

Care service inspection report

Full inspection

St. John's Academy Nursery Class Day Care of Children

North Inch Community Campus
Gowans Terrace
Perth



HAPPY TO TRANSLATE

Service provided by: Perth & Kinross Council

Service provider number: SP2003003370

Care service number: CS2003016072

Inspection Visit Type: Unannounced

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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	5	Very Good
Quality of environment	6	Excellent
Quality of staffing	5	Very Good
Quality of management and leadership	5	Very Good

What the service does well

The service makes excellent use of the environment both within the nursery and around the rest of the school providing opportunities for stimulating play using areas such as the gym, drama studio, sensory room, noisy/quiet room, wee room, outdoor classroom and library.

Staff ensure that children are provided with a variety of experiences which interest and challenge them.

Staff are experienced, skilled, enthusiastic and motivated.

Parents and carers are kept well informed verbally on a daily basis and in written format with the use of termly newsletters, notices, groupcall and the website. Formal and informal meetings as well as questionnaires help ensure that parents' voices are heard and that their ideas contribute to the development of the nursery. The nursery also consults very well with the children ensuring that their views are used to influence the service. A monitoring programme is embedded in practice ensuring that an effective quality assurance system is in place.

What the service could do better

Accident and incident forms should be completed more fully and the service should ensure that parents or carers are always asked to sign a copy as evidence that they have been informed about the accident or incident. The risk assessment for the outdoors should be further developed to ensure staff are aware of all potential risks.

What the service has done since the last inspection

We saw that the service had improved parental engagement and the integration of parents from different cultures had increased greatly. The service had begun to accept two year olds and was providing a stimulating environment for these young children. The nursery was now offering fluidity between indoors and outdoors for much of each session.

Conclusion

Children have fun as they choose what to play with within their learning environment enjoying a range of positive experiences. During the inspection parents spoke highly of the nursery, being happy with every aspect of their children's nursery life. Staff are well qualified and committed to ongoing training, always working hard to improve the nursery and the outcomes for the children attending.

1 About the service we inspected

The nursery operates from St John's Academy Nursery Class, North Inch Community Campus.

Children have access to the following:

- large open plan area with kitchen area and lunch club room
- family/noisy/quiet room
- drama studio
- sensory room
- resource room
- cloakroom area
- an outdoor play area which opens directly off the nursery.

The nursery also has access to the school facilities including the gym , sensory room, dance studio, outdoor classroom and the adjoining community library.

There are also two sets of toilet facilities off the nursery rooms.

The nursery is part of St John's RC Academy which is at the heart of the North Inch Community Campus. St. John's Academy is an all-through (2-18) school. The school handbook states:

"In November 2011, Nursery and Primary classes moved into the campus and are now enjoying 'state of the art' facilities. Our youngest learners are now experiencing the opportunities provided by our outstanding learning environment."

The nursery aims are displayed on the wall in the entrance area and include ensuring each child's unique needs and interests are at the centre of the curriculum.

The nursery is registered to provide care to a maximum of 66 children at any one time. The age range of children will be from two years to those not yet attending primary school of whom a maximum of 10 children are aged two to under three years.

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 5 - Very Good

Quality of environment - Grade 6 - Excellent

Quality of staffing - Grade 5 - Very Good

Quality of management and leadership - Grade 5 - Very Good

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 0345 600 9527 or visiting one of our offices.

2 How we inspected this service

The level of inspection we carried out

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

What we did during the inspection

We wrote this report following an unannounced inspection on 1 February 2016 between 8.30am and 2.15pm. There were 36 children in attendance on the first morning of the inspection. Feedback was given on 5 February 2016 to the head teacher, hereafter referred to as the manager and to the two deputy head teachers who job shared.

During the inspection we gathered evidence from various sources, including relevant sections of policies, procedures, records and other documents including:

- children's portfolios
- newsletters
- parent questionnaires, evaluations and audits
- minutes of team meetings
- improvement plan
- certificate of registration
- questionnaires
- floor books.

We also gathered evidence through:

- discussion with the manager
- the two depute head teachers who job shared
- the nursery teacher
- the early years development teacher
- community link worker
- the early childcare practitioners
- a play assistant
- approximately twelve of the children using the service
- discussions with approximately twelve parents and carers
- observation of the premises outside and inside
- observation of the equipment used within the service
- observation of staff interaction with children and parents and carers
- discussion with two secondary three schoolgirls undertaking a qualification in early learning and childcare.

We sent out 20 questionnaires and received back 11 completed questionnaires prior to writing the report. Some of the comments are included in the 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.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.

We received a self assessment document. We saw that it had been completed with information about the areas which the service thought that they did well and highlighting the areas which they felt they could do better.

Taking the views of people using the care service into account

Children's comments to the inspector during the inspection included:

"I'm making a playdough pear."

"I had banana and toast and milk."

"A frog came in our garden."

"There's a mud kitchen and we make mud."

"I'm making a chocolate birthday cake and a wee bit blue icing."

"I've made an alien birthday cake with scary blue eyes. It needs a tail."

"This is all about cooking on our computer. We need to share. I'll get a turn soon."

"I had pancakes and honey and fruit."

"I'm going to play with dinosaurs outside."

"I want to go on the red bike with my helmet on so I don't hurt my head. I want to go fast."

"I've got macaroni and broccoli."

Taking carers' views into account

The following representative comments were included from discussions with the parents during the inspection:

"He wouldn't be here if it wasn't good."

"They communicate from his dietary issues to potty training. I never feel left out of the loop."

"There's opportunities to get involved as a parent - art and craft day, singing and so on."

"we don't let her get any nuts to eat and you know you can trust them."

"They get outside when the weather's decent. Even outside for snack."

"Sometimes I worry if it's too big but he's in his own small group and they deal with that really well."

"When you come in for Stay and Play you see what they do. One was Touch and Play and at Christmas we made reindeer food. It's a novelty for her to have me come in."

"There's nothing I'd like done differently. I'm quite happy."

"I think it's OK. What I needed to know I was told. It's very big. I see on the notice boards and I was introduced to staff. The first two weeks was hard for him but he's happy now. I've no complaints."

"I think the variety of facilities and activities are very extensive and the way they go to the library and gym are unusual and very good."

"I'm a childminder and I certainly get enough information to pass on when I pick up from this nursery."

"He had a lot of problems settling in and the teacher was very patient and very approachable."

"I'd like more focus on nature and the eco schools programme. I know they planted the willow tunnel but they could develop this more."

Comments on the Care Inspectorate questionnaires included:

"I am very happy with all services the nursery provides. Professional and can speak so very easily. This nursery is the best and I've never felt more at ease. I would highly recommend them. Staff are amazing in what they do in every part of their job. I couldn't be happier."

"This is a great nursery. All of my children have attended it over the past few years. The staff are all great, friendly and very approachable."

"Fantastic nursery. Staff are very supportive and friendly."

"Staff are supportive and helpful. Making me feel very relaxed to leave my child in a safe and caring environment. Staff have worked with me to support my child with additional support and referral to speech and language. Fantastic support."

"The staff are excellent and really helpful when needed. They have helped my son immensely and adapted their snack menus to suit his dietary needs."

"The staff have always appeared patient and kind towards my child. They make sure to say 'hello' to every child by name as they come into nursery."

"I have always found it easy to communicate with my child's teachers about all matters and issues. I am very satisfied with the nursery."

"The nursery is an excellent facility. It has friendly staff who treat my child with care and respect. My child loves coming to nursery and has never not wanted to go."

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 3

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

Service Strengths

We found that the service provided very good evidence of how they met this Quality Statement. We also saw elements of excellent practice within this statement. We concluded this through discussion with the manager, the two depute head teachers who job shared, the nursery teacher, the early years development teacher, community link worker, most early childhood practitioners on duty, a play assistant and discussions with parents and carers, through observations throughout the inspection and through observation of relevant documentation.

We saw that children's health and wellbeing was seen as the responsibility of everyone at the nursery and was a main focus within the provision. There were many opportunities to support children developing confidence, independence and self esteem as they played. Children had access to a wide range of experiences to support their development and learning. We saw that they were encouraged to care for one another, to share and to develop friendships.

We observed very good relationships between children and staff. Staff interacted well with the children throughout the inspection. We saw confident children approaching staff members throughout the morning, there were many examples of staff's kindly, gentle and nurturing manner with them. We saw that staff took time to listen to the children and answer their many questions. The nursery promoted the development of positive and open relationships between staff, children and parents. We saw very good examples of the staff talking gently with individual children and staff took time to chat about the children's experiences. We particularly saw a nurturing experience when staff worked with the two year olds and this helped promote attachment within the nursery setting.

Staff worked hard to ensure good transitions for children aged two, three and four into the nursery, within the nursery for the youngest children moving up to the older age range, and for children moving from nursery into the primary school.

We saw that all children were offered a tasty, nutritious, healthy snack, which reflected nutritional guidance for early years and Setting the Table with fruit and a choice of milk or water during the morning. We saw that children's independence was encouraged and that snack provided a good learning experience for the children. Staff enhanced children's social learning during snack by engaging them in conversation and encouraging good manners. We saw that two children were 'snack helpers' daily and they helped prepare and set out the snack. We saw that the staff were alert to children's food allergies and food preferences.

We saw that children had grown potatoes and herbs in the nursery garden. As a result the children learned about the seasons and what plants needed to grow well. Thereafter, the children had fun cooking with the potatoes which they had grown.

The nursery staff helped the children to learn about healthy lifestyles. They enjoyed a range of activities encouraging them to be active whilst at nursery. We saw photographs in the children's floor books showing the children enjoying balancing, climbing and playing with balls in the gym. We went with a group of children to the drama studio and saw that they enjoyed expressive arts and group games. We heard that children also enjoyed activities such as yoga and Scottish Country Dancing to keep them active.

We saw that the quiet room was used for quiet activities in small groups where children could learn to socialise with other children and for active play such as dancing to Sticky Kids.

In addition, children had the advantage of playing in the Wee Room. We saw that staff within this room provided a nurturing environment. It was quiet and cosy with a baking area, a smart board and small groups could enjoy stories, music, songs and free play.

We saw that staff had been thoughtful to the needs of the children who stayed for lunch. The lunch club met within a separate room from the nursery, the noisy/quiet room, and it was welcoming for the children when they went in for lunch. This enabled children to have a different environment from the nursery over the lunch time period and to return to the nursery refreshed thereafter. This room opened onto a courtyard area where the children could enjoy free play or group time with, for example, parachute games.

We saw that staff provided the children with regular choices, whether to play outside or inside, which games to play and what to choose for snack. Staff responded to the children's requests such as for help when required whilst also encouraging their independence. This demonstrated an ongoing responsive relationship and contributed to the overall ethos of respect within the service.

The nursery had direct access to the outdoor area and we saw that the children were encouraged to choose to play indoors or out throughout most of the session. We saw that the many opportunities for children to be active promoted their health and wellbeing.

We saw that there was a good balance between active pursuits and quieter activities within the nursery throughout the day. Staff were responsive to the children's needs, ensuring that they had opportunities to rest with quieter activities such as stories to allow them to rest between more strenuous activities.

We heard from parents and staff of a range of outings the children had undertaken with staff and some parents to enhance children's learning. Outings had included walks around the school grounds which provided a useful addition to children's active play and for them to learn about the changing seasons, use their senses, make their own risk assessments and as a result learn to play safely. Regular trips to the library (within the school campus) enhanced the children's interest in literacy and stories. Rhyme Time and Story Time were popular with the children and parents alike. Children had recently enjoyed singing to the elderly residents of a local care home and through these trips children had been given opportunities to enjoy themselves and to begin to exercise their responsibilities as members of the local community. The children were very proud of their achievements.

We saw staff encourage children as they played, praising children for their achievements at nursery and outwith. Throughout the morning staff praised the children. We saw that children were encouraged to have their achievements recognised and this helped their self esteem and for the children to learn to respect one another. Within the children's folders we saw that the staff also celebrated the children's successes showing that they were valued as individuals. "Our Stars" showed photographs and stories of children's achievements such as "Well done for eating all your lunch up". We saw that sticker charts were used at lunch club to encourage children and reward them for their successes.

On speaking to parents they told us that they felt that communication was very good and that they appreciated the very good relationships they had with both staff and management.

Parents met for bi annual parents' meetings with staff to share their children's progress and discuss their portfolios. These provided the family with an ongoing record of the child's development throughout their time at nursery. The folders provided written and pictorial evidence of what the children had been learning and achieving. These were easily accessible to both the parents and the children. Some children enjoyed showing us their folders. We saw that they included observations by staff and that they were regularly updated.

Following on from the success of last year's parents' sessions covering topics such as christmas crafts, many parents were looking forward to baking and outdoor learning with the early years development teacher so that they could be more involved in their children's learning.

Staff told us that they had all undertaken child protection training which had included basic training on Getting it Right for Every Child (GIRFEC). There was evidence that staff had considered the SHANARRI well being indicators to keep children safe, healthy, achieving, nurtured, active, respected, responsible and included. Each staff member who we spoke to was clear about their responsibilities in the unlikely event of the service not taking forward their concerns.

We saw that the nursery provided very good support links for children with additional support needs. Staff received helpful guidance and advice from specialists to support their work in meeting children's learning needs. We saw that the nursery had strong links with outside agencies such as the psychologist and speech and language therapists to support children attending the nursery who had been identified as requiring additional support. We saw that good work was being done with the Inclusion team to take forward the needs of individual children who attended the nursery. Parents and carers confirmed that very good communication was in place with the nursery and the specialists.

The community link worker described to us how she worked with families to ensure that they did not feel disadvantaged if English was not their primary language. We saw that invitations were handed out in a variety of languages to ensure the inclusion of everyone who attended. To ensure improved engagement with parents the community link worker had designated time each week for discussion with them. We heard at feedback that she was also instrumental in developing story sacks specifically with English as a second language. As a result the children and families could feel well supported by the nursery.

We saw that the Incredible Years Programme was being offered to parents to strengthen their parenting skills and promote children's optimal social, emotional, physical and learning development.

We saw that this was the first all through school in the UK to be awarded a level 2 Rights Respecting School Award by Unicef. The children had made finger print peace doves and discussed the book *The Peace Book* by Todd Parr. The topic had helped the children to understand that all children have the right to a roof over their heads and they looked at the plight of children in Syria and the Philippines.

Areas for improvement

We saw that accidents were logged but that parents had not always been asked to sign to confirm that they had been told of the accidents. Some accidents did not record which part of the head, for example, had been hurt or which arm had been hurt. There was insufficient detail about the accidents recorded. See requirement 1 statement 1.3 which is carried forward from the last inspection.

We saw that the garden risk assessment was lacking in detail and as a result some areas of potential danger were missed. The service agreed to review this to help ensure the safety of the children.

Grade

5 - Very Good

Requirements

Number of requirements - 1

1. The provider must ensure that all accidents and incidents are recorded and signed by the parents/carers and an accurate record maintained.

This is in order to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011

SSI 2011/210 Regulation 4(1)(a) Welfare of users.

Timescale for implementation: with immediate effect on receipt of this report.

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 provided excellent evidence of how they met this Quality Statement. We concluded this through discussion with the manager, the two deputy head teachers who job shared, the nursery teacher, the early years development teacher, community link worker, most early childhood practitioners on duty, a play assistant and discussions with parents and carers, through observations throughout the inspection and through observation of relevant documentation.

This purpose built nursery was bright and clean and we saw many examples of children's work and photographs decorating the walls. The nursery was well laid out to allow children of all ages to easily access a range of equipment and resources within their room. This meant that they could select freely to meet their changing needs and interests as they played and learned. The room was very well equipped with resources suitable for the age and stage of development of the children attending the nursery. There was ample space and resources were inviting to stimulate the children's curiosity.

We saw that the children were involved in the planning for their learning and that this was based around their interests. Staff took into account the children's developmental needs and curricular outcomes. We saw many large Floor books which involved the children's contributions and showed the development of their interests and their learning. Staff routinely evaluated the plans and used the information to see what they could do to further enhance the children's experiences. We saw that children were being cared for within a positive environment.

Excellent use was made of the many different areas available to the children. We saw one group enjoy the gym whilst another played traditional games such as Duck Duck Goose within the Drama studio. On our tour of the areas of the school accessed by the nursery children we saw the Sensory Room which gave the children opportunities to chill out quietly after a busy session in nursery. We learned that many young children loved the Dance studio with its mirrored walls. Others preferred the apparatus for balance and the balls, steps and opportunities for yoga.

We heard that the nursery will make good use of Dotty's Room at Perth Grammar Community Wing. With its variety of resources it provides the children with a different environment and alternative experiences as well as a large outdoor space for play. We heard that arrangements had been made to walk there with groups of parents in the near future to extend the opportunities for the children and enhance engagement with parents.

The environment had been enhanced by visits from Fire officers, the police, Royal Society of the Protection of Birds (RSPB), and Party Animals who provided animal handling opportunities for the children.

The outdoor area of the nursery provided the children with opportunities to keep healthy and active. We saw that a free flow system had been developed since the last inspection where children could choose to go outside or inside throughout most of the session. As a result, they could choose their own learning environment.

Children's coat hooks were wheeled through into the room where they were playing during the session to encourage the children's independence as they went out to play.

We saw that the children had made a mini beast hotel and that there was a mud kitchen within the garden. On the day of the inspection it was too muddy and slippery for the children to access this area of the garden. The staff were encouraging the children to stay safe by making some simple rules for them to follow about which areas of the garden they could access safely. One area of the garden was covered enabling children to play with a range of resources outside even in inclement weather. It provided an interesting area which encouraged the children's imagination and language and enabled children to develop co operative skills with their friends and their communication skills.

With a designated area for flowers and plants this helped give children a sense of responsibility as they learned to tend them and learn about the cycle of life. As the nursery had acquired all weather suits for the children they could still enjoy outings and free play in the rain and snow. Children told us that they had enjoyed the school grounds. There they had picked apples, made crumble, apple prints and talked about the growing cycle. An outdoor classroom in the school grounds allowed the children to enjoy song time and stories outside even in poor weather. Children enjoyed the grassy area/field and going a little further to enjoy the North Inch.

Throughout the nursery we saw notices and labels displayed for the children along with their pictures and examples of their early attempts at writing. This promoted literacy and raised children's and parents' awareness of printed text within the environment around the children. The environment was also rich in numeracy through rhymes, songs, counting and matching games and activities for the children such as setting the table for snack.

We saw that each term the nursery issued a Learning Tree to parents which included information about planned learning including Literacy and English, Numeracy and Maths and Health and Wellbeing. Having information about what the children would be learning in school enabled parents and carers to further extend their children's learning at home.

We saw that staff members had been identified to take responsibility for specific areas within the nursery environment and this had helped contribute towards a range of stimulating learning areas being available for the children.

Throughout the nursery environment we saw examples of children's Next Steps recorded "What do I need help with and what do I need to learn?" This meant that all staff, not only keyworkers, had a chance to know all children very well and to work with them to help them with their learning.

At feedback we heard that the nursery playground was opened up to the Saturday Polish School for children of all ages who benefitted from the resources on offer. This helped promote community links and included some of the nursery children who attended during the week.

We saw that Outdoor Learning Sessions and Baking Sessions were planned with the parents for later in the year. This helped ensure that they were involved in their children's learning experiences.

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

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 3

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

Service Strengths

We found that the service provided very good evidence of how they met this Quality Statement. We concluded this through discussion with the manager, the two deputy head teachers who job shared, the nursery teacher, the early years development teacher, community link worker, most early childhood practitioners on duty, discussions with parents and carers and, a play assistant, through observations throughout the inspection and through observation of relevant documentation.

We saw that all practitioners were registered with the Scottish Social Services Council (SSSC) and we were told that the teachers were registered with the General Teaching Council. The experienced and caring staff and very good collaborative working within the nursery team and across the school helped ensure positive outcomes for the children.

We saw that staff took advantage of a variety of training opportunities which meant that a learning culture was being promoted. We saw that the recent training which staff had attended included child protection, CALMS (Crisis, Aggression, Limitation and Management) theory and small holds, risk assessment, Childsmile and Building the Ambition. We saw that staff had incorporated what they had learned about Building the Ambition into their daily practice improving literacy and communication.

After attending training we saw that staff were encouraged to reflect upon their training and evaluate the benefits of the training and how it could be used within the workplace to improve the outcomes for the children. Management told us that five staff members were trained in first aid and all had elementary food hygiene training. This should reassure parents that staff should know how to deal with minor injuries and how to maintain good hygiene standards within the nursery.

We saw that staff were motivated, enthusiastic and cheerful throughout the inspection. They were attentive and caring with the children, providing a nurturing atmosphere with reassurance and praise. There was a positive atmosphere throughout the inspection and staff encouraged and supported the children ensuring that they had opportunities to play and learn together.

Staff had very good relationships with the families and parents told us that the strong staff team were popular with adults and the children alike. Parents' comments to us during the inspection included:

"Great nursery. I like the staff. They keep you informed."
They're very approachable and open."

We saw that annual appraisals (one to ones) had not yet been undertaken with all staff but management said that they were keen to support the development of their staff. We were told that they were about to take place and that management encouraged staff to take the lead wherever possible. Staff told us that they felt valued and as a result we saw that they were committed, creative and focussed on doing what was best for each individual in their care. We noted an ethos where staff were keen to embrace change whenever it was for the benefit of the children in their care.

We saw from minutes that staff held regular team, management and planning meetings in order to plan and move the service forward. As a result staff shared a sense of ownership and responsibility for the continuous improvement of the service.

Staff told us that they had opportunities to visit other nurseries and that these Good Practice Visits had enabled them to focus on particular areas and bring back their ideas to share with their team to further improve their service.

Areas for improvement

We agreed with the service's own identified area for improvement that it should continue to provide staff with information and opportunities to participate in appropriate training/courses. This will continue to help improve their current very good practice in relation to this Quality Statement.

Grade

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 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 provided very good evidence of how they met this Quality Statement. We concluded this through discussion with the manager, the two depute head teachers who job shared, the nursery teacher a play assistant and the early years development teacher, community link worker, most early childhood practitioners on duty, discussions with parents' and carers', a play assistant and through observations throughout the inspection and through observation of relevant documentation.

The nursery was managed by the head teacher who had devolved day to day responsibility to both depute head teachers who job shared. The head teacher worked closely with his strong management team and aligned the vision and values of the whole school with those of the nursery. He was involved through the whole self evaluation process and had a clear strategic overview. We saw that this system worked well and had driven much of the recent improvement. The head teacher had a high level of confidence in management and trust in his staff. Together they gave self evaluation high priority within the nursery and involved all staff in the quality assurance process.

The nursery was further supported by an early years support teacher and development teacher provided by the local authority. She provided the management team and staff with advice and support and contributed positively to the quality assurance and self evaluation processes.

The management and staff team were committed to the ongoing improvement of the nursery and discussion throughout the inspection and feedback demonstrated that the management team were continuously seeking new opportunities to further develop the service. We saw that each member of the nursery team were reflective practitioners, aware of the importance of self evaluation to identify strengths and areas for development. They had a clear vision of the high quality education they were aiming to provide for the children in their care.

The nursery teacher was chair of a Teacher Learning Community for primary and secondary colleagues. There staff supported one another, provided ideas and encouraged professional dialogue. We saw that in line with the Learning Trios management and staff aimed to maximise the learning of the children and this was at the heart of all they provided.

The nursery had drawn up an Improvement Plan which linked closely to the whole school improvement planning processes. Staff were committed to ongoing evaluation and monitoring of the Improvement Plan priorities to ensure that the nursery was always moving forward. The impact of the Improvement Plan was discussed regularly and staff kept abreast of their progress throughout the year. This meant that they could monitor the progress of the nursery towards the priorities it had set and agreed.

The service used a variety of systems to monitor and audit the progress of the nursery and we saw that these covered most areas of the provision. We saw evidence of audits and evaluations being undertaken on a regular basis. As a result self evaluation was embedded into the practice of the nursery. Their systematic use had resulted in continuous improvements in practice and improved standards throughout the nursery. For example, we saw that Building the Ambition was used to audit the nursery and that all staff were fully involved. This helped them identify what they felt they were doing well and what remained as areas for further development.

The nursery staff took regular opportunities at meetings to share good practice and join in discussions which encouraged exchange of thoughts and ideas leading to improved outcomes for children.

We saw that the service had provided parents with regular opportunities to share their views about the nursery. This meant that parents knew that their views were respected, seen as important and used to help make improvements within the setting. Through the use of regular questions after specific events staff were able to evaluate the events to improve outcomes for the children.

We saw that the service had provided the children with regular opportunities for consultation. One of the teachers told us how the staff regularly involved children in planning and evaluating. Staff helped the children to extend on their knowledge and build on their interests. We saw children were heavily involved in the use of Floor books which evidenced staff consulting with them about their learning.

Areas for improvement

The nursery should continue to embed its systems for monitoring and evaluating to ensure consistency of practice and continuing very high standards.

Grade

5 - Very Good

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

1. The provider must update the procedure for the recording and administering of medication and ensure that it is followed at all times in order to make proper provision for the health and wellbeing of the children.

This is in order to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011

SSI 2011/210 Regulation 4(1)(a) Welfare of users.

Timescale for implementation: within 24 hours of this report.

Reference should also be made to the Care Inspectorate's best practice health guidance document 'The Management of Medication in Daycare and Childminding Services' which can be found on our website at www.careinspectorate.com

This requirement was made on 01 March 2013

Procedures for recording and administering medication had been updated in line with current guidance.

Met - Within Timescales

2. The provider must ensure that all accidents and incidents are recorded fully and signed by the parents/carers and an accurate record maintained.

This is in order to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011

SSI 2011/210 Regulation 4(1)(a) Welfare of users.

Timescale for implementation: with immediate effect on receipt of this report.

This requirement was made on 01 March 2013

An improved system was in place but accidents were still not being recorded with sufficient detail and some did not include children's full names. The requirement is carried forward within this report.

Not Met

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	
1 Mar 2013	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good
17 May 2010	Unannounced	Care and support	5 - Very Good
		Environment	Not Assessed
		Staffing	4 - Good
		Management and Leadership	Not Assessed
18 Mar 2009	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	4 - Good
		Management and Leadership	4 - Good

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This report is available in other languages and formats on request.

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۔

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

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