIRFEC. They were able to identify key aspects of child development, and promoted suitable strategies to ensure each child achieved their maximum potential. Collectively, the staff had attended an array of training all of which was relevant to their practice. The staff appreciated that it was not always possible for everyone to attend training, and for these reasons, staff who were able to attend shared their knowledge with the others. The staff also recorded their learning, describing what they had learned and how the learning helped them to improve outcomes for children using the service. This helped the staff to reflect on their own knowledge and skills and consider future learning.

The staff described how they shared best practice, guidance, techniques and personal experience to ensure everyone extended their knowledge. Throughout the inspection, we observed staff acting responsibly. Children who required additional support with speech and language or help to settle into the service were offered more one-to-one time and parents were kept informed of their child's progress. Children who needed help with diet or toileting were also supported sensitively.

The staff wanted to develop the children's experiences at snack time and one of the practitioners explained how she was hoping to increase the children's understanding of healthy eating and which foods were more nutritious than others. We discussed ways to promote the children's independence further at snack time and it was obvious that the practitioner was keen to progress with the project.

There was a supply practitioner present when we inspected, she knew the children well and enjoyed working in the nursery. Having observed her practice, we could see that she was passionate about supporting children's learning; her nurturing attitude had a positive impact on the children's health and wellbeing.

The senior practitioner described how the staff promoted the children's experiences indoors and outside. She described how they implemented creative learning outlined within Building the Ambition (2014). Our discussions with the senior practitioner confirmed that she had an excellent knowledge of the curriculum and how to engage the children in activities, which supported their interests as well as their development. The senior practitioner provided lots of evidence of how the staff recorded the children's learning, the staff were able to track each child's progress in a meaningful way. They promoted each child's interest and supported children to plan additional activities, which challenged each child positively. We also learned how the staff planned to develop the children's learning folders using a new approach, which supported local and national initiatives.

Throughout the inspection, the staff demonstrated that they were keen to learn. They recognised their own areas for improvement and had already developed a plan of action to improve the service where necessary.

Areas for improvement

The staff should continue to demonstrate the care observed during our inspection. Keeping abreast of current best practice and resources available from our website will help staff to assess and evaluate the learning environment.

Grade

6 - Excellent

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 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

As part of the inspection process, we reviewed this statement so that we could ascertain how the staff acted on feedback from the families and stakeholders. We also reviewed some of the policies, procedures and care plans, which had been developed in the setting and whether or not the information supported positive outcomes in the service.

The service demonstrated that the quality assurance processes were of a very good standard. The feedback gained from the children, parents/carers and staff was used to make improvements in the service. We evaluated this statement as very good.

The staff valued the opinions of the children and their parents/carers. Regular evaluations in relation to the quality of care and support were carried out using a variety of methods. Suggestions made by the children and their parents were implemented where possible to improve the service. See Areas for Improvement.

The nursery/school Improvement Plan was shared with parents, which meant they understood key priorities within the service. The staff welcomed parent/carer support and appreciated all the work the parents did in terms of fundraising which helped to improve the service and other causes. The senior practitioner explained that promoting and evaluating children's learning was a priority for all the staff. She described how the staff evaluated their practice and children's experiences against quality indicators set out in national self-evaluation guidelines. The staff also assessed how they implemented best practice in relation to outdoor play and learning, and looked for ways to develop creative experiences for children.

There was lots of evidence, which demonstrated that the children led most of their own learning. The staff captured the children's early thoughts and interests in the large learning books (floor books). The staff and the children themselves continued to record their learning and play experiences in the books so that parents could see what their child did at nursery. The staff were also able to track each child's progress more easily. The staff shared information with the acting headteacher, which enabled her to assess progress within the Improvement Plan.

The acting headteacher supported the staff and improvements in the nursery and included the practitioners in whole school developments and evaluations. Although the staff did receive some supervision and observations of their practice were carried out, this was not documented in any detail. See Areas for Improvement.

We asked the acting headteacher to complete a self-assessment which was submitted by the service. The self assessment provided useful information about how the staff met the children's needs. We offered some additional guidance which will support the staff to carry out on-going evaluations of their practice and improvements in the service.

Areas for improvement

We spoke to the staff about ways to share feedback with the families who used the service. We advised the staff that 'you said, we did' strategies can be an appropriate way of gathering and displaying shared evaluations and feedback obtained from parents. This will help to demonstrate how the service is developing and how the staff have addressed any areas of concern.

Observations of staff practice and one-to-one meetings were not being recorded and staff had not received an annual appraisal. The acting head teacher was aware of this and agreed to develop and implement a more robust system to ensure all staff were given time to discuss their professional development. Written evaluations of meetings with staff should also be recorded.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

1. The staff should consider ways of ensuring that all children wash their hands after going to the toilet.

National Care Standards early education and childcare up to the age of 16
Standards 2 - A safe environment.

This recommendation was made on 12 December 2012

The staff were supporting hand washing and had made new pictorial reminders to help children wash their hands, they also asked children if they had washed their hands and when children returned quickly, staff asked them to go back and wash their hands.

2. The provider and staff should consider introducing tooth brushing for children aged under three years.

Nutritional Guidance for Early Years 3.1 Oral and dental health for pre-school children.

National Care Standards early education and childcare up to the age of 16
Standard 3 - Health and Wellbeing.

This recommendation was made on 12 December 2012

The children were brushing their teeth at nursery which promoted healthy teeth and gums.

6 Complaints

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

7 Enforcements

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

8 Additional Information

There is no additional information.

9 Inspection and grading history

Date	Type	Gradings	
22 Nov 2012	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good
3 Mar 2009	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	4 - Good
		Management and Leadership	4 - Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

You can also read more about our work online.

Contact Us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

www.careinspectorate.com

 [@careinspect](https://twitter.com/careinspect)

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is c?nain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.