

## Care service inspection report

# Maidens Primary School Nursery Class

## Day Care of Children

35A Shanter Road

Maidens

Girvan

KA26 9NL

Inspected by: Morag McGill

Type of inspection: Unannounced

Inspection completed on: 1 May 2013



HAPPY TO TRANSLATE

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### Service provided by:

South Ayrshire Council

### Service provider number:

SP2003003269

### Care service number:

CS2003016139

### Contact details for the inspector who inspected this service:

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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	4	Good
Quality of Staffing	4	Good
Quality of Management and Leadership	4	Good

### What the service does well

Families clearly value this service and feel their children are well cared for by the staff. There was good evidence of the involvement of children and their families in the development of the service. Staff had ensured that they with the children made very good use of the local natural environment.

### What the service could do better

We made five recommendations during this inspection. These related to personal plans nursery layout, use of resources, activity planning, staff training, staff appraisal and monitoring of the performance of the nursery. We have included further information about the areas of improvement we identified during this inspection in the main body of the report. We have also reported action required in relevant sections of this report.

The Head Teacher will submit an Action Plan to the Care Inspectorate. This will show the action the service will take and the timescale for achieving improvements.

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

The provider had extensively refurbished the nursery playroom to a high standard. The nursery children had direct access to a safely enclosed outdoor play area and supervised access to an adjacent garden area that the children had been involved in developing.

## **Conclusion**

The families who use it value this well-established service. The Head Teacher and staff demonstrated a commitment to ongoing improvement and readily accepted our advice and suggestions.

## **Who did this inspection**

Morag McGill

# 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](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.

## Requirements and recommendations

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 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 Reform (Scotland) Act 2010 ("the Act") 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.

The Care Inspectorate regulates Maidens Primary School Nursery Class (We will refer to the 'nursery' in the remainder of this report.) in the provision of daycare for up to twenty-five children aged three years and over. South Ayrshire Council provides the service.

The service is located in the rural seaside village of Maidens in South Ayrshire and is part of the Maidens primary school campus. Children from the villages of Maidens, Turnberry and Kirkoswald and outlying areas attend the nursery. The Head Teacher manages the nursery.

The Head Teacher has issued families who use the service with a handbook of information about the service provided at the nursery. This handbook details the aims of the service these include the following:

'To provide a caring, safe and stimulating environment in which children feel happy and secure.'

At the time of the inspection, 11 children were using the service.

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 4 - Good**

## **Quality of Staffing - Grade 4 - 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 Inspector, Morag McGill. The inspection took place on Tuesday 1 May 2013 from 8:45am until 17:00pm. We gave feedback to the Head Teacher and on 1 May 2013.

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

We sent ten care standards questionnaires to the Head Teacher to distribute to families who use the service. Four families sent us completed questionnaires.

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

We spoke with:

- \* children present during the inspection
- \* the Head Teacher
- \* the principal teacher
- \* two nursery staff
- \* five parents

We looked at:

- \* certificates of registration and insurance
- \* the provider's self assessment and annual return
- \* questionnaires returned to the Care Inspectorate
- \* handbook of information
- \* newsletters
- \* care plans and associated records for the children
- \* accident, incident and medication records
- \* snack menus
- \* cleaning and safety records
- \* repair and maintenance records
- \* monitoring records
- \* training records

- \* playroom planning records
- \* photographs
- \* the environment and equipment
- \* risk assessments
- \* self evaluation records
- \* improvement plan
- \* standards and quality report.

### **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.

The Care Inspectorate received a completed self-assessment document from the provider.

The Head Teacher and staff identified what they thought they did well, some areas for development and any changes they planned. They told us how the children and families who used the service had taken part in the self-assessment process.

We felt this could have included more information about how children, families, staff and other stakeholders had been involved in the assessment and improvement of management and staffing.

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

There were 7 children present during the morning of the inspection.

We talked to them and they told us that they enjoyed coming to the nursery, playing with friends and taking part in fun activities. They took part in their outing to the beach with eager anticipation and enthusiasm.

We saw that the children were relaxed and at ease in the nursery and enjoyed exchanges with the staff.

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

Carers include parents, guardians, relatives, friends and advocates. They do not include care staff.

Overall, there was a high level of satisfaction with this service. We have used comments and views to help determine the grades for this inspection.

## 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

The nursery provided very good opportunities for children and families to give feedback and make suggestions for improving the service. We concluded this after discussions with parents, observing the children at play and from information provided by the Head Teacher and staff. We also looked at feedback from the families using questionnaires.

Families who completed our questionnaires told us that they had received clear information about the service before using it. They also felt informed about what was happening in the nursery. Our questionnaires included very positive comments such as:

'Maidens nursery is an excellent nursery. The teachers involve the children in many decisions about what activities, outings and topics to do. The nursery is completely child led. I am very happy with the care my child receives while at nursery.'

Parents using the service indicated they were happy with the level of communication and we confirmed this with the parents we spoke with during inspection visit. We found a very good range of methods of communication including informal daily feedback, phone calls, newsletters, a communication folder for parents and useful information on notice boards. The information told people about what was happening in the service, important dates and reminders, events they could attend and activities involving their children.

The Head Teacher provided examples of how she had consulted children and involved their families in the life of the nursery. As well as routine day-to-day exchanges, staff formally gave families reports on their children's progress twice a year. In addition,

staff compiled written 'Transition' records to ease the progression from nursery to primary school.

We found that families also had very good opportunities to take part in nursery activities and, experience first hand, opportunities with their children. On the day of the inspection, there was a timetabled 'Walkabout Wednesday'. Parents volunteered to participate in these regular outings with their children. Staff, children and a volunteer parent took part in the scheduled 'walkabout' to the beach on the day of the inspection. We could see how this type of activity enhanced the quality of experience for the children with exploration of their natural world. We saw that these activities also provided families with good insight into their children's learning as well as the fun of taking part in their experiences. One person wrote in our questionnaire:

'Maidens nursery provides a very happy stimulating environment for my child. She is given so many opportunities whilst attending especially whilst attending their trips out to the beach and local area, which is a great fun learning experience for her.'

We also saw how the staff had been responsive to the children's suggestions in the provision of activities and resources. Staff had used 'Big Books' with the children to involve them in the planning of playroom topics.

We found child friendly examples of how staff had encouraged the children to take forward the management of their own learning. For example, there was 'Tilly the Try it all Teddy' which prompted children to 'Choose where I work, how I work, where I work and who I work with'.

### **Areas for improvement**

The Head Teacher and staff should continue to encourage children and families in assessing and contributing to the development of the service. We saw that the handbook of information included a statement about 'Participation'. We feel that the Head Teacher with the staff could further develop this statement to give more information about how children and their families can contribute to the development of the service.

**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**

The nursery had made very good provision for the children's health and wellbeing. We concluded this after we observed how staff provided for the children while at the

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nursery. We looked at documentary evidence and discussed the content with the Head Teacher and staff. We also took the views of families into account.

People who completed our questionnaires said that they were confident that staff would protect their children from harm, abuse, bullying and neglect. They told us that their children regularly had access to fresh air and energetic physical play. They were also confident that staff had given their children healthy food at the nursery.

We spoke to staff and found that they had a good working knowledge of child protection procedures and had followed the provider's policies and procedures in day-to-day practice to help keep children safe.

We found clear evidence that the children were safe and well cared for by the staff by observing a range of practice during the inspection visit. For example, we saw that staff took required precautions to keep the children safe when walking to the beach with good promotion of road safety. Before leaving the nursery, staff prompted the children to remember the rules for road safety. The children enthusiastically contributed to this discussion and ably remembered that they needed to:

'Stay on the pavement.'

'Hold hands.'

'Stop at the kerb.'

'Listen.'

Effective management ensured that the children ate their mid morning snack safely while at the beach. Staff provided an ideal healthy pre packed snack of bananas, and a choice of milk or water. We noted that the nursery snack menu for the week included other healthy options.

In addition, staff allowed the children to take reasonable risks while exploring at the beach and encouraged them to take some responsibility for their own safety. The children also responded well when staff chatted with them about exploring the beach and finding interesting things. The children clearly understood that they might find things that could be dangerous and one child ably voiced the view shared by others, 'you come and tell the adults'.

We also found that staff routinely promoted physical wellbeing in the day-to-day nursery programme with regular provision of energetic play in and out of doors.

The following are other examples of good practice we found in day-to-day routines to help keep children healthy. Tooth brushing was in accordance with best practice guidelines. Information available to parents made clear that children with infectious illness should be absent in accordance with exclusion guidelines. Children were encouraged to wash their hands at key times. For example on returning to the nursery after their visit to the beach the staff asked the children to wash their hands after removing their outdoor footwear.

In addition to the support provided by staff in the nursery, other professional experts in liaison with the nursery staff supported children's health and wellbeing.

We found that written information we sampled was specific to the individual needs of each of the children and staff had used this to inform the children's personal plans. This included mandatory as well as additional background information. This had helped staff to ensure that care was in accordance with the needs of the children and the views of their families.

We found that staff had used another child friendly prop to encourage the children to understand the benefits of being fit and active with, 'Holly the Healthy Hare'. This helped the children to understand that, 'I know that being active is healthy and I can discuss how I feel after exercise'. We noted that staff encouraged to run while on their outing and then engaged the children in discussion about how their bodies reacted to physical exercise.

### **Areas for improvement**

We discussed the need to prepare a written personal plan for each of the children with the Head Teacher and staff. We found that the Head Teacher and staff had gathered very detailed information in a variety of documents and these combined, provided sufficient detail for the required personal plans. We found that staff had recorded some 'next steps' for the children and these should be included in their personal plans.

We felt that staff needed to have greater awareness of the need for and content of personal plans. In addition we advised that the Head Teacher needs to put in place plans to ensure that timescales in relation to the requirement to have personal plans are met.

(See recommendation 1 for this quality statement.)

We also noted that the Head Teacher and staff were aware of the need to forward plan to support individual needs. The Head Teacher was aware that in some instances, individual written risk assessments might be required to support very specific needs.

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

**Number of requirements:** 0

**Number of recommendations:** 1

### **Recommendations**

1. The provider should ensure that personal plans for each of the children are completed and made available to the parents/carers within 28 days of the children attending and thereafter, reviewed at least once in every six month period or

sooner if there is a significant change in any child's needs.

National Care Standards for early education and childcare up to the age of 16.

Standard 3: Health and wellbeing, Standard 4: Engaging with children, Standard 5:

Quality of experience & Standard 6: Support and development.

## Quality Theme 2: Quality of Environment

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 environment within the service.

### Service strengths

The nursery had provided some good opportunities for children and families to give feedback and make suggestions for improving the environment. We concluded this after we considered positive feedback about the quality of the environment. We spoke with families, staff and the children who were present during the inspection and we looked at a variety of records and written communication.

Please see statement 1.1 for evidence of how children and their families had been involved in assessing and improving the service.

People who completed our questionnaires told us that they and their children had been able to visit the service before using it. They also told us that their children could choose from a balanced range of activities. In addition, the majority were confident that the staff had asked for their children's views and had used these to plan activities.

It was evident that children could influence the environment by choosing activities and resources to play with. Staff had also ensured that resources were appropriate for the children attending.

We noted that the nursery children had also been involved in the development of the school garden.

Simple rules encouraged the children to take responsibility for the upkeep of the nursery environment and their own safety:

'No running - Tidy up - Look where you are going.'

Families too were encouraged to contribute to the safety of the nursery for the benefit of their children. The handbook reminded them about considerate parking and safe access to the nursery and practice within the nursery to keep the children safe.



## Areas for improvement

We felt overall, staff could have made better use of the environment and utilised a better selection of resources. We felt choices for children were not as broad and balanced as they could have been.

We noted that the provision of natural materials was limited and felt there should have been better provision for sand, water, paint and dough. The craft and writing areas could have been more stimulating. There should have been better coordination of number materials and more use of reference materials throughout the playroom. (See Recommendation 1 for this quality statement.)

We noted that staff used 'Big Books' to engage children in discussion about topics of interest. We discussed with the Head Teacher the need to ensure that staff use these to best effect in recording children's ideas and suggestions to develop learning activities. Those we sampled showed that staff had recorded events, activities, and outcomes with photos providing illustrations.

Staff need to ensure that records illustrate how they have been responsive to and have taken forward the children's ideas. For example, the imaginative play corner was a 'Pirate Ship' and staff were aware that this area had not proved to be as popular with the children as hoped. We did not see any evidence that the children had contributed to the development of this area and overall found it to be disappointing and lacking in provision of the usual colourful and exciting array of dressing up clothes and props associated with this type of topic. (See recommendation 2 for this quality statement.)

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

**Number of requirements:** 0

**Number of recommendations:** 2

## Recommendations

1. The provider should ensure that staff make best use of the playroom and resources to maximise choices and ensure there is sufficient challenge for all children.

National Care Standards for early education and childcare up to the age of 16.  
Standard 5: Quality of experience & Standard 11: Access to resources.

2. The provider should ensure that staff use planning activities with the children to best effect in developing opportunities for them to be effective contributors and successful learners.

National Care Standards for early education and childcare up to the age of 16.  
Standard 4: Engaging with children, Standard 5: Quality of experience & Standard 11: Access to resources.

## Statement 2

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

### Service strengths

The nursery provided a very good environment where children were safe and protected. We concluded this after we considered a variety of evidence. We inspected the indoor and outdoor environment and we looked at the areas used by the children. We listened to the views of families and staff about the quality of the environment. We also looked at a range of documentary evidence relevant to the safety of the environment.

The people who completed our questionnaires told us that they considered the environment to be a safe, secure, hygienic, smoke free, pleasant and stimulating environment. They also felt that there was enough space for their children to play.

We found the accommodation to be clean, bright, safe and welcoming. There was a range of health and safety precautions in place. For example, there was a suitable door entry system in operation. This ensured that only authorised persons gained access to the nursery. We looked at maintenance and fire safety records and found these to be in order with no long-standing repair requests. In addition, the Head Teacher had completed a range of risk assessments relevant to the nursery environment and activities.

We saw that the children's toilets were safe, clean and facilities were at child height with liquid soap and paper towels for hand washing. Staff had displayed posters encouraging the children to follow good practice when washing their hands.

The nursery staff had completed checklists to support their work in making sure the environment was safe, clean and fit for the care of children.

First aid materials were available in the playroom and staff could call on a trained first aider within the school to attend accidents of a more significant nature.

The children had access to a suitable safe and secure outdoor play area that staff checked each day prior to use by the children.

### Areas for improvement

We saw that children had access to paper towels within the playroom located on an open counter rather than in a covered dispenser. The Head Teacher advised that she had tried without success to source a dispenser.

We also noted that the railings around the enclosed play area for the nursery children had rusted and peeling paint.

We have asked the Head Teacher to address these matters.

**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: 4 - Good

### Statement 1

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

#### Service strengths

The nursery provided good opportunities for children and families to give feedback and make suggestions for improving staffing. We concluded this after we considered positive feedback about the quality of staffing, we spoke with parents and the children who were present during the inspection and we observed staff working with the children.

Please see statement 1.1 for evidence of how children and their families had been involved in assessing and improving the service.

Those who completed our questionnaires felt that their children appeared happy and confident with staff. Two wrote and told us:

'All the staff make you feel very welcome and keep you involved with the development of different areas in the nursery.'

'The staff are friendly, approachable and communicate well and always appear to put the children's interests first.'

Children we observed were clearly at ease with the staff. We saw that the children trusted the staff and shared friendly relationships with them.

There was a display of photographs of the Head Teacher and the nursery staff. This information helped families and visitors know to whom they were speaking or who to ask for. In addition, there was information about the staff in the nursery handbook.

#### Areas for improvement

The Head Teacher with the staff should continue to engage children and the families in assessing and putting forward their views on the quality of staffing.

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

**Number of recommendations:** 0

**Number of requirements:** 0

## **Statement 3**

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

### **Service strengths**

The nursery had very good staff. We concluded this after we considered positive feedback about the quality of staff. We spoke with carers, management and staff and we looked at staff records.

People who completed our questionnaires told us that they were confident that the staff had the skills and experience to care for their children. They also told us that they were confident that there was always enough staff to provide a good quality of care.

We found that nursery staff held professional qualifications and registrations with relevant professional bodies. They had also participated in other in-service training and refresher courses relevant to their roles in meeting the needs of the children. Training included the following topics; behaviour management, literacy through music, planning in the early years and, involving parents in the nursery. Both staff also had food hygiene certificates.

Staff had attended regular nursery meetings when they had been encouraged to contribute and put forward their views. The Head Teacher had provided a communication book for the nursery staff to keep them informed about whole school developments. The Head Teacher had also agreed to a request from the nursery staff to organise periodic lunchtime staff meetings.

Staff had access to a wide range of best practice guidance to support them in their work in working to local and national agendas. For example, they used 'Curriculum for Excellence' in their day-to-day work in ensuring that programmes and activities were appropriate to the needs of the children.

On the day of the inspection, there were sufficient staff on duty to meet the adult child ratios prescribed within the National Care Standards for early education and childcare up to age 16

Overall, we found staff to be highly motivated and committed to ensuring that children enjoyed a quality experience at the nursery.

### **Areas for improvement**

We found that the nursery staff had some understanding of the national agenda 'Getting it Right for Every Child' (GIRFEC) having attended an awareness raising training event for this initiative.

Management agreed that in developing the children's personal plans and planning

next steps for the children, it would be beneficial for staff to have a greater understanding of how GIRFEC well being indicators can assist them in creating the most appropriate individual targets for each child. (See Recommendation 1 for this quality statement.)

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

**Number of requirements:** 0

**Number of recommendations:** 1

### Recommendations

1. The provider should ensure that staff have a greater understanding of GIRFEC to support them in developing personal plans for the children.

National Care Standards for early education and childcare up to the age of 16.  
Standard 4: Engaging with children & Standard 6: Support and development.

## 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

The nursery provided good opportunities for children and families to give feedback and make suggestions for improving the quality of management and leadership. We concluded this after we considered the positive feedback about management and leadership and we read what people had written. We spoke with children, carers and staff who were present during the inspection.

Please see statement 1.1, 2.1 and 3.1 for evidence of how children and their families had been involved in assessing and improving the service.

People who completed our questionnaires told us that the nursery had involved them and their children in developing the service. They also told us they were happy with the care their children had received while attending the nursery.

We found that the families we spoke with knew the Head Teacher and saw her on a day-to-day basis. They knew that the Head Teacher led the nursery team and they knew that they could speak with her or members of the team on a day-to-day basis if they wished.

We saw that the children knew the Head Teacher and it was evident that she was a regular visitor in the playroom.

The Head Teacher had ensured that families knew how to raise issues of concern with information about how to make complaints available to families who used the service.

It was evident that the Head Teacher had led the staff team in both day-to-day and some more formal consultation processes and had used feedback to develop the service. For example, it was very evident that families welcomed the opportunities to be involved in the life of the nursery.

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## Areas for improvement

We found that families who used the nursery had been included in a whole school survey about the performance of the service. Unfortunately, the Head Teacher had no way of extracting data specific to the performance of the nursery from the findings.

This Head Teacher with the staff should consider how best to collate evidence about the performance of management and nursery staff. Some more robust evidence would support the self-assessment.

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

The nursery used some good quality assurance systems and processes to assess the quality of the service provided. We concluded this after we considered evidence showing how management and staff had used quality assurance processes to assess the quality of the service. We spoke with children, carers, staff and management during the inspection and we looked at written records in relation to quality assurance.

Please also see evidence in statements 1.1, 2.1, 3.1, 3.3 and 4.1 that supports the grading for this statement.

We found that overall; there was a high level of satisfaction with the quality of service provided at the nursery and that, children, families and staff had some opportunities to take part in quality assurance processes and influence the development of the service.

We found that management with staff had used a range of quality assurance processes to inform their self-assessment of the quality of the outcomes for the children.

The nursery was included in the whole school 'Improvement Plan' for 2012 - 13 and in the 'Standards and Quality Report' 2012. In addition, the provider had conducted a validation inspection to validate the whole school self-assessment in 2012. We found that these had identified service strengths and some areas that would benefit from improvement.



## Areas for improvement

We found that the Head and her principal teacher had undertaken a programme of monitoring for the nursery. We sampled some records of findings and discussed these with the Head Teacher. We agreed that these did not sufficiently show how well the nursery was performing in terms of the quality of experience and outcomes for the children, the quality of staff practice and the quality of the environment. Nor did the records show that staff had received feedback to guide them in areas for improvement.

We noted that while one member of the nursery staff had been in post long term the other was a recent appointment. The Head Teacher agreed that she needed to establish regular formal appraisal arrangements to support staff in their ongoing professional development.

(See recommendation 1 for this quality statement.)

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

**Number of requirements:** 0

**Number of recommendations:** 1

## Recommendations

1. The provider should ensure that the Head Teacher implements effective measures to monitor the quality of experience for the children, the quality of staff practice and the quality of the environment.

National Care Standards for early education and childcare up to the age of 16.

Standard 12: Confidence in staff, Standard 13: Improving the service & 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

### 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 SCSWIS re-grading the Quality Statement within the Management and Leadership Theme as unsatisfactory (1). This will result in the Quality Theme for Management and Leadership 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 - 4 - Good</b>	
Statement 1	4 - Good
Statement 2	5 - Very Good
<b>Quality of Staffing - 4 - Good</b>	
Statement 1	4 - Good
Statement 3	5 - Very Good
<b>Quality of Management and Leadership - 4 - Good</b>	
Statement 1	4 - Good
Statement 4	4 - Good

## 6 Inspection and grading history

Date	Type	Gradings
17 Aug 2010	Unannounced	Care and support      5 - Very Good Environment          5 - Very Good Staffing                4 - 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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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànanan eile ma nithear iarrrtas.

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