

Care service inspection report

Full inspection

Bathgate Early Years Service Day Care of Children

Whitburn Road
Bathgate



HAPPY TO TRANSLATE

Service provided by: West Lothian Council

Service provider number: SP2003002601

Care service number: CS2006131765

Inspection Visit Type: Unannounced

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

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

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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 | 6 | Excellent |
| Quality of staffing | 6 | Excellent |
| Quality of management and leadership | 6 | Excellent |

What the service does well

A team of well qualified professional staff respect the children's ability to make decisions about their own play and learning experiences. They facilitate this through a high quality, fun and well resourced environment. The parents' role in their children's care and education is valued and parents are actively encouraged to become involved with the service.

What the service could do better

The service should continue to look for ways to improve on their existing high quality service.

What the service has done since the last inspection

Since the last inspection took place staff training has continued to take place focusing on supporting staff to meet children's learning and development needs. The manager has continued to look for creative ways to involve parents in the service.

Conclusion

We found that children thrived in an environment that empowered and respected them. This was made possible because of the commitment and professionalism of the staff team.

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.

The service was registered with the Care Inspectorate on 1 April 2011.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they get the best start in life, are ready to succeed and lead longer, healthier lives.

We check that services are meeting the principles of Getting It Right For Every Child (GIRFEC). Set up by the Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention.

The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting It Right For Every Child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of GIRFEC. They are - safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

The service is registered to provide a service to a maximum of 76 children at any one time aged from three years up to and including children attending Primary 3.

The centre is accommodated in a single storey building with adjacent car parking facilities. There is a secure entry system with video connection to the playroom and office. The children have use of a large playroom, toilets and attractive outdoor play area and garden. In addition there is a parents' area, community playroom, offices and meeting rooms.

The aims and objectives of the service include the following:

For all:

To value and respect everyone without discrimination.

For our pupils:

Provide a secure and stimulating environment for all children.

Encourage each child to become a confident and independent learner.

Encourage all children to develop socially and emotionally forming positive relationships with other children and adults in the nursery setting.

Take account of children's prior learning and continue to monitor their progress.

For our centre users, our parents/carers and wider community:

Create a safe, welcoming and stimulating environment where we can work in partnership with parents/carers and the other agencies contributing to our service.

Establish a strong partnership with local schools, other centres and the community.

Continue to develop ourselves professionally, building upon our strengths to become an effective team.

Recommendations

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

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

Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach

in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

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

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

Quality of care and support - Grade 6 - Excellent

Quality of environment - Grade 6 - Excellent

Quality of staffing - Grade 6 - Excellent

Quality of management and leadership - Grade 6 - Excellent

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 completed this inspection following an unannounced inspection which took place on Thursday 5 November 2015.

As requested by us, the service sent us a completed annual return and self evaluation forms.

In this inspection we gathered evidence from sources including the following:
We spoke with:

- Staff.
- Children.
- Parents.
- Visiting therapist.

We looked at:

- Certificate of registration.
- Relevant policies and procedures.
- Staff training opportunities.
- Quality of interaction between staff and children.
- Quality of interaction between staff and parents.
- Equipment and resources inside and in the outdoor play areas.

We took account of:

- Annual return and self evaluation.
- Care standards questionnaires completed and returned by families using the service.

Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at www.firescotland.gov.uk

The annual return

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

Annual Return Received: Yes - Electronic

Comments on Self Assessment

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

The Care Inspectorate received a fully completed self assessment document from the service before the inspection took place. We were satisfied with the quality of the information contained in the document. The service identified areas of strength and areas for future development.

Taking the views of people using the care service into account

On the day of the inspection we found that children were busy and engaged in their chosen activities. Children engaged confidently with staff and with one another. They were confident in moving around and in making choices about their play. Some of the children's comments are included in the body of the report.

Taking carers' views into account

Before the inspection took place we sent 25 Care Standards Questionnaires to the service to distribute to families using the service. Ten of these were returned to us before the inspection took place. Eight of the respondents strongly agreed, one agreed and one disagreed with the statement "Overall I am happy with the quality of care my child receives in this service."

All of the comments returned to us were discussed with the manager.

Some representative comments are used in the body of the report.

3 The inspection

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

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 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 that the service had maintained and developed the excellent practice identified during the previous inspection when we reported on areas including:

- The overall quality of information given to families.
- Opportunities for parents to meet with staff and share information on children's progress and development.
- Opportunities for families to give their views and the impact this had on the service.
- The quality of interaction between staff and children.
- The opportunities that responsive planning created for children to influence the activities they took part in.
- Effective transitions from home to nursery and from nursery into Primary 1.

At this inspection we spent time talking to children, parents and staff. We looked at how the service had used GIRFEC and the SHANARRI indicators described in the introduction to the report to build on their previous excellent practice in relation to assessing and improving the quality of care and support.

The welcome pack for families using the service in the year 2015 - 16 had been reviewed. Parents were given well-presented user friendly information including the service's aims and objectives, the preschool curriculum, additional support for learning services and how they could support the service through involvement at various levels.

The nursery website was very well maintained with current information about the nursery. This included photographs of children's work, video clips and news.

During the inspection we spoke to parents who were in the school preparing for the Christmas fundraising event. They told us they felt well informed, valued and respected by staff who consulted them and used their knowledge of their child's needs and interests to develop the service. Opportunities for parents involvement included:

- Acting as parent helpers and sharing specific skills with the children.
- Stay and play workshops.
- Taking part in fundraising groups and making decisions about purchases made by the nursery.
- Developing the excellent outdoor play area.
- Supporting the service to take part in community events including the local gala day.
- Taking part in meetings with staff looking at areas including road safety, eco schools, Curriculum for Excellence and personal safety.

Parental information workshops gave families the opportunity to find out more about current best practice and how the nursery worked with children using for example, the Curriculum for Excellence, GIRFEC and Building the Ambition.

This helped parents to understand how the activities and experiences their children had in nursery contributed to their overall development and supported links between home and nursery. Parents told us these opportunities put them in a more informed position to comment on staff practice.

The nursery also recognised the role that wider family members often played in the lives of children. In order to support this they had continued, for example,

to develop their Grandparents' group. This provided opportunities for social and professional supportive networks to be established.

Parents were encouraged to share their knowledge of children's interests at home with staff. Staff and parents told us this was a good way of identifying some of the children's next steps in learning.

Parents who returned our questionnaires told us:

"I received clear information about the service before my child started using it."
 "Staff share information about my child's learning and development with me and where appropriate, with my child."

Staff were skilled at talking and listening to children. They understood that for learning to be meaningful it had to be based on children's interests and what they wanted to know. They considered their interventions in children's play carefully in order to ensure they did not interrupt their activity for no real purpose.

They understood how carefully thought out questions helped children to think and to develop their understanding of issues. A parent told us "Staff are helpful and are sensitive to children's needs. I find they are respectful in the ways they communicate with and listen to children."

Staff's trust in the children's ability to lead their own learning was also evident from floor books, photographs, children's comments and from planning, which was entirely based on children's interests. We were able to track information and comments from individual children by looking at their learning journals, written comments and activities they had taken part in.

Staff supported children to develop self-help skills which boosted self esteem and gave them more control over their environment for example, getting dressed to play outdoors, using scissors and pouring drinks. They had used the SHANARRI indicators to help children identify and celebrate their success. These had been developed into a display, comments included:

"I can do my own zip."

"I can cut hard shapes."

"I try to tidy the workbench, I put scissors and nails in the right box."

We saw children voting for activities that took place in the nursery. This helped them to learn about compromise and told them that their views were important. It was apparent from all of the above that children were active participants in their own learning and that their ideas and interests formed the basis of the service they received.

Areas for improvement

The service should continue to look for ways to maintain and improve their existing excellent practice in supporting children and their parents to assess and improve the overall quality of the service they receive.

Grade

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 that the service had maintained and developed the excellent practice identified during the previous inspection when we reported on areas including:

How children's care and support needs were identified and met.

The quality of activities staff provided to meet children's needs and interests, and supported their development.

Children's health and wellbeing.

Staffs understanding of their responsibility to keep children safe and protected.

The service's vision statement included the following "Striving for excellence, developing happy, healthy, confident, successful learners in partnership with parents." We found that all staff were able to give us a professional assessment

of the children in their care including their interests, learning goals and how they worked with the child and their family in order to meet them.

They were able to describe their understanding in the context of professional literature and practice including Building the Ambition, GIRFEC and the SHANNARI principles.

Staff had high expectations of the children and we saw that children responded well to this. Challenging project work in areas including the outdoor environment, healthy food and keeping safe helped to ensure that all children were developing skills for life.

For example, children were able to use their skills and the knowledge they had developed through working in the nursery garden and greenhouses to talk confidently about planting and growing their own fruit and vegetables. This linked into projects about taking care of their bodies through eating a healthy diet and by following good hygiene routines.

This in turn linked into their skills in taking part in risk assessing their play inside and in the nursery garden. Staff understood that taking risks could be a valuable learning experience and children were encouraged to think in terms of the benefits of testing their bodies and challenging themselves in their play.

We saw that while staff observed children closely they only intervened when they felt their interactions would bring added value to the child's experience. This showed an understanding of how children learn, respected their contribution, built confidence and a feeling of belonging to the service.

We asked staff to tell us about the needs and interests of some of the children and how they met them through the activities and experiences they provided. Staff were confident and knowledgeable in talking about individual children. They were able to give examples of how specific interests had been met through projects and general activities. This information was reflected in planning and in children's folders.

Children took pride in their achievements. They were proud of sharing their knowledge and experiences. Comments included "I brush my teeth and the dentist says they look nice and clean." "If you want to keep fit you have to eat fruit." "I walk to nursery and my Mum lets me play outside because active is good."

Staff were able to describe clearly their understanding of the service's child protection policy, the actions they must take in the event of concerns and the chain of contacts in place. It was apparent from discussion, and from the service's records, that these responsibilities had been followed correctly.

Child protection training continued to take place annually which helped ensure staff were up to date with any changes in policy. The manager was the designated child protection officer. She took responsibility for overseeing training and for ensuring that any updates were passed to staff immediately.

We saw evidence that staff understood the system in place for referring children to specialist services. We heard individual accounts from parents and from staff about the benefits accrued to children from prompt intervention and referral.

During the inspection we spoke to a visiting therapist who praised staff for their professionalism in working with her and for the way they followed through plans of action with children and their families.

Areas for improvement

Staff should continue to look for ways to maintain and improve their existing excellent practice in relation to children's health and wellbeing.

Grade

6 - Excellent

Number of requirements - 0

Number of recommendations - 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 6 - Excellent

Statement 2

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

Service Strengths

We found that the service had maintained and continued to improve on the excellent practice we identified in the previous inspection where we looked at areas including:

- General safety of the environment and systems in place for reporting concerns.
- Children's involvement in keeping the environment clean and safe.
- The promotion of independence and choice for children.
- Development of self care skills.
- Displays of information relating to children's safety.
- The ease with which children could access resources.
- Opportunities for active play.
- Decoration of the playroom with children's work.

In this inspection we focused on improvements in the environment which had taken place since the previous inspection.

Staff had used their knowledge of GIRFEC and the SHANARRI principles to increase children's ownership of the environment and understanding of their rights. This resulted in a large display illustrated with children's comments under each of the SHANARRI headings for example:

- Achieving "I can cut hard shapes".
- Respected "I choose to play at cats in the house".
- Active "I play outside".

Children's ownership of the nursery was supported because they were encouraged to think about the layout of the space and how they used it. Their ideas were used to make changes. They were supported by staff to take part in making risk assessments of the playroom and the outside play areas.

For example, we saw children talking with staff about whether heavy rain had made a large grassy sloped area unsafe for use. These transferable skills helped ensure children were learning skills which would support them in their daily lives.

The nursery garden was exceptionally spacious. Staff had worked with children to create 'hidden areas' including willow tunnels and dens where they could explore and use their imaginations. In order to cover the garden safely without interrupting children's play, staff had invested in walkie talkies which allowed them to communicate with the playroom at all times.

The nursery recognised the value of outdoor play and had invested in waterproof suits so that children could play outdoors in all weathers. The day of the inspection was very wet. This did not stop children from choosing to play outdoors. They were encouraged by staff to make the most of the opportunities rain brought.

Children splashed enthusiastically in huge puddles, a group dug a hole big enough to stand in and stirred enthusiastically at their "mucky soup" and others discovered the joy of sliding down a slope. In addition, children took part in all the usual outdoor activities including gardening, building and looking for bugs.

The nursery was awarded the Green Flag Eco Award in recognition of the work children had done in caring for their environment. Children understood the importance of this award and were eager to talk about what it meant.

The use of technology in the environment was well monitored by staff who understood it's role in supporting children's learning. There was an awareness that some children would choose only to play with technology and electronic games to the detriment of other experiences. Because of this, in consultation

with children and parents they had introduced one day a week which was technology free.

Areas for improvement

The service should continue to look for ways to develop their existing excellent practice in relation to this Quality Statement.

Grade

6 - Excellent

Number of requirements - 0

Number of recommendations - 0

Statement 5

“The accommodation and resources are suitable for the needs of the service users. ”

Service Strengths

We found the service provided excellent evidence of how they met the areas of practice we looked at in relation to this Quality Statement.

The nursery was extremely well resourced. 'Community Playthings' furniture and fittings helped to create a welcoming child friendly environment which children could use with minimal adult intervention. Children's art and craft work was used to decorate the playroom. This valued the children's work and added to the sense of it being a child friendly space.

Staff worked with children in reviewing the layout of the playroom to ensure it met their needs. This was done as often as necessary in order make sure it continued to provided interest and challenge.

For example, the home area had been presented in different ways to reflect children's interests at specific points in their lives. This demonstrated staff's respect for children and their understanding of the importance of providing an environment which supported their development.

Resources were plentiful and of high quality. For example, large quantities of arts and crafts materials meant there were no restrictions on their use. This

meant children could be as creative as their imagination allowed. Staff told us they continually reviewed resources with the manager to identify priorities for renewal and replacement and to support the interests of the children.

Numeracy and literacy were threaded through all of the activities so that children experienced them in a number of play experiences. For example, measuring tapes, hard hats, note books and pencils were in the building area and note books, diaries and magazines were in the home area. Natural materials were used well to support children's imaginative play, for example baskets of pine cones in the home corner and real fruit and vegetables on the interactive topic tables.

Using the resources in this way helped to ensure that children had plenty to think and talk about. They could test the properties of materials and practice skills in sharing and negotiation.

Well organised and labelled storage meant that staff knew the resources in the building and were able to reach them easily in order to support children's play.

Staff understood the value of play in helping children to stay healthy and active. Children were able to move freely between the outdoor and indoor areas. The outdoor area had been creatively developed with the use of natural materials which children used to create dens, bug hotels, climbing and balancing activities.

A mud kitchen and a fire pit had been introduced, we saw photographs of the children taking part in supervised outdoor cooking activities. A large covered pond and 'wild' areas gave children opportunities to observe frogs, fish and insects in their natural habitat.

The outdoor area gave children the opportunity to learn about planting and growing cycles. They had planted fruit, vegetables, herbs and flowers outdoors and in their greenhouses. We saw photographs of the children at work in the garden, and in the nursery cooking and baking with their own produce.

Children took part in trips and outings in the locality of the nursery and further afield. Staff used local trips and events such as participation in the local Gala

Day to help children develop an understanding of belonging to their community. Visiting local shops gave children the opportunity to practice skills in areas including road safety, healthy eating and early maths through using money.

Staff understood the value of having quiet spaces where children could rest, relax and reflect. These were available inside in cosy corners furnished with rugs, cushions and 'nests' for children. The garden offered many spaces for quieter activities including reading, painting and drawing. Outdoor seating and quiet corners encouraged these activities.

Technology was used to support children's experiences and support their wellbeing. For example, staff used GLOW (this is a secure digital environment for learning, set up by the Scottish Government) to facilitate an on-line meeting between children transitioning into Primary 1 at a local school and children already attending the school.

Nursery children were able to ask questions and were 'shown' around the school. Children reported on what they had found out about their new school, comments included "I learned where you go for the food" and "I found out where to put my coat".

Areas for improvement

The service should continue to look for ways to develop their existing positive practice in relation to this Quality Statement.

Grade

6 - Excellent

Number of requirements - 0

Number of recommendations - 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 6 - Excellent

Statement 3

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

Service Strengths

We found that the service had maintained and developed the excellent practice identified during the previous inspection when we reported on areas including:

- Staff training opportunities and qualifications.
- Induction for staff and students.
- Annual appraisals.
- Registration with the SSSC or GTC.
- Staffs understanding of their role in protecting children.

In this inspection we focused on the training opportunities given to staff since the last inspection and how they impacted on the outcomes experienced by children.

All staff working within the service were registered with the Scottish Social Services Council (SSSC) or General Teaching Council Scotland (GTCS). These are the bodies responsible for registering staff working in the care and education sector.

They identify the qualifications required for individual posts and deal with conduct issues. Staff must be registered with one of these bodies in order to work in care and education.

Photographs of staff together with the positions they held and some of their training certificates were displayed within the nursery where they could be seen

by parents and visitors. This helped promote confidence in staff's ability and commitment to the children in their care.

The manager had worked with staff to develop a significant resource area. This included access to the internet, current best practice documents, journals and books by respected authors in the field of childcare. Staff and parents were encouraged to use the library. They told us they valued the resource which helped them to remain informed about current best practice.

Staff were enthusiastic and motivated. They communicated well together, knew one another's strengths and used them to help ensure that the children experienced a high level of professional support within the nursery. Parents told us "It is very clear that everyone works well together. All staff members go above and beyond what is required."

The nursery manager had high expectations of her team. She ensured that they were well supported in their professional development. An annual training calendar was in place and all staff received a regular update of training in first aid, food hygiene and child protection.

In addition to this mandatory training, staff confirmed they took part in a range of other courses in line with their professional development and the needs of the children. They included a three day Forest Schools training programme, GIRFEC, Mind Stretchers, Schematic Play, Attachment, Floor Books and Maths and Numeracy. In addition staff were given the opportunity to attend conferences.

The professionalism of staff was recognised by the local authority who asked the Early Years Officer to deliver a presentation with colleagues from associated schools about the use of ICT and GLOSW in supporting successful transitions at the Scottish Learning Festival.

The Headteacher is a member of the West Lothian team who deliver Building the Ambition training to staff across the local authority. She also participates in Quality Improvement visits to other schools and centres through the Validated Self Evaluation process.

A parent commenting on the quality of staff training described staff as "Exceptionally committed, caring and highly trained staff who are always updating their skills and passing their expertise onto the children."

Parents who returned our questionnaires told us they agreed or strongly agreed with the following statement:

- I am confident that staff have the skills and experience to care for my child and to support their learning and development.

Areas for improvement

The service should continue to look for ways to build on their existing excellent practice in relation to building a professional well trained staff team.

Grade

6 - Excellent

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 found that the service provided excellent evidence of how staff met the areas of practice we looked at in relation to this Quality Statement. Some of the information in Quality Statement 1.1 relating to the opportunities children were given to participate in and influence the service apply to this Quality Statement.

We saw staff interaction with children that showed a genuine affection and respect for what they brought to the service. Thoughtful interaction that responded to children's changing interests with enthusiasm, developed confidence in children and supported individual growth. Purposeful discussion was encouraged through effective use of effective questions. We saw children blossom under staffs considered interaction.

Minutes of staff and children's meetings showed that children's ideas and interests had been used as the basis for all the activities that took place in the service. The manager and her staff team understood that the service's success in terms of its ability to provide positive outcomes for children depended on their ability to respect the ideas children brought with them and to support them in their learning journey.

Staff understood that helping children to develop social skills, for example sharing and caring for one another was central to their ability to develop supportive relationships and build friendships. Staff's positive role modelling created a nurturing environment for children.

We saw them intervene when necessary to support children resolve minor disputes and they used the experience to help children think of strategies that would help them to negotiate and compromise in daily life.

Parents who returned our questionnaires told us they agreed or strongly agreed with the following statements:

- Staff ask for my child's views about the activities and outings and use them to plan future activities.
- The staff treat my child fairly and with respect.

Areas for improvement

The service should continue to look for ways to improve their current excellent practice in relation to this Quality Statement.

Grade

6 - Excellent

Number of requirements - 0

Number of recommendations - 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 6 - Excellent

Statement 3

“To encourage good quality care, we promote leadership values throughout the workforce.”

Service Strengths

We found the service provided excellent evidence of how they met the areas of practice we looked at in relation to this Quality Statement.

All staff took part in an annual review of their work and their contribution to the overall development of the service. Staff training records, detailed in quality statement 3.3 showed they had taken part in a diverse range of training courses which were identified in their appraisal as being relevant to their professional development and/or to the support and developmental needs of children.

For example, a staff member had gone on specialist training to meet the immediate needs of a specific child. A member of staff had gone on a three day outdoor play training course in order to meet the wider needs and interests of the group. This allowed them to take lead roles in these areas of practice.

There was an expectation that staff who attended training would give feedback to their colleagues. This was an opportunity to practice skills in presentation and leading groups in a familiar setting.

Two members of staff had recently completed their BA in Early Childhood Practice which contained elements of leadership training and which allowed them to go forward into management roles. Staff were positive about the support and flexibility they were given from the manager while they were studying for their qualification.

Leadership roles were distributed through the staff group. These included responsibility for developing ICT in the nursery and for the development of the garden and outdoor play areas. Staff's success in these posts had been recognised by the local authority who sent colleagues from other services to the nursery to find out more about these areas.

The Early Years Officer and the recently appointed nursery teacher were responsible for the overall planning in the nursery, they delegated this role to staff who worked with children in the daily planning of the curriculum.

Roles and responsibilities within the service were reviewed regularly in order to give staff experience in a variety of roles. Staff told us that the service had provided them with opportunities to gain qualifications relevant to their post and asked for their opinion on how it could improve.

Training and information sharing extended to parents who had been given the opportunity to attend training in areas including GIRFEC. This helped to ensure they were in a strong position to comment on staff skills. Working with staff gave them the opportunity to see leadership in action.

Areas for improvement

The service should continue to look for ways to further develop their existing excellent practice in relation to this Quality Statement.

Grade

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 that the service had maintained and developed the excellent practice identified during the previous inspection when we reported on areas including:

- The role of staff meetings in improving the service.
- Opportunities for staff to reflect on and share their practice.
- Formal and informal opportunities for parents to meet the manager and staff.
- Examples of changes made as a result of consultation with parents.
- Evidence of how the manager's systematic monitoring systems led to improved outcomes for children.

The service's complaints procedure gave families clear information about how they could take forward any issues or concerns about the service. This included information about the Care Inspectorate's role and their right to contact us any time.

We looked at the annual plan and statement of aims and objectives for the service. We could see that the manager and her staff team had a clear vision for the continuous development of the service. Self evaluation was continuous and staff met frequently in order to evaluate progress of their plans. The plan was shared with parents and other professionals which demonstrated the service accountability to families and stakeholders.

The manager and staff audited the service through audit tools including the National Care Standards, Child at the Centre and Building the Ambition. These practical tools supported staff in developing a high quality service.

As a local authority nursery, the service received support, guidance and external quality assurance from Quality Improvement Officers employed by West Lothian Council. Parents and other stakeholders were also asked for their views.

In conversation with the manager it was clear that she understood her responsibility to notify the Care Inspectorate of any significant events involving children. She also understood her responsibility to report significant staffing concerns to the SSSC. Staff had been given information about the SSSC Codes of Conduct.

We found that the manager and her staff team were forward looking, reflective practitioners committed to providing positive outcomes for children. They understood that success depended on the ability of the team to evaluate the service against recognised best practice and respond to input from families and other stakeholders.

Areas for improvement

The manager should continue to maintain the excellent practice of ensuring that quality assurance systems and processes involve families, staff and other stakeholders in the assessment of the quality of service they provide.

Grade

6 - Excellent

Number of requirements - 0

Number of recommendations - 0

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

There are no outstanding recommendations.

6 Complaints

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

7 Enforcements

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

8 Additional Information

There is no additional information.

9 Inspection and grading history

| Date | Type | Gradings |
|-------------|-------------|--|
| 2 Nov 2012 | Unannounced | Care and support 6 - Excellent Environment 6 - Excellent Staffing 6 - Excellent Management and Leadership 6 - Excellent |
| 19 Nov 2008 | Unannounced | Care and support 6 - Excellent |

| | | | |
|--|--|---------------------------|---------------|
| | | Environment | 6 - Excellent |
| | | Staffing | 6 - Excellent |
| | | Management and Leadership | 6 - Excellent |

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

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

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

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

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

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