

PERTH AND KINROSS COUNCIL

Executive Sub-Committee of Lifelong Learning Committee

4 May 2015

Standards and Quality In Schools, Learning Communities And Pre-School
Centres/Day Care Of Children

Report by Executive Director (Education and Children's Services)

PURPOSE OF REPORT

This report sets out the key findings following inspections of pre-school centres and schools undertaken by Education Scotland (formerly known as HMI) and, by exception, Care Inspectorate inspections on the day care of children since the Executive Sub-Committee of Lifelong Learning Committee on 4 February 2015.

1. BACKGROUND**1.1 Education Scotland Inspections**

- 1.1.1 Each year Education Scotland's scrutiny body (Her Majesty's Inspectorate, HMI) inspects and reports on the quality of education in pre-school centres, primary schools, secondary schools, special schools, community learning and development services, colleges, and residential educational provision. HMI also inspects the education functions of local authorities and carries out joint inspections of services for children.
- 1.1.2 This report sets out the key findings and areas for improvement following inspections of Perth and Kinross Council pre-school centres (including partner providers), schools and learning communities by Education Scotland. This includes the findings of follow-through inspections where appropriate.
- 1.1.3 Specifically the report sets out the findings of inspections which have been published by Education Scotland since the Executive Sub-Committee of Lifelong Learning Committee on 4 February 2015 (Report No: [15/64](#) refers).

Pre-School Centres/Schools

- 1.1.4 HMI changed the format of reporting about schools in August 2011 and inspection reports provide an overall evaluation of the quality of the school's provision. In coming to a judgement HMI will aim to answer three key questions which are:
- How well do children/young people learn and achieve?
 - How well does the school support children/young people to develop and learn?
 - How does the school improve the quality of its work?

To help answer the first two questions, HMI provides a summary sentence followed by narrative which explains their findings. For the third question, HMI provide narrative and express their level of confidence in the school's ability to continue to improve the quality of its work. Finally, they sum up the overall quality of education provided by the school.

- 1.1.5 There are four broad continuing engagement activities that HMI may select following an inspection, not all of which are mutually exclusive. They are:
- Innovative practice
 - No further inspection activity
 - Additional support for improvement
 - Continued inspection
- 1.1.6 In the case of an initial HMI inspection of a school, a public meeting is held after the publication of the inspection report with invitations going to parents, the local elected members and members of the Lifelong Learning Committee. These meetings give parents, carers and other members of the community the opportunity to discuss the findings of the inspection and to be consulted on the areas for improvement to be taken forward.
- 1.1.7 Where further inspection activity is carried out, HMI will report publicly to parents and stakeholders. Other continuing engagement activities undertaken by Perth and Kinross Council will also be reported to parents and stakeholders. This includes the publication of reports to parents on Extended Learning and Achievement Visits, and follow-up reports, on the school's website and on each school's page on www.pkc.gov.uk.
- 1.1.8 In addition to HMI inspections, a range of school specific information is submitted by all schools to Education Services in relation to performance management, planning for improvement and self-evaluation leading to improvements. Education Services staff use this information to work with headteachers to determine the nature and frequency of support/challenge visits that will be appropriate for each school over the course of any session. The school visits form the core of the School Improvement Framework and will take the form of one or more of the following over a planned four year programme:
- School Improvement Visit;
 - Learning and Achievement Visit;
 - Extended Learning and Achievement Visit and follow up activity and visit.
- 1.1.9 During such visits, the School Improvement Plan, the Standards and Quality Report and the Self-Evaluation pro-forma are scrutinised and challenged, to ensure appropriate account has been taken of any identified improvement actions and that work in these areas is having a positive impact on the quality of educational provision provided by the school. In most cases, an HMI inspection has confirmed the view of the school improvement team. Schools are also required to have robust processes of self-evaluation embedded in their quality assurance approaches. They are required to submit an annual summary of this work which is also subject to scrutiny by Education Services.

2. RECENTLY PUBLISHED REPORTS

2.1 Education Scotland Inspections

2.1.2 Since the Executive Sub-Committee of Lifelong Learning Committee on 4 February 2015 (Report No: [15/64](#) refers) the following reports have been published by Education Scotland¹:

- **Inspection of Viewlands Primary School and Nusey Class.** This inspection will be considered at the meeting of the Executive Sub-Committee on 16 September 2015. HMI will make no further visits in connection with this inspection.
- **Joint Inspection of The Honeypot Children's Nursery – Scottish and Southern.** HMI and the Care Inspectorate will make no further visits in connection with this inspection. The evaluations against the quality indicators are shown in Appendix 1a, together with a copy of the inspection letter in Appendix 1b. At the time of the 2014 Census (September 2014), The Honeypot Children's Nursery had 20 funded children.

2.2 Care Inspectorate Inspections

2.2.1 12 inspections (including the Joint Inspection of the Honeypot Children's Nursery) have been undertaken and published² by the Care Inspectorate since the Executive Sub-Committee of Lifelong Learning Committee on 4 February 2015 (Report No [15/64](#) refers). Of these reports, three require to be reported as an exception (where any grading has been awarded an evaluation of unsatisfactory, weak or excellent). Paddingtons Childrens Nursery, a partner provider, was awarded one weak evaluation and a copy of this report is included in Appendix 2. Auchlone Nature Kindergarten, a partner provider, was awarded three evaluations of excellent and a copy of this report is included in Appendix 3. Fairview School Nursery was awarded four evaluations of excellent and a copy of this report is included in Appendix 4.

3. PERFORMANCE SUMMARY

This section provides a summary of inspection performance over the last five academic years. In this report, only pre-school centres/schools and primary schools are described. Previous reports describe secondary performance, which remains unchanged as there have been no inspections of these schools.

Pre-School Centres/Schools

Evaluation of each school's performance is assessed across five quality indicators, including three core quality indicators:

- Core quality indicator Improvements in performance
- Core quality indicator Learners' experiences/children's experiences
- Core quality indicator Meeting learning needs
- Quality indicator The curriculum
- Quality indicator Improvement through self-evaluation

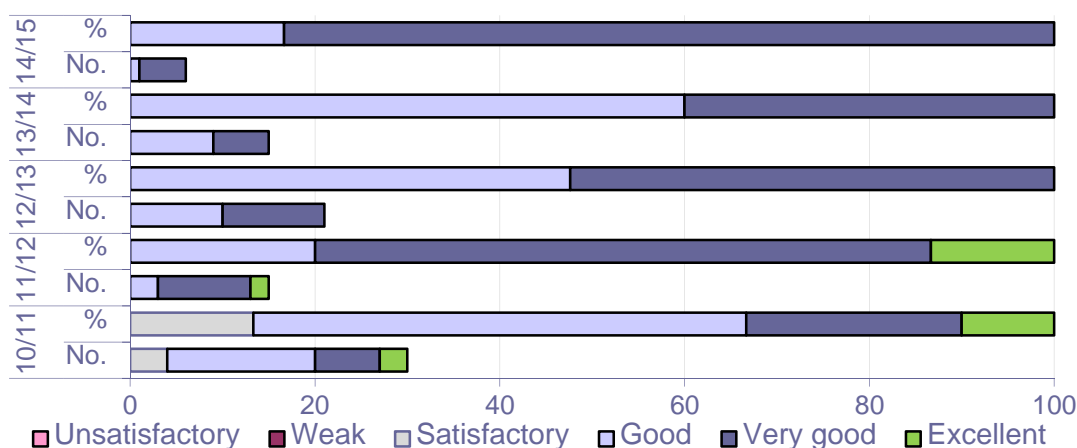
¹ As at 10 March 2015
² As at 10 March 2015

- 3.1 Prior to August 2011, these were published as part of the inspection report. Although post August 2011 these evaluations no longer feature in the reports published by HMI, they are published on Education Scotland's website and will continue to be reported to the Executive Sub-Committee of Lifelong Learning Committee. Follow-through inspections do not include an evaluation against quality indicators.
- 3.2 Table 1 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the pre-school sector, including partner providers. Two pre-school centres have been inspected during academic session 2014/15 and evaluated as good or better in relation to all five quality indicators.

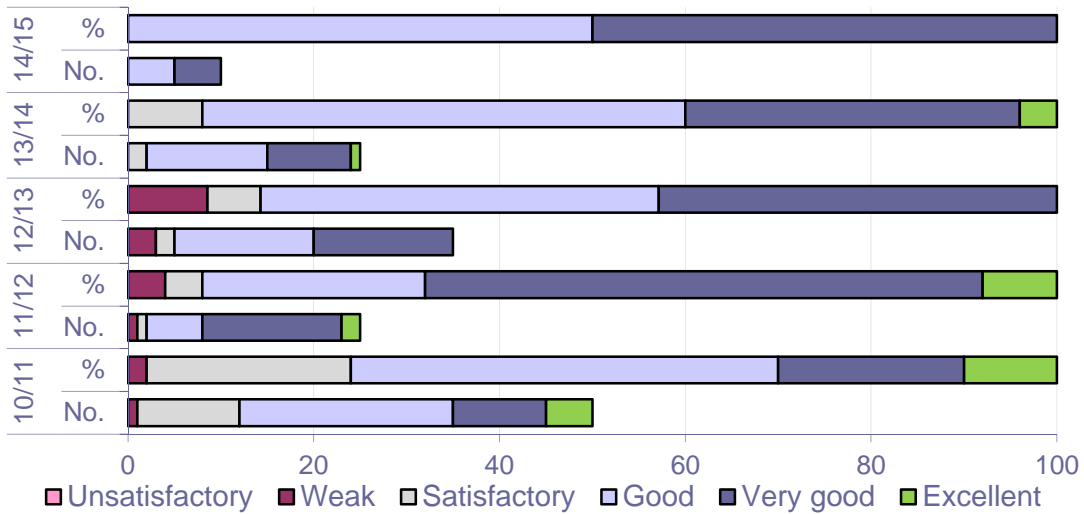
Table 1: Pre-School Overview by Performance Indicator

Pre School	Satisfactory or Better					Good or Better				
	10/11	11/12	12/13	13/14	14/15	10/11	11/12	12/13	13/14	14/15
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	10	5	7	5	2	9	5	7	5	2
Children's experiences	10	5	7	5	2	9	5	7	5	2
Meeting learning needs	10	5	7	5	2	8	5	7	5	2
Core Quality Indicators	30	15	21	15	6	26	15	21	15	6
The curriculum	10	5	6	5	2	7	4	5	4	2
Improvement through self-evaluation	9	4	5	5	2	5	4	4	4	2
All Quality indicators	49	24	32	25	10	38	23	30	23	10
Total Number of Quality Indicators	50	25	35	25	10					
Total Number of Inspections	10	5	7	5	2					
Total schools with positive evaluations*	10	5	7	5	2					

Figure 1a: Summary of Grades Awarded (Core Quality Indicators)



**Figure 1b: Summary of Grades Awarded
(All Quality Indicators)**



4 CONCLUSION AND RECOMMENDATION

Inspection reports provide further information on the standards and quality in our services and set out a clear agenda for continuous improvement.

4.1 It is recommended that the Executive Sub-Committee of Lifelong Learning Committee:

- (i) considers and comments as appropriate on the contents of the report.

Author(s)

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Approved

Name	Designation	Date
John Fyffe	Executive Director	28 April 2015

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All Council Services can offer a telephone translation facility.

ANNEX

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	
Community Plan / Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	None
Workforce	None
Asset Management (land, property, IST)	None
Assessments	
Equality Impact Assessment	None
Strategic Environmental Assessment	None
Sustainability (community, economic, environmental)	None
Legal and Governance	None
Risk	None
Consultation	
Internal	Yes
External	None
Communication	
Communications Plan	Yes

1. Strategic Implications

1.1 The Perth and Kinross Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013/2018 set out five strategic objectives:

- (ii) Giving every child the best start in life;
- (iii) Developing educated, responsible and informed citizens;
- (iv) Promoting a prosperous, inclusive and sustainable economy;
- (v) Supporting people to lead independent, healthy and active lives; and
- (vi) Creating a safe and sustainable place for future generations.

This report relates to Objective No (ii) Developing educated, responsible and informed citizens.

1.2 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area: Change and Improvement.

2. Resource Implications

Financial

2.1 Not applicable (n/a)

Workforce

2.2 Not applicable (n/a)

Asset Management (land, property, IT)

2.3 Not applicable (n/a)

3. Assessments

Equality Impact Assessment

3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The function, policy, procedure or strategy presented in this report was considered under the Corporate Equalities Impact Assessment process (Eq1A) with the following outcome: assessed as **not relevant** for the purposes of Eq1A.

However, it is anticipated that the work on the quality indicators will promote equality of access to care and support, learning and achievement and equality of access to the learning community. Where appropriate, improvement policies, procedures or strategies will require equalities assessments to ensure compliance with our duty to ensure there is no adverse impact on any community group.

Strategic Environmental Assessment

3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals. No further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

Sustainability

3.3 Not applicable (n/a)

Legal and Governance

3.4 Not applicable (n/a)

Risk

3.5 Not applicable (n/a)

4. Consultation

Internal

4.1 Relevant Heads of Service and Service Managers within Education and Children's Services have been consulted in the preparation of this report.

External

4.2 Not applicable (n/a)

5. Communication

5.1 In the case of an initial HMI inspection of a school, a public meeting is held after the publication of the inspection report with invitations going to parents, the local elected members and members of the Lifelong Learning Committee. These meetings give parents, carers and other members of the community the opportunity to discuss the findings of the inspection and to be consulted on the areas for improvement to be taken forward.

Where further inspection activity is carried out HMI will report publicly to parents and stakeholders. Other continuing engagement activities undertaken by Perth and Kinross Council will also be reported to parents and stakeholders. This includes the publication of reports to parents on Extended Learning and Achievement Visits and follow-up reports on the school's website and on each school's page on www.pkc.gov.uk

2. BACKGROUND PAPERS

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

3. APPENDICES

Appendix 1a	<u>The Honeypot Children's Nursery – Scottish and Southern</u> Education Scotland and Care Inspectorate Inspection Summary
Appendix 1b	Education Scotland and Care Inspectorate Inspection Letter
Appendix 1c	Extended Learning and Achievement Visit Report, November 2010
Appendix 2	<u>Paddingtons Childrens Nursery</u> Care Inspectorate Inspection Report on the Day Care of Children
Appendix 3	<u>Auchlone Nature Kindergarten</u> Care Inspectorate Inspection Report on the Day Care of Children
Appendix 4	<u>Fairview School Nursery</u> Care Inspectorate Inspection Report on the Day Care of Children

Quality indicators help early learning and childcare settings, education authorities and inspectors to judge what is good and what needs to be improved in the work of the early learning and childcare setting. You can find these quality indicators in the publication *Child at the Centre*(2)¹. Following our inspection of each early learning and childcare setting, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish early learning and childcare settings are doing.

Here are the evaluations for **The Honey Pot Children's Nursery – Scottish and Southern**

Improvements in performance	very good
Children's experiences	very good
Meeting learning needs	good

We also evaluated the following aspects of the work of the early learning and childcare setting

The curriculum	good
Improvement through self-evaluation	good

Here are the Care Inspectorate's gradings for **The Honey Pot Children's Nursery - Scottish and Southern**

Quality of care and support	very good
Quality of environment	very good
Quality of staffing	very good
Quality of management and leadership	very good

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/HoneyPotChildrensNurseryScottishandSouthernThePerth.asp>

http://www.careinspectorate.com/index.php?option=com_content&view=article&id=7644&Itemid=489

¹ *The Child at the Centre, Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/TheChildattheCentreSelfevaluationintheEarlyYears_tcm_4-684267.pdf



3 March 2015

Dear Parent/Carer

The Honeypot Children's Nursery – Scottish and Southern Perth

Recently, as you may know, my colleagues and I visited and inspected your child's early learning and childcare setting. Throughout our visit we talked to parents and children and we worked closely with the manager and staff. We wanted to find out how well children were learning and achieving and how well the early learning and childcare setting supported children to do their best. The manager shared with us the early learning and childcare setting's successes and priorities for improvement. We looked at some particular aspects of the early learning and childcare setting's recent work including cooperative learning approaches and the use of wellbeing indicators with children. As a result, we were able to find out how good the early learning and childcare setting was at improving children's education. I would now like to tell you what we found.

How well do children learn and achieve?

We found that across the setting children are learning and achieving very well. They are happy, settled and clearly enjoy their experiences. The youngest children use their natural curiosity and sense of wonder of the world to explore different textures, sounds and smells. They benefit from being supported to follow their individual routines such as sleeping and eating when they need to. In the Tweenie room, children are becoming more independent. They enjoy new challenges such as learning to use scissors safely. Children aged three to five interact well with each other and there is a sense of community in the playroom. Skills they are developing, for example compromising and negotiating, help children to manage situations independently. They take their leadership roles very seriously. They help organise snack and lunch times and assess and prevent possible hazards in the playroom such as toys lying on the floor. Through discussions based on the wellbeing indicators, children are becoming aware of how to keep themselves safe in different situations. Children make many choices in their learning. Through careful planning

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www.educationscotland.gov.uk

Transforming lives through learning

with the adults who care for them, children follow their interests and learn about subjects that motivate them. They talk about their learning regularly. Children can discuss what they are good at and what they need to practice to be better at. This helps them to be aware of their individual learning goal and what they need to do to achieve it.

Children aged three to five are making very good progress in developing their early language and mathematical skills. They listen very well to each other and adults. In conversation children use a well-developed vocabulary confidently and will question what new, less familiar words mean. Children enjoy exploring and sharing books they have brought from home with their friends. They describe confidently why they like or dislike a story. They demonstrate creativity and imagination when making up their own stories using story stones. When mark-making, most children are making positive attempts to form letters and a significant few enjoy the challenge of copying new words to create labels and captions. In early mathematics, children use their understanding of number as they count confidently in their play. A few children are beginning to problem-solve using simple addition and subtraction. During a walk in the local environment children recognise a range of 2D shapes and 3D objects including cuboids, spheres and cones.

How well does the early learning and childcare setting support children to develop and learn?

Across the setting, staff provide a nurturing and caring learning environment that supports children to develop and learn well. Interactions between staff and children are responsive to both children's care and learning needs. Staff working with the youngest children provide an interesting range of natural resources that encourage exploration and discovery. They use their knowledge of how children learn and develop to ensure that the best resources and learning experiences are provided. Staff working with children aged three to five provide a curriculum that takes good account of Curriculum for Excellence guidance. They have worked well as a team to develop a shared understanding of how to best plan for children's learning. They take account of what interests children, the skills they need to learn and individual stages of development. Staff have correctly recognised that, at times, children need to have even more challenge in their learning. In all playrooms, staff make observations of children as they play. This helps them assess what children need to learn next. Staff are aware that how they share this information in learning profiles needs to be more consistent to ensure an increased focus on learning to deepen children's understanding and develop new skills. This will help all children to make the progress in their learning that they are capable of. Children who may have barriers to their learning are identified and given the help they need. Both children and families are supported very well during settling-in periods and when moving to a new playroom. Arrangements for children moving on to school need to be further developed to ensure children are supported more effectively.

How well does the early learning and childcare setting improve the quality of its work?

Together, management and staff regularly reflect on and evaluate all aspects of their setting. The progress children are making in their learning is recorded in individual profiles. Management now need to monitor this more closely to ensure that all children are making the best progress that they are capable of. Staff have begun to observe each other, for example while interacting with children. They give each other feedback to support the development of even better practice. Staff have visited other settings and can describe confidently how this has helped them improve what they do. Quality training opportunities are provided by the company and through the setting's partnership agreement with the local authority. The views of parents and carers are gathered through an annual questionnaire. Management recognise that more creative and regular ways of gathering the views of parents and carers should be explored to ensure that they can also be part of the continuing reflection and improvement. Management and staff have a clear focus on the continued development and improvement of the setting. The manager, during her six months in post, has developed a clear vision for the future of the setting. She is well respected by staff and together they have the capacity to continue to improve the quality of their work.

During the previous Care Inspectorate inspection, the setting had no requirements and no recommendations.

Our inspection of your early learning and childcare setting found the following key strengths.

- Motivated children who enjoy their experiences and are very engaged in their learning.
- Inclusive and nurturing ethos that supports children to develop and learn.
- Children's developing awareness of themselves as learners and the very good progress they are making in their learning.
- Leadership of the management team and their vision, with staff, to ensure the continued development of the setting.

We discussed with staff and the education authority how they might continue to improve the early learning and childcare setting. This is what we agreed with them.

- As planned, continue to develop the curriculum to provide more depth and challenge to ensure children make the very best progress in their learning.
- Develop better links with local schools to further support children's learning as they move on to school.
- Continue to develop approaches that involve parents, staff and children to identify what could be better in the setting.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the early learning and childcare setting's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of the arrangements for reporting to parents on the quality of the early learning and childcare setting, the local authority will inform parents about the setting's progress.

Barbara Daly
HM Inspector

Claire Cartwright
Care Inspector

Additional inspection evidence, such as details of the quality indicator evaluations for your setting can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/HoneyPotChildrensNurseryScottishandSouthernThePerth.asp>.

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**Perth and Kinross Council
Education and Children's Services**

**Extended Learning and Achievement Visit
Honeypot SSE
16/17 November 2010**



BACKGROUND

To support the centre in the process of self-evaluation, a team of one Quality Improvement Officer and one Education Support Officer (School Improvement) visited the Honeypot Nursery SSE on the 16th and 17th of November 2010. The themes for the review were Leadership, Learning and Achievement. These themes were subject to scrutiny through core Quality Indicators from the *Child at the Centre 2*. Prior to the visit the centre manager submitted a self-evaluation undertaken by the centre. This, together with the Centre Report for 2009-10 and the Centre Improvement Plan formed the core documentation for the visit.

During the Extended Learning and Achievement Visit, the team carried out discussions with the management team, discussions with staff, classroom observations, reviewed documentation and spoke with children and parents.

The strengths and areas for development identified as a result of the visit and the centre's own evaluations are recorded below under the three main themes of Achievement, Learning and Leadership.

ACHIEVEMENT

Strengths

- Almost all children are confident in their learning and are developing skills appropriate to their age and stage of development.
- Most children can identify shapes and colours. They are beginning to make comparisons and are developing mathematical language.
- Most children can sort, match, count and are beginning to recognise numerals. A few children are counting confidently to 20 and beyond.
- Most children are developing very good skills in listening and talking. They participate in story telling sessions and a few are beginning to recognise initial sounds.
- Almost all children are making marks and a few children are writing their names.
- All children are encouraged to take responsibility within the centre through a range of opportunities for monitoring and helping e.g. toothbrush monitor, hand washing, odd jobs, snack and lunchtime helper.

- The behaviour of all children is very good. Children are confident and respectful of each other; they play together well and are making friendships.
- Children are involved in the SSE community. For example they share activities at Christmas and support fundraising events such as Children in Need.
- Staff are beginning to develop links beyond the centre. For example they recently visited the library at St John's Community Campus and are planning further visits.
- Children's achievements are celebrated and displayed for parents. Parents are encouraged to share children's achievements outwith the centre.

Areas for development

- Continue to develop tracking to identify each child's progress.
- Continue to develop planning to include a clear focus on what children are expected to learn.
- Continue to progress the Improvement Plan within agreed timescales and monitor progress with staff.
- Develop the monitoring system to focus on specific areas for improvement within the Improvement Plan, evaluating the impact and identify areas for further work.

LEARNING

Strengths

- Staff plan and provide a variety of learning opportunities for children, taking account of Curriculum for Excellence.
- Staff plan active learning experiences based on children's needs and interests. They work closely with individual children to support their learning.
- All children are engaged in their learning and sustain interest for significant periods of time. They work well independently and during adult led activities.
- Interactions between staff and children are positive. Staff have created a warm, friendly environment where children are treated fairly and respectfully.
- Staff know children well and are sensitive to their emotional, personal and social needs.
- Most children engage confidently with adults and visitors. They talk enthusiastically about their learning experiences.
- Staff have good made progress in consulting with children. They now more fully involve children in planning their learning taking account of their needs and interests.
- Resources are relevant and varied. Staff creatively use natural materials to support children's learning.

- The centre values the input of the Partner Provider Support teacher which impacts positively in developing learning opportunities for children.
- There is evidence of good joint working with parents who share their skills in the nursery including one parent who provides weekly dance sessions.

Areas for development

- Continue as planned to develop the programme for language & literacy and mathematics & numeracy to ensure all staff have a sound understanding of appropriate progression for children.
- Train staff in the use of learning intentions to ensure staff and children are aware of the learning taking place and how to evaluate success.
- Develop peer evaluation focusing on the use of open questioning and providing children with sufficient thinking time before answering questions.
- Ensure tasks and activities provide sufficient challenge and depth to meet the needs of all children.
- Continue to develop the outdoor area and ensure daily opportunities for all children to enjoy fresh air, be energetic and experience learning outdoors.
- Continue to review and develop the learning environment ensuring all areas are well resourced to support extended learning experiences.

LEADERSHIP

Strengths

- The centre plan sets out clear priorities for development and takes account of local and national advice.
- The manager knows the centre well. She has identified what staff need to do to take the learning forward.
- The manager uses a range of materials to monitor and evaluate the centre. She has made some provision for involving staff and children.
- The manager is very approachable and knows children and their families well.
- The manager is providing a well planned induction to two new members of staff to settle in to the nursery environment, building an effective new team.
- Children are encouraged to demonstrate responsibility through their participation as monitors and generally taking responsibility for tidying the learning environment.
- The manager ensures all staff are aware of the centre's policies and procedures with regard to children's care and welfare and staff ensure children's care and welfare needs are met.

- The centre provides further opportunities for parents to be involved in the centre by offering drop in sessions on Fridays.

Areas for development

- Further develop rigorous approaches to self-evaluation which are based on a range of evidence with clear links to the Centre Improvement Plan and Child at the Centre 2.
- Ensure the involvement of all staff; children and parents in evaluating and improving the centre.
- Continue to develop monitoring activities to ensure that they are more rigorous and have a greater impact on learning and teaching.
- Provide opportunities for staff to take leadership roles within the centre.

CONCLUSION

The HoneyPot SSE is a centre where children are happy and well cared for. Staff provide a stimulating learning environment and plan a variety of experiences across morning and afternoon sessions. Children are making progress in their learning and are becoming more involved in shaping their curriculum. The view of parents sampled is that parents are very pleased with their children's educational experience overall.

The manager, staff and parents should continue to work together to further develop the good work already established.

The centre should now work to take account of the areas for improvement indicated, with support from the local authority.



Care service inspection report

Paddingtons Childrens Nursery Day Care of Children

4 Kings Place

Perth

PH2 8AA

Telephone: 01738 444 585

Type of inspection: Unannounced

Inspection completed on: 7 November 2014

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Service provided by:

Caroline + Gary Smith a partnership trading as Paddingtons Childrens Nursery

Service provider number:

SP2003003415

Care service number:

CS2003015055

If you wish to contact the Care Inspectorate about this inspection report, please call us on 0845 600 9527 or email us at 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 4 Good
Quality of Environment 4 Good
Quality of Staffing 2 Weak
Quality of Management and Leadership 4 Good

What the service does well

The staff team know all the children very well and provide care which is child centred and supports their individual development. The service help children to be active, making very good use of the outdoors and local resources.

What the service could do better

The service must ensure that their recruitment processes are reviewed and updated to ensure they are in line with best practice guidance to ensure children's safety.

What the service has done since the last inspection

The service have developed their systems to include Getting It Right For Every Child (GIRFEC) and the SHANARRI indicators in service practice and children's learning journeys. The service have developed new methods to share children's learning and development with parents and gather feedback to help drive improvement in the service.

Conclusion

The staff team knew the children well and were providing a very good range of activities to promote their development. The recruitment practices in the service must be reviewed and updated to bring them in line with best practice guidance and ensure children's safety.

1 About the service we inspected

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

The Care Inspectorate will award grades for services based on findings of inspections. Grades for this service may change after this inspection if we have to take enforcement action to make the service improve, or if we uphold or partially uphold a complaint that we investigate.

Requirements and recommendations

If we are concerned about some aspect of a service, or think it needs to 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 based on best practice or the National Care Standards.
- 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 ("the Act") and secondary legislation made under the Act, or a condition of registration. Where there are breaches of Regulations, Orders or conditions, a requirement may be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Paddingtons Children's nursery is registered to care for a maximum of 19 children aged birth to eight years, which includes a maximum of six children aged birth to under two years and a maximum of 13 children aged two to eight years.

The nursery operates from a Victorian 'B' listed, stone built, three storey building within close proximity of the centre of Perth.

Externally, there are fully enclosed outdoor play areas to the front and rear of the property.

Internally, on the ground floor, there are two playrooms for children aged two years and over and a separate playroom for children under two years of age.

Ancillary areas on the ground floor includes reception hall with cloakroom, kitchen, children's toilets, including disabled toilet and a baby changing area.

On the upper floor, there is a staff toilet, staff room, office and parent's room.

One of the two owners, who is also the manager, has overall responsibility for the nursery. She is supported by a fully qualified staff team consisting of a depute and four nursery staff.

The nursery holds partner provider status with Perth and Kinross Council's Education and Children's Services Department.

The nursery has developed a well written and informative policy statement detailing its aims and objectives:

'... to provide the highest quality childcare for children aged 3 months to 5 years within a safe and challenging environment where children will grow and flourish.'

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 2 - Weak

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 visited the service unannounced on Thursday 6th and Friday 7th November 2014. During this inspection process, we gathered evidence from various sources:

We observed the staff working with the children.

We spoke with:

- * children attending
- * parents dropping off and collecting children from the service
- * the managers
- * some of the staff working in the service.

We looked at:

- * registers
- * service diaries
- * displays
- * registration certificate
- * questionnaires
- * accident and incident records
- * the environment and equipment
- * risk assessments
- * children's personal learning plans and care plans
- * staff planning documents
- * staff training
- * quality assurance documentation
- * staff files
- * minutes from meetings

Feedback was given at the end of the inspection visit.

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

There were no outstanding recommendations for the service to address.

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 completed a self assessment giving us examples of service strengths and identifying areas for service improvement. This was well completed. The service could give consideration to the outcomes for children, GIRFEC and the SHANARRI indicators when completing the next self assessment.

Taking the views of people using the care service into account

The children attending the service appeared happy and comfortable in the service and with the staff who were caring for them. The children in each room were busy and happily engaged in a variety of activities which would promote their individual development. The staff knew the children well and were listening to them carefully, responding to their needs and requests easily. The older children told us that they liked the staff and that they listened to them and helped them.

Some of the children's comments are recorded below:

"Do you want more water?"

"We are playing in the puddles."

"I like this trike."

"This is the church (from happyland playset.)"

"These are my wellies!"

"It's tidy up time."

"I made this picture with my fingers."

Taking carers' views into account

All of the eleven families who completed our questionnaires agreed that they were happy with the service overall and that they had been involved in developing the service. The families gave very positive feedback about all aspects of the service we asked about. Some of their comments are recorded below:

"The nursery is small and feels like an extended family for my (child). Always have time to talk. It is on the small side and maybe a little cluttered/busy looking but we feel the staff we know do a fantastic job. Our (child) loves it. It's Perth's best kept secret! Kitchen/playroom not the best layout but not the staff's fault. Some of the younger staff are maybe a little shy and it takes us a while to get to know them but still feel they care for my (child) well."

"Very happy with all aspects of the nursery, however, I do feel that the owner/manager is not as approachable as I would like."

"Paddingtons Children's Nursery is a warm welcoming happy nursery where my children enjoy going to. There is always a variety of activities that are well planned and structured. All the staff are dedicated to delivering a high quality service and ensuring the welfare of the children is paramount at all times."

"Paddingtons has provided a loving and caring atmosphere which we believe is an extension of the care our (child) receives at home. This has enabled (my child) to thrive and provided an excellent basis for formal education."

"The nursery is a good size, not too big that your child is regarded as a number there. (They) welcome you and get to know everyone. Location is good, as (they are) able to play in the garden and get to go on walks. Children are taught good manners and how to sit at the table and eat."

"We are delighted with the care that Paddingtons provide. Always pleasurable and welcoming atmosphere and our child loves every second of (their) day there. We cannot thank the staff enough for their hard work and dedication."

"The nursery has a warm family environment, we find the staff to be friendly, approachable and genuinely interested in the welfare and learning and development of our child. I have every confidence that our child is well cared for and safe while in their care."

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 found the service to be performing at a very good level in the areas covered by this statement. We concluded this after we observed practice, spoke with children and parents, the manager, staff members and observed relevant documentation.

The service provided varied systems that enabled children and their families to contribute to the assessment and improvement process.

The manager and deputy manager were available daily in the service and the majority of parents confirmed that they were approachable and they felt comfortable discussing their concerns with the managers and staff team. We saw that both managers were very involved in the nursery practices, working with children and preparing meals daily. They appeared to know the individual children and families well.

We saw that parents were welcomed into the nursery and encouraged to stay and observe so that they could experience the service, see the learning opportunities their child has and observe staff practices, helping them to make informed feedback on the quality of the service. The parents confirmed that they felt welcomed in the service, comfortable giving feedback and felt included in developing the service further. Parents were invited into the nursery regularly for meetings to discuss their child's progress and identify next steps.

Parents also formally contributed to the development of the nursery through a variety of questionnaires. The questionnaires were compiled and the results fed back to families, with any actions to be taken as a result of the feedback. This helped the families to see how the service uses their feedback to change and improve the care provided.

Parents and children were welcomed and spoken with by the staff which helped to form the basis of strong relationships. We saw staff listening carefully to the children and consulting them about all of the days activities. We noted that resources were moved and changed as a result of children's interests and requests. We saw examples of staff acting on children's interests in all the rooms we visited. The children were encouraged to give their views using group chats, in mind maps and thinking talking books. We saw that staff respected the children's ideas, including them in the planning for activities.

The displays in the service had lots of information for families about the work of the service, the daily activities and asking for feedback on key topics. We saw that the service compiled the feedback it gathered and shared this with families showing any actions they planned to take. This will help families to see that their feedback is valued by the service and is used to drive further improvement.

Throughout the inspection we observed this information and were able to conclude that the service consistently involved children and families in the process of assessment and improvement.

Areas for improvement

The service could continue to review and develop their methods of consultation to drive further improvement.

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 the service to be performing well in the areas covered by this statement. This resulted in positive outcomes for children. We saw some very good practice, however we also took account of the requirements made under theme 3 in assessing the grade as good. We decided this after we spoke with the children, parents, manager, staff, watched practice, examined personal plans, and considered the completed self assessment document. We also took account of parents' comments within the Care Inspectorate questionnaires.

We observed staff working with the children in each room. We saw that the staff in both rooms knew all of the children in the nursery well, greeting them by name and welcoming them into activities. The children moved freely between the two rooms to visit siblings, staff and play with toys they liked. This was well-managed by staff and we saw older children learning to be responsible around younger children and enjoying revisiting resources they enjoyed when they were younger.

In each of the rooms the children received positive interaction from staff who clearly enjoyed their work. We saw children being comforted by staff when they were distressed and supported appropriately to try new activities.

The staff listened carefully to the children and responded well to non-verbal cues, providing appropriate resources to extend their learning and development. We saw staff working on appropriate next developmental steps with children and noted that staff, parents and children were all involved in identifying these.

We saw that the children all spend time outside every day and were encouraged to be active in and outdoor. This will help the children to be healthy and active. The older children enjoyed splashing in big puddles and driving around in the rain. The younger children were excited to be going out for a walk in their rainsuits and feeding the ducks at the park. We saw that staff enabled the children to take responsibility for their personal safety through discussions and identifying risks for themselves in ways which were appropriate for their stage of development.

Staff were very aware of children's health and support needs and provided individualised care. The staff team worked with families and professionals working with the children to ensure consistency of care. It was noted that staff teams had accessed specific training to meet individual children's needs where appropriate.

We saw that the children's profiles held information relating to the children's progress and the identified next steps to take forward in learning and development. Parents were able to access their own child's learning journey confidentially through the internet. These were updated regularly by staff giving parent's current information about their child's activities and achievements in the service. This system was also used to complement the verbal communication about children's daily activities. In the baby room parents were given daily diary sheets to share. We saw that parents had been involved in developing children's files. Parents confirmed that they were involved in identifying next steps for children's development. The service had developed innovative methods of sharing children's next steps, including use of the internet and 'little pocket' displays in the playroom.

We saw that children's achievements were celebrated throughout the nursery, creating a positive learning environment. For example the achievement ladder in the dining area had pictures of children and identified what they had done well, like 'listening well' or 'helping our friends'.

We saw that the meals and snacks were freshly prepared on the premises and would support the children to develop a taste for healthy food. The children's medical and allergy needs were well recorded in the service and the staff team knew who had needs in each of the rooms. Strategies were in place to ensure children's safety at snack and lunch times. We observed staff following good hygiene practice when handling food, in line with best practice guidance. The children were aware of good hygiene routines, washing their hands before lunch and after using the toilet. Children in the older room were encouraged to take care of the resources and take responsibility for their environment. We heard staff give clear guidance on acceptable behaviour at nursery which children responded well to. We also saw the staff model positive behaviour and this helped the children to make positive choices in their interaction with the other children. We observed the children being caring and kind to their friends and helping each other with tasks like taking jackets off or pouring water from a jug at lunch time when their cup was empty.

The staff team were respectful in their interaction with the children and each other. We saw the staff team praise the children for their achievements, for example sitting nicely at the lunch tables, being helpful and being kind. This will promote children's self-esteem and help them to recognise their achievements.

Staff were aware of the need to find out where children were who were expected in the service but failed to show up. Staff showed an understanding of how this linked to GIRFEC and Child Protection guidelines.

The medication being administered in the service was well-managed in line with current best practice guidance. For example monthly reviews of medicines were signed by families to show that the details were accurate to ensure children's safety.

Areas for improvement

The service could review transitions during the day, for example from activities to playing outside or coming in to have lunch to ensure that children spend less time waiting and have more time actively involved in activities.

The service could develop the records to show how the children who fail to attend are tracked to ensure their safety.

There was no formal record of children's care plan information being reviewed with families. See Requirement 1.

Grade awarded for this statement: 4 - Good

Number of requirements: 1

Number of recommendations: 0

Requirements

1. The service must develop and implement a system to review and update children's individual care plans at least every six months. The information should be completed in partnership with parents.

This is in order to comply with regulation 5 of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210)

Timescale: within 4 weeks of receipt of this report.

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

See Quality Statement 1.1.

Areas for improvement

See Quality Statement 1.1.

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 the service to be performing well in relation to most aspects of this statement. We saw areas of very good practice, however we took account of the requirements made under theme 3 in assessing the grade as adequate. We concluded this following observation of practice, discussion with the manager, staff, a sample of the documentation and observations of outcomes for children.

The premises was secure, parents and visitors had to be let into the building by staff which kept children safe.

We saw that the premises and resources were well maintained. The premises were bright and decorated to a good standard. Attractive displays created a welcoming environment for children and parents.

The storage units, tables and chairs were the right height to allow children to access them independently. This meant the children could choose to be involved in activities and select resources for themselves. For example many of the resources in the under two years room were on the floor to allow the babies to choose between them. We saw that the children were encouraged to take care of the resources in the nursery by staff. This will help them to be responsible.

The children all had access to fresh air and physical play opportunities during the morning and afternoon sessions. We saw that staff completed risk assessments before these activities and discussed safety with the children while getting ready to go out. We saw staff encourage children to assess risk for themselves in the outdoor space and intervene to ensure safety where appropriate. The children were learning to be responsible in the garden, developing good skills for learning to keep themselves safe when playing outside.

All staff had been trained in first aid and said they felt confident about dealing with accidents. When accidents happened staff comforted children appropriately, completed accident forms and gave copies to parents when they collected children.

Appropriate hygiene equipment and practice was in place to support children accessing the toilet or needing nappies changed. We saw staff using appropriate protective equipment like gloves and aprons and following good safety practices when changing children on changing stations. Staff had developed the storage practices for nappies and nappy creams to reduce the chance of infections spreading.

Good hygiene practices were promoted throughout the service. Children were very familiar with the routines, such as washing hands before snack or lunch, after using the toilet and after being outside. This will help the children stay safe and healthy. Liquid soaps and hand towels were readily available and their use helped to reduce the risk of cross infection.

The service had recently had an environmental health visit to inspect their food preparation and storage areas. The service had passed and had appropriate measures in place to prevent the spread of infection. The service had updated the chopping boards as recommended at the visit.

The children's allergies and medication needs were well recorded and displayed in a confidential way for staff to ensure children's safety, for example, when serving snack or lunch.

We saw that fire drills had taken place regularly and different situations had been considered when developing the procedures for evacuation. This will help to ensure children's safety in the event of an emergency.

We saw that the service was clean and well organised and noted the systems in place to check that cleaning and maintenance tasks had been completed to ensure safety in the service.

Areas for improvement

We spoke about updating the nappy changing guidance to show the correct time to take off gloves when changing children to support new staff in learning how to prevent the spread of infection during changing times.

We spoke about considering ways to store lunch aprons to avoid these being knocked onto the floor and then put on by children to have food.

Grade awarded for this statement: 3 - Adequate

Number of requirements: 0

Number of recommendations: 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 2 - Weak

Statement 1

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

Service strengths

See Quality Statement 1.1.

Areas for improvement

See Quality Statement 1.1.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 2

We are confident that our staff have been recruited, and inducted, in a safe and robust manner to protect service users and staff.

Service strengths

We included this statement as we discovered some issues during our inspection with regard to recruitment and the use of Protecting Vulnerable Groups checks.

The service acknowledged that they had not followed full recruitment checks as a staff member had been employed at the service only three months previously.

Areas for improvement

We found that the service had not undertaken full safer recruitment checks for a member of staff who had returned to the service after a short absence where they were employed by another provider. They had also failed to complete safer recruitment checks when promoting the member of staff to a promoted post. We also found that the service had started new staff members in the service before they had received satisfactory PVG checks. These checks should be in place to ensure children's safety. See requirement 1.

One member of the staff team had been working in the service for more than six months and was not yet registered with the SSSC. See Requirement 2.

The service advised us that the staff member had not yet been registered with SSSC as the application was awaiting an up to date PVG check. By the time we wrote this report the staff member's PVG check had arrived and we saw confirmation that the staff member was then appropriately registered with the SSSC.

Grade awarded for this statement: 2 - Weak

Number of requirements: 2

Number of recommendations: 0

Requirements

1. The care service provider must ensure that all safer recruitment checks have been completed and recorded before staff have been employed in the service to ensure children's safety.

To meet this requirement the provider must ensure:

Records are maintained that detail when each check was sent for and returned, which Identification and qualifications were confirmed.

This is to comply with:

Social Care and Social Work Improvement Scotland (Requirements for Care Services)

Regulation 2011 SSI 2011/210 Regulation 4(1) (a) Regulation 9(1) and 9 (2) (a)(b)(c)
Fitness of employees Regulation 13 (1) Protection of Vulnerable Groups listings.

Best Practise Guidance: Safer Recruitment through Better [Recruitment](#).

www.scotland.gov.uk/Publications/2007/03/13154149/0

Safer Recruitment Update- www.careinspectorate.com/publications/ Publication code:
OPS-1011-082.

Timescale: upon receipt of this report.

2. The care service provider must take steps to ensure that only staff who are registered with the Scottish Social Services Council (SSSC) or another recognised regulatory body, or who are newly recruited and are capable of achieving such a registration within 6 months of commencing post, may carry out work in the care service in a post for which such a registration is required.

The Social care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, SSI 2011/210 regulation 9(2)(c) which refers to the provisions of regulations 6(2)(a) and 7(2)(d) whereby any person, who in order to perform the duties for which the person is employed in the care service, is required by any enactment to be registered with any person or body and is not so registered; also regulation 15 - Staffing, and regulation 19 Offences, in particular regulation 19(1) which makes it an offence to contravene or fail to comply with regulation 9(1) [together with and the Regulation of Care (Fitness of Employees in relation to Care Services) SSI 2009/118 (Scotland) (No 2) Regulations 2009 as amended by SSI 2009/439 and 2010/443.

Timescale: upon receipt of this report.

Statement 3

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

Service strengths

Following discussion with the manager, staff, parents, children, a sample of the documentation and observations of outcomes for children, this service was found to have a good performance in relation to this statement.

We saw positive respectful interaction between staff members and the children and their families. The staff were noted to be respectful of the children taking time to listen to them and engaging with them throughout all activities. The staff working with children who were not yet speaking were very skilled at responding to the children's non-verbal cues and this meant the children were settled and happy in the service. The families confirmed that they felt welcome in the service and were happy and confident in the staff teams abilities.

We saw that training was in place to ensure that staff could meet children's individual care and support needs effectively. The whole staff team were qualified and had accessed regular updates to first aid and Child Protection training to ensure children's safety. We spoke to staff of their knowledge on child protection issues and considered that they had a clear understanding of their roles and responsibilities in protecting children from harm and abuse.

The staff were working well as a team, communicating effectively with one another to meet the children's needs during activities. We saw that staff members, who had attended additional external training shared their learning with the rest of the team to support service development.

We found that the staff and managers were committed to ensure positive outcomes for children and their families. This was supported by clear plans for developing and improving the service for children and their families. We saw that staff appraisals were in place and these helped to set objectives for training and development to support improvements in the service.

Areas for improvement

The manager arranged for many of the staff team to take lunch at the same time as the children. The staff were easily contacted by intercom or shouting as they stayed on the premises, however consideration could be given to organising this to ensure that ratios are met at all times and children's needs are met more effectively during lunch periods.

We were concerned to find that not all staff had been registered with the Scottish Social Services Council (SSSC) within six months of starting in the service. However, all staff have applied to be on the register. The service must introduce a system to ensure that checks to the register are made and recorded before staff start in the service and all new staff are registered within six months of taking up their post. See Requirement 1 under 3.2

Grade awarded for this statement: 4 - 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 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

See Quality Statement 1.1

Areas for improvement

See Quality Statement 1.1

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 that the service were adequately using quality assurance systems to assess and improve the quality of the service. We concluded this following discussion with the manager, staff, children and parents, a sample of the documentation and observations of outcomes for children.

We saw some areas of very good practice which are detailed below, however these did not ensure that the service were following appropriate safer recruitment checks to ensure children's safety and this was considered when concluding the grade for this statement.

We saw that the service had developed their values had a clear vision for the service improvement. We saw that staff were proud of their work and were focussed on how their practice impacted on the outcomes for the children.

The service had introduced peer review of practice to support practice development while completing the TLC training. Areas of development were identified and followed up with staff to support their development. We saw that this had a positive impact on staff practice, particularly in communicating with the children effectively.

We saw that the service used a variety of methods to gather feedback from children, families and visitors to the service. This was compiled and shared with families using the service. This helped to identify areas for service development and show the families that their feedback was being used to improve the service and outcomes for children.

The feedback gathered in the service from families, the staff team, quality assurance staff from the council and regulators was used to develop a plan to improve the service. This development plan was produced annually and was reviewed by the staff team to ensure it was progressing to drive improvement in the service.

The service were aware of the need to provide the Care Inspectorate and the Scottish Social Services Council with notifications.

Areas for improvement

The provider should continue to develop the Quality Assurance systems to ensure that all areas of legislation and best practice guidance are being followed in the service.

Give consideration to ways to gather feedback from families anonymously to ensure that they feel confident giving negative feedback if necessary to help drive improvement in the service.

Grade awarded for this statement: 3 - Adequate

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

None

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

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

6 Inspection and grading history

Date	Type	Gradings
7 Nov 2012	Unannounced	Care and support 5 - Very Good Environment 4 - Good Staffing 5 - Very Good Management and Leadership 5 - Very Good
17 Jan 2012	Unannounced	Care and support 4 - Good Environment Not Assessed Staffing Not Assessed Management and Leadership 4 - Good
7 Nov 2011	Unannounced	Care and support 1 - Unsatisfactory Environment Not Assessed Staffing Not Assessed

Inspection report continued

		Management and Leadership	2 - Weak
5 Mar 2010	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed 5 - Very Good Not Assessed
8 Jul 2008	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 5 - Very 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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Web: www.careinspectorate.com



Care service inspection report

Auchlone Nature Kindergarten Day Care of Children

Auchlone Lodge
Abercairny Estate
Crieff
PH7 3QZ

Type of inspection: Unannounced

Inspection completed on: 10 December 2014

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Service provided by:

Mindstretchers Ltd.

Service provider number:

SP2008009541

Care service number:

CS2008168440

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

Summary

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

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

We gave the service these grades

Quality of Care and Support	6	Excellent
Quality of Environment	6	Excellent
Quality of Staffing	6	Excellent
Quality of Management and Leadership	5	Very Good

What the service does well

Auchlone Nature Kindergarten is a unique service where children benefit from the stimulating and ever-changing environment of the forest. Within these surroundings they enjoy real freedom and choice and the time and space to explore and investigate. They were very effectively supported in their learning and development by a skilled and motivated staff team.

Staff and management are fully committed to providing a high quality service and work very effectively as a team to support this.

Parents were without exception very happy with the quality of the service and the learning opportunities provided for their children.

What the service could do better

While the team were undoubtedly very well-informed about outdoor learning, we would encourage them to access the Hub regularly to help them keep up to date with any changes in good practice guidance.

What the service has done since the last inspection

The team have listened and responded to comments from parents and suggestions from children. This has resulted in a new cloakroom facility, the development of a swamp garden and a larger mud kitchen.

Conclusion

Children attending Auchlone Nature Kindergarten are happy, healthy and confident as they learn and develop within a stimulating natural environment.

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

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 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 Regulations, Orders or Conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Auchlone Nature Kindergarten is located on the Abercairny Estate, near Crieff in Perthshire. The nursery is based in a large wooded area with a lodge house and wooden shelters however the majority of time is spent outdoors.

The service is registered for a maximum of 25 children, of whom no more than 5 will be between 2 years and 3 years and 20 children aged 3 years and over.

The kindergarten operates 8.30am to 5.30pm, Monday to Friday for 49 weeks of the year.

The aims of the service are:

- * Provide a safe and stimulating environment in which children can feel happy and secure.
- * Provide children with a very naturalistic environment indoors, in the garden and in the wild woods where they are encouraged and supported to take risks and become the risk assessors.
- * Encourage the emotional, social, physical, creative and intellectual development of children both indoors and outdoors.

- * Promote the welfare of children and encourage their independence through the use of appropriate praise and reassurance.
- * Encourage positive attitudes to self and others, and develop confidence and self-esteem.
- * Create opportunities for both indoor and outdoor play which, at times, is challenging both physically and mentally.
- * Encourage children to explore, appreciate and respect their environment.
- * Provide opportunities to stimulate interest and imagination.
- * Extend children's abilities to communicate ideas and feelings in a variety of ways.
- * Promote a close relationship with parents and the community.
- * Promote liaison between the kindergarten and local primary schools.

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

Quality of Care and Support - Grade 6 - Excellent

Quality of Environment - Grade 6 - Excellent

Quality of Staffing - Grade 6 - Excellent

Quality of Management and Leadership - Grade 5 - Very Good

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

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

2 How we inspected this service

The level of inspection we carried out

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

What we did during the inspection

We wrote this report after an unannounced inspection that began on Tuesday 2 December 2014 and continued on Wednesday 3 December 2014. The inspection was carried out by two inspectors and we gave feedback to the provider and manager on 10 December 2014.

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

We sent 10 questionnaires to the service for distribution to the parents and families of children who attend Auchlone Nature Kindergarten. Five were completed and returned to us prior to the inspection.

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

- * Evidence from the service's most recent self assessment
- * Personal plans and learning story books for children
- * Floor books
- * Medication forms
- * Risk assessments
- * Accident and incident records
- * Communication books
- * Newsletters and displays

We also spoke with:

- * Provider
- * Manager
- * Early Years Officers who were present
- * Many of the children present
- * Five parents/carers.

We observed staff in their interaction with children and parents. We took note of the general environment and the range of resources and play equipment available for children.

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 requirements we made at our last inspection

The requirement

The provider must review and improve the recruitment policy and procedure and develop a system for checking and recording candidates registration status.

This is in order to comply with:

SSI 2011/210 7(2)(d) Fitness of employees.

Timescale: With immediate effect.

What the service did to meet the requirement

The recruitment policy and procedure has been amended.

The requirement is: Met - Within Timescales

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 completed self assessment document to us before we carried out our inspection. We were satisfied with the way the provider had completed this and with the relevant information included for each heading that we grade them under.

The provider identified what they thought the service did well, some areas for development and details of any changes they had planned.

Taking the views of people using the care service into account

Children told us that, 'outdoor nursery was the best!' They enjoyed showing us around the forest and explaining where we should and should not go. They confidently and proudly shared their knowledge. Children told us:

'I learned to climb trees and balance - watch me!'

'You don't climb past that ribbon as that branch is dead - look you can see!'

'Hot chocolate is good and if you hold the cup like this it warms your hands.'

'Look at our decorations, we made them and see our Christmas tree.'

Taking carers' views into account

Carers were without exception delighted with the quality of the service. Comments included:

'My child has really grown in confidence in the time she has been attending.'

'Our daughter has attended Auchlone for... months and it has been a very positive experience both for her and us. The staff are fantastic and really care about the children and their development.'

'You only have to see and speak to the children to know that they can develop and grow in this wonderful nursery.'

'The staff are dedicated to excellent childcare and provide a service second to none!'

Additional comments are included in the body of this report.

3 The inspection

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

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 6 - Excellent

Statement 1

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

Service strengths

By spending time with children, speaking with staff and parents and looking at documentation, we concluded that participation and communication were fully embedded in this service. Families feel involved and included so much so that they are reluctant to leave the service and continue to use elements of the provision when children move on to school.

Parents were passionate about the service and some travelled a considerable distance and in one case had moved home to enable children to attend. All of the parents who participated in the inspection spoke very highly about the quality of service and the experiences and outcomes for their children. They confirmed they were involved in the life of the nursery and were confident their views were welcomed and valued. One example of this was an extension to the nursery day at the request of some working parents who use the service.

We saw that staff welcomed everyone into the service in a very warm and natural way. They made time to speak with families, which helped promote a culture of open communication. Parents and grandparents told us staff were friendly and approachable and they would not hesitate to speak with them about any aspect of their child's care. One parent told the service, 'our children will take with them for the rest of their lives that joy and confidence that comes from deep inside and has been nurtured and developed by you all.'

Others told us:

'I feel incredibly fortunate and lucky to have such a unique and amazing facility/

nursery available near us that my children can have the experience that Auchlone provides. The staff are dedicated to excellent child care and provide a service second to none! I have two children who attend and both are treated as individuals with differing needs. You only have to see and speak to the children to know that they can develop and grow appropriately in this wonderful nursery.'

'I think our child has come on a lot since Easter in particular with her social skills. She is now keen to make friends and regards others as a source of fun rather than a threat.'

'I am constantly surprised by the variety of activities and resources my child is involved with. The staff react quickly to the children's suggestions and the whole atmosphere is jolly and welcoming.'

Parents and grandparents played a very natural role within the service participating in ways which were meaningful to them. This included sharing their skills as a potter or musician, or contributing seeds or plants for the garden. We saw one grandparent bring her spinning wheel into the service to show children how a ball of wool was created. This had been prompted by children's reflections on the change in seasons, which led to a discussion about keeping warm in the colder weather. Children discussed where wool came from and obtained some in its raw form, which they then washed and dyed. By learning about spinning and knitting children could clearly see and understand how their cosy jumpers were produced.

The calm and peaceful environment of the nursery meant parents and grandparents were comfortable and relaxed in the setting. This allowed them to chat happily undisturbed with children and staff about their activities each day. There were no barriers to communication within the service and the range of more formal methods of communication simply complimented this. They included, invitations to special events, displays, newsletters and regular emails to help keep them involved and informed.

Parents contributed to communication books, floor books and their child's learning story books. This enabled children's experiences from home and on visits to family or holidays to be shared, in addition to their learning at the kindergarten. As a result each child's learning story book was truly individual reflecting their characters, interests and clearly celebrated their achievements and progress.

One parent told us, 'the kids and staff are all one team', which accurately reflected the situation. The service was truly child led and this was well documented through floor books and mind maps. Children had the freedom and choice to develop their interests and explore at their own pace. With limited props they used their environment and imagination very effectively to create their own play. We saw a 'fluffy flamingo hotel' created by one child for any animals in the wood who might be

cold while another child taught her friends some songs so everyone could enjoy their impromptu concert.

Staff provided opportunities for sustained thinking helping children to make links between thoughts and ideas. For example, one child had created a workshop in the garden area and had approached staff for help when his lightbulb didn't work. Staff worked with the child offering support as he researched his project and developed his ideas into strategies by using wire to mend the filament in his lightbulb. He proudly showed us his workshop and shared his achievement.

Numeracy and literacy was incorporated naturally into everyday activities such as measuring ingredients for baking, measuring sticks to make sure they were the right size to fit in the fire and making signs as a guide for new paths. We saw staff give children time to negotiate with one another before praising their success or stepping in to offer support. The calm and relaxed approach within the service meant children could take the time they wanted to complete an activity and/or leave it for another day.

We saw confident, capable children learning with nature, developing essential life skills within a nurturing environment supported by staff who were partners in the learning process.

Areas for improvement

Within their self-evaluation the service recognised that communication is continually developing and in constantly striving for improvement they planned to continue evaluating and analysing its impact on their setting.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3

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

Service strengths

The service's approach to promoting children's health and wellbeing was excellent. We concluded this after we sampled children's personal plans and learning story books and looked at records of children's experiences and took account of information from parents and staff.

The transition into the kindergarten was a gradual process during which staff used the information they had gathered about children to provide the individual support

they needed. During this process the basis of the personal plan was developed. Within the 'Auchlone and Me' floor book childrens' transition was well documented demonstrating the efforts made to help children adjust to the outdoor environment. One member of the team was identified to provide additional support to the small group of younger children. As a result of the efforts made by staff and the gradual transition process children settled very well. One child told us, 'outdoor nursery is my favourite place!'

Staff were aware of the principles of Getting It Right For Every Child and through their work they demonstrated their commitment to working in partnership with both children and families. Where children required additional support in any area staff accessed relevant training to enable them to better meet their needs such as training on Autism. We saw that, with the combination of the freedom of the outdoor environment and the consistent and sensitive approach of staff, all children were happy and settled. The partnership working arrangements meant both children and parents were fully involved in the development and ongoing update of their personal plans and learning stories. We saw two children with little English who had recently started attending. Although initially shy and self-conscious they had quickly settled and as their confidence grew they had begun to pick up English words. This was helped by staff and parents working together to celebrate their own language and incorporate it into the service. Throughout the inspection the elder of the two could be heard singing songs as he worked and confidently chatted with friends. Their mother told us she was absolutely delighted with their progress and the experiences they enjoyed on a daily basis.

Children were encouraged to be kind and caring towards one another and during the introductory process they played games encouraging gentle hands and kind words. Throughout the inspection we saw older children helping the younger ones and guiding them. This included explaining to them which tools they should use when working in the forest.

Children had a good understanding of healthy eating and knew why they could have lots of fruit but only one toasted marshmallow, unless you dropped it. They enjoyed their packed lunch in the kinder kitchen, which was warm and inviting thanks to the log burning stove. The cosy 'family' atmosphere was further enhanced by staff and children preparing snacks together, before sitting around the large table eating and chatting over snack and lunch.

Children had enjoyed harvesting and cooking their carrots, potatoes and onions. After much discussion they had decided to make potato crisps which they had particularly enjoyed. Weekly visits from the local organic fruit and vegetable van allowed children to choose the fruit and vegetables and take turns paying for it. To reduce any problems for children with allergies staff and children carefully planned the snack menu to exclude these items. This meant all the children enjoyed the same foods and no child was singled out.

Through a range of activities and experiences including the opportunity to be 'special person' for the day staff monitored children's progress and their growing confidence and self-esteem. They knew the children well and were very skilled at using their observations to identify any additional support required. As a result the personal planning for every child was clear and comprehensive. This meant parents looking at personal plans and learning stories could clearly see the impact and outcomes for their child. One parent whose child had previously attended another nursery could not believe the progress her child had made since attending Auchlone. This positive feedback was reflected in comments from all of the parents we spoke with during the inspection process.

A range of policies and procedures were in place to support the safety and wellbeing of children. This included; medication, child protection and infection control. Staff were clear about their role in protecting children in their care and took part in an annual update during their training week.

Areas for improvement

Management and staff planned to continue reviewing and developing their policies, procedures and training plan to reflect the changing needs of both children and staff.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 6 - Excellent

Statement 1

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

Service strengths

From the evidence sampled during this inspection we graded this service as excellent in this quality statement. We concluded this after speaking with children and parents, observing staff in their work with children and looking at the environment and displays.

As previously highlighted, participation and consultation is fully embedded in the service and this was confirmed by parents. One example of this was the changes to the cloakroom after parents commented on the lack of space for additional clothing and outdoor suits. A large shed type structure was promptly adapted to provide spacious cloakroom facilities and the additional space was set up as a sensory area. This further enhanced the experiences available for children while demonstrating the service commitment to listening and responding to the views and opinions of parents.

One parent described the situation within Auchlone very accurately when she described staff and children as 'a team'. Through very natural discussion staff listened carefully to children's thoughts and ideas and supported their learning. We saw staff allowing children time to consider how to resolve problems but being available to step in when required. One parent told us, 'I could not have wished for my child to have had a better pre-school year..... he is confident, happy and truly loves his time at Auchlone. He has learned where his own boundaries are and performs his own risk assessments at home - I wish more children could experience a nursery such as Auchlone.'

This comment from a parent was reflected in our findings. We found that children's knowledge and understanding of personal safety was impressive and they could explain their reasoning both to us and to one another.

Staff observe children as they move around the environment and through discussion explore with children how the environment could be improved. This had resulted in the mud kitchen being extended and the creation of a swamp garden using natural

materials that looked like sharks and crocodiles. During the inspection we saw children experiment with ice, while others were busy in the mud kitchen or negotiating slippery stones with the help of a friend. These experiences helped them learn about being safe in their environment. Later we saw children slice oranges which they were using to make attractive and sweet-smelling Christmas decorations for the kinder kitchen and their trees. Other children were learning which animals had visited the lard they had left out using animal prints they had downloaded from the internet. This helped them learn about protecting their environment by considering the animals that shared it.

Children had chosen their Christmas tree from the forest and had taken it back to the kinder kitchen. They had made attractive decorations for this tree and others in the area.

Please see Quality Statement 1.1 for further information on the ways children and their parents are involved in all aspects of the service.

Areas for improvement

Please see Quality Statement 1.1 areas for improvement.

Grade awarded for this statement: 6 - Excellent

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

From the evidence sampled during this inspection we graded this service as excellent in this quality statement. We concluded this after speaking with children and parents, observing staff in their work with children as they moved around the forest.

The ever-changing environment provided a wealth of opportunities for children to explore and investigate. They learned about the changing seasons through all of their senses and spent time reflecting on their impact on the environment during conversations with staff. They had recently spent time talking and learning about wind through a wide range of activities.

Although children spent most of their day outdoors they used the indoor/outdoor environment of the kinder kitchen for snacks, lunch, some activities and occasional story times. This was a very inviting space with the smells of the log stove, hot

chocolate and the oranges being dried for decorations. Children spent their day moving around the forest where they were free to explore their surroundings under the watchful eye of staff. However, they also had access to a sensory area and a cottage with playrooms, kitchen and toilet facilities. In keeping with the ethos of the kindergarten the playrooms had a wide range of natural resources to support children's learning and stimulate their imagination.

A modular building provided office space, storage for staff belongings and a place where staff could have breaks or time out to update plans and records such as learning story books.

Staff were very familiar with benefit/risk analysis and involved children in risk assessing the environment at their level. However, staff recognised the need to maintain an overview of the forest and routinely checked for potential dangers such as contamination or dead wood in the canopy. As previously highlighted children had an excellent understanding of personal safety and explained to the younger children and us what trees they could climb. They pointed out dead branches which would not support their weight and explained that a red ribbon meant danger. They also explained why everyone except the person lighting the fire needed to sit down in the fire hut and the distance you have to stand back if someone is using a tool. Children knew what they should and should not pick up without gloves in the forest. For example, one child saw us looking at mushrooms and told us we could not touch them as they could be poisonous.

As part of their learning about keeping themselves safe children were learning about germs and infection control. They knew that whether they were in the forest or the cottage you had to wash your hands before eating and after going to the toilet. Arrangements were in place to ensure running water was available for this purpose.

Children were learning about recycling and had a good understanding of the importance of protecting their environment. They had formed an eco committee and produced journals sharing their work and learning which helped them achieve their green flags.

Areas for improvement

As the manager had limited contact with the cleaner she was setting up a communication book to ensure clarity and allow specific requests to be shared promptly.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Excellent

Statement 1

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

Service strengths

From the evidence sampled during this inspection we graded the service as excellent in this quality statement. We concluded this after speaking with children and parents, observing staff in their work with children and sampling records and information available to families.

In keeping with the ethos of the service the management team continued to involve both parents and children in all aspects including the recruitment of new staff. Children talked with staff about the type of person they would like before spending time chatting with applicants. Parents participated in interviews allowing them the opportunity to directly influence the quality of staff.

All the parents and grandparents who took part in the inspection were very complimentary about the expertise of staff and the high quality learning opportunities they provided for children. This was also reflected in the completed care standards questionnaires we received and cards and letters sent directly to the service. One parents told us, 'it wouldn't be the place it is without such clever, dedicated and patient staff'.

Please see Quality Statement 1.1 and 2.1 for further information about the ways in which children and families can be involved in assessing and improving all aspects of the service.

Areas for improvement

Please see Quality Statement 1.1 and 2.1 areas for improvement.

Grade awarded for this statement: 5 - Excellent

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

From the evidence sampled during this inspection we graded this service as excellent in this quality statement. We concluded this after speaking with children and parents, the provider, manager and staff and by looking at a range of records showing staff development learning and involvement.

Children were very well supported by a committed, motivated and knowledgeable staff team who were passionate about their work. They nurtured children's curiosity and had the confidence to engage children as equal partners in the decision-making process. This demonstrated very effectively that they valued and respected children's thoughts and opinions.

During a comprehensive induction process staff developed a sound understanding of the ethos of the service and the policies and procedures that guide practice. Staff felt valued and well supported and were therefore fully committed to the service and the children who attend. They demonstrated a clear and shared understanding of what is involved in providing high quality care and education for children. This enabled them to work effectively as a team and contributed positively to children's learning outcomes.

We saw that staff were respectful towards children and families and as a result had established very good quality relationships. This supported the routine sharing of information and during the inspection we saw parents and staff engaged in informal and supportive discussions at the beginning and end of sessions. Staff were sensitive and responsive to the changing needs of families and were committed to supporting them to the best of their ability. They accommodated changing patterns of attendance where possible and were sensitive to the impact of family changes on children. Staff knew children very well and saw them all as individuals each with their own specific needs. This included children who may be perceived to have language or behavioural difficulties. The approach adopted by staff meant that they worked constructively with children to overcome these issues. However the service would not hesitate to seek any additional specialist support where required.

All staff were registered either with the Scottish Social Services Council (SSSC) or General Teaching Council (GTC). They were aware of the code of conduct and the requirement for ongoing training. As the provider is a recognised trainer, both on a national and international basis, staff had access to a wide range of training opportunities relevant to their work. By acting as mentor, the provider shared her wealth of knowledge of outdoor learning from a global perspective with the team. In addition the wider team of trainers were accessible to tease out questions and issues which arose on an ad hoc basis.

We could see there was well established open communication between management and staff, both informally, with conversations naturally and respectfully, during the course of each day and through regular planned individual and staff meetings. This meant staff had a variety of opportunities to freely express views, concerns or ideas and therefore be actively involved in the ongoing development of the service. As a result they felt valued and their morale was high.

Areas for improvement

The service planned to support newer members of the team, through ongoing training and access to the qualifications required, for their continuing registration with Scottish Social Services Council.

Grade awarded for this statement: 6 - Excellent

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

From the evidence sampled during this inspection we graded this service as excellent in this quality statement. We concluded this after speaking with children and parents, observing staff in their work with children and sampling records and information available to families.

The views of both parents and children are used in the ongoing development of the service as highlighted within Quality Statements 1.1, 2.1 and 3.1.

Areas for improvement

Please see Quality Statements 1.1, 2.1, and 3.1 areas for improvement.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 4

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

Service strengths

From the evidence sampled during this inspection we graded this service as very good in this quality statement. We concluded this after speaking with children, parents and staff and sampling records.

Through discussion, the manager demonstrated a sound knowledge and clear vision focused on providing children with the highest quality of care and education. She was approachable and open to suggestions about the kindergarten from staff, parents and children. Although relatively new to this post the manager had been with the

company for many years and was passionate and knowledgeable about outdoor learning.

We found that both the management team and staff were committed to continuous improvement through planning, monitoring and evaluation. Using effective interpersonal skills and a consultative approach, the manager and provider motivated and empowered staff. They shared their knowledge, expertise and research findings both formally and informally with them thereby keeping them well-informed.

By spending time with children and staff in the forest the manager was able to offer practical support and guidance and encourage staff to reflect on their practice. Staff told us they valued her support and found her very approachable and knowledgeable.

By routinely monitoring records including children's learning story books and floor books the manager was able to identify any gaps or respond to comments from parents. The quality of these records was very high as staff were extremely diligent about keeping records up to date. As a result the learning story books and floor books provided an accurate and informative account of children's individual learning.

The kindergarten was working in partnership with Perth and Kinross Council to provide pre school education for children in the area. The service based their quality assurance systems on the local authority system which supported the systematic evaluation of all aspects of the service. Parents, children and staff were fully involved in this process.

Areas for improvement

While the manager and staff were very well-informed about outdoor learning we would encourage them to access the Hub regularly (<http://hub.careinspectorate.com/>) to help keep up to date with changes in good practice guidance. This would allow policies and procedures to be amended promptly to reflect any changes.

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

Quality of Care and Support - 6 - Excellent	
Statement 1	6 - Excellent
Statement 3	6 - Excellent
Quality of Environment - 6 - Excellent	
Statement 1	6 - Excellent
Statement 2	6 - Excellent
Quality of Staffing - 6 - Excellent	
Statement 1	6 - Excellent
Statement 3	6 - Excellent
Quality of Management and Leadership - 5 - Very Good	
Statement 1	6 - Excellent
Statement 4	5 - Very Good

6 Inspection and grading history

Date	Type	Gradings
14 Dec 2012	Unannounced	Care and support 5 - Very Good Environment 6 - Excellent Staffing 5 - Very Good Management and Leadership 5 - Very Good
28 Sep 2010	Unannounced	Care and support 5 - Very Good Environment Not Assessed Staffing Not Assessed Management and Leadership 5 - Very Good
20 Oct 2009	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 5 - Very Good

Inspection report continued

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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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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrrtas.

অনুবোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

ہے بایتسردی م وونابز رگی د روا وولکش رگی د رپ شرازگ تعاشا ہی

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Care service inspection report

Fairview School Nursery Day Care of Children

Oakbank Crescent

Perth

PH1 1DF

Telephone: 01738 473051

Type of inspection: Unannounced

Inspection completed on: 20 November 2014

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Service provided by:

Perth & Kinross Council

Service provider number:

SP2003003370

Care service number:

CS2003016066

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Summary

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

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

We gave the service these grades

Quality of Care and Support	5	Excellent
Quality of Environment	5	Excellent
Quality of Staffing	5	Excellent
Quality of Management and Leadership	5	Excellent

What the service does well

Staff were providing a caring, nurturing environment for children to develop and learn. The staff team was forward thinking and continuing to develop and improve the outcomes for the children and families using the service.

What the service could do better

The nursery should continue to maintain the high quality service it provides.

What the service has done since the last inspection

A new management and staff team were in place since the last inspection. They had built very supportive relationships with each other and continued to meet the needs of the individual children extremely well.

The staff team had further developed the environment of the nursery with the addition of a sensory room within the playroom.

Conclusion

We saw that the children within the nursery were having a positive experience. Children were being supported by a highly motivated staff team that was continuing to develop and improve the service. The nursery excelled in caring for and supporting children and families.

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

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

Requirements and recommendations

If we are concerned about some aspect of a service, or think it needs to 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 based on best practice or the National Care Standards.
- 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 ("the Act") and secondary legislation made under the Act, or a condition of registration. Where there are breaches of Regulations, Orders or conditions, a requirement may be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Fairview School Nursery can provide a care service to a maximum of six children per session. The age range of the children is from two years to those not yet attending primary school. During the operating times the service will have exclusive use of the nursery room, the personal care room, quiet room, soft play room, sensory room, gym, Jacuzzi pool and toilets.

The aims of the service are:

- accept each child as they are, a unique individual
- provide a safe, stable and stimulating environment which encourages each child to be an active learner
- plan an individual programme for each child offering as wide a curriculum as possible and allowing each child to learn at his/ her own pace
- work as a team; co operatively with other professionals and encouraging links with local nursery classes
- value parents as partners in their children's education and offer support and help to families

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

Quality of Care and Support - Grade 6 - Excellent

Quality of Environment - Grade 6 - Excellent

Quality of Staffing - Grade 6 - Excellent

Quality of Management and Leadership - Grade 6 - Excellent

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 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. This was carried out by an Inspector from the Care Inspectorate. The inspection took place on Thursday 20 November 2014 between 9.25am and 3.20pm. Feedback was given to the senior management team and nursery teacher following the inspection.

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

We sent eight care standards questionnaires to the service to distribute to parents. Parents returned three completed questionnaires before the inspection.

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

- Observations of staff working with children
- What the service told us they do well in their self-assessment
- Personal plans of the children using the service
- Samples of policies and procedures
- Accident and incident records
- Risk assessments
- Planning
- Staff training information
- Newsletters
- Parent/carer surveys

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

The annual return

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

Annual Return Received: Yes - Electronic

Comments on Self Assessment

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

The Care Inspectorate received a fully completed self-assessment document from the provider. We were satisfied with the way the provider completed this and with the relevant information included for each heading that we grade services under.

The provider identified what they thought they did well, some areas for development and any changes planned.

Taking the views of people using the care service into account

Children were happy and settled and were familiar with their surroundings. Staff were observed meeting the children's needs in a caring, supportive manner.

Taking carers' views into account

We received three completed care standards questionnaires from parents or carers who use the service. Three parents or carers strongly agreed with the statement "Overall I am happy with the quality of care my child receives in this service."

Parents commented:

"Fairview Nursery always make us feel welcome to ask about how our child is doing at school. They always phone back if we ask any question in her home school diary. Overall we think this is a fantastic environment for our child."

"Fairview Nursery have really helped my son develop his own little personality. They are all very helpful and positive about his progress over the last year. They always return your notes or call. Brilliant nursery. My son would not be at the stage of learning he is without their ongoing help and support."

"Fantastic school. I am delighted that my daughter has a place in Fairview nursery. She has made great progress over the last year thanks to Kath Findlay and the nursery team."

3 The inspection

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

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 6 - Excellent

Statement 1

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

Service strengths

We found that the service had excellent ways of involving parents and children in assessing and developing the service. We concluded this after we spoke with the head teacher, depute, nursery teacher and staff team. We considered policies, procedures, records and observed staff at work. We looked at how all this was impacting on the quality of experience for children and families using the service.

The corridor area at the entrance to the nursery displayed an information board with relevant day-to-day information about the service and general information that parents may find useful.

There were strong home links within the nursery and parents were encouraged to play an active part in nursery life. Parent questionnaires, surveys and '2 stars and a wish' evaluations were provided to parents and carers regularly asking for their suggestions and views on all areas of the service. Responses were collated, audited and responded to either individually or in the newsletter depending on the comment/suggestions made.

Newsletters were sent out regularly informing parents of current learning intentions and activities and encouraging parents to share ideas and views. The most recent newsletters welcomed and introduced new staff and families to the nursery.

Parents and carers were encouraged to come into the nursery and participate in activities. We were told that some parents had attended a rebound therapy session where they saw what their child did during the session and the benefits achieved. A swimming session with parents and their children was to be arranged in the near future.

Home/school communication books were completed daily by staff and shared information with parents about their child's day, medical needs and how they had been at the nursery. These books were an excellent way of keeping parents informed as not all parents were able to drop off or collect their child from the service. We saw that parents also used the books to share a lot of information with the staff.

Staff knew children and families very well and had built up trusting relationships with them which enabled any issues or concerns to be raised and discussed. We observed staff support children well to make individual choices throughout the inspection visit.

Children's achievements from home and outside nursery were encouraged to be shared with staff and nursery through golden stars. This helped encourage children's self-esteem and confidence while providing links between home and nursery.

We saw floorbooks contained information about themes and topics the children had been learning about and photographs of the children involved in a variety of experiences and activities. The books allowed parents to share in their children's learning and also gave the children the opportunity to revisit their learning and what they had been involved in. During the inspection we observed one of the children sit on the floor and look at the photographs and artwork in one of the books.

Areas for improvement

The service should continue to maintain the excellent practice demonstrated within this statement and continue to provide various opportunities for parents and children to evaluate the nursery.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3

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

Service strengths

We looked at personal plans, meeting children's needs and health and nutrition under this statement. We found the service was excellent in these areas. We observed the children on an outing to a local garden centre to buy nursery fish and within the nursery environment.

Staff knew children very well and were able to tell us of individual children's particular needs and stages of development and their involvement with other agencies. We observed excellent relationships between all staff and the children. Staff were caring and nurturing and in tune with children's individual needs. Detailed written records were kept which were shared and reviewed with parents and staff. 'All about me' books were completed which gave staff information about the children's likes, dislikes, preferences and interests. Wide ranging information was held in individual children's files demonstrating that the staff were working closely with other services, such as physiotherapy. Risk assessment processes had been undertaken regarding individual children and their needs. These had been updated as changes had occurred. Clear and concise care planning had been undertaken and contained updated information on, for example, feeding regimes and medication. Staff were very aware of children's dietary requirements and medical needs and this information was displayed in the snack area along with the child's photograph to ensure that all staff in the nursery were fully informed and aware of individual children's needs.

The staff were supported by a nurse who administered all medication to the children who required it. She recorded all medication administered and kept parents fully informed of what had been administered.

The nursery routine incorporated adult led learning and free play. The children attending the morning session had a minibus outing to the local garden centre to buy some fish for the nursery. While there they had snack in the café. We saw that the children were encouraged to be as independent as possible, for example, taking off and putting on their coats and climbing up and down the steps to get on and off the minibus. During the afternoon session, the children had a baking activity and helped to make cookies. Children were supported well by staff who encouraged and praised them throughout the inspection visit. The slightest achievement made by children was recognised and rewarded by excited whoops and praise from staff.

Snacks were healthy and nutritious and children were encouraged to be independent and feed themselves where possible. Children were encouraged to wash their hands and we saw them wash their hands before snack and before taking part in the baking activity.

Children had the opportunity to access fresh air and outdoor play. There was equipment and resources available to support them and to play with, while they played and had fun. The children also had access to indoor activities which encouraged their health and wellbeing, such as the ball pool.

Areas for improvement

The service should continue to review the children's personal plans and date them upon review. This would include protocols and risk assessments for individual children.

The service discussed the new profile templates that were to be introduced. The new format would support staff in gathering information which would help them to continue to meet children's needs to a high standard.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Excellent

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 that the service had excellent ways of involving parents and children in assessing and developing the service. We concluded this after we spoke with the head teacher, depute, nursery teacher and staff team. We considered policies, procedures, records and observed staff at work. We looked at how all this was impacting on the quality of experience for children and families using the service.

The evidence documented in Quality Theme 1, Statement 1, was also used for this statement.

Areas for improvement

Comments made in Areas for Improvement in Quality Theme 1, Statement 1 also apply to this Quality Statement.

Grade awarded for this statement: 5 - Excellent

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 considered the safety of the environment and risk assessments under this statement and found the service was excellent in this area. We considered the environment and looked at risk assessment information along with policies and procedures.

The nursery had an encouraging positive ethos, with friendly, knowledgeable staff.

A secure entry system was in place to enter the building with visitors signing in and out at the school office. This ensured that staff knew who was in the school building and children were protected and that there was an accurate record kept should there be an emergency evacuation.

The nursery environment was observed to be clean, bright and stimulating. There were full length windows on one side of the room which allowed more light in and children to look out. There was access to the outdoor area from the nursery playroom.

The nursery environment was stimulating with children's artwork and photographs attractively displayed around the nursery. These were linked to themes, children's interests and learning. This led to children having a true sense of belonging in the nursery.

Children had access to a spacious enclosed outdoor area where children had the opportunity to play with a variety of suitable outdoor equipment and resources.

The staff team had cleared out a storage cupboard within the nursery and created a sensory room with twinkling lights, soothing music and interactive toys. The playroom was well laid out with a range of age and development appropriate toys and activities. We saw a child spend some time looking at her reflection in a large mirror, watching as she swayed from side to side.

The furniture was of child height and supported children with sitting as needed. Children were able to access the resources and make choices throughout their session at nursery. They also had access to school facilities such as, the ball pool and swimming pool.

Toys and resources appeared clean and staff told us that they were cleaned regularly to minimise the spread of infection. There were records kept to show that this had been done and that infection control was a priority. Accidents and incidents were recorded appropriately and parents were informed.

Areas for improvement

The service should continue with the excellent practice demonstrated in this statement.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Excellent

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 that the service had excellent ways of involving parents and children in assessing and developing the service. We concluded this after we spoke with the head teacher, depute, nursery teacher and staff team. We considered policies, procedures, records and observed staff at work. We looked at how all this was impacting on the quality of staffing for children and families using the service.

The evidence documented in Quality Theme 1, Statement 1, was also used for this statement.

Areas for improvement

Comments made in Areas for Improvement in Quality Theme 1, Statement 1 also apply to this Quality Statement.

Grade awarded for this statement: 5 - Excellent

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 that the service was excellent in this area. We concluded this after we spoke with staff, looked at training records and minutes of meetings. We observed staff practice and their interactions with children. There is a new staff team within the nursery. They have been working together for only a matter of months. The newest member of staff joined the team four weeks prior to the inspection.

The staff team were caring, dedicated and hardworking. They were committed to providing quality care for the children they worked with and supporting the families who used the service. They were extremely competent in their day to day duties and valued the opportunities for training and personal development which working in the nursery afforded them. Staff were committed to continuous professional development. Staff said that they had regular opportunities for training and development and were able to demonstrate a number of courses that they had attended and used their skills within the nursery. They told us they were able to request training to meet the needs of the children and the development of the nursery. We saw this as a major strength in the nursery as it helped staff feel valued and motivated to improve their skills and knowledge with positive outcomes for themselves and the children they cared for.

The staff team had relevant qualifications and were registered with the Scottish Social Services Council (SSSC) or General Teaching Council (GTC). These bodies are responsible for registering early years workers and teachers and regulate their education and training.

Induction processes set the expectations for appropriate staff conduct and the responsibilities attached to the role of individual nursery staff. Staff we spoke with confirmed they had an induction which helped prepare them for taking up their post. Staff confirmed colleagues and the management team were readily available when they had questions or issues to raise.

The staff team provided children with high quality play experiences and activities. Children's needs were being met exceptionally well due to the highly motivated staff who were enthusiastic and worked closely with families and other professionals to support children in their development.

Staff worked very well together as a team and were supportive of each other in their roles. This was commendable as they were a very new team but had worked hard to build trusting relationships with each other.

Areas for improvement

The staff team should continue to monitor and maintain the excellent standard of quality. They should ensure they continue to identify areas of improvement and address these.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Excellent

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 looked at written records, spoken with children and staff, we found the service to have an excellent level of performance in this quality statement.

The evidence documented in Quality Theme 1, Statement 1, was also used for this statement.

Areas for improvement

Comments made in Areas for Improvement in Quality Theme 1, Statement 1 also apply to this Quality Statement.

Grade awarded for this statement: 5 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 4

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

Service strengths

We found that the service had excellent quality assurance systems and processes which involved children, parents and staff.

Written aims and objectives were in place which reflected how the service would meet the needs of children and families using the service.

Management and nursery staff was aware of the relevance of the National Care Standards, How Good Is Our School and Child at the Centre which were self-evaluation and monitoring systems used to evaluate and improve the service. Responses from parental consultations also informed this process. The nursery teacher had regular meetings with the senior management team and filtered down information to the staff team as needed. Monitoring and support visits were carried out by the local authority to provide the service with external scrutiny and quality assurance support.

The nursery was included in the school improvement plan and focus areas, such as meeting learner's needs, had been identified as areas for development.

We saw detailed information that staff worked very closely with other agencies and professionals to support children and their individual needs. Planning was evaluated for each child's learning and their next steps in development and learning were identified and recorded.

The nursery staff we spoke with said they felt valued and were supported by the senior management team.

Areas for improvement

The service should maintain and further develop the excellent practice demonstrated under this statement.

Grade awarded for this statement: 6 - Excellent

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

None noted.

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

Quality of Care and Support - 6 - Excellent	
Statement 1	6 - Excellent
Statement 3	6 - Excellent
Quality of Environment - 6 - Excellent	
Statement 1	6 - Excellent
Statement 2	6 - Excellent
Quality of Staffing - 6 - Excellent	
Statement 1	6 - Excellent
Statement 3	6 - Excellent
Quality of Management and Leadership - 6 - Excellent	
Statement 1	6 - Excellent
Statement 4	6 - Excellent

6 Inspection and grading history

Date	Type	Gradings
27 Nov 2012	Unannounced	Care and support 6 - Excellent Environment 6 - Excellent Staffing 6 - Excellent Management and Leadership 6 - Excellent
29 Jun 2010	Unannounced	Care and support 5 - Very Good Environment Not Assessed Staffing Not Assessed Management and Leadership 5 - Very Good
10 Nov 2008	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 5 - Very Good

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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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