

# Care service inspection report

Full inspection

## Dunoon Primary Pre Five Unit Day Care of Children

Dunoon Primary School  
Hillfoot Street  
Dunoon



HAPPY TO TRANSLATE

Service provided by: Argyll and Bute Council

Service provider number: SP2003003373

Care service number: CS2003014642

Inspection Visit Type: Unannounced

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

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

## Contact Us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

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

0345 600 9527

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

 [@careinspect](https://twitter.com/careinspect)

## Summary

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

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

### We gave the service these grades

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

### What the service does well

We found:

They were establishing a very good approach to involving children and their families in the ongoing improvement and development of the service. It was clear they respected their views and valued their opinions.

Children were being given very good opportunities to grow and develop and be active and independent in their play and learning.

### What the service could do better

We agreed they should:

- Address the areas for improvement identified in this report
- Continue to develop in line with their current plans.

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

A new head teacher was appointed in August 2015.

They had addressed the five recommendations we made in relation to improving:

- Their participation and involvement with children and their families
- How they planned and provided an environment for children that best suited their needs
- Their reporting and recording of accidents and incidents
- Their quality assurance processes and procedures.

There was a planned programme of refurbishment in place for the school that included improvements to the nursery.

### Conclusion

We found:

They were strongly committed to:

- Improving what they did
- Moving forward as a confident, competent and effective team
- Achieving the best outcomes they could for children and their 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](http://www.careinspectorate.com)

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

Dunoon Primary Pre Five Unit is a daycare of children service registered for up to 24 children aged three years to those not yet attending primary school.

The provider is Argyll and Bute Council. They operate from their own space within the school, located in a residential area of Dunoon.

The aims and objectives of the service are "to be the best we can be, by providing members of our school community with a wide range of learning experiences and the skills necessary for life- long learning and the world of work, within an inclusive, safe and happy environment".

## Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

## Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

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

**Quality of care and support - Grade 5 - Very Good**

**Quality of environment - Grade 4 - Good**

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

**Quality of management and leadership - Grade 5 - Very Good**

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website

[www.careinspectorate.com](http://www.careinspectorate.com) or by calling us on 0345 600 9527 or visiting one of our offices.

## 2 How we inspected this service

### The level of inspection we carried out

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

### What we did during the inspection

We wrote this report following an unannounced inspection. This was carried out by one Inspector and an Inspection volunteer. The inspection took place on Monday 21 March 2016 between 10.00am and 3:00pm. We completed feedback to the head teacher and depute on the same day.

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

We sent 12 care standards questionnaires to the manager to distribute to parents. Four parents sent us completed questionnaires.

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

We spoke with:

- Four parent/carers
- The children present
- The head teacher
- The principal teacher
- Two staff members.

We observed how staff work, care for and interact with the children. We discussed with the manager and staff how the following was managed in the service:

- Meeting children's individual needs
- How staff involved and communicated with children and their parents/carers
- Children's files and records
- Staff training
- Risk assessments for inside and outdoors
- Infection prevention and control procedures
- Medication administration
- Confidentiality
- Complaints
- Child protection
- Accidents/incidents
- Maintenance of the environment and their resources
- How they routinely checked and reviewed how well they were doing.

We looked at:

- Children's personal plans
- Information about participation and how they involved children and their parents/carers
- Health promotion guidance
- Attendance records
- Registration certificate
- Insurance certificate
- The environment and resources.

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

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

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

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

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

## **Fire safety issues**

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

## The annual return

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

**Annual Return Received:** No

## Comments on Self Assessment

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

We received a fully completed self assessment document from the service provider. They had identified strengths, any changes they had planned and areas where they wanted to improve.

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

There were 11 children present at the time of the inspection. We observed the children enjoying their play together and also on their own. They were engaging well in what they were learning and discovering about numbers and the natural world, interacting confidently with staff, who were warm, caring and attentive in their approach. As a result, we were able to see the children happy, settled, reassured in their care, and having fun in their learning environment.

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

Everyone who returned questionnaires and we spoke with were happy or very happy with the service their child received.

The Inspection Volunteer reported the following:

Comments: Parent

"The nursery provide lots of information through the website, newsletters and noticeboards".

The transition time in the library and primary class just now, will make it easier for my child when they start school in August".

"A very well run nursery, integral part of the school".

We have included further views from parents throughout 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: 5 - Very Good

##### Statement 1

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

##### Service Strengths

The service's performance was very good for this statement.

We decided this after we spoke with the head teacher, principal teacher, staff and parents, looked at children's files and records along with responses from questionnaires and other documentation. For example the service's most recent standards and quality report incorporating their improvement plan, children's participation and assessment information, newsletters and information displayed for parents.

Also see comments under Quality Theme 1 - Statement 2 and Quality Theme 4 - Statement 4 of this report.

We found:

They were establishing a very good approach to involving children and their families in evaluating the quality of the service. As recommended from the last inspection, they were embedding a variety of methods, to encourage participation and involvement in the service and monitoring the effectiveness of their day-to-day practice.

They were focussed on making everyone feel:

- Respected; given a voice and involved in decisions that affect their wellbeing
- Responsible; taking an active role within their nursery and community
- Included; accepted as full members of the community they live and learn in.

As a result, we were able to see and evidence that:

Parents felt welcome, listened to, involved and well informed. They thought staff were approachable, easy to talk to and conducted themselves in a professional manner. They were confident about raising any concerns they might have and felt sure they would be quickly acted upon.

They had asked staff, children and their parents for their views about how well they were doing so they could use this information to improve what they were doing. It was clear they respected their views and valued their opinions.

There was a suggestion box, learning walls and information about the curriculum displayed for parents in the playroom and at the entrance to the nursery. This was helping to keep everyone up to date with what was happening, raising the profile of what children were learning and gave parents the opportunity to put forward their ideas and feedback about the service.

They also held parents' days to get everyone involved in what they were doing and to share any developments or information specifically about the nursery. For example, an information day would be held for parents to discuss the interim arrangements for the nursery, while the planned refurbishment of the school takes place.

They were making use of photographs, mind mapping and circle time to encourage children to express their thoughts, views and feelings and make choices as well as developing their floorbooks effectively as planning and evaluation tools. This was helping children to become more confident about planning and reviewing their own play and learning, working out for themselves what their next steps should be and making their own learning visible.

They understood the importance of having meaningful and relevant information readily available for parents about their child's progress. As a result, they were developing and reviewing children's personal plans with their parents, to enable them to participate fully in their child's development and learning, celebrate their progress and achievements and help to identify their next steps.

They knew about the "7 Golden Rules for Participation"; developed by Scotland's Commissioner for Children and Young People (through consultation with children and young people from across Scotland).

We discussed how our "Involve to Improve" self-evaluation tool which can be found at "THE HUB" (our online knowledge, innovation and improvement resource hub.careinspectorate.com) could also be used to help further inform their practice.

The Inspection Volunteer reported the following:

Notice boards in the hallway provided excellent information on policies, an overview of staff structure and responsibilities, including photographs and interests of staff, a weekly snack menu and links with support agencies. There was a variety of the children's work on display throughout the unit area.

In reception each child had a tray, accessible to parents, containing their child's ongoing achievements, drawings etc. This area also provided a communal floor book which evidenced the children's learning journeys. Individual folders were observed in the playroom, containing personal information, floor books and records of developmental milestones.

Children's comments:

"I like coming to nursery, I like drawing and playing with my friends".

"Storytime is my favourite".

"On a Friday we choose our snacks for next week".

"We made Mother's day cards, my Mummy really liked hers".

"I love coming to nursery every day, we play outside and in the hall".

"My Mummy buys pineapple now because I liked it at nursery".

Parental comments included:

"Staff are excellent, my child loves coming to nursery".

"We moved here from the city and my child's transition has been stress free".

"There's always someone to welcome you when you arrive".

"Parent's nights are very informative and encourage parents to become involved".

"Great nursery, every child has a key worker, but all the staff know each child".

Almost everyone who returned questionnaires to us thought:

- Their child experienced and could choose from a balanced range of activities
- Staff shared information about their child's learning and development with them
- They were kept well informed about what was happening through newsletters and information boards.

### **Areas for improvement**

Target three in their Improvement Plan was to work collaboratively with parents and the wider community and to encourage them to be actively involved in the school life and break down barriers to learning.

We agreed with this area for improvement which should further strengthen their working partnership with parents and support and further improve children's learning experiences and outcomes.

We agreed they should continue to develop in line with their current plans which were outcome focussed and linked to appropriate local and national priorities.

### **Grade**

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 2

“We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.”

### Service Strengths

We selected this statement to focus on how the service was supporting children to make choices and achieve their potential. In particular to observe how staff worked to help ensure children are active, nurtured, achieving, respected and responsible and included.

The service's performance was very good for this statement.

We decided this after we spoke with the head teacher, principal teacher, staff and parents and observed how well staff worked with the children. We looked at children's files and records along with responses from questionnaires and other documentation.

Also see comments under Statement 1 of this Theme and Theme 2 - Statement 3 of this report.

We found:

Staff knew children and their families well and were warm, caring and sensitive in how they worked with them.

They were embedding the key principles of the rights of the child, relationships, responsive care and respect into their practice. As a result, children were being nurtured and well cared for.

Staff demonstrated a clear understanding of children's care, learning and development needs.

Each child had their own key worker.

Parents spoke positively about staff support and understanding of their child's needs.

As a result, we were able to see and evidence that:

Staff were working hard to be responsive when planning for children's individual development and learning, to give them plenty of choice and challenge in their play and learning and help develop their skills.

They were providing very good opportunities for children to grow and develop and be active and independent in their play and learning. For example, children were confident about self selecting from the range of resources within the nursery and helping to prepare, decide and set out their table for snack. They enjoyed pouring their own milk and choosing from tomatoes, pineapples and breadsticks, socialising together and tidying up afterwards. This was helping them to be more independent and learn about being responsible, use their numeracy, literacy and language skills and also practise their fine motor skills. There was space for children to move around freely and go into the large gym hall to enjoy their large scale energetic play.

Children were motivated and interested in the activities they had chosen to do. They were also being well supported to join in at group times. Staff knew the important role they played in extending children's learning through sensitive and well judged interaction.

They were working with the Curriculum for Excellence and implementing "Getting it Right" for every child (GIRFEC); the Scottish Government's approach to making sure that all children and young people get the help they need when they need it. This meant, they were using the wellbeing indicators to be; safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI) and my world triangle in their work with the children and their families. They had also started to reflect on the Scottish Government's recently published National Practice Guidance on Early Learning and Childcare: Building the Ambition, to assess positive outcomes for children. As a result, they were building the knowledge, skills and experience they needed to inform and develop each child's personal plan with their parents.

There were no children receiving support with medication. The service had clear information available for parents about the administration of medication. We discussed how the Care Inspectorate's guidance "Management of Medication in Daycare and Childminding Services" could be used to help review and further inform their policy and procedures.

They were involving children in planning activities and reviewing their successes. For example, making floor books and their "learning journey's" together. This was helping children to record their own ideas, preferences and achievements, and to influence the direction of future activities and next steps in their learning.

The Inspection Volunteer reported the following:

Throughout I observed excellent staff interaction with the children, embracing the principles of GIRFEC and Shanarri.

Before snack time the children were actively engaged in songs and actions around the current 'frog theme' extended to include numeracy and tadpole development. Hand washing was supervised. The morning snack freshly prepared and of excellent quality, attractively served, with more offered, children being encouraged to try new foods. A weekly menu was observed in the reception hallway, illustrating well balanced, nutritious snacks, chosen by the children the previous week.

Almost everyone who returned questionnaires to us thought:

- Staff worked with them and their child to develop an individual education and support for their child
- Staff regularly assessed their child's learning and development and used this to plan their next steps
- Where necessary, staff helped them access specialist services such as physiotherapist, speech and language therapist, psychological services or other services.

## Areas for improvement

We agreed they should continue to:

Develop how they use the Building the Ambition document to assess positive outcomes for children and plan their learning.

Develop how they plan responsively and track children's progress effectively with their parents.

To nurture and further promote children's health, wellbeing, development and learning.

## Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 4 - Good

### Statement 3

“The environment allows service users to have as positive a quality of life as possible.”

#### Service Strengths

We selected this statement to focus on how the service organised the environment and their resources to help make sure children are safe, healthy, nurtured, achieving, respected and responsible and included.

The service's performance was very good for this statement.

We decided this after we spoke with the head teacher, principal teacher, staff and parents, looked at the environment and resources and how effectively they were being used by children and staff along with health and safety information, risk assessments, photographs, displays and responses from questionnaires.

Also see comments under Quality Theme 2 - Statement 5 and Quality Theme 1 - Statement 1 and Quality Theme 1 - Statement 2 of this report.

We found:

Staff were working effectively to create an environment that was nurturing, supported children's learning and development, where they could achieve, feel respected and responsible and included.

As a result, we were able to see and evidence that:

Children were encouraged and being well supported to be active and independent in their play and learning. Staff understood the importance of giving children the time, space and opportunity to deepen their learning and create an environment where they could explore, discover, experiment with and enjoy making their own.

Children were able to make decisions about what resources they would like to play with, and where they would like them to be located within their learning space.

Staff knew the importance of children having regular access to the natural environment and outdoor play (where they could enjoy making their own choices about what they wanted to do and what they wanted to play with from a range of different organic materials, tools, natural and sensory resources) to build their resilience, support their learning and development and sense of wellbeing.

Children's work was displayed and celebrated along with other printed text, photographs and materials (linked to children's particular interests), throughout the nursery to share their achievements and successes with everyone.

The Inspection Volunteer reported the following:

The Pre Five Unit consists of a reception area and well laid out playroom with individual areas providing an extensive variety of resources for play experiences. Walls provided a gallery of the children's work. Play was initially child led, staff inviting and encouraging activities.

Everyone who returned questionnaires to us thought:

- There is enough space for children to play and get involved in a range of activities
- Their child got regular access to fresh air and energetic physical play.

## Areas for improvement

See comments under Quality Theme 2 - Statement 5 of this report in relation to the refurbishment programme for the Primary School.

## Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 5

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

### Service Strengths

We selected this statement to focus on how the service used and organised the environment and their resources to help meet children's needs and make sure they are safe, healthy, nurtured, achieving, respected and responsible and included.

The service's performance was good for this statement.

We decided this after we spoke with the head teacher, principal teacher, staff and parents, looked at the environment and resources and how effectively they were being used by children and staff along with health and safety information, risk assessments, photographs, displays and responses from questionnaires.

Also see comments under Quality Theme 2 - Statement 3 and Quality Theme 1 - Statement 1 and Quality Theme 1 - Statement 2 of this report.

We found:

The environment and resources were clean with a programme of ongoing maintenance in place. The door entry system was secure. There was a visitor's book and risk assessments in place, that were being regularly reviewed to help keep children safe. Toilets were well placed for children to use with hand washing facilities easily accessible to help promote their independence. They were in the process of reviewing their procedures for supporting children with their personal care needs. This was to make sure the arrangements they had in place were effective enough in promoting children's independence and protected their rights to privacy, dignity and safety.

As a result, we were able to see and evidence that:

There was a wide range of activities and play materials to support and extend children's learning and development. Children had the opportunity to make discoveries, be creative and participate in activities that developed their sensory and tactile functions. They were being encouraged to express themselves through art, drama and music as well as having fun experimenting with sand, water and technology.

Staff were encouraging children to make their own decisions about keeping themselves safe and helping them to understand the risks they might encounter in their different play activities. As a result, we were able to see children safely negotiating their learning environment and as recommended from the last inspection, confidently making choices and decisions about what they wanted to do, where they wanted to go and what resources they wanted to play with (with support from staff if needed).

The Inspection Volunteer reported the following:

The Pre Five Unit is housed in a Victorian building scheduled for refurbishment in November, with an outside play area and use of the gym hall. Although an old establishment, the school and Pre Five Unit were warm and welcoming, spotlessly clean, with any maintenance issues being addressed immediately.

Comments included:

Child:

"I like playing outside, but it's nice to come into the warm".

Parental:

"The building is old, but it's always clean".

Health and Safety:

Hand washing was supervised before snack time, the children clearing up at the end.

Children are encouraged to risk assess their play activity.

Activities in the gym I observed staff encouraging the children to risk assess their personal activity space. Discipline was gentle, firm and fair embedding responsible boundaries and respect for others.

Everyone who returned questionnaires to us and we spoke with thought:

- The service had a suitable range of equipment, toys and materials for the children
- The service was safe, secure, hygienic, smoke free, pleasant and stimulating.

### Areas for improvement

The head teacher confirmed:

A notification would be submitted to us for the planned refurbishment of the building and a variation request as required for the interim arrangements for the nursery.

Improvements to their toilet facilities for children were included as part of the refurbishment programme and once completed would be in line with current best practice and legislation.

In the interim they would:

Continue to ensure children had a variety of different opportunities to enjoy the natural environment and their outdoor play.

Continue to monitor closely and review their cleaning practices and infection prevention and control procedures to make sure they were protecting and promoting children's health and wellbeing as much as possible.

### Grade

4 - Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

### Statement 3

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

### Service Strengths

We selected this statement to focus on how staff interacted with the children and what the impact of training was on outcomes for children.

The service's performance was very good for this statement.

We decided this after we spoke to the head teacher, principal teacher, staff and parents, looked at children's files and records along with responses from staff questionnaires and other documentation. For example staff monitoring and evaluation folders, guidance materials and minutes from staff meetings.

Also see comments under Quality Theme 1 - Statement 1, Quality Theme 1 - Statement 2 and Quality Theme 2 - Statement 3, Quality Theme 2 - Statement 5 and Quality Theme 4 - Statement 3 of this report.

As a result, we were able to see and evidence that:

The head teacher and principal teacher were establishing clear lines of communication, responsibility and accountability within the service along with an atmosphere of mutual trust and respect. They also had plans to introduce individual supervision sessions for staff to further support them with their continued professional and personal development.

Staff were motivated and enthusiastic in their work and felt supported to do their job well.

They were being given regular opportunities to reflect on their practice, identify where they could improve, and monitor and evaluate the effectiveness of any changes they had made.

They were embedding the GIRFEC national practice model in their work with children and their families. They also knew about the Scottish Government's National Practice Guidance on Early Learning and Childcare: Building the Ambition and how this could help to inform and improve their practice.

Staff were registered with the SSSC and had access to a varied and relevant programme of training provided by the local authority. For example, they had undertaken training on the local authority's developmental milestones toolkit in preparation for sharing it with parents and implementing it into children's personal plans. They had an annual appraisal (with a six monthly review) where further training needs would be identified. This was to make sure they had the skills and knowledge to do their job well, and to meet their SSSC registration requirements.

They knew what to do should they have any child protection concerns and who to pass the information onto. They understood the importance of routinely refreshing their knowledge and understanding of this area of their work.

They were also aware of, and had ready access to, best practice guidance in relation to infection prevention and control and knew the importance of supporting children's health and wellbeing through improved infection prevention.

We discussed how the "The Framework For Continuous Learning In Social Services" (the Scottish Government document that sets out the shared commitment from both the worker and employer to do their job well now and in the future) could be used to further support staff to be "the best they can be" and help "improve the quality of outcomes" for children and their families.

The Inspection Volunteer reported the following:

Staff were well qualified, enthusiastic and experienced, complementing each other in the way they worked as a team.

Staff comments:

"I feel part of the team, encouraged and supported".

"I feel valued and supported, we are always consulted".

"My opinions are valued and my suggestions are acted upon".

Parent comments included:

"Staff are approachable and give me a daily update".

"The staff give off their own time to benefit the children".

"Committed, motivated staff".

Everyone who returned questionnaires to us were confident:

- Staff had the skills and experience to care for their child and support their learning and development
- There was always enough staff on to provide a good quality of care
- Staff would protect their child from harm, abuse, bullying and neglect.

### **Areas for improvement**

We agreed they should:

Implement their plans to introduce individual support and supervision sessions for staff

Staff should continue to reflect on their work and include the impact that training has had on their practice in their post registration learning and achievement records.

**Grade**

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 4

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

### Service Strengths

We selected this statement to focus on how staff interacted to help make sure children and their families felt respected and responsible and included.

Also see comments under Quality Theme 3 - Statement 3, Quality Theme 1 - Statement 1 and Quality Theme 1 - Statement 2 and Quality Theme 2 - Statement 3, Quality Theme 2 - Statement 5 and Quality Theme 4 - Statement 3 of this report.

As a result, we were able to see and evidence that:

Staff were positive role models for children acting in a polite, courteous and respectful manner.

They were supporting children to resolve any conflicts and play disputes they may have together.

Staff treated children and their families with dignity and respect. Their interaction was sensitive, well judged and responsive to children and their families individual needs, to enable everyone to express their views and feel respected, valued and included.

Children were being kind and caring towards each other and playing well together. They were having fun sharing and enjoying helping each other. They also enjoyed playing and sharing their views with the inspector and inspection volunteer.

Everyone who returned questionnaires to us or we spoke with were confident:

- Their child was happy and confident with staff and that they treated them fairly and with respect.

## Areas for improvement

We agreed they should continue to embed the very good practice they were establishing for this statement.

## Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

### Statement 3

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

#### Service Strengths

We selected this statement to focus on how developing staff's leadership skills was impacting on their practice and improving outcomes for children.

The service's performance was very good for this statement.

We found:

The head teacher knew the importance of recognising staff achievements and promoting their confidence in taking on further responsibilities. As a result, there were lead roles being developed for staff throughout the nursery, for example in numeracy, literacy and health and wellbeing. As part of this process, staff would feedback on progress and development of these areas to their colleagues, supporting everyone to learn and develop, extend their understanding and knowledge and support positive outcomes for children.

Senior staff were involved in the day-to-day management of the service. They were working well with the head teacher to ensure the smooth operation of the service. They had added responsibilities which were clearly defined. This ensured that everyone was aware of their roles and responsibilities.

Management and staff were aware of the "Step into Leadership" programme developed by the SSSC to promote leadership values and how this could be used to build further capacity within the staff team and improve outcomes for children and their families.

Staff were confident about contributing to the service and taking forward their own ideas for improving experiences for children. For example, staff spoke enthusiastically about the work they had undertaken with children and their families to further develop children's personal learning plans.

### Areas for improvement

We agreed they should:

Continue to develop their leadership values to build further capacity within the staff team and improve outcomes for children and their families.

### Grade

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 selected this statement to focus on how the service's quality assurance processes and procedures were achieving positive outcomes for children and their families.

The service's performance was very good for this statement.

We decided this after we spoke with the head teacher, principal teacher, staff and parents, looked at children's files and records along with responses from staff questionnaires and other documentation. For example the service's most recent Standards and Quality Report incorporating their Improvement Plan, accident and incident reporting, minutes from staff meetings, newsletters and information displayed for parents.

We found:

The vision, values and aims of the service were clearly outlined in the school's most recent improvement plan. Priorities identified were outcome focussed and linked to appropriate local and national priorities.

As recommended from the last inspection, the head teacher and principal teacher were establishing effective procedures to routinely check and review how well they were doing for example:

- Action planning to meet priorities
- Regular observations of how well staff were working with children and their families
- Audits to check files and records were being kept up to date
- Audits to check policies and procedures were being regularly reviewed and updated in line with current best practice

- Incorporating the "Getting it Right" for every child wellbeing indicators to be safe, healthy, achieving, nurtured, active, respected and responsible and included (SHANARRI) into their procedures to improve how they measured outcomes for children and their families.

As recommended from the last inspection, they had an improvement plan in place that they were sharing with parents and regularly reviewing and updating, using contributions from children and their families.

This was to make sure:

- What they were doing was leading to improvement
- Any improvements they had made were being maintained
- Positive outcomes were being achieved for children and their families.

They were holding regular staff meetings to plan, share their ideas and practice and to discuss children's progress. This was to make sure children's learning experiences were being well planned and their progress was being carefully monitored and evaluated.

Staff had been involved in completing the self assessment for us. They knew the importance of the document being outcome focussed, with children and their families at the centre of the decision making process, and everyone's views fully reflected in it. We discussed how the self assessment could be shared with parents to agree and verify the grades and involve them more fully in their quality assurance processes and procedures.

As recommended from the last inspection, accident and incident reports were now being signed by parents.

We discussed the Care Inspectorate guidance on "Records that all registered care services (except childminding) must keep and guidance on notification reporting". The head teacher understood her responsibilities in relation to this and notification reporting to us.

The Inspection Volunteer reported the following:

The Head Teacher and Principal Teacher, responsible for the Pre Five unit, provided excellent leadership through:

Encouraging staff to attend a variety of external training courses to extend their knowledge.

Encourage shared practice visits.

Timetable weekly staff meetings, self-assessment and regular reviews.

Dissemination of information to staff.

### Areas for improvement

The head teacher and principal teacher confirmed they would continue to:

- Be rigorous in how they monitored and evaluated the service
- Embed the very good practice they were establishing for this statement.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

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

### Previous requirements

There are no outstanding requirements.

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

### Previous recommendations

1. Parents should be given the opportunity to be more fully involved and have a more active say in the overall development of the service.

National Care Standards Early Education and Childcare up to the age of 16 - Standard 13: Improving the service and Standard 14 Well managed service.

**This recommendation was made on 28 November 2012**

Progress is recorded under Theme 1, Statement 1 of this report.

2. Parents should sign accident and incident records relating to their child.

National Care Standards Early Education and Childcare up to the age of 16 - Standard 14: Well-managed service.

**This recommendation was made on 28 November 2012**

Progress is recorded under Theme 4, Statement 4 of this report.

**3. Staff should review the environment with the children to check it is best suited to current children needs.**

**National Care Standards Early Education and Childcare up to the age of 16 - Standard 2: A safe environment.**

**This recommendation was made on 28 November 2012**

Progress is recorded under Theme 2, Statement 5 of this report.

**4. The service should have a formal quality assurance system in place.**

**National Care Standards Early Education and Childcare up to the age of 16 - Standard 13: Improving the service and Standard 14: Well-managed service.**

**This recommendation was made on 28 November 2012**

Progress is recorded under Theme 4, Statement 4 of this report.

**5. There should be a service improvement plan that is shared with parents.**

**National Care Standards Early Education and Childcare up to the age of 16 - standard 13: Improving the service and Standard 14: Well-managed service.**

**This recommendation was made on 28 November 2012**

Progress is recorded under Theme 4, Statement 4 of this report.

## **6 Complaints**

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

## **7 Enforcements**

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

## 8 Additional Information

## 9 Inspection and grading history

Date	Type	Gradings	
28 Nov 2012	Announced (Short Notice)	Care and support Environment Staffing Management and Leadership	4 - Good 4 - Good 4 - Good 4 - Good
30 Sep 2009	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 4 - Good 4 - Good 5 - Very Good
25 Nov 2008	Unannounced	Care and support Environment Staffing Management and Leadership	4 - Good 3 - Adequate 4 - Good 4 - Good

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### Contact Us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

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

0345 600 9527

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

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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is c?nain eile ma nithear iarrtas.

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