

Care service inspection report

Fernielea School Nursery

Day Care of Children

Stronsay Place

Aberdeen

AB15 6HD

Telephone: 01224 318533

Type of inspection: Unannounced

Inspection completed on: 21 November 2014



HAPPY TO TRANSLATE

Contents

	Page No
Summary	3
1 About the service we inspected	5
2 How we inspected this service	7
3 The inspection	12
4 Other information	26
5 Summary of grades	27
6 Inspection and grading history	27

Service provided by:

Aberdeen City Council

Service provider number:

SP2003000349

Care service number:

CS2003014425

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

What the service does well

Children are happy, settled and confident in the nursery setting.

The service provides a wide range of opportunities to help children to learn about being healthy, safe and active through well planned play experiences.

Staff are enthusiastic and motivated to provide early learning and childcare that meets the needs of families in their community.

The senior management team and all staff work effectively to involve children and parents in the life and work of the school and nursery.

What the service could do better

Staff should continue to look at ways they can further involve children and parents in assessing and influencing improvement in the service.

The service should continue to develop approaches to monitoring and quality assurance to support positive outcomes for families.

What the service has done since the last inspection

The service has further developed outdoor learning experiences for children and families. They have been involved with a local, "wee green spaces" project making effective use of a local green area to enrich the quality of children's outdoor learning experiences.

The service has further developed parental involvement in the nursery. They are encouraging parents to evaluate and share children's learning at home. They have created opportunities for parents to volunteer with different initiatives including the library and outdoor learning.

Conclusion

The service was achieving a very good standard in the delivery of early learning and childcare.

The service provided very good support for parents.

They should continue to build on strengths and take forward areas for improvement identified during our inspection.

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.

Fernielea Primary School Nursery is a part of Aberdeen City Council's provision for pre-school children. It is registered to provide day care for a maximum of 40 children at each session. The nursery operates a morning and afternoon session, each lasting 3 hours and 10 minutes and providing up to 600 hours each year of early learning and childcare in line with legislation. The service operates during term time only.

The service is managed by Headteacher, Mrs Sarah Webb.

The main aims of the service are aligned with the Curriculum for Excellence in supporting children to become:

- * Successful learners
- * Responsible citizens
- * Confident individuals
- * Effective contributors

Their vision statement is centred on Happy, Healthy and Achieving.

A full statement of aims and objectives is available from the service on request.

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

Quality of Care and Support - Grade 5 - Very Good

Quality of Environment - Grade 5 - Very Good

Quality of Staffing - Grade 5 - Very Good

Quality of Management and Leadership - Grade 5 - Very Good

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com 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. The inspection was carried out by one Inspector. The inspection took place on Thursday 20 November 2014 between 9:00 and 16:30 hours and Friday 21 November 2014 between 9:00 and 17:00 hours. We gave feedback to the Headteacher and Depute Headteacher on Friday 21 November.

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

We sent 20 care standards questionnaires to the service to distribute to parents/ carers on our behalf. Nine questionnaires were completed and returned to us. We met with a group of six parents on Friday 21 November 2014. We asked parents for their views about the service and about how this benefited their children.

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

We spoke with:

The Headteacher

Depute Headteacher (allocated to nursery)

Teachers and nursery staff

Visiting speech and language therapist

Seven parents

Several children

We looked at:

* Information held about children using the service, including; application/enrolment forms, learning journeys and GIRFEC documentation

* Records of consultation with parents and children, including; questionnaires, evaluation forms and floor books.

*Health and safety policies, procedures and records, including; risk assessment, cleaning and maintenance

- * The environment and equipment used in the service
 - * Information for parents and children, including; school website, nursery brochure, newsletters and notice boards
 - * Planning and evaluation records
 - * Staff training and continuous professional development arrangements
 - * Sample of monitoring records
 - * Self-evaluation records
 - * School Improvement Plan
 - * Standards and Quality report
-
- * How the staff worked with the children in their care during the inspection
 - * How the staff interacted with parents during the inspection.

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 service submitted a fully completed self assessment document to us before we carried out our inspection. The service told us what they thought they did well, some areas for improvement and how they planned to take these forward.

The sources of evidence given by the service provided a useful starting point for our inspection.

The service should continue to develop self assessment procedures to link evidence to outcomes for people and give some examples of the changes that have been made, over time, as a result of service users' involvement and participation and quality assurance procedures.

Taking the views of people using the care service into account

We observed children to be happy, settled and confident in the nursery setting. They were happily engaged in a wide range of learning experiences both indoors and outdoors during each session.

Children were learning to follow nursery routines well. They carried out helper roles responsibly at snack and tidy up times. Children told us about what they had been learning and about some of the things they enjoyed at nursery. Their comments included:

"We saw a rainbow outside- I am painting a rainbow and I need lots of colours"

"I had my umbrella outside...I jumped and splashed in the puddles"

"I'm dressing-up...can you help me put this dress on?"

"When we went to the Burnie I had my snack in a tent. My mum went too."

We include further comments and views within this report where relevant.

Taking carers' views into account

We sent 20 questionnaires to parents/carers via the service and nine of these were completed and returned to us before writing this report.

Seven parents/carers also had an opportunity to contribute their views to the inspection process, individually and during a discussion group.

Parents were very positive about the quality of the service that they and their children received. They thought that their children were happy and settled in the nursery and that they were developing and progressing well as a result of the wide range of learning experiences available.

They thought that the nursery was a safe environment and that security was well managed.

Parents were very positive about management and leadership in the service.

Seventeen families, in total who provided feedback on the service, almost all of which were exceptionally pleased with all aspects of the service.

One isolated questionnaire identified 2 areas of dissatisfaction with the service. One related to a behavioural issue which the parent felt should have been more effectively monitored in nursery and the other, a perceived lack of recognition of her child's skills and abilities in early maths. We discussed the content of this questionnaire with the head teacher, who was disappointed that the parent had not brought the matters to her attention, so that they could be resolved. She assured us that the senior management team were regularly available to meet with parents and to listen to any issues concerning their children. As a school, they will continue to advise parents of this.

Positive feedback and comments from other parents included:

"Before my son started nursery there were speech difficulties. Since going two years ago my son has come on leaps and bounds. He is very much loved and liked by teachers... loves attending nursery"

"I just want to tell you that the nursery is fab!"

"I am delighted with my child's nursery setting, the staff do an amazing job at all times. My little boy can't wait to go in and doesn't want to leave. The curriculum for excellence is followed to a very high standard. I would recommend this nursery to anyone in the community. It's a very welcoming environment and the quality of care and support is phenomenal."

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

Based on the range of evidence we sampled at this inspection, we graded this aspect of the service as very good. We concluded this after we talked to parents and staff, observed how staff worked with children, looked at a range of records and reviewed the information contained in the service's self-assessment.

The service provided detailed information to families about what to expect when their child started nursery. The well-presented, informative welcome pack contained detailed information about the nursery and as a result, families were able to plan and prepare for their children's early nursery experiences. On an ongoing basis, the service used a wide range of ways to keep people informed about the life and work of the school and nursery. This included the use of newsletters, noticeboards, letters home, texts and the school and nursery website.

Additional arrangements for open days, arranged visits and individual discussions were planned so that children and their families could meet with staff, view the children's environment, and share in information about nursery matters such as planned activities, the curriculum and their children's developmental progress. We heard also about 'Wednesday wanders', a regular arrangement for parents to spend time with their children in nursery, participate in some of their activities and get to be familiar with their children's nursery routines and their friends.

Parents confirmed to us that they felt involved and included in the nursery setting. Some parents had been involved in revising the parents handbook. Some volunteered time to be part of the parent council, which meant that they could formally participate in discussion and decision-making processes, about a range of matters

concerning the work of the school and nursery. Some helped with the nursery lending library and some accompanied their children on nursery trips and outings. They told us that they enjoyed seeing their children in different settings and see them interact with staff and their friends in nursery.

Our discussions with parents confirmed their positive experiences:

"We know that we can speak to the staff or management at any time. They are really approachable."

"I really like how all the staff in the school recognise all the children and the children get to know them too...they are all so helpful."

"The children are usually involved and included in what goes on in the school, for example in the school shows...they are great...you certainly can't be shy in this school!"

One parent took time to speak with us about her participation in a programme called 'the incredible years', a parenting programme which the school had recommended to her and supported. She told us about the very positive experiences and outcomes that this programme had on her values and her relationship with her child. She was delighted that the school had been able to extend such a lot of support to her and that they had recognised the potential benefit for her and her child.

The service used questionnaires well to consult parents on relevant matters such as the school improvement plan and to evaluate initiatives such as outdoor learning. They told parents about how their views influenced decisions, for example using displays or newsletters.

This helped parents to feel that the service valued their views about changes and developments.

Parents commented;

"We are always encouraged to be involved in what the children are doing. The staff want to know what we think and ask us for feedback on the children's experiences. They are happy for us to give suggestions and ideas."

In the nurseries, staff observed and listened to the children closely to identify their interests and needs. For example, following the settling in stage, staff used floorbooks to help identify children's emerging interests in developing a context for learning nursery rhymes.

Floorbook planning involved children in the planning process and evaluating their learning experiences. Planning was clear and outcomes were well evidenced; showing that children were developing skills and

making progress across all areas of the curriculum. It was evident that staff valued children's opinions and as a result children were developing confidence in expressing their views.

Overall, we found that children and families were routinely involved in evaluating and developing the service.

Areas for improvement

In the self-assessment, the service identified their areas for further improvement as:

- Continue to seek parents views through individual consultation with DHT and HT.
- Continue to consider all four quality themes when preparing questionnaires for seeking the views of parents in order to improve our service.
- Continue to seek parents views throughout the year using various self-evaluation tools.

The service should continue with their plans for increased involvement of children and parents. They could consider how they will support more independence within parents' groups, so that parents are increasingly enabled to set agendas, lead discussions and have some decision-making powers.

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

Based on the evidence we sampled at this inspection, we graded the service as excellent in this quality statement. We concluded this after we talked to parents and staff, observed how staff worked with children, looked at a range of records and reviewed relevant evidence given in the self assessment.

We found that staff knew the children in their care well and created a very nurturing environment that helped them to feel safe, respected and included. We saw that staff gathered useful information about children and their individual needs through enrolment and induction arrangements, as well as ongoing contact with families. Children had 'All about me' forms that gave staff insight to their interests, likes and dislikes and helped them to plan and prepare for meeting individual needs.

Staff met twice yearly with parents to review children's progress. We found that they provided detailed information to parents at these sessions helping them to feel included in their children's learning and development.

For children with additional support needs, we saw that regular meetings took place with parents and support agencies to review, assess, and plan strategies and next steps. We spoke with some parents of children with additional needs, who spoke very highly of the support given by staff and management to help their children. We also spoke to a visiting speech and language therapist, who described the commitment of staff to work effectively with herself and other professionals to benefit the care and well-being of children with additional support needs.

Arrangements for managing and recording the administration of medication, accidents and first aid were in place.

The service engaged in a variety of programmes, which promoted children's learning about their health and well-being. For example;

* Children participated in local oral health initiatives through the toothbrushing programme.

Staff followed the appropriate guidance in the management of tooth brushing and storage of equipment and were supported by regular monitoring visits from the dental hygiene service. This meant that children learned in fun ways about brushing and looking after their teeth.

* Nursery snack menus reflected that children had healthy choices for snacks, which included fresh fruit daily. Children had opportunities to give their suggestions for healthy snacks in nursery and could be helpers in preparing snack. Staff supported children's learning about healthy eating and talked with children about different foods, helping to learn about which foods helped them to grow and be healthy. We saw that staff had generated children's interests in planting and growing fruit and vegetables and in preparation and cooking. This allowed children to experience the practical processes and skills involved in these activities.

* The service actively encouraged children's physical activity during their time in nursery, through maximising opportunities for outdoor play in the safely enclosed, play area, and regular games and activities in the gym hall.

The increased focus on outdoor activities meant that children benefited from being outdoors in the fresh air more regularly. As well as developing the outdoor curriculum, the school's involvement in the 'wee green spaces' project had resulted in children and their families spending time together at the 'burnie'. This had captured the imagination of both families and children as they explored this outdoor environment, investigated the

properties of natural materials, and learned about being safe and responsible through simple risk assessment processes.

* We saw established systems for managing Infection Prevention and Control, including for example:

- * Staff training in food hygiene
- * Handwashing was undertaken at appropriate times
- * Exclusion periods for illness were shared with parents
- * Cleaning systems and records to support cleaning of equipment were in place.

Child protection policies were in place and shared with parents. Staff awareness of child protection issues and their responsibilities in relation to this, were updated annually through established, whole school procedures.

We saw several examples of the inclusive approach used by the service to promote safe and healthy lifestyles, not only with the children but also with their families. For example, the work going on in relation to establishing an outdoor classroom, the school's working partnership with Children 1st supporting the 'Incredible Years' parenting programme, which has already been mentioned in quality theme 1, quality statement 1.

Overall, we concluded that there were very good programmes in place to support children's health and well being in the nursery and to extend that support into the home environment.

Staff worked with children to develop the nursery High 5 rules. This was supporting children to develop respect for each other and for their environment. As a result we saw that children were learning to listen, share and take turns. Staff were continuing to encourage this where children needed more time to develop these important skills.

They also used praise and encouragement effectively to recognise and reward children's efforts and achievements. Staff recorded children's progress in their learning journeys and encouraged parents to look at these and provide feedback.

Areas for improvement

Within their self-assessment, the service identified their plans to:

- continue to develop outdoor experiences and provision, including in the community.
- review the document, 'Building the Ambition and consider the impact on the nursery through consultation with staff, carers and service-users.

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 - Very Good

Statement 1

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

Service strengths

Please refer to information contained in Quality Theme 1, Quality Statement 1 for information on the range of ways that children and families can be involved in influencing the quality of the service. This includes aspects of the quality of the environment. The grade of 5 - Very Good, is applied across all participation statements in this report.

Areas for improvement

Please refer to Quality Theme 1, Quality Statement 1 Areas for Improvement.

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

Based on the evidence we sampled at this inspection, we graded the service as very good in this quality statement. We concluded this after we talked to parents and staff, observed practice in the nursery, looked around the environment and reviewed a range of relevant records, policies and procedures provided as evidence by the service.

The nursery premises were a part of the main school building. Security arrangements were overall, well managed and contributed to the children's safety in the nursery. Visitors to the school reported at the main building and were then accompanied to the nursery premises. This ensured that no one accessed the nursery unless identified and admitted by staff at reception.

Parents/carers accessed the nursery at their own entrance and were admitted by nursery staff, ensuring children's safety and security was monitored at arrival/

departure times. Once admitted, parents accompanied children to and from their respective red or green nursery classroom, signing their children in/out accordingly.

We found the premises were well-maintained, with suitable heating, lighting and ventilation. Staff gave very good consideration to the layout and presentation of resources, to accommodate a variety of play activities and experiences and to reflect children's interests. Furnishings, fittings, toys and resources were of good quality, well maintained and appropriate for the children attending. The parents/carers we spoke with confirmed that they were very happy with the quality of the environment and safety and security arrangements.

The nursery reception area was used to display a variety of information and notices relevant to nursery parents, as well as other information about local groups and organisations in the area which might be of interest for families with young children.

Throughout the premises, staff displayed examples of children's work, photographs of their activities, achievements and written comments detailing their thoughts and views. The informative displays contributed to the family-friendly, stimulating presentation of the nursery environment. Floorbooks very clearly demonstrating children's learning and their contributions to planning were also easily accessible to children and parents. As a result children and parents could see the value that staff placed on children's thoughts, views and interests. This in turn led to children feeling included, respected and responsible.

We observed practice and spoke with teachers and nursery staff as they carried out their respective roles. We asked about their responsibilities in relation to maintaining a safe nursery environment.

The service had appropriate systems in place for reporting and securing maintenance and repairs. They carried out risk assessments for the premises, for individual children where appropriate and for trips and outings.

Staff showed very good awareness of and followed good practice guidelines in controlling the risks of infection in the service. This included for example:

- * setting good standards and encouraging children to learn about handwashing
- * appropriate routines for nappy changing and toileting
- * cleaning records were in place for monitoring purposes
- * following appropriate guidance about exclusion periods for illness or infections
- * following food hygiene practice in the preparation of snacks.

These measures helped to safeguard the well-being of children and families using the service.

The service made effective use of space both indoors and outdoors to support children's learning across the curriculum.

Overall, we found that the service had a very good performance in this quality statement and that established practice contributed positively to children being safe and protected.

Areas for improvement

The service identified their intentions to continue with updating staff core training, for example, first aid, food hygiene and infection control.

We signposted the service to the care inspectorate hub website as a useful and easy to use source of up to date guidance, information and good practice for services. See hub@careinspectorate.com

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 1

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

Service strengths

Please refer to information contained in Quality Theme 1, Quality Statement 1 for information on the range of ways that children and families can be involved in influencing the quality of the service. This includes aspects of staffing, management and leadership in the service. The grade of 5 - Very Good, is applied across all participation statements in this report.

Areas for improvement

Please refer to Quality Theme 1, Quality Statement 1, Areas for Improvement. The service should continue to involve parents and children in all aspects of development and keep evidence of outcomes.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 3

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

Service strengths

Based on the evidence we sampled at this inspection, we graded the service as very good in this quality statement. We concluded this after we talked to parents and staff, observed how staff worked with the children and looked at the arrangements in place to support staff practice, training and development.

All parents that we spoke with and those who completed our questionnaires, were very positive about the quality of staffing in the nursery. They were confident that staff had the knowledge, skills, and experience to care for their children and to promote their learning and development. They found that staff were approachable

and professional, available to answer questions and provide advice and reassurance where needed.

All parents were confident that there was always enough staff to provide good quality of care. They agreed that staff protected children's well-being and that they treated children fairly and with respect. Parents confirmed that children had established very good relationships with staff. Comments included;

"Before my son started nursery there were speech difficulties. Since going two years ago my son has come on leaps and bounds. He is very much loved and liked by teachers... loves attending nursery."

One parent whose child had health needs was very impressed with the training that staff received in order to fully meet her child's needs. She had confidence in staff to be able to respond appropriately in the event of an emergency. She was also reassured that the service recognised the severity of her child's condition. She told us that on one occasion when allocated trained staff were off due to sickness, the service asked if she would like to remain in nursery on that day or make any alternative arrangements. This gave the parent an opportunity to be involved in decisions to be made concerning her child and the management of their needs.

Parents who had spent time observing staff interactions with children in nursery or on outings confirmed how well staff knew the children in their care and how they interacted and communicated with them. They told us,

"The staff are brilliant...they are very supportive to all the children and know just how to help them, if they are a bit upset. "

"I just want to say how very good the staff are with children. They are fantastic, very welcoming, friendly and helpful."

Our observations were that staff engaged with children very well. They were kind and caring and listened to what the children had to say. We found that staff made children feel valued and boosted their confidence and self-esteem through positive interventions, recognition and praise of their efforts and achievements.

Staff held appropriate childcare qualifications and were registered with the Scottish Social Services Council (SSSC). Teachers were registered with the GTC. All staff accessed a range of relevant training to keep their skills and knowledge updated. This included core training such as child protection, first aid and food hygiene. Other relevant training reflected the needs of individual children, staff and the nursery as a whole. We viewed staff training records, which showed training to be varied and relevant to their roles and remits.

Through our observations of planning records, floorbooks, learning journeys and records of staff discussions and meetings, we were able to see that very good systems were in place for supporting children's learning and evaluating outcomes.

Local arrangements had been established for staff to meet regularly as part of an early years network, allowing them to reflect, discuss and share practice and new initiatives with colleagues. This meant that staff could use this to inform the way they worked with children and to improve outcomes.

Staff took part in employee review and development procedures. This encouraged staff to identify strengths in their practice and to make plans for new training or learning, that could bring benefits to families using the service. Our discussions with staff reflected their enthusiasm and motivation to implement what they had learned in their work with children.

Areas for improvement

The service identified their intentions to;

- * continue their work with partner agencies
- * continue to work with colleagues in the early level
- * consider the impact of 'Building the Ambition' document

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

Statement 1

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

Service strengths

Please refer to information contained in Quality Theme 1, Quality Statement 1 for information on the range of ways that children and families can be involved in influencing the quality of the service. This includes aspects of staffing, management and leadership in the service. The grade of 5 - Very Good, is applied across all participation statements in this report.

Areas for improvement

Please refer to Quality Theme 1, Quality Statement 1, Areas for Improvement.

The service should continue to look at ways they can use feedback from parents and children in staff review and development procedures.

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

Based on the evidence we sampled at this inspection, we graded the service as very good in this quality statement. We concluded this after we talked to parents, staff and managers and looked at the systems in place to support quality assurance.

Overall responsibility for management of the nursery lay with the head teacher, with day to day responsibility devolved to the depute head teacher.

In the nursery, staff observed and listened to children to capture their thoughts, interests and ideas. They involved them in floorbook planning and used this

information to help them plan activities, which were meaningful to the children. The learning intentions and outcomes were clearly linked and there was clear focus on early numeracy, literacy and wellbeing.

The work on planning, evaluation and learning journeys provided clear evidence that staff were reflective practitioners and that they focused on continuous improvement, to benefit children and parents using the service. This contributed to the positive ethos of the service, where everyone's views and opinions were valued.

The service used internal and external evaluation and monitoring procedures as a means of quality assurance. For example, staff contributed to self evaluation and planning for improvement through Child @ the Centre 2 audits. This meant that all staff were involved at some level in delivering the nursery improvement plan.

As identified throughout this report, feedback from children, parents and carers was regularly gathered through internal service questionnaires and other methods of formal/informal feedback, discussions and meetings. Information gathered was used to inform areas for development and improvement.

There was a clear complaints procedure in place and parents told us that they would be comfortable raising any concerns, or issues, with staff/management in the first instance. They felt that the service was well managed and open about their work.

Having sampled a range of evidence, we concluded that a variety of systems were being used to monitor and assess quality across the service. We also thought that managers and staff were working effectively together, to promote good quality outcomes for children and families.

Areas for improvement

The service identified their ongoing plans for engaging children, parents and staff in a range of opportunities to contribute to quality assurance and improvement within the service.

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

6 Inspection and grading history

Date	Type	Gradings
12 Jun 2009	Announced (short notice)	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 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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