

Care service inspection report

Spateston Pre-five Centre

Day Care of Children

Churchill Avenue

Johnstone

PA5 0RB

Telephone: 01505 705 188

Type of inspection: Unannounced

Inspection completed on: 18 March 2015



HAPPY TO TRANSLATE

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Service provided by:

Renfrewshire Council

Service provider number:

SP2003003388

Care service number:

CS2003014778

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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	6	Excellent
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

Throughout the inspection visits, both management and staff displayed a sensitive and respectful approach towards supporting children and their parents. Staff related to the children in a very warm, caring and sensitive manner. We heard staff praising children and young people and developing their confidence and self-esteem. All of the staff team worked very well together.

The management team and staff were excellent at encouraging and developing children's and parents' participation in the service.

What the service could do better

The service should continue with the very good and excellent work they have already developed in relation to the areas inspected in this report and their plans for improvement.

What the service has done since the last inspection

Staff had worked particularly hard at developing care and support and participation with the children and parents using a wide variety of different methods to gain this information.

Conclusion

We found the service was performing very well in the areas covered by this inspection. The enthusiastic staff team are well supported by a dedicated competent management team. The whole team demonstrated a very positive approach towards the continued development of the service.

There was a pleasant, happy atmosphere throughout the service. The service provides a caring, respectful environment for children to grow, develop and learn. Parents told us they were happy. This was confirmed by the parents in their responses we received in our questionnaires and the parents we spoke to during 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.

Requirements and Recommendations

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

- A recommendation is a statement that sets out actions the care service provider should take to improve or develop the quality of the service but where failure to do so will not directly result in enforcement. Recommendations are based on the National Care Standards, relevant codes of practice and recognised good practice.

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

Spateston nursery is registered to provide a day care service for 80 children morning and 80 children afternoon aged 3 to 5 years.

The service provider is Renfrewshire Council and the nursery is located within the Johnstone area.

The service operates during school term time.

The statement of aims of the nursery includes;

We aim to provide planned experiences, which will enable our children to develop emotionally, intellectually, creatively and physically.

We aim to provide a safe and stimulating environment in which children will feel happy and secure to learn.

We aim to encourage children to explore and investigate the environment around them through play.

We aim to promote true partnership with parents and carers to ensure the education and care of the children.

We aim to promote positive attitudes to self and others and develop confidence and self esteem in all users of Spateston Nursery School.

We aim to provide stimulating resources, which will promote quality-learning experiences.

We aim to be an effective staff team promoting learning for all.

Based on the findings of this inspection this service has been awarded the following grades:

Quality of Care and Support - Grade 6 - Excellent

Quality of Environment - Grade 5 - Very Good

Quality of Staffing - Grade 5 - Very Good

Quality of Management and Leadership - Grade 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 sent care standards questionnaires to the managers to distribute to parents of Spateston Pre Five Centre. Parents returned 18 completed questionnaires before the inspection. For the purposes of this report, parents/carers will be referred to as parents in this report.

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

We spoke with:

- the acting manager of the service
- the acting depute centre manager
- senior staff members
- staff
- children
- parents.

We observed all of the children during their time at the sessions. We observed how staff worked with and cared for the children.

We looked at:

- The service questionnaires to parents and children
- Information for parents
- Information on children's and parental participation
- Newsletters
- Complaint procedure
- Medication information; and consent forms
- Risk Assessments
- Children's profiles (How am I doing)
- Accident and Incident records
- Staff files, including training records
- Staff rotas

- Registers of children and staff
- Staff meeting minutes
- Development plan
- Certificate of Registration
- Information on quality assurance
- The environment and equipment.

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

The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

Annual Return Received: Yes - Electronic

Comments on Self Assessment

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

The manager submitted a self assessment that identified what they thought they did well, with very clear areas for development and any changes they planned.

Taking the views of people using the care service into account

During our visits to the nursery the children were observed to be busy and engaged throughout. Kind, caring and fun interactions were observed between staff and children, with staff taking time to listen/react to the verbal and non verbal views of the children. We observed staff responding to specific individual needs of the children.

Taking carers' views into account

Eighteen service user questionnaires were completed and returned to us before our inspection. All of the parents 'strongly agreed/agreed' that they were happy with the quality of care their child receives in the service.

During the inspection visits we spoke to 6 parents. A number of parents commented that they were very happy with the service.

All of the views expressed by parents either through the questionnaires or in discussions were very positive.

Parents commented:

"The staff at Spateston nursery provide an amazing environment for my son. They have often gone above and beyond what you would expect in terms of care and service. After experiences with other nurseries with my other children, I would say Renfrewshire Council are lucky to have such a great staff at Spateston. Alison in particular has supported my son and gone out of her way to learn from other agencies how to support his needs. Julie has been more than accommodating to my additional needs child and his siblings".

"Spateston Pre 5 Centre is an excellent nursery. My daughter loves going there. The staff are fantastic, they were so welcoming when she started. This has led to her loving her time there."

"Extremely happy with the service. Staff are very friendly and seem really happy".

"I could not praise Spateston Pre Five Centre enough the staff are the best of the best".

"Spateston is a great nursery. My child loves nursery and all the staff. They are always playing outside and doing loads of activities, I see a change in my child from joining last year for the good".

3 The inspection

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

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 6 - Excellent

Statement 1

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

Service strengths

We found the service had an excellent approach to involving children and families in assessing and influencing the quality of care and support provided. There was robust, comprehensive evidence of service user participation using a variety of methods. They were rigorous in identifying their areas for improvement and implementing action plans to address them. We gathered evidence from discussions with children and parents, observing the children in the service and information from staff.

We found the service involved children and parents and asked for their views about the quality of care and support in a number of different ways. These included:

- daily discussions with parents when they either drop off and collect their child, when we spoke to a group of parents they told us they really valued this.
- daily discussions with children to ask what they wanted to do so they could be involved in the planning of the day
- parents' meetings - formal and informal to discuss their child's development; and the development of the service
- home visits for induction
- home visits for reporting
- parents' notice boards and displays providing relevant information in relation to what their child was doing and what they had achieved
- regular newsletters were given out, parents' views of the service were asked for/ encouraged in the Newsletter
- questionnaires that parents, who use the service, had written and returned to the service to ask if they were happy with the service and if there were any changes that could be made

- telephone communication with parents, where appropriate, to keep the parents up to date with what their child is doing
- annual questionnaires,
- parents' evaluation forms,
- gathering parents' views topical questionnaires,
- parents' committee meetings,
- fundraising meetings,
- eco group.

By brainstorming and recording the findings in floor books and mind maps, staff consulted with children and their ideas were included in planned activities. Children were involved in planning, reviewing and evaluating curriculum activities through the use of questionnaires, mindmaps, group time, smart board programme, eco committee and pupil council. Staff evaluated the success of this by using the Child at the Centre 2 Document. This information was used to inform the Nursery Improvement Plan. Children evaluated on their own e-profile using traffic light system and thumbs. Learning intentions and success criteria were shared with children during activities and again using traffic light system they evaluated after each activity. We saw children assessing their work using their thumbs systems and found they were very confident with this. We saw floor books where the children's discussions were recorded and we spoke to children about their time at nursery. Through this we confirmed that children were actively involved in developing their learning individually through planning. These methods ensured children were achieving, their views were being respected and the system allowed all children to feel included. The learning intentions, skills and experiences were evidenced through photographs, children's drawings, floor books and comments from parents staff and children.

Through our questionnaire, a parent told us, "Since attending Spateston Pre Five Centre, my child has grown in confidence and loves attending nursery. My child has developed a great trust and bond with her keyworker and I am confident that she is treated individually and her learning is based around her own needs. I particularly like the outdoor play area, this has been developed well and there is a huge eco garden that children can plant and grow".

The service gave us examples of changes they had made as a direct result of parental feedback. These included changing the nursery uniform and choosing the nursery trip. This involved a pebble voting system where parents and children were encouraged to place a pebble in their chosen uniform/trip box. This helped the staff to ensure that all parents/children were involved and they were included in making decisions. The nursery website was used routinely to communicate general information to parents. In addition, texts were sent out as a reminder to parents of all forthcoming events and information. A white board at the entrance to the nursery was used daily for sharing photographs and information with parents.

Following consultation with parents, feedback was shared through the nursery newsletter. Where points for development were identified by parents, the nursery shared what action would be taken on these. The changes the service had made were fed back to parents at open evenings and through newsletters. We looked at the questionnaires issued by the nursery to parents and children. We found newsletters to be informative and covered a wide range of areas including the curriculum for children, parents' nights and fund-raising events. Parents/Carers were also encouraged to make comments regarding nursery at any time, either to staff, or through the suggestion box or comments book. We found the nursery had acted on comments from them to improve the service.

The parents that we spoke with during the inspection visits very much agreed that staff share information about their child's day. Parents confirmed that they felt very comfortable to express their views about their child's care to any member of staff that was present. The parents who completed our questionnaires 'strongly agreed/ agreed' that staff share information with them about their child.

A home link programme supported children and families. Incredible Years parenting programme was very successful. This looked at many aspects of parenting including managing children's behaviour. The group had evolved into a cooking on a budget group. Through the group, parents had also forged friendships and supported each other well. Individual support was also offered to families to support their individual needs. This was led by the homelink assistant.

Children and parents were encouraged to be responsible through the nursery's long standing citizenship programme. The Centre supported a child through World Vision, supported Mary's Meals, and many other charities. Children, parents and staff had fundraised to support Meningitis Trust, Cancer charities and Accord Hospice. Children, parents and staff donated items for a Christmas hamper, which was gifted to a local senior citizen, who was nominated by a nursery child.

In our questionnaires, all parents and carers agreed their children could experience and choose from a balanced range of activities. A number also confirmed they knew that staff asked for their child's views about the activities and outings and used them to plan future activities. The nursery continued to encourage parents and carers to share their skills and knowledge with the children, to participate in trips and outings and to share special nursery events.

We looked at the questionnaires issued by the nursery to parents and children. We found the nursery had acted on comments from them to improve the service.

A parental involvement policy and a child participation policy was in place. The policies reflected how parents and children engaged in the life of the nursery.

The parents we spoke to confirmed that their opinion was sought and they completed questionnaires to give their feedback to the service as well as having regular discussions with the staff team. In our questionnaires, all of the parents 'strongly agreed/agreed' that the service had involved them and their child in developing the service.

Children were involved in the preparation of snack and had opportunities to become independent through snack. During the inspection visit we saw children helping themselves to snack. We saw that children had special roles within the nursery. These roles included tidying up and water monitor. The children wore a badge to show their responsibility.

Areas for improvement

The provider should continue to monitor and maintain the excellent standard of quality of care and support. The provider should ensure it is rigorous in identifying any areas for improvement and implement an action plan to address these.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3

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

Service strengths

We found the performance of the service was excellent for this statement. Not all parts of this statement were assessed during this inspection. We focussed on the following core activities:

- children's personal information and plans
- medication system and records
- accident and incident records.

The promotion of health and wellbeing was embedded in the work carried out by the manager and staff in the centre.

The parents had completed detailed and informative personal plans about their child. This included information about allergies and any health issues. Different strategies had been put in place to support children and their families. This meant that all of the needs of the child were being taken into account when staff were looking at the care and support for each child and it provided staff with important information about the children. In the sample of the records that we looked at, we found all of the children's personal details were recorded and available to staff.

Through discussion with staff, we found that they were very knowledgeable about the individual needs of the children they cared for and supported. Through the questionnaires we issued to parents, they told us that they strongly agreed that they were confident that the staff had the skills and experience to care for their child and support their learning and development.

There was an embedded programme of home visits for induction. Staff worked in partnership with parents to ensure continuity in care and education. All parents were offered a home visit before their child started nursery, which helped the staff get to know families better and informed them about children's likes and dislikes. If further home visits were required to support specific needs, they were offered. Staff worked with parents to access additional services from other agencies if required for example speech and language therapists. Parents were offered six monthly parent/keyworker meetings. Children and parents were encouraged to complete the all about me section on e-profiles and a care plan when children started nursery. This formed the first part of the child's learning profile.

Keyworker meetings were provided to parents twice a year. There was an E-profiling day where children, parents and staff all looked at the profiles together. Parents and children could also look at their profile at any other time they wished. To extend this further, the service had introduced reporting to parents at home. The parents we spoke with told us they valued this as it gave them a chance to review their child's profile and discuss their child's progress on a one to one basis. Parents' evenings also took place throughout the year. This gave parents more opportunities to meet with their child's key person on a one to one basis.

The management team and promoted staff had undergone 'Getting it Right For Every Child' (GIRFEC) training. Each child had an individual personal plan in place which was being updated using GIRFEC and the Wellbeing Indicators: safe, healthy, achieving, nurtured, active, respected, responsible (SHANARRI) as guidance. Children had an 'All about me' information as part of their e profile which asked for background information. This helped the staff get to know the children and meet their individual needs.

The service were piloting "Childs One Plan" for Renfrewshire council. This was based on gathering information around the GIRFEC principles and used SHANARRI to ensure positive outcomes for children. This system gathered information from all parties involved in a child's life, for examples social work and education to build an overall picture of the child. These were shared with parents consistently through home link meetings, home link reporting, meetings, written reports and transition records. This demonstrated one of the many circumstances we evidenced where staff respected parents' knowledge of their children and how by working together they were achieving very positive outcomes for children.

We found the service had a robust system for recording any accidents and incidents. This helped keep children safe. In the sample of records we looked at, we found parents had signed the accident records confirming they had been kept fully informed. The provider confirmed any incidents were also recorded by staff, where appropriate, parents were asked to sign the incident forms. All accident and incident records were checked and monitored by the manager.

Comprehensive procedures, guidance and records were in place for the use, storage and administration of medication, including parental consent. This was stored in colour coded bags out of reach of children. We found staff were clear about asking parents to sign consent forms before any medication was administered and then counter sign the dosage forms. This meant that there was a clear audit trail of when medication was asked to be given; and when staff administered and then told parents this had been given.

Since August 2014 the Children and Young People (Scotland) Act required Scottish Councils to provide 600 hours of Early Learning and Childcare (ELC) each year for children aged three to five and Looked After two year olds. When the nursery hours changed to facilitate the 600 hours for every child, staff felt that children would be rushed at lunch time. In consultation with children, staff changed a room in the nursery to make a quiet space to allow children to be nurtured during lunchtime. We saw the children having lunch. They were encouraged to be independent and were helping themselves to their food. This was a very nice time for children. They told us they enjoyed having lunch and liked the lunchroom. Staff had attended food hygiene training to support them in food safety management procedures.

The children demonstrated an understanding of personal hygiene as they washed their hands after using the toilet and before lunch. This helped to minimise the possible spread of infection.

New children who were settling in to the nursery were continuing to build positive, caring relationships and were supported by staff in a nurturing environment. Staff helped children settle by promoting an informal buddy system to support children in building particular friendships, and in general promote an ethos of caring and respect throughout the nursery and provided opportunities for older children to support younger children. This approach benefited the children, as it took account of their different needs and sensitivity to individual circumstances.

Staff helped children to stay healthy by offering them healthy snacks and ensuring they spent time outdoors and had opportunities for physical play. Staff supported them to discover what their bodies were able to do and how to keep themselves active and healthy. Children were very aware of their personal safety. They were given the responsibility of risk assessing resources they used, for example climbing to the top of the new equipment in the garden and on a fallen tree. This meant that they were confident in accessing them independently.

The Nursery was also following 'Childsmile' guidelines with regards to food provided in Nursery. Children were brushing their teeth using 'Childsmile' guidelines in accordance with the National Tooth brushing programme.

The service had established good links with health colleagues. A parent told us of the particular support the service had given her child. This support helped to make sure children were achieving their full potential when they needed support. This also ensured the children were included and not prevented from accessing activities due to their difficulties.

Through discussion with staff, we found that they were very knowledgeable about the individual needs of the children they cared for and supported. The staff nurtured the children by using affection appropriately. Through the questionnaires we issued to parents, they told us that they strongly agreed that they were confident that the staff had the skills and experience to care for their child and support their learning and development.

Areas for improvement

The provider should continue to monitor and maintain the excellent standard of quality. The provider should ensure it is rigorous in identifying any areas for improvement and implement an action plan to address these.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

Statement 1

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

Service strengths

We found the service had an excellent approach to involving children and families in assessing and influencing and improving the quality of the environment within the service. We gathered evidence from discussions with children and parents, observing the children in the service and information from staff.

Further evidence to support the strengths in this quality statement are detailed under quality theme 1, statement 1.

Parents and children worked together to improve the outdoor environment. Their views were sought through questionnaires and meetings. There was a variety of proactive attempts to engage all participants in developing the environment.

The service had separate service user groups including the garden group and the eco committee. This approach had improved the environment for children. Through their self assessment the service told us "The centre is proud to have achieved our 4th Eco Schools green Flag in January 14". A parent commented, "The effort the staff members put into encouraging outdoor activities is outstanding. This includes taking the children to nearby woods to explore, the fantastic new out door play equipment and fairy garden with apple trees. The children had harvested fruit from their trees in the garden and had made jams and chutneys and sold them at nursery events".

A child who attended the nursery had participated in a competition through the nursery for a milk firm and had won a large piece of equipment for the garden. The children had chosen the equipment they felt would be best for their nursery.

Through our questionnaires a parent told us "This isn't just a nursery it is a community. Everyone is greeted with a smile and the staff are extremely approachable and always happy to help. My child has varied activities within the nursery and is kept safe and active. I have every faith in both the nursery activities and the staff".

Children were involved in choosing new resources for the playrooms. This was achieved through group discussions, looking at catalogues or researching on the internet.

Areas for improvement

The provider should continue to monitor and maintain the excellent standard of quality of the environment. The provider should ensure it is rigorous in identifying any areas for improvement and implement an action plan to address these.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 2

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

Service strengths

We found this service was performing to a good standard in the areas covered by this statement.

Not all parts of this statement were assessed during this inspection. We focused on the following core activities:

- repairs and maintenance records
- risk assessments.

The service had very good systems in place to help make sure the environment was safe. At this inspection, we focused on risk assessments, repair logs and maintenance records, insurance certificates, observations of the premises and discussions with parents and staff.

The service had sole use of the premises. There was a secure entry system in place on the front door. This helped to prevent any unauthorised people entering the building.

The management team and staff had carried out and recorded risk assessments for all of the areas accessed by the children and on outings. This helped to maximise safety in the service. This resulted in staff being very aware of any measures that had been put in place to ensure the safety of the children. Children were very aware of their personal safety. They were given the responsibility of risk assessing resources they used, for example climbing to the top of the new equipment in the garden and on a fallen tree. This meant that they were confident in accessing them independently.

The environment was clean. Cleaning schedules were in place and kept up to date on a daily basis.

We saw the children moving freely throughout all of the playrooms. Staff supported them to help themselves to toys and equipment.

The management team were responsible for reporting and maintaining a log of any repairs/maintenance work that needed to be carried out. This allowed an audit trail to be in place detailing when the concern was first reported and the on-going action taken.

Parents who returned Care Standards questionnaires to us gave us the following feedback about the quality of the environment:

- parents 'strongly agreed' or 'agreed' that the service was a safe, secure, hygienic, smoke free, pleasant and stimulating environment.
- all of the parents 'strongly agreed' or "agreed" that there was enough space to play and get involved in a range of activities.

Employers' Liability insurance was in place and displayed for parents' information.

Areas for improvement

The service was awaiting refurbishment at the time of inspection. This will address the environmental issues that cause the service challenge. For example, infection control issues due to the toilets leading straight onto the playroom and the nappy changing facilities which were kept in the disabled toilet.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 1

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

Service strengths

We found this service to have an excellent performance in relation to this statement after we sampled children's and parents' participation methods.

The manager and staff used the same methods, to allow children and parents to participate in assessing and improving the quality of staffing, as those described in Theme 1, Statement 1.

Positive feedback from parents about staff had been received through the continued use of questionnaires and evaluations after parents' meetings and events.

As part of the recruitment process, children were helped by staff to make a floor book through which they shared their ideas about what made a good staff member. We saw photographs of the children showing the candidates around the nursery and asking them questions on the interview day. The candidates were asked to evaluate the children's input and we saw that they felt this was a valuable part of the selection process. Their evaluations were included in the floor book and shared with children and parents.

Children were consulted when changes were made from them having a key worker to working in groups. They were asked which group they would prefer to be in and what children they would include in the group.

Areas for improvement

The provider should continue to monitor and maintain the excellent standard of quality of staffing. The provider should ensure it is rigorous in identifying any areas for improvement and implement an action plan to address these.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3

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

Service strengths

We found the performance of the service was very good for this statement.

Not all parts of this statement were assessed during this inspection. We focused on:

- staff records including training records
- staff rotas.

We found the staff team to be very motivated and enthusiastic about their jobs. All staff members were qualified in childcare and education and were registered with the Scottish Social Services Council (SSSC).

Management and staff were very well qualified. The Depute - currently acting Head of Centre holds a Professional Development Award (PDA) in Childhood Practice and is currently enrolled in doing her BA Childhood Practice. She is on her final year. Three members of staff hold a PDA in Childhood Practice. A further two members of staff are currently on year two of PDA in Childhood Practice and one member of staff is currently enrolled in her BA in Childhood Practice and is also on her final year.

We looked at a sample of staff training records and performance review information and found systems were in place for staff training needs to be identified. Staff confirmed that they were supported in their professional development and given opportunities to take part in training courses. Staff had taken part in a range of training including child protection and Forest Schools.

Through our Care standards questionnaires parents commented, "The staff at Spateston Pre 5 Centre are fabulous. They are always happy and approachable for children and parents alike. They are great at what they do and I am sure I speak for every parent when I say my child has come on leaps and bounds since attending".

The service had very good systems for continuing professional development which informed staff members training needs. This helped staff develop a programme that challenged children and made sure they were achieving. The management team and staff confirmed they were committed to continuing their professional development and took the opportunity to attend training when this was available.

Parents who took part in the inspection commented on the very positive relationships with their child's worker. They were confident in approaching any member of staff as

well as the manager to discuss their child, as all staff knew the children very well. Feedback we received included:

"My little boy is in his second year at Spateston Nursery. He is happy and secure there. I feel that the staff who work with him on a daily basis know him well and have built strong relationships with him. This was done, initially giving him time to settle and having realistic expectations of a three year old. I have found the staff, including the senior management team to all be very approachable and eager to help in any way they can. I would have no hesitation in recommending Spateston Nursery to other parents".

"The staff are outstanding, the support they have gave me and my children over the years is incredible, they have gave my son extra support and made his transition to school easier, they went out of their way to make sure my son had all the help he could get and all members of staff worked hard with him. They spoke daily on his progress and always take my opinions and concerns. Amazing nursery and always take on parents suggestions for the nursery".

Areas for improvement

The provider should continue to develop the very good standards.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

Statement 1

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

Service strengths

We found this service to have an excellent performance in relation to this statement after we sampled children's and parents' participation methods.

The manager and staff used the same methods, to allow children and parents to participate in assessing and improving the quality of the management and leadership of the service as those described in Theme 1, Statement 1.

The service had received encouraging feedback from parents on how well the nursery was managed through a questionnaire.

Parents had opportunities to be hands on in supporting the work of the service through working closely with staff to further improve the service. Examples of this included their roles on the various groups and projects. This provided further opportunities for parents and staff to build up relationships that were supportive, formative and open. Staff told us they very much appreciated the support parents gave to them.

Parents who took part in the inspection spoke confidently of the way in which the manager valued their contributions. Our feedback from parents highlighted they and their children's involvement in the service as a strength. Feedback we received included: "This is a wonderful nursery, has a lovely friendly atmosphere, yet a professional one".

Areas for improvement

The provider should continue to monitor and maintain the excellent standard of quality of leadership and management. The provider should ensure it is rigorous in identifying any areas for improvement and implement an action plan to address these.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 4

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

Service strengths

We found the performance of the service was very good for this statement.

Not all parts of this statement were assessed during this inspection. We focused on:

- information about staff
- the attendance register of children and staff
- the complaints procedure.

The service had systems in place to involve parents and staff in assessing the quality of the service. At this inspection, we focused on quality assurance systems and records, information about staff meetings, the attendance register of children and staff and the complaints procedure.

The management team had put informal and formal monitoring systems in place for looking at the work of the staff. This ensured that there was a consistent approach to monitoring the staff practice and the overall quality of the service.

An improvement plan was in place which reviewed and evaluated the work of the Nursery. Through this, the service continually evaluated and reviewed both their own performance and that of their 'team'. This allowed the service to undertake a process of self-evaluation using the Child at the Centre document and the National Care Standards. This was monitored by the provider and allowed the service to reflect on their practice.

Staff, who took part in the inspection felt valued, consulted and supported. As a result, their views and skills, individually and as teams, influenced how the service improved the quality of its work and its impact on children. All of the staff we spoke with confirmed they felt supported and worked well together. When we asked the staff team if they felt involved in influencing the work of the service they told us they felt "100 %" involved. The very competent staff team were given roles and responsibilities to take forward in the spirit of distributed leadership. For example, a staff member was responsible for developing the service medication systems. This had ensured the management of medication in line with current guidelines throughout the nursery. To ensure children's needs were met and they were safe, the service staff rotas were recorded and staff confirmed they were kept well-informed about their work rotas.

Staff confirmed there was a system for team meetings in place. Minutes of the full team meetings were available. We found the meetings had a development agenda. Staff confirmed that they found these meetings useful and informative.

The provider had included the complaints procedure in the Parents' Handbook and through the service website.

We saw that staff took a register of the children who were in the nursery. This provided a record of children in attendance and highlighted if children were absent from the nursery.

Areas for improvement

The service should continue to maintain its very good standards.

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 - 6 - Excellent	
Statement 1	6 - Excellent
Statement 3	6 - Excellent
Quality of Environment - 5 - Very Good	
Statement 1	6 - Excellent
Statement 2	4 - Good
Quality of Staffing - 5 - Very Good	
Statement 1	6 - Excellent
Statement 3	5 - Very Good
Quality of Management and Leadership - 5 - Very Good	
Statement 1	6 - Excellent
Statement 4	5 - Very Good

6 Inspection and grading history

Date	Type	Gradings
23 Sep 2010	Unannounced	Care and support 6 - Excellent Environment 5 - Very Good Staffing Not Assessed Management and Leadership Not Assessed
21 Jan 2009	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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