

## Care service inspection report

# Carolside Primary Nursery Class

## Day Care of Children

Carolside Primary School  
Ashfield Road  
Clarkston  
Glasgow  
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Telephone: 0141 570 7100

Inspected by: Jacque Fee

Mary Crocker

Type of inspection: Unannounced

Inspection completed on: 6 November 2013



HAPPY TO TRANSLATE

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### Service provided by:

East Renfrewshire Council

### Service provider number:

SP2003003372

### Care service number:

CS2003017003

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## Summary

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

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

### We gave the service these grades

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	4	Good

### What the service does well

Carolside Primary Nursery Class provides exemplary outdoor experiences for children attending the service. Children are actively involved in making decisions about the environment as well as planning and evaluating activities.

### What the service could do better

The service had identified the following areas for improvement and should continue with those plans:

- \* To continue with their consultation and workshop programme and ensure that families are always given feedback on consultation findings.
- \* To continue to take account of children's needs within staff training programmes. The annual training programme will also take account of individual staff needs.
- \* To further develop partnership working with local businesses and community groups.
- \* To establish parent focus groups and drop in opportunities to shape strategic planning of the service.
- \* To continue to develop their quality assurance systems, which includes assessment and moderation of the early years curriculum through cluster working.

### **What the service has done since the last inspection**

The service was working towards the status of 'Rights Respecting Schools' (RRSA) awarded by UNICEF. RRSA means that the service not only taught about children's rights but also modelled rights and respect in all its relationships: between staff/ other adults and children, between adults and between children. This helped children to feel welcomed and valued as an individual.

### **Conclusion**

The service was found to be providing a very good service in relation to the care and support it offered children. Management had a clear commitment to service improvement that included the participation of children, their parents/carers, staff and other stakeholders.

### **Who did this inspection**

Jacque Fee  
Mary Crocker

# 1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website [www.careinspectorate.com](http://www.careinspectorate.com). This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

If we are concerned about some aspect of a service, or think it needs to do more to improve, we may make a recommendation or requirement.

- A recommendation is a statement that sets out actions the care service or provider should take to improve or develop the quality of the service based on best practice or the National Care Standards.

- A requirement is a statement, which sets out what is required of a care service to comply with the Public Services Reform (Scotland) Act 2010 ("the Act") and secondary legislation made under the Act, or a condition of registration. Where there are breaches of Regulations, Orders or Conditions, a requirement may be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Carolside Nursery Class is a service provided by East Renfrewshire Council as part of Carolside Primary School. The service operates from two separate buildings adjacent to the primary school in the housing suburb of Clarkston. The service is registered to provide nursery and after school care to a maximum of 80 children aged from 3 years to those not yet attending primary school.

The service operates between 8 am and 5.30 pm, Monday to Friday. Within these hours there are two sessions from 9am - midday and 12.30 - 3.30 pm. An additional wraparound service is provided 8 - 9 am, 12-12.30 pm and 3.30 - 5.30 pm.

The service mission statement and aims include:

"To work together in partnership with parents, carers, children and other stakeholders to ensure that we foster a positive learning environment within which children can grow and learn. We hope to ensure that all children and families within the nursery community are safe, healthy, well cared for and have access to the highest quality learning experiences. We aim to develop in our young children the ability to see themselves as successful learners and to understand how to access the learning potential in the environment around them. We actively promote nurture and believe that for learning to happen children must be safe, valued, included and respected. We celebrate diversity and encourage positive relationships for all our pupils."

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 4 - Good**

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website [www.careinspectorate.com](http://www.careinspectorate.com) or by calling us on 0845 600 9527 or visiting one of our offices.

## 2 How we inspected this service

### The level of inspection we carried out

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

### What we did during the inspection

We wrote this report following an unannounced inspection. This was carried out by Inspectors, Jacqu   Fee and Mary Crocker. The inspection took place on Wednesday 6 November 2013 between 8.50 am and 3.30 pm. We gave feedback to the Head Teacher and the Depute, who had responsibility for the day-to-day management of the service, on the same day.

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

We sent 30 care standard questionnaires to parents/carers who use the service and received 20 completed questionnaires before the inspection visit.

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

We spoke with:

- \* Manager of the service
- \* Two members of staff
- \* Two parents/carers
- \* Groups of children

We looked at:

- \* Registration certificate
- \* Insurance certificate
- \* Policies and procedures
- \* Observations of how staff work with children
- \* Evidence from the service self-assessment
- \* Registration information and personal planning records about children
- \* Parent information displays and handbook
- \* Staff files and minutes of meetings
- \* Administration and storage of medication

\* Health & safety information including risk assessments and record of accidents/incidents.

### **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](http://www.firelawscotland.org)



## 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.

A fully completed self-assessment document was submitted by the service. This was completed to a satisfactory standard and gave relevant information for each of the Quality Themes and Statements. The service identified its strengths and some areas for future development and gave evidence of service user involvement and how they planned to implement changes.

## Taking the views of people using the care service into account

Children were observed to be happy and settled within the playrooms. Time was spent in the main playrooms and the outside environment observing staff interactions with children and children's opportunities to lead their play and learning.

Children presented as motivated and very engaged in their play and learning activities. Some of the children told us about what they were enjoying at nursery:

"I like this book."

"This is for matching."

"This is my friend."

"I'm reading to my friends."

### **Taking carers' views into account**

Thirty Care Standards Questionnaires were sent out by the Care Inspectorate and twenty were returned before the inspection. Written comments from parents/carers included:

"The nursery is fantastic. \*\* looks forward to attending every day. The Cabin is such an amazing, inspiring area which encourages all the children to get outside and learn new things."

"A friendly, supportive, nurturing environment."

"My son loves going to Carolside Nursery. He enjoys all the range of activities on offer and the staff create a very safe, friendly and fun loving learning environment for all the children."

We also spoke to two parents during the inspection and their views were equally positive. Comments from parents/carers have been incorporated in the relevant sections of 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

At the inspection we found the performance of the service was very good for this statement.

There was a welcoming reception area with notice boards that had information on various aspects of the service, including a copy of their registration certificate and most recent Inspection Reports from the Care Inspectorate and Education Scotland. Leaflets on different aspects of the service as well as the wider community were available in racks and also on boards throughout the playrooms.

The service was committed to parental involvement and their strategy for this was explained in the nursery handbook. We could see that staff had used a range of approaches to ensure that the views of parents/carers influenced the provision and improvement of children's experiences within the service. These included:

- \* Induction programme for new parents/carers explaining the nursery ethos and how the service was provided to their children
- \* Meet the teacher events
- \* Parent Workshops, for example - Numeracy, Literacy; Outdoor Learning. Parents told us that they were able to share ideas for future workshops that would be helpful for them.
- \* Parent Fundraising Association - a constituted body with an overarching aim to enhance the learning and enjoyment for the children attending. We read minutes from the Parent Fundraising Committee that were displayed in the reception in order to feed back to people how their contributions had been used and to encourage other parents/carers to participate.

\* Newsletters that included tear off slips for comments and suggestions.

All of the above approaches had been evaluated by parents/carers so that management could gauge their effectiveness and use feedback to assess and improve on the quality of the care and support experienced by children. Parents' comments included:

"Another good session, lots of practical ways to encourage awareness and participation at home in everyday life."

"Information given at introductory talk and parents' pack was informative."

The service also distributed questionnaires to parents/carers that reflected the Care Standard quality themes. Management had collated and analysed the findings to use in their forward planning and to ensure that staff took account of individual children's circumstances and other things that parents/carers felt were important.

Children were actively encouraged to participate in decisions about how the service was delivered to them. Staff had captured children's learning on learning walls. Staff told us that children had helped choose topics that were of interest to them making it more likely that children would be motivated to find out more and enjoy the experience. The parents we spoke to confirmed that their children had been involved in the choice of topics and were keen to research and bring in more information from home. The displays we looked at reflected a range of children's interests such as pirates, super heroes, ballet, dinosaurs and the garden.

The wishes and needs of the children were at the heart of staff planning. Staff used children's 'thinking and talking time' to support children to evaluate what they had learned, how they had learned and to plan the next steps in their learning journey. Staff noted children's comments in the context of Curriculum for Excellence (CfE) to highlight how the children were achieving appropriate experiences and outcomes. CfE is the Scottish curriculum for children and young people aged 3-18 years.

Parents were familiar with this method of involving children in decision making and had commented on it in our questionnaires:

"I love the think and talk sessions as it gets my girls to think, analyse, research and learn confidence in presenting to their peers."

Parents and carers had clearly taken time and effort to complete the Care Standards questionnaires as 16 of the 20 forms returned to us had similar constructive comments added. All responses confirmed that they and their child had been involved in developing the service by sharing ideas and suggestions.

### Areas for improvement

Two of the responses to our questionnaires had disagreed with statements regarding staff sharing information about their child's learning and development with them and also that they were kept informed about what was happening in the service. Related comments included:

"I felt bewildered at times and wasn't sure how the systems and processes worked. However this has improved, partly I think as myself and child have become familiar, but also because in my opinion systems have improved and become more transparent in session 2013/14."

"Although I have filled out 'All about me' sheets for both my girls I don't feel these have been read or acted on."

The service had stated their intention of continuing with their parent/carer consultation and workshop programme. In their self-assessment they also identified the need to ensure that families were always given feedback on consultation findings. We have recommended that they continue with these plans. We looked at the various questionnaires that the service was using to collect the views of parents and carers. Although it was good practice to consult with families in this way we could not see how the resulting action was being recorded and shared. Please see Recommendation 1.

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

**Number of requirements:** 0

**Number of recommendations:** 1

### Recommendations

1. The service should continue to consult with children, parents/carers and staff to assess their performance against all four Care Standard quality themes. They should analyse the findings and publish them in an accessible format for families

National Care Standards early education and childcare up to the age of 16 Standard 13: Improving the service and Standard 14: Well-managed service.

### Statement 3

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

#### Service strengths

At the inspection we found the performance of the service was very good for this statement. There were very detailed policies and procedures in place to support staff in ensuring children's health and wellbeing needs were met, which included protecting children, equal opportunities, accident and injuries procedures, administering medication, healthy eating. These were all explained to parents and carers in the nursery handbook so that they understood how their children would be cared for and nurtured while at nursery. Staff clearly knew the children and families and had built good relationships with them.

We saw that when children arrived at the service they could recognise their own coat peg by their photograph and they then self-registered. This made them feel welcomed and valued as an individual. Children's individual profiles were easily accessible to them and their parents beside the cloakroom areas. Children could recognise these by the drawers being colour coded by group and individual folders labelled with their individual photograph.

We sampled children's personal files and portfolios for evidence to support how children's health, wellbeing and safety needs were being met. There was personal information, consent forms and observations of children linked to relevant national curriculum guidance. Children worked with staff to select examples of evidence that they wanted to add to their portfolio. Good practice was followed by involving parents in collating some of this information using an 'all about me' format to talk about their child's needs, likes and dislikes. We saw that there were scheduled dates for the portfolios to be taken home with feedback forms for comments or additional information to be added. One parent had written:

"Well done, this is fantastic. We all love your pictures especially the ones with the smiley faces."

Sharing information in this way helped ensure continuity of learning and care routines between nursery and home.

The staff were using the Health and Wellbeing experiences and outcomes from CfE and Getting it right for every child (GIRFEC) indicators to inform their plans for meeting children's individual needs. The GIRFEC approach is about everyone working together to meet children's needs in a holistic way. The service worked in partnership with a range of professionals involved in children's lives to support their learning and development. One example of joint working was highlighted by a parent in our questionnaire:

"My child has come on really well since starting a year ago. The nursery ensured the environment was risk assessed and made safe for \*\*'s needs. The visual impairment teacher works with her every week and gave all the staff in-service related to \*\*'s condition."

Most of the parents/carers who responded to the care standard questionnaire strongly agreed or agreed that staff regularly assessed their child's learning and development and used this when planning the next steps. Two respondents did not know whether this was the case. At this inspection we spoke with two parents. They spoke highly of the quality of care provided and believed staff were approachable and sensitive to their child's individual needs.

### Areas for improvement

The service was piloting a new format for children's portfolios that emphasised the curricular areas of Literacy, Numeracy and Health & Wellbeing. The next steps that we looked at were for groups rather than individual children. However we could see that observations and assessment of children's individual achievements were collated separately therefore at feedback we talked to management about monitoring portfolios to ensure that content was regularly updated and reviewed. This has been discussed further under Quality Theme Four, Statement 4.4. Areas for Improvement.

We sampled records of accidents and incidents and noted that these followed an appropriate format. However management should monitor these records to ensure that parents had signed the forms in acknowledgment that the nature of their child's accident/ incident had been explained to them by staff.

Similarly there were proformas in place for children receiving medication. At feedback we advised management that the service should expand on the column that asked parents/carers to state when medication should be given to their child. The sample of medication forms we looked at stated 'when required' and we talked about how staff should be given clearer guidance about the symptoms that the medication had been prescribed for. We referred them to the Care Inspectorate guidance: Management of Medication in Daycare and Childminding Services. This is to safeguard children from inappropriate treatment, including overdose.

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

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

### Statement 1

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

### Service strengths

Please refer to Quality Theme 1, Standard 1.1 Service Strengths for approaches used by the service to promote participation.

Parents and carers had formed a Parent Fundraising Committee and purchases included outdoor resources that promoted learning. There was a 'wishing wall' where children and their families could post ideas and suggestions for future purchases that they would like.

We could see that children had a sense of ownership of their environment indoors and outdoors. They had helped to design the refurbishment of the 'Cabin' as part of their forest schools area and we observed children participating in the risk assessment of that area, such as the safe use of sticks. In this way children were taking responsibility for their own safety.

Children who were not on the rota for the Cabin could choose to play outdoors during the nursery session. One child explained to us the system for ensuring the appropriate number of children were outside at one time:

"Ten people can go outside - you put a peg on."

Children were encouraged to recognise number limits for participating in indoor activities too, for example four children at a time in the construction corner. This helped children to think about sharing resources with each other as well as developing early numeracy skills.

Respondents to our questionnaires were enthusiastic about the Cabin and resources to promote learning outdoors. One parent had written about children's outdoor experiences:



"The recent extension the nursery has had (the Cabin) is fantastic! The outdoor learning experiences offered are great, my child looks forward to his week there and loves the mud kitchen!

They always welcome feedback and are always keen for parents' input. Couldn't be happier with the nursery!"

### **Areas for improvement**

Please refer to Quality Theme 1, Standard 1.1 Areas for Improvement and related recommendation.

**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

At the inspection we found the performance of the service was very good for this statement.

There was a secure entry system and signing-in procedures for all visitors to the service. Differentiated registers highlighted for staff the attendance patterns of children, including those who were due to stay for lunch or who were on rotation to attend the Cabin. A separate register was kept at the Cabin. This meant management could monitor who was in the service at any given time and who they needed to account for in an emergency. The Child Protection Policy was on display so that parents and carers were aware of staff responsibilities.

The service was based in a purpose built building that was well maintained. The rooms were bright and furniture had been arranged to encourage free flow between the different areas and promote children's choice and independence.

There was a secure outdoor play area, which had different areas to stimulate children's imagination. For example: large physical equipment, beds for planting and growing, picnic tables and a painting wall. This gave children regular access to fresh air and exercise and helped them learn about their wider environment. There was a separate area with Cabin that had been developed as a forest school and all children had the opportunity to participate in this for one full week each month. Forest schools are an educational approach to outdoor play and learning in a woodland environment.

We saw that there were risk assessment checklists that staff used to ensure the indoor and outdoor environment was safe for children and any hazards removed. Staff were aware of how to report any maintenance issues so that these were followed up with the school janitor. There were cleaning checklists to help prevent the spread of infection among users of the service.

Other policies and procedures were in place to prevent the spread of infection and to keep children and staff healthy. We observed good hygiene practices, for example there were photos and pictorial prompts for hand washing on the toilet walls at children's height to remind children about this routine.

100% of parents/carers who returned questionnaires to the Care Inspectorate strongly agreed that the service had a suitable range of equipment, toys and materials for the children. They also confirmed there was enough space for their children to play and get involved in a range of activities.

### Areas for improvement

The service had stated that they intended to continue to develop a safe, protective and nurturing environment for children. In order to audit health and safety there would be a monthly walk round by the Depute Head and the Janitor which would be recorded. They should continue with these plans.

On the day of inspection there were hazardous products stored in cupboards adjacent to the children's toilet. There were similar products stored in the kitchen and although this area was out of bounds to children, there was no sign or lock on the door to remind them. We have made a recommendation about ensuring that the procedures for risk assessments help staff to identify and report any new hazards. Please see Recommendation 1.

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

**Number of requirements:** 0

**Number of recommendations:** 1

### Recommendations

1. Management should review the systems that are in place to record risk assessment of all areas used by children and monitor these on a regular basis. Staff should be more vigilant in recording risk assessment and reporting any new hazards to management. This is to ensure the safety of children and all people using the service.

National Care Standards early education and childcare up to the age of 16 Standard 2: A safe environment and Standard 14: Well-managed service.

## 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 refer to Quality Theme 1, Standard 1.1 Service Strengths for approaches used by the service to promote participation.

The parents we spoke to during the inspection felt that the staff were knowledgeable and "really good at communicating usually. The headteacher is very good and very pro-active (in the nursery)."

They knew who their child's keyworker was and told us about the 'meet the teacher session' where parents could find out more about the roles and responsibilities of the staff looking after their children. This gave parents and carers reassurance that the staff were competent and that management made good use of their expertise in supporting children's development.

#### Areas for improvement

Please refer to Quality Theme 1, Standard 1.1 Areas for Improvement and related recommendation.

**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

At this inspection we found that the performance of this service was very good for this statement.

Staff were registered with the Scottish Social Services Council (SSSC). The SSSC is responsible for registering people who work in social services and regulating their education and training. Teaching staff were registered with the General Teaching Council which is the professional body that performs a similar regulatory function for teachers. Ensuring staff were on one of these registers was part of the service's safe recruitment practices and meant that the provider knew staff were appropriate people to be working with children. All staff had access to the local authority's continuing professional development (CPD) framework which kept them up to date with legislation and best practice in caring for children, such as child protection guidelines.

We looked at the induction programme for students and new members of staff that helped familiarise them with the policies, procedures and routines that were in place to help ensure the quality of service that children experienced within the service. The process included the good practice of identifying a mentor who could support staff in their new role and make them feel a valued member of the team. For example one student was observing the time spent by children in different areas of the nursery as part of her course work. Management and staff planned to use the findings of this survey in future planning of the playroom so that resources and activities reflected children's interests.

The service promoted distributed leadership, which gave individual staff a sense of ownership of driving one of the service priorities as well as contributing to their own professional development. For example staff led some of the parents' workshops while another had attended forest school training so that they could lead children's outdoor learning experiences. Staff were encouraged to evaluate and share any training that they had attended or new learning with each other.

The service had a low staff turnover and staff had therefore established effective team relationships. Four staff had completed Care Service staff questionnaires in which three confirmed that they had regular opportunities to talk to each other about their daily work with children. They also felt involved in planning and decision making about service improvement. Written comments within the questionnaires included:

"I work as part of a dedicated and professional team and we are wholeheartedly committed to providing a quality service in a safe and nurturing environment."

In the Care Standard questionnaires returned, 18 parents/carers strongly agreed and 2 agreed that staff had the skills and experience to care for their child. They confirmed that there was always enough staff to provide good quality of care. Written comments included:

"The staff are all very welcoming and always take time to speak to us."

"The staff are very approachable and have great connections with the children. My daughter loves it and she is very forthright in sharing her opinions - positive or negative!"

### **Areas for improvement**

The service had stated their intention of developing partnership working with local businesses and community groups to broaden the experience of the staff. They should continue with these plans.

In our feedback we acknowledged the good practice of management observations within the playroom, bi-annual one-to-one meetings for staff and individual annual appraisals. However we highlighted specific areas where the service could improve on existing procedures, for example the benefits of formalised individual supervision so that staff could be supported to identify areas for development as well as strengths in their individual practice. Please see Areas for Improvement under Quality Theme Four, Statement 4.4.

**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: 4 - Good

### Statement 1

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

### Service strengths

Please refer to Quality Theme 1, Standard 1.1 Service Strengths for approaches used by the service to promote participation.

There was a thriving Parent Fundraising Committee and the service was also in the process of recruiting parents/carers to participate in an Eco Committee. This ensured that there was parent representation in decisions made about the life and work of the service.

### Areas for improvement

Please refer to Quality Theme 1, Standard 1.1 Areas for Improvement and related recommendation.

Management told us that /carers were encouraged to comment on management systems and processes and feedback is used to shape practice. In their self-assessment they had written about their intention to establish parent focus groups and other drop in opportunities to shape strategic planning within the service. They should continue with these plans.

**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

At the inspection we found the performance of the service was good for this statement.

The Deputy Head Teacher of the primary school who had direct management responsibility for the service had been in post for less than one year but had already made an impact on the quality of the service delivered. She spent time in the playrooms two days each week to get to know the children and to observe staff practice. The Head Teacher also undertook quality assurance visits of the nursery and staff were given written feedback of the findings.

Comments from staff included:

"New management is providing positive changes in nursery and provides a good level of support to all staff."

The service was working toward being a Family Friendly Nursery and there was lots of information on display for parents, carers and staff that demonstrated how different people and agencies were contributing to the life and work of the service. For example, parents could follow a 'yellow brick road' through the playrooms to help their understanding of the national curriculum and how this was delivered to their child. On the day of inspection parents were involved in consultation meetings with staff and staff were also out on learning visits to learn about good practise in other establishments.

Staff and children were working through the materials provided by UNICEF for the Rights Respecting School (RRS) award to help them understand the importance of children's rights and how they could use user friendly language to ensure that their service was putting these in place in a meaningful way. The rights of children are embedded in the Care Standards. Children's voice was evident throughout the service from the approaches outlined under Quality Theme 1, Statement 1.1.

Staff, families and other stakeholders had been involved in self-evaluation of the service using Child at the Centre 2. Child at the Centre 2 is a quality assurance tool that helps the service highlight how well they think they are performing over the care standard themes: quality of care and support, the quality of the environment, the quality of staffing and the quality of management and leadership. The quality indicators describe national expectations for monitoring children's progress and help reflect on their practice with children.



### Areas for improvement

We looked at the communications folder where management recorded issues raised by parents/carers, staff and other stakeholders. We noted that there was an incident of a child leaving the nursery unaccompanied that had not been reported to us. We referred management to the Care Inspectorate 'Guidance on notification reporting for all registered care services except childminding', which could be found on eForms and have made a requirement.. Management told us about the actions taken and lessons learned from this incident to safeguard children in their care. Please see Requirement 1.

We could see evidence of how the manager had used Child at the Centre 2 to monitor practice and to report on this in the school Improvement Plan. However most of the findings were generalised across the whole school and therefore it was not clear how the nursery had progressed or how the views of families had been accounted for. In their self-assessment management had identified that the service should continue development of quality assurance systems. They should continue with these plans. In our feedback we highlighted specific areas where the service could improve on existing procedures and how these could be monitored to ensure consistency in practice and demonstrate accountability. For example record keeping for accidents and the administration of medication; auditing children's portfolios; formalising individual support sessions for staff. Please refer to Recommendation 1.

Families were made aware of the complaints procedure in the service handbook however the contact details for the Care Inspectorate were given as the 'Care Commission'. Management agreed to amend the next edition accordingly. We also advised that the complaints policy and procedures should include a timescale for when the complainant could expect a response from the service.

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

**Number of requirements:** 1

**Number of recommendations:** 1

### Requirements

1. Management must notify the Care Inspectorate of any incident that is detrimental to the health and welfare of a child using the service. The incident must be reported within 24 hours.

This is in order to comply with The Social Care and Social Work Improvement (Requirements for Care Services) Regulations 2011 (SSI 2011/210), Regulation 4 (1)(a). A requirement that a provider must make proper provision for the health, welfare and safety of service users.

Timescale - within 28 days of the publication of this report.

### Recommendations

1. The provider should ensure that quality assurance systems capture areas for improvement and that all stakeholders have been involved in the process. For example: monitoring the content of children's personal plans; monitoring staff access to individualised support and supervision.

National Care Standards early education and childcare up to the age of 16 Standard 13: Improving the service and Standard 14: Well-managed service.

## 4 Other information

### Complaints

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

### Enforcements

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

### Additional Information

n/a

### 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

<b>Quality of Care and Support - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
<b>Quality of Environment - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 2	5 - Very Good
<b>Quality of Staffing - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
<b>Quality of Management and Leadership - 4 - Good</b>	
Statement 1	5 - Very Good
Statement 4	4 - Good

## 6 Inspection and grading history

Date	Type	Gradings
11 Nov 2010	Unannounced	Care and support      5 - Very Good Environment          5 - Very Good Staffing                5 - Very Good Management and Leadership   5 - Very Good

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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