

Care service inspection report

Greengairs Primary Nursery Class

Day Care of Children

Greengairs Primary School

Greengairs Road

Greengairs

Airdrie

ML6 7TE

Telephone: 01236 830587

Type of inspection: Unannounced

Inspection completed on: 4 June 2015



HAPPY TO TRANSLATE

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Service provided by:

North Lanarkshire Council

Service provider number:

SP2003000237

Care service number:

CS2003015372

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

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	5	Very Good

What the service does well

Staff provided a nurturing and supportive environment for children to play, learn and develop as individuals.

Staff worked very well together as a team, they complimented each other's skills and experiences. Staff were observed being caring and respectful towards the children and recognised the importance of working in partnership with parents in meeting children's needs and in making improvements to the service.

What the service could do better

Through discussions with the acting head teacher, who had responsibility for the management of the nursery, she confirmed that the service would continue to build on its strengths, taking account of changes in legislation and good practice guidance and take forward areas for improvement in a planned, constructive and inclusive manner.

What the service has done since the last inspection

The acting head teacher and staff discussed the following improvements that had taken place since the last inspection:

- Developed strong team work, as there have been changes within the staff team and also senior management.
- Reviewed planning methods to be more responsive to children's experiences and interests.

- Children, parents and staff through their Eco systems continued to develop their knowledge of environmental issues. This had resulted in them achieving their sixth Green Flag status through the Eco Schools programme.

Conclusion

We found the service was performing very well in the areas covered by this inspection. We heard staff using praise well to develop children's confidence and self-esteem. The acting head teacher and staff team demonstrated a very positive approach towards the continued improvement of the service.

Children and parents told us they were very happy with the service provided. This was confirmed by the parents in their responses we received in our questionnaires and through discussions with children and parents throughout the inspection.

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Prior to 1 April 2011, this function was carried out by the Care Commission. Information in relation to all care services is available on our website at www.careinspectorate.com.

The provider of Greengairs Primary Nursery Class is North Lanarkshire Council.

Greengairs Primary Nursery Class is registered to provide early learning and childcare to a maximum of 20 children at any one time. The age range of the children is from three years to those not yet attending primary school. During the inspection, 16 children attended the morning session and 13 the afternoon session.

The service operates from identified premises within Greengairs Primary School in the village of Greengairs in North Lanarkshire. The acting head teacher of the school had overall management responsibility for the nursery. Three early learning practitioners provided the day to day care for children.

The nursery with its own secure entrance had two identified playrooms, toilet facilities and outdoor area. Regular use is also made of the school gym hall for physical activities.

The nursery offers morning and afternoon session's term time only.

The service aims include the following information: "Working in partnership to provide a flexible, caring, welcoming and stimulating environment which supports and values each individual to achieve their own potential and promotes active learning."

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 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 5 - Very Good

Quality of Environment - Grade 5 - Very Good

Quality of Staffing - Grade 5 - Very Good

Quality of Management and Leadership - Grade 5 - Very Good

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 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 wrote this report following an unannounced inspection. This was carried out by an inspector from the Care Inspectorate This inspection took place on Thursday, 4 June 2015 between the hours of 8:45am and 3:45pm. We gave feedback to the acting head teacher on the same day.

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

We sent 12 care standards questionnaires to the provider to distribute to parents/ carers of children who used the service. Nine parents/cares returned the questionnaires before the inspection. Five had written comments that were shared with the acting head teacher and are included in the relevant sections of this report. The collated information within these questionnaires was also considered as part of the inspection.

We also asked the acting head teacher to give out staff questionnaires. We received three completed questionnaires before the inspection. The information within these questionnaires was also considered as part of the inspection.

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

We spoke with:

- acting head teacher
- three early learning practitioners
- eight parents/carers
- children, individually or in small group settings in each of the playrooms.

We observed how staff work, care for and interact with the children. We discussed with the acting head teacher and staff how the following were managed in the service:

- meeting children's needs
- children's records, profiles/plans
- how staff involved parents in the service
- administration of medication

- accident and incidents
- training opportunities.

We looked at:

- Certificate of registration
- risk assessments for inside and outdoors
- displayed information
- photographs of children participating in a range of activities inside, outdoors and on outings.

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

1. Where consent for the administration of medication is in place, this should be reviewed regularly.

National Care Standards Early Education and Childcare up to the age of 16, standard 3: Health and wellbeing.

The provider had reviewed the procedure for the administration of medication. The manager and staff explained the procedure now in place. We looked at the reviewed consent forms.

Please refer to Quality Theme 1, Statement 3.

This recommendation has been met.

2. Risk assessments in place should be reviewed at least each year and reflect any changes made. These should be dated and signed to make sure a clear audit trail of risk assessment was in place.

National Care Standards Early Education and Childcare up to the age of 16, standard 2: A safe environment.

The provider had reviewed and updated risk assessments annually.

Please refer to Quality Theme 2, Statement 2.

This recommendation has been met.

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 completed self-assessment document from the provider. We were satisfied with the way the provider completed this and with the relevant information included for each heading that we grade services under.

The provider identified what it thought the service did well, some areas for development and any changes it had planned. The provider told us how the people who used the care service had taken part in the self assessment process.

Taking the views of people using the care service into account

Time was spent in both play areas observing staff and children's interactions and children's opportunities for play and learning. Children throughout the nursery were observed to be happy, having fun and engaged in purposeful activities. Children displayed positive relationships not only with the staff but also with their peers. Their different personalities were evident and we saw children being helpful and supportive of each other.

Most of the children played an active part in the inspection process talking the inspector through their play, activities and their experiences at the Safari Park, which they had recently visited.

Taking carers' views into account

We sent out 12 Care Standards Questionnaires. Nine were completed and returned before our inspection. These highlighted the following:

- All nine parents 'agreed' that they received clear information about the service before their child started using it.

The parents who took part in the inspection commented that staff were approachable, respectful and listened to their views and suggestions on for example their child's care needs. Parents felt their children were safe and secure. All parents were very happy with the service and any concerns they had, had been addressed quickly.

Further comments and 'ticked' responses to the Care Inspectorate questions are detailed within the relevant sections of this report.

"Wasn't being informed my child was being hit, my child was letting me know not staff."

We contacted the writer of the above comment. They told us they had discussions with the acting head teacher to discuss their concerns and were happy with the outcome.

3 The inspection

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

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

Statement 1

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

Service strengths

We found the service to be performing at a very good level in relation to this statement. We gathered evidence from discussions with parents and children, observing children at play and information from staff. We also took account of responses to questionnaires completed and returned to us by parents.

From our observations we could see that staff used a range of methods to be responsive to children's likes, interests and needs so that they could then plan and provide appropriate resources to support their play and learning.

The children had recently visited the Safari Park and were very keen to tell us about their experiences. They told us about going on the bus to get to the park, having their lunch and how some of the monkeys had thrown mud at them, they found this funny. Children were quite knowledgeable about the range of animals they had seen and showed us their drawings that were displayed throughout the nursery. They also directed us to the electronic photo frame, in the cloakroom area, where there were lots of pictures of this event. Some children were observed making a cake in the home area and then taking it into the area where other children were playing with animals. They called this: 'the jungle' and said "the cake was for lunch." We could see from the layout of the rooms and the resources available that staff had continued to be responsive and respectful towards the children's sustained interest in this area.

We could see from viewing mind maps and large planning books that children influenced their own learning. Staff valued the children's contributions and used these effective opportunities to organise visitors to the service, plan topics, outings and activities that were of interest to them.

We observed staff welcoming parents into the service when they came to drop off/ collect their children. Staff took time speaking with parents who shared information about their child's particular needs for that day. We observed staff responding to parents' comments and wishes when meeting the particular needs of their child during the inspection.

Parents told us of the different ways in which staff consulted with them. This included an open door approach, various questionnaires and evaluations, suggestion box, home link sheets, parents' evening, and daily discussions. Parents received feedback/action planned through newsletters, information boards and verbally. This contributed towards parents feeling informed, included and respected within the service. Feedback we received included: "They keep us well informed and included in the children's learning and development. My children are thriving and look forward to attending every day."

From our discussions with parents and staff and from our observations of a display, it was confirmed that following feedback from parents, changes had been made to drop off arrangements. The current one is suitable for the service users. In addition, we could see that there were a range of different methods to enable and encourage parents to contribute to their children's care and learning needs such as the sharing of profiles and attendance at meetings.

We discussed with the acting head teacher the appropriate planned improvement that is detailed in the service's self assessment. This is in relation to the timing of annual questionnaires. Steps had been taken to address this. Evaluations will be collated and feedback given in due course.

Questionnaires returned to us highlighted that:

- Four parents 'strongly agreed' and four 'agreed' that the service involved them and their child in developing the service, for example asking for ideas and feedback. One parent disagreed.
- Six of the parents 'strongly agreed' that they were kept informed about what was happening in the service, for example through newsletters and information boards. Two parents 'agreed' while another stated that they disagreed.
- Seven parents 'strongly agreed' and two 'agreed' that overall, they were happy with the quality of care their children received in the service.

Areas for improvement

The provider should continue to monitor and improve on their very good practice. The provider should ensure it is 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

Statement 3

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

Service strengths

We chose this statement for inspection to focus on how staff supported and met the health and wellbeing needs of children. We found the performance of the service was very good for this statement.

We focussed on the following:

- Children's profiles
- Medication systems and records
- Child protection policy and procedures
- Aspects of infection control and prevention.

Staff through discussion, demonstrated a clear knowledge of children's individual likes and dislikes and personal preferences and interests. They told us that they respected the important information parents shared with them regarding each child, as this helped them to support children to achieve their potential. We observed staff that used respectful, nurturing and fun approaches to support children in their routines, play and with their peers. Staff praised children continually to acknowledge their achievement.

Staff explained to us how they completed information on children's achievements and that steps were taken to offer additional support where required. Parents were kept informed of their children's progress, and were encouraged to view their profiles regularly.

Staff told us of individual children's particular needs and stages of development and involvement with particular agencies. As a result, children were well supported and their learning and welfare needs addressed.

The acting head teacher and staff discussed how they had reviewed the procedures they had in place for the use, storage and administration of medication. Staff explained how they obtained written consent from parents before the administration of medication and how they regularly reviewed consent forms to ensure they were current. Currently no children attending required medication. This was a recommendation made at the last inspection.

Staff through discussion demonstrated a clear understanding of their roles and responsibilities with regards to implementing their child protection procedures. Child protection training was accessed annually to keep staff's skills and knowledge up to date. This helped keep children safe.

We observed children enjoying a healthy snack during the inspection. The snack menu was devised to meet suggestions made by the children and parents. Staff were aware of the new nutritional guidance document, 'Setting the Table'. In line with best practice guidance, from the Food Standards Agency, information detailing the most recent allergens identified was displayed. This information supported staff in supporting children's wellbeing and provided parents with important information.

Children benefited from staff guidance in helping them to learn how to keep themselves healthy and free from the risk of possible infection. All the children were learning how to wash and dry their hands properly before eating, after creative play or using the toilet. Helpful posters were displayed within the toilets to encourage this good practice. They took part in the national tooth brushing scheme which promoted good oral-hygiene at the nursery and at home. This helped children learn to be healthy and safe.

Staff told us that they were mindful in their use of personal protective equipment and made sure single use disposable aprons and gloves were always used when attending to children's personal care needs. This practice was observed during the inspection.

Questionnaires returned to us highlighted that:

Six parents 'strongly agreed' and three 'agreed' that staff share information about their child's learning and development with them, and where appropriate, their child.

Areas for improvement

The provider should continue to monitor and improve on their very good practice. The provider should ensure it is 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 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 chose this statement for inspection to focus on how staff organised the environment to help make sure children are safe, healthy and nurtured, achieving, respected, responsible and included. We gathered evidence from observing the children at play, feedback from parents and information from staff.

The nursery had its own entrance to the side of the school which was secure. However, a member of staff welcomed children and parents on arrival and ensured that they signed their child in and out of the service. Visitors to the nursery entered through the schools secure entry. We were asked to sign a visitor's book on entering and leaving the premises. These procedures helped to prevent any unauthorised people entering the service.

The nursery playrooms were warm, bright and inviting for children and their families. Staff had taken care and consideration to creating a safe, nurturing and stimulating environment suitable to the needs of children and families attending. Furniture, fittings and resources used throughout were of a high quality and appropriate for the age and stage of the children attending. We found that staff were vigilant in their observations of children to ensure safety whilst respecting children's rights for choice. In addition, staff made good use of the outdoor play space to create a variety of different areas for children to explore and investigate. The decking area outdoors had been identified as not safe for children at present. Steps to address this had been taken.

Staff confirmed they were aware of any potential risks and would take action if necessary. Staff had regular discussions about safety and children were observed to take care. Children were learning about safety through a range of experiences and were encouraged and praised for being involved in tidying up after snacks and activities. These approaches helped children to learn about risk and about being responsible for their own and other's safety. For example, we heard a staff member talking to the children about playing too close to the door and how this might cause an accident if the door were opened.

The children listened and discussed this with the staff member, then moved to a safer area. The acting head teacher and staff continued to review risk assessments at regular intervals to show how they keep children safe and reflect their on-going development and levels of understanding. This was a recommendation made at the last inspection.

Staff told us of their regular cleaning procedures and we also observed them ensuring the premises and resources were clean and safe throughout the inspection, as necessary.

Staff told us about the system that was in place for dealing with any accidents or incidents. Records showed that accidents or incidents in the service were dealt with appropriately, including sharing information with the parent. Staff were trained in first aid to support them in dealing with emergencies, should they occur.

Questionnaires returned to us highlighted that, six parents 'strongly agreed' and three 'agreed' that the service was a safe, secure, hygienic, smoke free, pleasant and stimulating environment. Six parents 'strongly agreed' and three 'agreed' that there is enough space for the children to play and get involved in a range of activities.

Areas for improvement

The acting head teacher agreed to further develop audits of accidents and incidents that happen. This information should then be used to review risk assessments and to make changes, if and where, required.

Staff were open to the suggestion of involving and recording children in risk assessing the learning environment. This would further help children learn about personal safety and responsibility.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 3

The environment allows service users to have as positive a quality of life as possible.

Service strengths

We chose this statement for inspection to ensure children are active, safe, healthy and nurtured, achieving, respected, responsible and included. We gathered evidence from observing the children at play, feedback from parents and information from staff.

From our observations we noted that all areas within the service and the resources were clean and well maintained. All of the storage units supported children in self-selection. Additionally, pictures of the resources within were displayed to help children make choices while others had print on the outside. This helped to support each child's development and learning style.

We noted that there was a very good balance of children's work, printed text, photographs, posters and other displays. This demonstrated that staff valued and celebrated children's work and achievements.

Staff discussed how they had made changes to the layout and organisation of the play areas through discussions with the children. Children were observed to be having fun, motivated and engaged in activities during the inspection visit. Children told us how they were learning about 'different things.' They had looked after chicks and were currently keeping tadpoles. A new baby and a puppy had visited them at nursery. They showed us the seeds they had planted and how by giving them water they were growing. In addition, we noted from a planning book that the children had taken part in a 'science week' project that resulted in them exploring and experimenting with a range of learning experiences.

We observed children preparing and eating their snack. This was a very sociable experience and children knew the routine. Children told us where they put the food they didn't eat and showed us where to wash their dishes. Staff supported children to be independent and praised good manners.

Through participating in outdoor activities, including 'play and pedals', children were helped to develop their physical co-ordination skills. Feedback received from parents has been very positive. For example: they are delighted at their child's achievements in being able to ride a bicycle unaided through this initiative.

The acting head teacher and staff had access to other rooms within the service, if needed, to meet privately with parents/ visiting professionals. This approach demonstrated an example where their practice considered the respect and dignity of others.

Questionnaires returned to us highlighted that:

Six parents 'strongly agreed' and three 'agreed' that there is enough space for the child to play and get involved in a range of activities.

Areas for improvement

The provider should continue to monitor and improve on their very good practice. The provider should ensure it is 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 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 3

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

Service strengths

We chose this statement for inspection to focus on how staff interacted with the children and the impact of staff training on the outcomes for the children. We found the performance of the service was very good for this statement.

In the last year, there have been changes within the staff team. However, we noted that they had developed strong team work. This contributed positively to the experiences of the children attending the nursery.

We talked to staff who were enthusiastic, committed and used their different talents, skills and experiences well to provide a wide range of fun experiences for children. Staff confirmed that they had been provided with opportunities to access training within the last twelve months and all commented that the training helped to reflect on their practice and, in some cases improve or extend this. For example, one member of staff spoke about taking part in cycle training, which had created an opportunity for her to be involved in writing a programme to support pre-school to go a bicycle without stabilisers. She had also shared her knowledge and skills with the staff team.

Staff confirmed that there was a system in place that supported their professional and personal development.

All staff were registered with the appropriate bodies, either the General Teaching Council (GTC) or Scottish Social Services Council (SSSC) depending on their remit. These bodies are responsible for registering people who work in early learning and childcare establishments, such as nurseries and schools, and regulate their education and training.

The early learning and childcare practitioners told us that they had their own copies of the Codes of Practice from the SSSC. This document contains agreed codes of practice for social services workers describing the standards of conduct and practice within which they should work. Staff were familiar with these and were aware of their responsibilities to maintain their registration information and training evaluations.

Questionnaires returned to us highlighted that:

Six parents 'strongly agreed' and three 'agreed' that they were confident that staff had the skills and experience to care for their child and support their learning and development.

Six parents 'strongly agreed' and three 'agreed' that their child appears happy and confident with the staff.

Two staff members used our questionnaire to comment:

"I have been working in the nursery for a short period of time, however I thoroughly enjoy working here, the staff have made me very welcome. It is an excellent nursery and provides great care and support for all children, parents and carers. I have improved my knowledge since working here."

"Even though I have worked at Greengairs Nursery Class for eight months I really enjoy each day, and working within the nursery I have been welcomed into a friendly establishment. Staff have went out of their way to help me settle into the job and to offer support and advice. I can't thank them enough. We have had recent changes in staff . Our head teacher and depute head have supported us throughout. I thoroughly enjoy working in the nursery and look forward to a long and happy time there."

Relevant comments from parents detailed within our questionnaire regarding staff included:

"I cannot speak highly enough of the staff at Greengairs Nursery, they are open and friendly."

"My son really enjoys attending nursery, he has learned a great deal with the help of the staff."

"I have chosen to bring my child here from Airdrie because the staff are friendly and welcoming. My child thoroughly enjoys coming here."

Areas for improvement

The provider should continue to monitor and improve on their very good practice. The provider should ensure it is 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

Statement 4

We ensure that everyone working in the service has an ethos of respect towards service users and each other.

Service strengths

We chose this statement for inspection to focus on how the service promoted an ethos of respect towards service users and each other.

We observed that there was effective verbal communication taking place between the acting head teacher, staff, children and their families, that encouraged and promoted respectful relationships and promoted partnership approaches to early learning and childcare.

We observed responsive and respectful interactions between the children and staff and the parents and staff.

Staff confirmed that they shared best practice within the community and with other colleagues and took on roles of responsibility. As a result there was a culture of recognising, valuing and respecting staff's successes.

We observed staff working with individual and small groups of children over the course of the inspection. All staff were seen to be caring, supportive and nurturing towards the children in their care. For example: a child became upset when using the computer, staff reassured the child and another child offered to help the child at the computer.

All three staff who completed the Care Inspectorate staff questionnaire 'strongly agreed' that staff treated people who used the service with respect.

Questionnaires returned to us highlighted that:

Six parents 'strongly agreed' and three 'agreed' that the staff treat their child fairly and with respect.

Areas for improvement

The provider should continue to monitor and improve on their very good practice. The provider should ensure it is 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: 5 - Very Good

Statement 2

We involve our workforce in determining the direction and future objectives of the service.

Service strengths

We chose this statement for inspection to focus on staff's involvement in determining the direction and future objectives of the service.

Staff told us that regular staff meeting gave them the opportunity to impact on the direction of the service. Staff also met on a regular basis to discuss their work and identify areas for improvement during their planning meetings.

The acting head teacher and staff explained the systems in place that provided opportunities to identify and support their on-going personal and professional development. However, they recognised and had plans to improve on these.

We found that staff had taken part in a variety of mandatory and personally identified training including: Building the Ambition, GIRFEC, Infection prevention Control and Play on Pedals. Staff were able to discuss, and we could see the positive impact that the training they had attended had impacted on the outcomes for children.

Staff told us of their involvement in reviewing policies, procedures and practice, setting priorities for the improvement plan and monitoring and evaluating sessions. This demonstrated how the acting head teacher included, respected and valued the views of the staff team.

Staff had access to relevant publications and websites to ensure that they kept up to date with current early learning and childcare practice.

The three staff who completed the Care Inspectorate questionnaire 'strongly agreed' that the service asks for their opinion on how it can improve.

Areas for improvement

The provider should continue to monitor and improve on their very good practice. The provider should ensure it is 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

Statement 4

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

Service strengths

We chose this statement for inspection to focus on how the service's quality assurance systems were used to contribute to improved outcomes for children. We found the service used very good quality assurance systems and processes which involved parents, staff and outside agencies to assess its quality.

The acting head teacher was appointed in February 2015, she had previously been the acting depute head with responsibility for the nursery. She and the staff team worked very well together and were committed to promoting positive outcomes for children. This helped to make sure children were appropriately respected, nurtured and included.

Staff had put effective systems in place to support children to share their views and responded positively to these. These approaches helped to make sure that children were safe, respected, healthy, included and achieving.

The acting head supported staff in reviewing planning methods that promoted children's learning. They explained the effective foundations that have been laid through being more responsive and flexible to the children's involvement in their own learning and feel well placed to further progress this practice.

The acting head discussed the range of documents and processes that were used to help review and evaluate the quality of the service which involved children, parents and staff. For example: consultation with children and parents, calendar of events to which parents were invited and encouraged to attend, regular staff and management meetings, monitoring of children's profiles, monitoring of staff practice and reviews, quality assurance visits from the local authority and self assessment reports. As a result areas identified for improvement were taken forward successfully.

Parents confirmed that they would be comfortable to approach staff and acting head teacher with questions, or suggestions if they had a concern. The complaints procedure informed parents that they could contact the Care Inspectorate with any concerns. This created further opportunities for parents to share their views or raise any concerns they may have about the service. The acting head agreed to change the contact information on the complaints policy to reflect details of the Care Inspectorate National Complaints Team.

Relevant comments from parents detailed within our questionnaire regarding the service included:

"I come from a country where people would pay thousands for a place in a nursery like this one. When I first began searching local nurseries I was absolutely horrified at the casually indifferent lack of regard for children as well as the lack of substantial and tangible learning materials offered. I thought I would have to opt to keep my child at home until school age. Greengairs Nursery was my last hope and turned out to be such a wonderful, peaceful, joy-filled environment that I actually cried with relief and happiness. My child also cried, but that was in sad protest of having to leave and return home. That's the kind of place this is, the very stuff of love, care and joy in learning!"

Areas for improvement

The provider should continue to monitor and improve on their very good practice. The provider should ensure it is 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

4 Other information

Complaints

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

Enforcements

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

Additional Information

None.

Action Plan

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

5 Summary of grades

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

6 Inspection and grading history

Date	Type	Gradings
14 Sep 2012	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 5 - Very Good
12 Nov 2008	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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ہے-بایتسرد میم وونابز رگی دی روا ولکش رگی دی رپ شرازگ تعاشا ہی

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

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