

# Care service inspection report

Full inspection

## Meiklemill School Nursery Day Care of Children

Meiklemill School Nursery  
Provost Davidson Drive  
Ellon



HAPPY TO TRANSLATE

Service provided by: Aberdeenshire Council

Service provider number: SP2003000029

Care service number: CS2003015707

Inspection Visit Type: Unannounced

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

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

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## Summary

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

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

### We gave the service these grades

Quality of care and support	4	Good
Quality of environment	5	Very Good
Quality of staffing	4	Good
Quality of management and leadership	4	Good

### What the service does well

We found that there were very good communication systems in place between parents and carers and the nursery.

We found that the nursery had a very good variety of resources available to the children. The children presented as being happy and interested in the nursery setting.

The new manager was very interested in the nursery and was committed to developing it further. Staff felt well-supported by the manager and worked well as a team.

### What the service could do better

On the first day of the inspection there was a lack of flexibility within the nursery which impacted on children's play experiences. This was much improved during the second day of the inspection. The staff team need to become familiar with the best practice guidance 'Building the Ambition' and consider how they can then further develop their practice.

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

There had been a change of manager since the last inspection. The new manager (the headteacher) was familiarising himself with early learning and childcare and his roles and responsibilities as the registered manager for the service.

### Conclusion

The nursery was providing a good quality of service to children and their parents and carers.

# 1 About the service we inspected

Meiklemill School Nursery is registered to provide a care service to a maximum of 40 children aged 3 years to those not yet attending primary school. The nursery operated two part time classes mornings and afternoons.

The nursery had in place a comprehensive statement of aims, outlining the curriculum, the ethos of the nursery and working in partnership with parents.

The Care Inspectorate regulates care services in Scotland. Prior to 1 April 2011, this function was carried out by the Care Commission. Information in relation to all care services is available on our website at [www.scswis.com](http://www.scswis.com).

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

## 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 4 - Good**

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

**Quality of staffing - Grade 4 - Good**

**Quality of management and leadership - Grade 4 - Good**

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website [www.careinspectorate.com](http://www.careinspectorate.com) or by calling us on 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

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

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

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

We wrote this report after an unannounced inspection that took place on Wednesday 18 November and Thursday 26 November 2015. Feedback was given to the head teacher and teacher at the end of the inspection on 26 November 2015.

As requested the provider completed and sent us a self assessment form and an annual return prior to the inspection taking place.

We issued 40 Care Standards Questionnaires (CSQs) to parents and carers of

children using the nursery. Twenty-three questionnaires were returned to us before the inspection.

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

We spoke with:

- the manager of the service
- staff
- parents who used the service
- children who attended the service.

We observed:

- staff practice
- the children's experiences
- the environment for the children.

We looked at a range of relevant documents including the following:

- children's records
- feedback systems
- snack menu
- accident and incident records
- risk assessments
- cleaning schedules
- training records
- team meeting minutes
- policies and procedures
- quality assurance systems.

### **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](http://www.firescotland.gov.uk)

## The annual return

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

**Annual Return Received:** Yes - Electronic

## Comments on Self Assessment

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

The service submitted a detailed self assessment online in advance of the inspection taking place. It gave relevant information for each of the quality themes. Strengths as well as areas for improvement were identified.

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

We observed children at play during the inspection. They presented as being happy and relaxed and enjoyed participating in a range of activities.

## Taking carers' views into account

Generally the feedback we received from parents and carers who completed questionnaires was very positive. Some of the comments received were as follows:

- "Could not be happier with the nursery. My son has come on leaps and bounds since starting there both academically and his social skills. I am very confident in leaving him with the brilliant staff there".
- "My son started nursery shy, teary and unsure. Through staff and nursery he has become confident, independent and loves going to nursery every day".
- "The staff go out of their way to ensure the children are happy and settled. If they notice a problem they are quick to act. Likewise if I want to speak to them

about anything then the door is always open. The children are all treated as individuals and my daughter is happy and settled. She even wants to go weekends and holidays".

- "I haven't been to any parent/carer events but there are a few events in the coming months I will be attending. One of these is to see the children at play, another is to view my sons learning profile. I feel very confident that my son is in a safe, secure place".

- "My daughter looks forward to going to nursery every day, taking part in all the different activities provided by the staff. Excellent variation of food for snack. Every Wednesday the children take part in gym and are encouraged to change into their own gym clothes which I feel is preparing them for transition to P1".

- "...the choice and range of activities is excellent".

- "The setting itself has a warm, friendly atmosphere, it is stimulating with a variety of toys and activities that is evident that a lot of thought and planning has gone into".

Parents and carers also gave feedback on areas that they felt could be improved within the service and some of the comments received were as follows:

- "Lack of communication about your child. Lack of communication in general e.g. knowing things at the last-minute".

- "Newsletters - not clear what is for primary kids and what is for nursery.....newsletters are often sent dated a good few days ago and applicable for that week or week after - lack of forward planning for parents".

- "I receive info by email, hard copies on paper, slips of paper, different notes - often concerning classes nothing to do with my child. It would be a huge help if I could receive the relevant info - once- even if there was a virtual notice board/calendar we could view online - currently it's confusing/frustrating".

### 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

We observed children being encouraged to develop an area for play. They wanted a castle and decided what they wanted in the castle. Staff captured their ideas using a mind map and helped them to follow this through.

We saw that some of the children wanted to put cars in the sand tray to see the cars making tracks in the sand. They were encouraged to do this.

We saw that children were involved in making up the golden rules for their class. They had completed this at a children's meeting held near the start of the school year.

Parents we spoke with during the inspection expressed a high level of satisfaction with the communication and involvement they experienced from the nursery. Parents talked about getting support packs home from the nursery, to help them help their child with specific tasks they were finding challenging, such as cutting.

They found on-to-one meetings with teachers to discuss their children positive. They told us there was a "meeting just before the holidays where parents got to

hear about what the nursery had been doing" and a "parents afternoon when not long started to tell how they were settling in - very helpful".

Parents also enjoyed the opportunity to come and spend some time engaging with and observing their child in nursery through stay and play sessions. They also told us that they can volunteer to help with the walks

Nursery newsletters were regularly produced to help keep parents and carers well-informed.

Parents were happy with the amount of verbal feedback they were receiving from the staff. One parent told us that they "get feedback from staff if (child's name) has done something, achieved something" and a further parent told us that they get a "lot of feedback from staff".

We saw that the noticeboard had a lot of relevant information on it. It could be used by parents and carers to see what their children were doing at nursery that week. Childrens individual achievements were also celebrated here. Thomas the Tiger book had photographs and a narrative of what children had been involved in, such as investigating light sources, raising money for charity, learning about different festivals. Parents found the notice board helpful. One parent told us that it helped "to remind you of what's happening that week - quite handy - always a reminder".

The service had started to use 'well done slips' or stickers where children had achieved something within the nursery session. This then provided a tool for the child's parent or carer to then ask the child about the sticker or well done slip and let them know what they had achieved.

Parents had been asked to complete questionnaires giving their view on the service. The service had then used feedback from these questionnaires to inform their improvement plan and help them think about their key objectives for the forthcoming year. We could see that the service had already been progressing some of the feedback they had received from parents.

## Areas for improvement

Our observations on the first day of the inspection was that there was a lack of flexibility within the nursery which had the result of reducing children's choice and experiences. Staff fed back to us that due to the children having gym hall time that day, it meant that the session was more time restrictive and therefore was more structured. On the second day of the inspection we found that the session was more relaxed. We saw children making much more choices and having more time to engage more meaningfully in their play experience.

The services complaints procedure informed that complaints would be investigated within 21 days. This should be amended to 20 working days in line with Scottish Statutory Instrument 2011/210 **(see Recommendation 1)**.

Two parents had fed back in our questionnaires that they found the school newsletters confusing and that they were not sent out long enough in advance. The service may want to explore this further.

## Grade

5 - Very Good

**Number of requirements - 0**

## Recommendations

**Number of recommendations - 1**

1. The Providers complaints procedure should be amended to advise that complaints will be investigated within 20 working days.

National Care Standards, Early Education and Childcare up to the age of 16 - Standard 14: Well-Managed Service.

## Statement 3

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

## Service Strengths

We observed the children to be enjoying their experience at nursery. Interaction between the children and staff was positive. Children were encouraged and supported to play with each other. This helped to make them feel included.

We observed children to be offered a range of different activities. These included developing a play castle, sand tray, painting, craft, reading stories, play doh, water tray and energetic play in the gym hall.

On the second day of the inspection children could also choose to play outdoors in the courtyard which was an enclosed space which was accessible straight from the nursery playroom. The door to the courtyard was kept open so that children could freely come and go as they pleased. Some of the other children were playing in the other enclosed space the nursery had, at the front of the school and were using a range of larger play equipment.

The nursery had a 'dark den' and we were told that this had a really positive impact on some children that lacked confidence in the larger setting.

All About Me documents were in place for all the children which provided some information about children and their particular interests, likes, dislikes and any specific needs that they had. Where children had an identified learning need, an Individual Education Plan (IEP) was in place. This provided detailed information about the children's individual needs and was informed by discussions and meetings with professionals involved in the child's care. Discussions we had with staff and the manager indicated that they knew the children and their individual needs well.

The service had developed My Learning Yearbooks for each child which linked to the Curriculum for Excellence. Recorded in these were children's achievement and next steps were identified along with the support required to help children achieve these.

Parents and carers all received copies of statements that outlined specific learning targets for children in the nursery and this also included some information about how parents and carers could help children at home (see also Areas for Improvement).

Children were encouraged to think about their health by activities such as hand washing being promoted before snack and by engaging in the tooth brushing scheme.

We could see that fruit or vegetables were always available as part of each snack. Again this helped children to be healthy. Staff used appropriate infection control practice when preparing snack.

Parents reported that their children regularly got the opportunity to play outdoors which supported them to be healthy and active. Their comments included:

- "Outdoor time - go outside, play on bikes, play games".
- "Outdoor play - loves that - got all the toys, ride on's, bikes etc. Sometimes take them for a walk in woodland, wellie walks".

Parents were pleased that the team was working hard to integrate the nursery children into the rest of the school. They described various ways in which this was being achieved and felt this was helpful in managing transitions.

- "brought (my child) out - lot more confident since starting nursery - see a big difference in him - independence developing".

We saw that there was an appropriate system in place for responding to and recording child protection concerns. Through looking at records and speaking with the manager and staff, we were able to see that staff had a good understanding of child protection and were confident to progress concerns that they had. This helped to keep children safe.

### **Areas for improvement**

We observed the signing in system in place within the nursery. We saw that some of the children were unable to recognise their name in print. The outcome of this was that their parents were actually doing it for them. It would be more helpful to have the child's name alongside a picture they could identify with and then remove the picture when they no longer need it.



Our observations on the first day of the inspection were that children were not encouraged to be very independent. We did not see any of the children be involved in preparing snack. Water and milk were provided for the children but they were not supported to pour their own drinks. The fruit that formed part of the snack we observed was cut into small slices that were difficult for the children to pick up **(see Recommendation 1)**. On the second day of the inspection, following feedback, we could see that children were encouraged to be much more involved in their snack experience. Children were pouring their own drinks from small jugs, were spreading their own bread, and helping themselves freely to the fruit that was provided. This was a significant improvement.

We observed on the first day of the inspection that staff did not always take opportunities to extend the children's play and experiences. Some of the plans and/or rules were quite fixed and due to this children's play was interrupted. For example, five children were playing around a table and they were asked to decide who was to leave the table as only 4 children were allowed round the table **(see Recommendation 1)**. Children all had their snack at the same time and there were no opportunities for children to have some flexibility within this. There was considerable improvement on the second day of the inspection where the session was more relaxed and children's experiences evolved and developed more naturally.

Although parents told us that children regularly were outdoors and really enjoyed this, we felt there was a missed opportunity for children to access fresh air during the two sessions we observed on the first day of the inspection. Staff reported that this was due to a small repair needing to be undertaken to the wooden playhouse in the small enclosed play area. The staff also however, could have used a larger enclosed grass play area to the front of the school. On the second day of the inspection there was a high level of opportunity for children to play outdoors in the courtyard (which was freely accessible) or in another outdoor play area. We saw some really nice outdoor play and staff having a good understanding of when to get involved and when to stand back and just observe.

## Grade

4 - Good

**Number of requirements - 0**

## Recommendations

**Number of recommendations - 1**

1. The service to always provide an environment which encourages children's independence and opportunities for children to have their play experiences supported and enhanced.

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

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

### Statement 2

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

### Service Strengths

We found the nursery to be clean, uncluttered, odour and smoke free, with appropriate lighting and ventilation. During our tour of the premises we did not come across any obvious hazards.

There was a secure entry system in place to access the nursery. The entrance door was locked and visitors were monitored by staff entering and exiting the nursery. We could see that a system was in place for parents to notify staff if someone different was to be collecting their child.

We found that children had easy access to toilets which were situated just off of the main playroom. They were found to be clean and well stocked with liquid soap and paper towels to promote effective hand washing.

We found the snack preparation areas to be clean and well-organised. Food was found to be appropriately stored.

We sampled some of the risk assessments that had been undertaken in relation to outings and activities and found these to be appropriate.

### Areas for improvement

We observed children washing their hands before snack. Some of the children did this really well and staff told us that they had been working hard on encouraging the children to wash their hands effectively. Not all of the children managed this task so well and we would recommend that staff supervise hand

washing, so that children can be reminded and supported as required (**see Recommendation 1**).

### Grade

5 - Very Good

**Number of requirements - 0**

### Recommendations

**Number of recommendations - 1**

1. In order to support children with effective hand hygiene, staff should monitor children's hand washing.

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

## Statement 5

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

### Service Strengths

A range of resources were in place for the children. This included play castle, play kitchen, sand and water trays, art and craft resources, play doh, various construction materials and resources that supported imaginative play, a quiet area with books, an IT area and a 'dark den'.

Children had access to the gym hall for energetic indoor play once a week. There were two outdoor play areas available for the service to use. A small enclosed concrete area which could be accessed by the children more easily and also a larger enclosed area laid with grass.

Parents told us that children enjoyed visits to the school library.

The school music room was situated next to the nursery and could be booked by the nursery for music activities. Nursery children accessed this room on a regular basis using it for music and also for exercise. This provided good

opportunities for children to be active.

Children were now taking part in school assemblies, concerts etc in the gym hall. This helped them to become more familiar with the larger school environment and therefore would help support transitions to school. This also helped them to feel respected and responsible.

We saw that the snack area was part of the nursery. This enabled snack to be prepared and transported easily and safely.

Toilets were easily accessible and had infant sized toilets and sinks to help support children to be more independent.

### Areas for improvement

The service could further progress the outdoor play areas to allow the children increased experiences. This was one of the four key objectives identified within the services improvement plan. Staff told us that they were going to attend a course specifically about outdoor learning in February 2016 and that they were planning on going round different schools, to see what positive practice they could use within their own nursery.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 4 - Good

### Statement 3

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

### Service Strengths

Interactions between the children and staff were warm. It was clear that staff knew the children well. They praised the children and acknowledged their achievements. This helped children to feel included and to have a sense of achieving.

The team was made up of experienced members of staff who had significant previous experience in different roles and settings, which added value to their current roles. We found that the team worked well together and was supportive.

Three of the staff team had undertaken training in Makaton which helped them to communicate more effectively with children who were familiar and responsive to Makaton. This was another way of helping children to feel more included. The staff had found this to be a valuable training course and were looking to continue to build on what they had learned.

All staff had completed online training in relation to child protection, equality and diversity and respect in the workplace. All staff with the exception of one had an up-to-date first aid accredited certificate. Plans were in place for the remaining member of staff to undertake this. Training in child protection and Getting it Right for Every Child (GIRFEC) took place on an annual basis. There were plans for the full team to undertake a training course in February 2016 in outdoor learning and experiences.

Team meetings were informal discussions and monthly meetings were held and

arranged to suit part-time staff. Staff meetings were minuted and included action points and responsibilities. Time was spent looking through the services development plan and discussing and evaluating how that was progressing.

We found that all staff received an annual appraisal. Informal support was also provided from colleagues or from the manager and this worked well.

Twelve of the 13 parents and carers that responded to our questionnaire 'strongly agreed' or 'agreed' with the statement "I am confident that staff have the skills and experience to care for my child and support their learning and development. Comments received included the following:

- "I am very confident in leaving him with the brilliant staff there".
- "My son started nursery shy, teary and unsure. Through staff and nursery he has become confident, independent and loves going to nursery every day".
- "The staff go out of their way to ensure the children are happy and settled. If they notice a problem they are quick to act. Likewise if I want to speak to them about anything then the door is always open. The children are all treated as individuals and my daughter is happy and settled".

### Areas for improvement

The manager and some staff were not familiar with the best practice guidance 'Building the Ambition'. Staff had not received any training in relation to this and there had not been any training planned. During the first day of the inspection, we found that staff spent a lot of time managing children and there was not a great deal of free choice. Childrens experiences were often interrupted due to a lack of flexibility. There was significant improvement on the second day of the inspection. Building the Ambition should be guiding practice and we recommended that the team become more familiar with this guidance and consider how it could be used to further develop their practice (**see Recommendation 1**).

Although staff had their own records of training and some records were kept within the service, there was no clear overview of staff training and when

refresher training was required. This would be helpful in ensuring all training is undertaken within required timescales.

## **Grade**

4 - Good

**Number of requirements - 0**

## **Recommendations**

**Number of recommendations - 1**

1. To further develop children's experiences the team should become more familiar with the best practice guidance 'Building the Ambition' and consider how to use this to further develop their practice.

National Care Standards, Early Education and Childcare up to the Age of 16  
- Standard 12: Confidence in Staff.

## **Statement 4**

"We ensure that everyone working in the service has an ethos of respect towards service users and each other."

## **Service Strengths**

Our observations during the inspection visit were that staff spoke to parents, carers and children in a respectful manner. Staff greeted parents warmly and gave them their full attention when they spoke with them which helped them feel valued.

Parents told us that they were really pleased about the level of communication they had with the nursery and raised no concerns about the quality of staff interaction.

Twelve of the 13 parents who returned completed questionnaires to us 'strongly agreed' or 'agreed' with the statement "the staff treat my child fairly and with respect". The remaining respondent indicated that they 'didn't know'.

Communication between the staff members was also observed to be positive



throughout the inspection.

Staff had undertaken training in respecting diversity.

### Areas for improvement

Staff should continue to maintain very good practice in relation to this 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: 4 - Good

### Statement 3

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

### Service Strengths

We observed the staff team to be confident in their role. They were an experienced team who had come from various backgrounds and could use their knowledge and experience from different settings to further develop the nursery. They were keen to take on particular roles and responsibilities and were encouraged to do so by the manager.

Staff were encouraged to inform the improvement plan for the service. We could see that they were tracking the progress they were making in relation to the development plan for the nursery. They felt that their views and ideas were listened to and encouraged by the manager of the service. Staff told us that they undertook planning as a team and that individual strengths and skills of team members were utilised well.

We were able to see that the staff worked well as a team and were clear about what tasks they were going to be involved in every day. They displayed confidence in leading activities, speaking with parents, carers and children and talking us through various policies, procedures and other records throughout the inspection visit.

The staff spoke positively about the new manager of the service. They felt that he valued the staff team and was very interested and committed to the nursery. He had supported the staff team to feel that they work together to develop the nursery.

## Areas for improvement

The provider should continue to develop training for staff to support them to build on their leadership qualities.

The manager of the service had not been in post very long and was still getting to know about the Care Inspectorates regulatory role and develop his knowledge in relation to early years.

## Grade

4 - Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 4

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

## Service Strengths

The manager and staff had developed their improvement plan for the year. Staff had been encouraged by the manager to put forward their views in a brain storming session. The improvement plan had also been informed by feedback from parents through formal questionnaires and by considering the children's experiences through observations and feedback from them. Staff found the manager to be approachable, keen to involve everyone and enthusiastic about developing the service further.

The improvement plan focused on four specific areas; outdoor learning, technologies, assessment approaches/profiles and increased parental engagement. We were able to see from speaking to staff and parents and from looking at records that the team had progressed a number of action points already. There were clear plans in place for increasing positive outcomes for children in relation to all four areas.

The manager or the deputy head teacher were observing two sessions in the nursery every year and providing feedback to staff about their practice. In

addition, we could see that the manager was very visible within the nursery and therefore had many opportunities to also observe practice on a more informal basis.

### Areas for improvement

The manager was not knowledgeable about incident reporting. This meant that the Care Inspectorate had not been notified of an incident within the required timescale. We received a notification prior to the end of the inspection (**see Recommendation 1**). We provided the manager with guidance on incident reporting and other documents we felt would be beneficial.

### Grade

4 - Good

**Number of requirements - 0**

### Recommendations

**Number of recommendations - 1**

1. The Provider must ensure that all required notifications to the Care Inspectorate are completed and submitted to us and within the required timescales.

National Care Standards, Early Education and Childcare up to the Age of 16 - Standard 14: Well-Managed Service.

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

### Previous requirements

1. The complaints policy must be updated to include the correct timescale for investigating complaints and responding to complainants.

**This is in order to comply with Scottish Statutory Instrument 2011/210 Regulation 18 (4).**

**Timescale: Within 1 week of receipt of this report.**

**This requirement was made on 30 January 2013**

The timescale on the service providers complaints procedure for investigating complaints and responding to complainants had been changed as required but it had been changed to 21 working days instead of 20 working days. a recommendation has been made during this inspection.

**Not Met**

**2. The provider must ensure the current registration certificate is displayed within the service during the hours the service is operating.**

**This is in order to comply with the Public Services Reform (Scotland) Act 2010 Section 60 (5).**

**Timescale: Within 24 hours of receipt of this report.**

**This requirement was made on 30 January 2013**

We found the registration certificate to be prominently displayed within the service.

**Met - Within Timescales**

**3. The provider must comply with the Conditions of Registration at all times when providing a care service.**

**This is on order to comply with the Public Services Reform (Scotland) Act 2010, section 78 (3) (b).**

**Timescale: Within 24 hours of receipt of this report.**

**This requirement was made on 30 January 2013**

We found the provider to be complying with the conditions of registration.

**Met - Within Timescales**

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

### Previous recommendations

**1. Personal plans should be recorded for each child detailing how their health, welfare and safety needs will be met.**

**National Care Standards for early education and childcare up to the age of 16  
- Standard 6: Support and Development.**

**This recommendation was made on 30 January 2013**

Appropriate personal plans were now found to be in place.

**2. Medication should be stored in line with current best practice guidance.**

**National Care Standards for early education and childcare up to the age of 16  
- Standard 3: Health and Wellbeing.**

**This recommendation was made on 30 January 2013**

The service was not currently managing any medication for any of the children within the nursery. They had best practice guidance that they would use if the situation changed in the future.

**3. The provider should ensure staff take appropriate measures to spread the control of infection.**

**National Care Standards for early education and childcare up to the age of 16  
- Standard 2: A Safe Environment.**

**This recommendation was made on 30 January 2013**

Generally we found that staff were taking appropriate action to control the spread of infection, We observed that they did not monitor hand washing and made a recommendation about this.

## 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								
30 Jan 2013	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very Good</td> </tr> <tr> <td>Environment</td> <td>5 - Very Good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very Good</td> </tr> <tr> <td>Management and Leadership</td> <td>5 - Very Good</td> </tr> </table>	Care and support	5 - Very Good	Environment	5 - Very Good	Staffing	5 - Very Good	Management and Leadership	5 - Very Good
Care and support	5 - Very Good									
Environment	5 - Very Good									
Staffing	5 - Very Good									
Management and Leadership	5 - Very Good									
2 Mar 2010	Unannounced	<table> <tr> <td>Care and support</td> <td>6 - Excellent</td> </tr> <tr> <td>Environment</td> <td>6 - Excellent</td> </tr> <tr> <td>Staffing</td> <td>5 - Very Good</td> </tr> <tr> <td>Management and Leadership</td> <td>5 - Very Good</td> </tr> </table>	Care and support	6 - Excellent	Environment	6 - Excellent	Staffing	5 - Very Good	Management and Leadership	5 - Very Good
Care and support	6 - Excellent									
Environment	6 - Excellent									
Staffing	5 - Very Good									
Management and Leadership	5 - Very Good									

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

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