

Care service inspection report

Fraserburgh South Park School Nursery

Day Care of Children

Philorth Avenue

Fraserburgh

AB43 9QB

Telephone: 01346 518586

Inspected by: Maureen Mathieson

Type of inspection: Unannounced

Inspection completed on: 8 November 2012



HAPPY TO TRANSLATE

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Service provided by:

Aberdeenshire Council

Service provider number:

SP2003000029

Care service number:

CS2003015734

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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	4	Good
Quality of Environment	4	Good
Quality of Staffing	3	Adequate
Quality of Management and Leadership	4	Good

What the service does well

The staff have created a welcoming, caring and supportive environment for children and their families. As a result parents and children have confidence in staff and good relationships are established. Parents feel involved and that their views are important.

Children are developing social skills well and making friends within the nursery. They are learning about the importance of healthy eating and enjoy playing outdoors on a regular basis.

Staff have accessed a range of training opportunities which will help them to develop the work of the nursery.

What the service could do better

The local authority must ensure that suitably qualified and experienced relief staff are provided to cover absent staff.

The manager and staff must ensure that records are kept when they look at risks within the nursery environment and take any actions to keep children safe and healthy.

The head teacher and staff could develop more ways to ask children for their views and ideas about the service.

What the service has done since the last inspection

Since the last inspection, the head teacher and staff have begun to reflect more on their work and take forward an action plan to address recommendations made at the last inspection.

The head teacher has ensured that all staff are trained and clear about child protection procedures.

Staff have had training that will help them to improve children's experiences and ensure children have the right support to reach their potential.

Conclusion

The nursery is moving forward with new developments however, progress has been constrained by staffing difficulties. Overall a good level of service has been maintained, which is positive. Parents are very pleased with the service overall.

Who did this inspection

Maureen Mathieson

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Prior to 01 April 2011, this function was carried out by the Care Commission. Information on all services is available on our website at: www.careinspectorate.com. This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 01 April 2011.

Aberdeenshire Council is the provider of this service. The nursery class is accommodated within South Park Primary School, located in the coastal town of Fraserburgh, Aberdeenshire.

The Nursery is registered to provide day care to a maximum of 20 children at any one time aged from three years of age up to those not yet attending primary school. The nursery operated two part-time classes of two and a half hours, morning or afternoon.

Summarised the aims and objectives of the service include:

- * Providing a well planned, broad and balanced range of relevant, challenging experiences and opportunities which are responsive to the children's individual needs and help them to learn through play.
- * Providing as safe an environment as is possible for all adults and children within the nursery.
- * Creating a stimulating learning environment in which learning and teaching approaches take full account of children's individual experiences and interests and opportunities are well matched to children's needs.
- * Making best use of all available resources including personnel.
- * Fostering a community based upon caring relationships, mutual respect, trust and confidence.
- * Working in partnership with parents and other professional agencies.

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

Quality of Care and Support - Grade 4 - Good

Quality of Environment - Grade 4 - Good

Quality of Staffing - Grade 3 - Adequate

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 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 carried out by Care Inspectorate inspector Maureen Mathieson. The inspection took place on the 08 November 2012 from 9.00 am to 5.00 pm.

As requested by us, the provider sent us an annual return. The provider also sent us a self assessment form.

Before the inspection we asked the service to give out fifteen questionnaires to people whose children use the service. Twelve completed questionnaires were returned directly to us before the inspection.

During the inspection evidence was gathered from a number of sources, including:

Discussions with:

- The head teacher
- The nursery staff and students
- Parents and carers of children who use the service.
- Voluntary parent helpers

Observations of how staff work with the children

Observations of children's engagement in and enjoyment of the nursery activities

Observations of the environment, equipment and resources

Examination of the relevant sections of policies, procedures, records and other documents, including:

- South Park School Nursery Aims
- South Park School Brochure
- Children's profile records

- Emotional, personal and social development policy
- Outdoor Play Policy
- Risk Assessments
- Snack Policy
- Health and Wellbeing Policy
- Infection Control Policy
- Child Protection Policy
- Health and Safety Policy Cleaning and safety check records
- Cleaning and safety check records
- Accident and incident records
- Policy on the Use of Parental Volunteers and Students.
- Complaints Policy
- Whistle-blowing Policy
- Curriculum Planning
- Newsletters for Parents
- Questionnaires carried out by the service.
- Curriculum planning
- Service user surveys

Feedback on the inspection findings was given to the head teacher at the end of the day.

Requirements and Recommendations

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

A requirement is a statement that sets out what is required of the care service to comply with the Public Services Reform (Scotland) Act 2010 and regulations and 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 Inspectorate.

Grading the service against quality themes and statements

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

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

Inspection Focus Areas (IFAs)

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

Fire safety issues

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

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

At the previous integrated inspection with HMIE three recommendations were made. The head teacher and staff had taken action to address all recommendations. All staff had been trained in child protection matters and this recommendation was met. Work was ongoing to improve children's independent learning and decision making and to improve approaches to improvement through self evaluation and these aspects are carried forward in recommendations in this report.

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 brief completed self assessment document from the service which contained relevant information for each of headings that we grade them under.

The service identified what they thought they did well, some areas for development and any changes they had planned. More evaluative information could have been included about the impact of processes on the outcomes for children.

Taking the views of people using the care service into account

The children who were present during the inspection were aged between three and five years of age. They were observed to be very happy and confident in the service and to be making friendships with other children. They told us why they like nursery:

'I like coming to this nursery cause I like playing with my friends.'

'I like drawing pictures.'

'I like painting.'

'Mrs Mowatt and Mrs Mutch; they're our teachers.'

'My granny is picking me up today.'

'What's good about this nursery is playing.'

'I like painting spotty pictures.'

Taking carers' views into account

Before the inspection we asked the service to give out fifteen of our care standards questionnaires to parents and carers who use the service. Twelve completed questionnaires were returned to us before our inspection.

Responses showed that 9 respondents strongly agreed and 3 agreed that overall they were happy with the quality of care their child receives in the service. Written comments in the questionnaires observed:

'My children have both been very happy at this nursery and fond of the staff.'

'My children have received additional support; I cannot fault South Park.'

We spoke to 8 parents at the nursery and to 1 by telephone, all were very positive about the service. They said their children enjoyed attending each day. All parents attending the nursery induction meeting felt they had received enough information before starting at the nursery. A couple of parents reflected how well the approachable staff communicated with them and the help they had received accessing support from other agencies. Parents confirmed that snacks were varied and healthy and that children were learning to brush their teeth. Parents described that children were outdoors frequently, walk to the library and had been to the woods the day before the 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: 4 - 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

Having sampled evidence given by the nursery class in the self assessment and taken account of findings on the day of the inspection; we found this service to have a good performance in relation to this Quality Statement.

The staff involve parents in planning children's care and learning in several ways:

- * Staff were seen to promote positive communication and information sharing with parents fostering an atmosphere of openness and equal partnership in accordance with their aims.
- * Information on the work of the nursery and the curriculum is shared in displays and limited information is included in the detailed school brochure.
- * Parents are encouraged to complete an 'all about me sheet' with their children to help staff get to know children's preferences and plan for their needs.
- * Staff encourage parents to share children's achievements' at home in the form of 'star awards'. Staff display these in the nursery and celebrate children's success in whole school assemblies contributing to children's confidence and self esteem.
- * Staff had begun to consult with children about what they wanted to do in nursery during planning.
- * Comprehensive annual questionnaires ask for parents views on the quality of children's care and support.

Parent's feedback to us in discussion and in questionnaires confirmed that parents find staff to be approachable, staff make time to talk and make efforts to help and support children and families. There are regular opportunities to share children's learning and development with parents including written reports.

Areas for improvement

There was scope to develop strategies for consulting with children in planning, talking to children about what they are learning, involving children more in developing their profile record and in evaluating children's quality of experience. Children told us that their learning profiles were 'only for the teachers'.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. The manager and team should develop approaches to involve children more in assessing and improving their experiences and the quality of provision.

National Care Standards for Early Education and Childcare, Standard 13 - Improving the Service.

Statement 3

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

Service strengths

Having sampled evidence given by the nursery class in the self assessment and taken account of findings on the day of the inspection, we found this service to have a very good performance in relation to this Quality Statement.

Staff implement the nursery policy on supporting children's emotional personal and social development well. Staff interaction with children is consistently attentive, warm and supportive. We observed that children had positive relationships with staff and were happy and secure in their care. Of the 12 parents responding to our service user questionnaires 10 strongly agreed and 2 agreed that their child appears happy and confident with the staff. As a result children were developing confidence and self-esteem very well.

The nursery class children are involved in whole school initiatives, assemblies and events which helps them get to know about the school. Staff described how a buddy system with older children in the school ensured children's transitions into primary school are well supported.

An appropriate child protection policy was in place. A parent told us that the school had shared their policy and responsibilities during the induction meeting and through displays on the notice board. The head teacher and staff had a good understanding of their role and responsibility in protecting children from harm, abuse and neglect. Staff confirmed the head teacher updated training in child protection issues annually. The

nursery have implemented recording systems consistent with the approach 'Getting it Right for Every Child', a national initiative.

Discussions with the staff and a review of records evidenced that staff work effectively in partnership with parents and a range of other agencies, including speech and language therapy and social work, to identify and support children who need additional support for learning. Parents we spoke to commented positively on particular support that staff had given their children.

Children choose to engage in a range of play activities outdoors in the fresh air. They are developing their physical skills and language well by engaging in energetic and imaginative play outdoors. Parents told us that children are taken on regular outings and walks to help them get to know about their local community; for example the local library. Staff have recently begun to involve children in a forest walk project.

Staff are helping children to make healthy lifestyle choices and to develop social skills through activities and snack routines. Children are involved in planning snack menus and can 'read' these using pictures, signs and words; this is developing children's literacy skills. They are learning to be independent self-serving at snack; smaller jugs would help them manage this. Snack menus were seen to be healthy overall; featuring fruit regularly and a choice of milk or water to drink. In discussion and in questionnaires almost all parents confirmed this was their opinion. One person responding to our questionnaires disagreed that the service provided a healthy and well balanced diet which met their child's dietary and cultural needs. No further comment was offered and we could not find any reason for this.

Children usually participate in a national dental health programme and brush their teeth in nursery. A parent reported that her child had learned from this and explained to his parent that he should 'brush round in circles and not up and down'.

Areas for improvement

Staff working in the nursery were not aware of the national Nutritional Guidance for Early Years; food choices for children aged 1-5 years in early education and childcare settings (Scottish Executive, 2006). This should be of help to staff in planning snack menus.

See Recommendation 1.

Children usually participate in a national dental health programme and brush their teeth in nursery, however, due to staffing difficulties this had not been implemented yet this term.

See Recommendation 2 and also in Quality Statement 3.3.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 2

Recommendations

1. Staff should familiarise themselves with the Nutritional Guidance for Early Years; food choices for children aged 1-5 years in early education and childcare settings (Scottish Executive, 2006).

National Care Standards Early Education and Childcare up to the Age of 16, Standard 3 - Health and Wellbeing.

2. Staff should implement daily tooth brushing in the nursery without delay.

National Care Standards Early Education and Childcare up to the Age of 16, Standard 3 - Health and Wellbeing.

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

Having sampled evidence given by the nursery class in the self assessment and taken account of findings on the day of the inspection, we found this service to have a good performance in relation to this Quality Statement.

Regular well-presented newsletters and display boards keep parents well informed about nursery activities and ask for ideas and suggestions linked to topics. Parents are invited to school events; including concerts where children sing songs to their families and friends.

Throughout the session, staff were very hands on and worked closely with children. They listened to children and were responsive to children's ideas and comments.

Storage enables children to make some choices from the play equipment. Children could choose to paint their own pictures at the painting easel.

Areas for improvement

Progress with implementing 'big book' planning in the nursery had been constrained by staffing difficulties. Children were not yet routinely involved in developing or evaluating the environment.

See Recommendation Statement 1.1.

In setting up the room staff made choices from the materials available. In self assessment the manager recognised that there was scope to provide more activities for active experimentation and learning through play. Children were chosen by staff to take their snack and to join in with adult led art and craft work in order that all children completed the same piece of work. This meant children's self-chosen play was disrupted. There was scope for children to exercise much more independence in choosing activities and expressing their own ideas and creativity in art and craft.

See Recommendation 1.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. The manager and staff should provide more opportunities for children to exercise independence and choice and take forward their own learning in their play.

National Care Standards Early Education and Childcare up to the Age of 16, Standard 5 - Quality of Experience.

Statement 2

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

Service strengths

Having sampled evidence given by the nursery class in the self assessment and taken account of findings on the day of the inspection; we found this service to have a good performance in relation to this Quality Statement.

The nursery was accommodated within the secure school building and visitors were monitored. The spacious classroom was well laid out to provide acceptably safe play space for children. Access to school facilities such as the gym extend the children's experiences.

Our observations were that the building and playroom were in a good state of decoration and repair. Resources presented as clean and well cared for. Staff described regular cleaning routines for toys and resources and checks to ensure their safety.

An appropriate infection control policy gave staff clear guidelines on cleaning, hand-washing, protection in personal care routines and the exclusion of sick children. During the session staff were observed to maintain hygiene well in food preparation. Records of fridge temperature checks are recorded. Staff encouraged the children in good hand-washing routines. Appropriate personal protective gloves and aprons were available for staff use if required. A small portable first aid kit was available for outings.

The nursery children benefitted from direct access to a well-designed, secure playground area. Parents reported that staff made good use of these facilities to provide regular outdoor play for children.

Areas for improvement

Up to date records of risk assessments were not available. Staff advised that they no longer maintained records of cleaning and maintenance checks. Staff were not

familiar with the guidance Infection Prevention and Control in Childcare Settings, published by Health Protection Scotland/NHS 2011; which recommends records in relation to infection control procedures are maintained.

See Requirement 1 and Recommendation 1.

First aid materials for use in the nursery were stored in an open plastic box with no cover. Some of the previously sterile dressings and gauze swabs were past their expiry date or opened and uncovered. No high visibility blue materials were available for use in the nursery kitchen. There was no system in place to check or replenish first aid materials.

See Recommendation 2.

Grade awarded for this statement: 4 - Good

Number of requirements: 1

Number of recommendations: 2

Requirements

1. The head teacher and staff must ensure that records are maintained that show how:
 - i. children's safety in the environment is risk assessed and
 - ii. procedures are implemented to protect children's health and safety.

This is to comply with:

Scottish Statutory Instrument 2011/210 Regulation 4(1)(a), Welfare of Service Users.

Timescale: to commence at publication of this report.

Recommendations

1. The head teacher and staff should familiarise themselves with the national guidance Infection Prevention and Control in Childcare Settings (Health Protection Scotland/NHS 2011)

National Care Standards Early Education and Childcare up to the Age of 16, Standard 2 - Quality of Environment.

2. The head teacher and staff should ensure that first aid boxes are regularly checked and replenished.

National Care Standards Early Education and Childcare up to the Age of 16, Standard 2 - Quality of Environment.

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 3 - Adequate

Statement 1

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

Service strengths

Having sampled evidence given by the nursery class in the self assessment and taken account of findings on the day of the inspection, we found this service to have a good performance in relation to this Quality Statement.

Parents and children are welcomed into the nursery and are helped to get to know staff through open daily discussion.

In the school brochure parents are invited to become involved within the school as helpers and informed about disclosure checks on helpers to try to protect children's safety.

Parents are invited to work in partnership with staff to improve the school through the parent teacher association.

The head teacher stated that parent's views are surveyed annually. The questionnaire included; asking parents whether staff enquire about children at home, if staff morale is good, whether staff understand their jobs, and how staff cope with demanding or difficult behaviour.

Areas for improvement

The school uses a team of parent helpers, some of whom are invited to help out in the nursery. It would benefit nursery parents more to help out in the nursery, where they would gain an insight into the work of the nursery and their own children's learning.

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

Having sampled evidence given by the nursery class in the self assessment and taken account of findings on the day of the inspection, we found this service to have an adequate performance in relation to this Quality Statement.

Staff were recruited through the local authority's robust recruitment procedure and parent helpers undergo a disclosure check which helped to ensure they were safe and suitable to work with children.

On the day of the inspection a permanent part-time teacher and permanent nursery nurse were employed. They were appropriately qualified in childcare and education and registered with an appropriate organisation. Core skills training for all staff includes child protection, first aid and elementary food hygiene.

Discussion with the head teacher, the nursery nurse and a review of records evidenced that staff participated in a personal development programme to identify their training needs. Within the school staff participate in school meetings, development initiatives and in-house training. Staff training files evidenced that permanent staff had taken up a variety of training opportunities including co-operative learning, big writing, developing early number, emotional literacy, autism and forest school training. As a result staff had begun to take forward new initiatives and review nursery resources.

All parents responding to the Care Inspectorate questionnaires indicated they had confidence that staff had the skills and experience to care for their child. In discussion parents described staff as 'wonderful' and 'really nice'.

Areas for improvement

The nursery had been through an unstable period where the teacher had been absent regularly and a replacement had not always been provided by the local authority. As a result progress with new initiatives had been constrained and previous good practices such as tooth-brushing, quality assurance and record keeping had deteriorated.

Discussion with parents and staff found that parent helpers and students had been used to replace absent staff members; this was unacceptable. Those involved described it as difficult and stressful to maintain the normal running of the sessions and provide for the needs of the children. As a result practices that were not in line with the schools policy had developed, for example we observed a parent helper taking responsibility alone for children's personal care and a student working alone outside with over half the class of children.

See Requirement 1.

Grade awarded for this statement: 3 - Adequate

Number of requirements: 1

Number of recommendations: 0

Requirements

1. The provider must ensure that at all times suitably qualified and experienced personnel are employed to meet the required staff to child ratios, maintain good practice in the running of the nursery and provide for the care and education of the children.

This is to comply with:

Scottish Statutory Instrument 2011/210 Regulation 15(a), Staffing.

Timescale: immediate on publication of this report.

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

Having sampled evidence given by the nursery class in the self assessment and taken account of findings on the day of the inspection; we found this service to have a good performance in relation to this Quality Statement.

Parents are invited to be involved in the school Parent Teacher Association (PTA) who have an input into general school matters.

Information about the PTA and the activities of the nursery are shared in regular informative newsletters. Notice boards also share information on the service.

A clear and appropriate complaints procedure was displayed for parents on the nursery notice board. The head teacher stated that no complaints had been received.

The head teacher stated and a parent confirmed that parent's views are surveyed annually by questionnaire. The questionnaire asked parents about the support of the senior management team, and whether the nursery aims and development plan had been made available to them. Evidence of the results of these surveys was not available however in discussion parents confirmed their participation in annual surveys and that their views are asked for at meetings. Responding to our questionnaires all 12 parents agreed, 5 of these agreeing strongly, that the service has involved them and their child in developing the service, for example by asking for ideas and feedback.

Areas for improvement

There were limited opportunities for children to be involved in evaluating the quality of the service on a day to day basis with staff and a much wider range of strategies could be utilised. The service did not yet obtain the direct views of children through the medium of parents and carers.

See Recommendation in Quality Statement 1.1.

The design of the annual survey asked closed questions and offered a space for open

comments. Open questions may elicit more useful feedback. There was scope to continue to develop parental involvement in evaluation in different ways, for example in developing and reviewing policies.

See Recommendation 1.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. The manager and staff should continue to develop methods of involving parents in assessing and improving the quality of the service.

National Care Standards Early Education and Childcare up to the Age of 16, 13 - Improving the Service.

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

Having sampled evidence given by the nursery class in the self assessment and taken account of findings on the day of the inspection, we found this service to have a good performance in relation to this Quality Statement.

The work of the nursery was supported by a framework of well written policies and procedures which had been reviewed and updated to take account of current national initiatives.

The head teacher visited the nursery regularly to monitor the quality of provision and meets with the nursery staff to discuss their work. As a result the head teacher had a good overview of the strengths of the nursery and aspects for improvement. Together with staff the head teacher had implemented an appropriate development plan with links across early stage school classes. Aspects for improvement had a clear focus on ensuring children's next steps in learning were identified and supported through challenging curriculum experiences to help children progress. As a result appropriate training had been provided for staff to take forward developments. Promoted staff had designated responsibilities for monitoring and evaluating progress.

Parents reported their confidence that management and staff were approachable, asked for and listened to their views and that they felt involved in evaluating and developing the quality of the service.

Areas for improvement

Evidence of much of the quality assurance processes described by the head teacher including the results of the nursery surveys with parents was not available at the time of the inspection due to the absence of key staff.

In self assessment the head teacher recognised there was scope to involve nursery staff further in systematic and rigorous self-evaluation using the Child at the Centre 2.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. The management team should continue to develop monitoring and evaluation approaches to support improvement objectives.

National Care Standards for Early Education and Childcare up to the Age of 16, 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

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

6 Inspection and grading history

Date	Type	Gradings
24 Jun 2009	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and Leadership 4 - 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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