

# Care service inspection report

## **Braehead Primary School Nursery**

### Day Care of Children

Braehead Way

Bridge of Don

Aberdeen

AB22 8RG

Telephone: 01224 702330

Type of inspection: Announced

Inspection completed on: 13 January 2015



HAPPY TO TRANSLATE

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### **Service provided by:**

Aberdeen City Council

### **Service provider number:**

SP2003000349

### **Care service number:**

CS2003014406

If you wish to contact the Care Inspectorate about this inspection report, please call us on 0345 600 9527 or email us at [enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

## 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	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

### What the service does well

The staff interact well with children and have established sound relationships. Staff observe children and ask them what their interests are and use their views to plan quality learning experiences. As a result children are happy, confident and independent in their play, they explore their own ideas and are achieving well. Children are learning about health matters such as healthy eating, hand washing and tooth brushing through the nursery curriculum.

The nursery is a safe, secure and well equipped environment for the children. Staff supervise children and respond quickly if children need support.

The staff are well qualified and motivated to learn more about childcare, play and children learning. The management team and staff have worked hard to take forward a detailed improvement plan. Progress has been enhanced by regular review and monitoring. As a result new ways of working have been implemented and outcomes for children are very good.

The management team and staff have involved parents in the nursery. Parents are invited into the nursery to stay and play, and to learn more about how their children are learning and making progress. The management team and staff are keen to hear parents views and suggestions about where they can improve.

### **What the service could do better**

The service should improve the thoroughness of systems for checking first aid materials kept in the nursery first aid cupboard. As identified by staff disposable aprons should be made available to staff changing children who have nappies or who have an accident while at nursery.

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

Staff have attended a range of early years training and introduced new ideas to enhance the children's experiences. They have worked hard to encourage children's independence and interest. Children can now actively learn through following their own ideas and interests in play in a stimulating environment. As a result they are making good progress and achieving well.

### **Conclusion**

Since the last inspection the manager and staff have taken forward a clear improvement plan which has helped the nursery to improve. The service is meeting its aims and objectives. Children and their families are very pleased with the service.

## 1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at [www.careinspectorate.com](http://www.careinspectorate.com).

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 01 April 2011.

### Requirements and Recommendations

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

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

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

Braehead Primary School Nursery class is provided by Aberdeen City Council within Braehead Primary School. The school is located in the Bridge of Don area, a suburb of Aberdeen. The nursery class is registered to provide a service for up to 40 children aged from 3 years up to those not yet attending primary school. Currently the nursery provides morning and afternoon sessions for up to 20 children at each.

The aims of the nursery are:

So that children can become successful learners we aim:

- \* To provide high quality learning experiences that sustain enthusiasm maintain motivation and focus on ensuring continued development
- \* To promote the welfare of children by giving them the opportunity to take part in new experiences
- \* To provide equal opportunities for all children to access the early year's curriculum successfully, meeting the needs of each child.

So that the children can become confident individuals we aim:

- \* To provide a stimulating environment for learning where children know that they are valued and can feel happy and secure
- \* To support and challenge children, using strategies that promote physical, mental and emotional well-being.

So that the children can become responsible citizens we aim:

- \* To ensure that different social, linguistic, religious and cultural experiences that children and their families bring are valued
- \* To build and maintain effective partnerships between the school, parents other agencies and the wider community.

So that the children can become effective contributors we aim:

- \* To give children the opportunity to make choices, plans and decisions
- \* To consult with children at all stages of learning
- \* To develop confidence, independence and resilience.

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 5 - Very Good**

**Quality of Staffing - Grade 5 - Very Good**

**Quality of Management and Leadership - Grade 5 - Very Good**

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website [www.careinspectorate.com](http://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 announced inspection carried out by one Care Inspectorate inspector. The inspection was announced because we were accompanying two Education Scotland inspectors who were carrying out a follow through inspection of the whole school, including the nursery. The inspection took place on 12 and 13 January 2015. Feedback on the Care Inspectorate's findings was given to the Senior Management Team and nursery teacher at the end of the inspection.

As part of the inspection we took account of the annual return and self assessment that we asked the service to complete and submit to us.

Before the inspection we sent the service 20 Care Standards Questionnaires (CSQs) to give to parents and carers who use the nursery. 11 parents/carers sent us completed questionnaires.

During the inspection process we gathered evidence from the following sources:

We spoke with:

- \* The Senior Management Team
- \* The nursery staff
- \* The children
- \* Four parents.

We observed:

- \* Staff practice
- \* The children's experiences
- \* The environment for the children.

We looked at relevant documents and records:

- \* Parents handbook

- \* Parental participation policy
- \* The aims of the service
- \* Floor book consultation with children
- \* Children's records and learning journeys
- \* Displays and photographs
- \* Newsletters
- \* Curriculum planning
- \* Snack policy
- \* Child protection policy
- \* Medication procedures
- \* Risk assessment policy and records
- \* Staff training files
- \* Complaints procedure
- \* Improvement plan
- \* Self evaluation, audits and monitoring records
- \* Evaluations carried out by the service with service users.

### **Grading the service against quality themes and statements**

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

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

### **Inspection Focus Areas (IFAs)**

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

### **Fire safety issues**

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

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

All recommendations relating to the previous inspection had been addressed through an action plan and met.

## **The annual return**

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

**Annual Return Received:** Yes - Electronic

## **Comments on Self Assessment**

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

The Care Inspectorate received a completed self assessment document from the service provider. The service shared relevant information for each of the four themes and identified what they thought they did well and some areas for development and any changes they had planned. The service provider told us how the people who used the care service had taken part in the self assessment process. The content of the self evaluation could have been more evaluative and told us more about outcomes for children.

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

The children attending the service were observed to be happy, motivated and interested in the activities. Those children spoken with confirmed they liked coming to nursery and described their favourite activities or what they were doing:

- 'I'm painting with the water and I'm making it very wet, there's even rain on the roof top. This is a very full bucket.'

- 'Let's get some ingredients and make a cake.' 'We need chocolate and raspberries.'

- 'I've put it in the oven' (referring to their sand cake made in the sand pit and transported to the play house).'
- 'Quickly now, come back because the boat is going to go, hurry up! Get on it.'
- 'Would you like an ice cream? (how much is it?) This ice cream is £3 (that's very expensive) OK this one is £2.'
- 'Look I've done an (...sounds out letters), that's how you spell my name.'

Two children represented their views in drawings, one was a detailed picture of the nursery environment including each door:

- 'Black is for phones, this is how you write the phone and I need to do the red things now.'

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

Feedback about the service was positive. We spoke to one parent informally during the inspection and three parents in a focus group. All reflected positively on information sharing systems, opportunities for parental involvement and events, staff skills and personalities, the activities that have helped children to make progress and their children's enjoyment.

Eleven parents/carers who use the service returned completed Care Standards Questionnaires. Ten strongly agreed and one agreed that they were happy with the quality of care their child received and responses to all categories of questions were equally positive.

Written and comments included:

- 'My child thoroughly enjoys attending this nursery setting. They are offered a wide range of activities to participate in which contribute to his overall development. The staff are very supportive to myself and my child and have accommodated our needs. For example as a working parent I am not always able to attend the entire event and they ensure that I am kept informed of what happens and provide additional support to my child.'
- 'If my child is happy I am happy. I have had no concerns when it comes to the nursery or the staff.'
- 'I am delighted with my child's experiences at nursery. They settled in quickly and have built positive relationships with other children and staff. This nursery has a

happy and stimulating environment. My child has flourished since starting here.  
Happy child = happy parent.'

- 'Teachers in the nursery are great with the children and take the time to listen. The only thing I would ask is that it should be a requirement for children to wear their coats outside in cold weather.'

- 'My child loves nursery and the staff, they are very close with all the children. I don't have a bad word to say about the nursery or the teachers.'

## 3 The inspection

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

### Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

#### Statement 1

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

#### Service strengths

We found the service was very good at involving both children and their families in assessing and improving the quality of care and support. We concluded this from looking at ways the staff involve service users, talking to parents, looking at planning and reviewing questionnaires.

We observed that staff took time to speak to parents at drop off and collection times and exchange information verbally. Parents told us they valued this personal communication with staff.

Since the previous inspection the service has worked to develop parental involvement in their children's learning. An information afternoon had been held on how children develop their literacy skills in the early stages. Home link activities, for example taking the nursery teddy home for the weekend and writing a story with parents, helped to reinforce these skills.

Parents know they can view their child's profile folder at any time and contribute their comments or their children's achievements from home. Children's 'Smarty Pants' achievements were displayed for parents on a washing line in the entrance hall. Parents could also contribute 'Smarty Pants' achievements. This means parents can share in their child's learning and see their child's progress. Parents told us they valued being invited to 'Stay And Play' for the day. Involvement in this way means parents had more knowledge of the nursery activities from which to judge the nursery's performance.

Parents had been consulted about the quality of the service using questions based on

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the National Care Standards for Early Education and Childcare for children up to the Age of 16; this included aspects of care and support.

Children were respected and consulted about matters that affected them; for example snack menus showed children's choices. Since the previous inspection staff had developed a sound understanding of using talking and thinking floor books. We saw that these were being used well to make visible how staff listen to children's ideas and interests and to support children's involvement in and evaluation of their own learning.

### Areas for improvement

There was scope to develop the range of ways that children evaluate their experiences on a day-to-day basis. Nursery staff may find it helpful to revisit, the Assessment is For learning Early Years Self Assessment Toolkit, Learning and Teaching Scotland (2006). Available at:

[http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1089/Assessment\\_for\\_Learning\\_Self\\_Assesment\\_Toolkit.pdf](http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1089/Assessment_for_Learning_Self_Assesment_Toolkit.pdf).

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

**Number of requirements:** 0

**Number of recommendations:** 0

### Statement 3

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

#### Service strengths

We found this service to have a very good performance in relation to this statement. We came to this conclusion after we talked to staff, looked at children's records, care and activity plans, observed care practices and outcomes for children.

Staff nurtured children's care and welfare using information gathered and recorded from parents at registration and in 'Getting To Know You' forms. As identified in the previous statement staff communicate well with parents, using daily opportunities for communication to keep information sharing updated. As a result we found that in discussion staff knew children's individual needs and personalities well.

Staff were very clear about procedures in place for managing children's dietary needs and medication. Children and families confidentiality was respected, information was discreetly but clearly displayed for staff who needed to know.

Children have a range of opportunities to learn about healthy lifestyles through nursery routines and activities. Children had enjoyed a visit to Tesco to learn about where foods come from 'Farm To Fork'. The nursery promoted Childsmile well.

Childsmile is a national programme to improve the dental health of children in Scotland. Children knew why they brushed their teeth, 'to keep them clean and sparkly' and 'to stop them getting sore like mummies'.

The snack policy and menus reflected the national guidance on promoting good nutrition and healthy eating with children. Menus and drinks of only milk or water supported children's dental health. Bread based starchy foods were offered with fruit on a daily basis. The snack routine was well-managed and pre-school children demonstrated that they can take responsibility be independent in self-serving and clearing away their cups and plates. Snack was a sociable time for children to talk with each other and staff.

Staff interacted warmly with children and made them feel welcome and secure. As a result children were observed to be very happy, relaxed and confident in the setting. Children were developing very good social skills with their friends and collaborated in complex imaginative games. The pre-school children concentrated well and sustained interest in imaginative role play using the puppet theatre as an ice cream shop, baking cakes in the outdoor sand play and 'painting' the outdoor furniture with water.

Staff have accessed on-line training in child protection and this is refreshed in school each year. There were clear procedures in place to protect children from harm, abuse and neglect. Staff have a good knowledge of Getting it Right for Every Child (GIRFEC), a Scottish initiative to improve the lives of children. They track children's progress and work in partnership with parents to identify any additional support children need. Staff have made useful links with other agencies that support children and families, for example the speech therapist, occupational therapy and health visitors. Individual educational plans are in place which reflect expert advice. This means children should get the support they need to achieve their full potential.

Children have very good opportunities for fresh air and outdoor play on a daily basis. We saw that children moved independently, choosing between the activities in the playroom and a variety of play opportunities outdoors. They engaged in activities to support their physical development such as balancing on pot stilts, throwing quoits on to a target pole, and propelling bikes and scooters. They enjoyed imaginative games baking cakes in the sand pit and baking them in the play house, painting with water and building an igloo with polystyrene blocks.

During the inspection we saw that most children were very independent at getting their own coats and outdoor shoes and putting these on. Staff were observant and helped children where they could not manage.

### **Areas for improvement**

One parent who was very positive about the nursery overall, told us that she was concerned that she had seen her child playing outdoors without a coat, this was also reflected in one questionnaire:

- 'The only thing I would ask is that it should be a requirement for children to wear their coats outside in cold weather.'

During the inspection we saw that staff helped those children that could not manage, including with gloves and hats. Staff advised that they always make sure that children have their coats on outside and were very concerned to hear the parents comment. They felt that the child may just have come out and were sure they would have ensured that they had their coat on as soon as the child was seen without. Staff assured they would be extra vigilant about this.

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

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

### Statement 1

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

### Service strengths

We found the service was very good at involving both children and their families in assessing and improving the quality of the environment. We concluded this from looking at ways the staff involve service users, talking to parents, looking at curriculum planning and reviewing questionnaires.

Parents are welcomed into the nursery at drop off and collection times by a well thought out one way system that parents felt supported effective communication with staff. Parents had an opportunity at collection time to see what their children have been doing and engage with their children in reading or puzzles.

Observations in children's learning journeys and floor books used for planning purposes highlighted children's current interests. These ideas were taken forward in planning and the outcome could be seen in photographs and records of children's work and achievements.

In the nursery both the pre-school children and ante-preschool group were motivated to make their own choices from the well planned active learning experiences indoors and out. Toys and equipment were kept in storage accessible to children. This offered children plenty of free choice.

Children chose cardboard tubes and marbles to experiment with in the sand play and chose from a variety of craft materials to design sock puppets at the 'Creative Station'. Anti-preschool were supported very well by staff to become familiar with the routines, and were already developing independence in finding the particular car they needed and a driver from the play-Mobil people tray.

Parents and children had been involved in a 'Homework Challenge' to contribute ideas to re-design the school library.

### Areas for improvement

Refer to Quality Theme 1, Quality Statement 1.

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

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 2

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

### Service strengths

We found this service to have a very good performance in relation to this statement. We came to this conclusion after we observed the accommodation and equipment, talked to the head teacher and staff about developments and saw the impact on children.

The nursery area within the recently built school is equipped with up-to-date safety features such as electronically locking doors, high turn key locks on the nursery doors and finger guards on the hinges. Parents dropping and picking up are supervised by staff, and children are closely monitored until they have been collected by a known adult. These procedures contribute to keeping children safe and secure within the nursery.

The purpose-built class room provided a well equipped child friendly space. New furniture is safe and helps children's independence. Toys and equipment were high quality and maintained in clean condition through planned cleaning routines.

Children had access to school facilities such as the large hall, and astro turf areas which provided spacious areas for physical activity where children can enjoy energetic play safely.

Staff manage kitchen hygiene well, chopping boards were clearly colour coded, the fridge was well organised and the temperature monitored. Work surfaces for food preparation and eating were kept clean. Staff were observed to implement infection control practices to minimise the spread of infection through appropriate hand hygiene and wearing disposable gloves in changing routines. Staff were clear about best practice and the types of gloves to be worn. Children were also encouraged to develop good habits in hand washing routines and had been learning about germs using the 'Glitter Bug Machine'. Good ventilation in the nursery keeps the air fresh. These measures help to stop the spread of infection in the nursery and help keep children healthy.

The nursery nurses were qualified in first aid, accidents and incidents had been dealt with and recorded appropriately and shared with parents.

Staff carried out thorough risk assessments for some activities and all outings. They involved children in the process to help them understand dangers in the environment.

High visibility jackets increased children's visibility and helped to protect their safety when out on walks.

### Areas for improvement

The teacher had not yet attended first aid training which is recommended for all nursery staff.

A system was in place to replenish the first aid box however checks on existing materials were ineffective, the first aid box contained sterile dressings that had passed their use by date. The head teacher and teacher agreed to review procedures, ensure ancillary staff were checking for expiry dates and replace expired items **(See Recommendation 1)**.

Staff had discussed the current infection control guidance prior to the inspection and had already highlighted the need for disposable aprons for when they are changing children **(See Recommendation 2)**.

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

**Number of requirements:** 0

**Number of recommendations:** 2

### Recommendations

1. The head teacher and staff should ensure that first aid boxes are checked for expiry dates on sterile materials.

**Reference: National Care Standards, Early Education and Childcare up to the age of 16, Standard 2: A Safe Environment.**

2. The provider should ensure that disposable aprons are made available to staff and kept within a suitable dispenser.

**Reference: National Care Standards, Early Education and Childcare up to the age of 16, Standard 2: A Safe Environment.**

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

### Statement 1

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

#### Service strengths

We found the service was very good at involving both children and their families in assessing and improving the quality of staffing. We concluded this from looking at ways the staff involve service users, talking to parents, looking at planning and reviewing questionnaires.

The service had developed a policy which encouraged parents' participation, this recognised the importance of parental involvement and participation to help or contribute their skills. The head teacher and staff had put out an invite to parents giving examples of how parents could contribute, talking about their job or an interest, gardening with the children or helping behind the scenes. As a result a parent had given their time to help out with library books and curiosity bags, read to the children and help out in the nursery and on trips. This enhanced children's experiences and helped parents to understand the work of the staff.

Parents had contributed to evaluations of staffing through questions of the month around the National Care Standards, which include 'Confidence in Staff'. Parents were also asked to contribute their child's view. We saw that feedback to the nursery had been positive.

#### Areas for improvement

Refer to Quality Theme 1, Quality Statement 1.

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

**Number of requirements:** 0

**Number of recommendations:** 0

### Statement 3

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

### Service strengths

We found this service to have a very good performance in relation to this statement. We came to this conclusion after we talked to the head teacher and staff, looked at staff training records, observed care practices and outcomes for children.

Of the eleven parents responding to our questionnaires, ten parents strongly agreed and one agreed that they had confidence in staff skills and experience, staffs ability to protect their children from harm, that staff treated their child with respect and that their child appeared happy and confident with staff.

Parent's comments showed an appreciation of the way staff care for children, and take the time to listen to them. Parents valued the range of activities provided by staff and that they provided appropriate care for children as individuals. While still positive overall, parents were less confident that there were enough staff to provide good quality care. However we found that staffing levels met the minimum required ratio and that the two staff worked very well as a team and provided high quality care for the children.

Staff employed in the nursery were either qualified in teaching or child-care and education. We saw that staff were highly motivated and enthusiastic and interacted very well with the children to extend their learning. As a result children were happy and secure with staff, and enjoying a very good quality of experience.

The management team and staff were open to new ideas, change and further development of the nursery. They had visited other services to refresh their thinking and were keen to visit more. Both the teacher and nursery nurses were keen to attend training and develop their knowledge and skills. They had used ideas gathered to develop the service with positive results for children's experiences.

The teacher had completed a 'New To Nursery' course and used websites and research to develop her role. As a result she had quickly grasped the different styles of teaching pre-school children and was improving children's learning experiences and outcomes. The nursery nurses were very experienced and supported the teacher seamlessly.

All staff maintained appropriate continuing professional development records evidencing a variety of motivating short courses, core training updates and medical input to support individual children. We could see that staff development had impacted positively on improvements to their practice and outcomes for children.

Staff appreciated the leadership of the senior management team who met with them regularly to support their work, monitored their practice and gave constructive feedback. All staff have an appraisal of their work annually which included, objectives a review and forward planning of their continued professional development.

### Areas for improvement

We are confident that the head teacher, depute and nursery staff will continue work together to embed new learning and practices solidly, and continue to develop children's experiences and innovative thinking in the nursery team.

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

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

### Statement 1

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

### Service strengths

We found the service was very good at involving both children and their families in assessing and improving the quality of the service. We concluded this from talking to the management team and staff about the ways in which they encourage participation and involvement, talking to parents, and reviewing written information, feedback and questionnaires.

Information was shared with parents through a well presented handbook, regular colourful and informative newsletters and the white board and notice boards in the nursery entrance hall. Displays were current, relevant and useful, the white board was updated daily.

Parents told us that staff listened and communicated with them well. Parents also told us that the head teacher and depute head were highly visible in the nursery and approachable, as a result parents felt confident that they could speak to them about any matter that concerned them. A room was easily accessible near to the nursery for private discussions with parents.

The management team and staff sought parents' feedback, comments and suggestions in a number of ways. Parents told us that a suggestion box was always available. They get very good information about the work of the nursery and how their child is progressing. Parents can be involved in the day-to-day work of the nursery and are regularly involved through planned events, which sometimes include wider family, for example grand-parents.

A recently developed display invited parents to comment on the policy of the month and parents had responded positively by giving their comments. In evaluating the parental participation policy parents voiced their appreciation of the nursery involving parents, and working with parents to support what parents do all the time.

Parent's views had been sought through the use of questionnaires on each of the

National Care Standards, these also invited free comment. The questionnaires included parents contributing their child's views and comments on the activities. All feedback was seen to be positive.

Children's views are respected, staff involved children in planning the activities as routine on a day-to-day basis and it was clear children's views are taken account of and influence the service.

### Areas for improvement

The management team and staff should continue to develop innovative ways to involve children in evaluating the service.

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

**Number of requirements:** 0

**Number of recommendations:** 0

### Statement 4

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

### Service strengths

We found this service to have a very good performance in relation to this statement. We came to this conclusion after we talked to the head teacher and staff, looked at audits and monitoring records, observed care practices and outcomes for children.

The nursery staff demonstrated in discussion motivation to provide a high quality service to children and families. They reflect on planning on a daily basis and evaluate not only the broad direction to take forward for the benefit of all children's learning but individual interests, learning and progress and use this to forward plan. This means that each child is supported in their learning and development. As a result we saw that children were confident, independent, responsible and achieving well in numeracy, literacy and health and well-being.

Staff evaluate the nursery against the National Care Standards for example, the safety of the environment and the risks associated with the activities. They take steps to ensure children are as safe and protected as possible, while still having a level of challenge that helps them learn about their own safety.

The improvement plan was meaningful. Clear detailed criteria for success had been identified for improving the quality of teaching and learning through Child at the Centre audits, the Child at the Centre is a national self evaluation tool for children's care and education settings. Plans for meeting these improvements had included all stakeholders.

Discussion with staff in the nursery evidenced that they were fully conversant with the aspects of improvement they had been taking forward in the nursery and the progress they had made. These aspects were directly related to the previous inspection, getting children more involved in planning and taking more responsibility, active learning through play, challenge and progression for children, literacy and numeracy with a particular focus on reading, and involving parents in the work of the nursery. Discussion with parents demonstrated that parents could see progress and a positive impact for their children and themselves. Evaluation and review showed the progress that the nursery had made and the positive impact on outcomes for learners. Children and families are consulted and involved in development plans, and their suggestions are welcomed and valued.

Staff participate in wider school evaluation and curriculum development initiatives and use these to improve the nursery. They visit other settings to bench-mark their performance and take on new ideas. Support from expert national advisors had been valued and acted upon.

The head teacher and depute head teacher meet with the staff regularly and monitors staff practice and nursery plans. As a result the head teacher and depute have a very good understanding of the strengths of the nursery and areas for development. They had shared constructive feedback to staff on aspects for development and improvement and worked in partnership with them to progress plans.

The nursery works in partnership with the primary one class in the school, to evaluate and improve transitions for children. As a result these are now more developed and support children well in moving from nursery into school.

### **Areas for improvement**

The head teacher, depute and nursery staff are self-motivated and well placed to continue to maintain and develop the high quality service provided in the nursery.

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

**Number of requirements:** 0

**Number of recommendations:** 0

## 4 Other information

### Complaints

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

### Enforcements

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

### Additional Information

### Action Plan

Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).

## 5 Summary of grades

<b>Quality of Care and Support - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
<b>Quality of Environment - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 2	5 - Very Good
<b>Quality of Staffing - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
<b>Quality of Management and Leadership - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 4	5 - Very Good

## 6 Inspection and grading history

Date	Type	Gradings	
21 May 2012	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good
12 Mar 2012	Re-grade	Care and support	Not Assessed
		Environment	Not Assessed
		Staffing	Not Assessed
		Management and Leadership	4 - Good
28 Feb 2012	Re-grade	Care and support	Not Assessed
		Environment	Not Assessed
		Staffing	Not Assessed
		Management and Leadership	1 - Unsatisfactory

## Inspection report continued

16 Sep 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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### Translations and alternative formats

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هه باى تسرد سىم وونابز رگىد روا وولكش رگىد رپ شرازگ تعاشا هى

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

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Telephone: 0345 600 9527

Email: [enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

Web: [www.careinspectorate.com](http://www.careinspectorate.com)