

## Care service inspection report

# Oban's 1st Steps Day Nursery Ltd.

## Day Care of Children

61 Croft Road

Oban

PA34 5JL

Telephone: 01631 567491

Type of inspection: Unannounced

Inspection completed on: 30 April 2015



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	11
4 Other information	32
5 Summary of grades	33
6 Inspection and grading history	33

### **Service provided by:**

Oban's 1st Steps Day Nursery Ltd.

### **Service provider number:**

SP2003000659

### **Care service number:**

CS2003003167

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

## Summary

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

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

### We gave the service these grades

Quality of Care and Support	4	Good
Quality of Environment	4	Good
Quality of Staffing	4	Good
Quality of Management and Leadership	4	Good

### What the service does well

We found:

They were developing a very good approach to involving children and their families in the ongoing improvement and development of the service and were working well together as a team.

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

They had made good progress since the last inspection and addressed the nine recommendations that remained outstanding.

## Conclusion

We found they remained 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.

Oban's 1st Steps Nursery is a private nursery that provides full-time and sessional day care to children up to the time of full-time attendance at primary school. The service is commissioned by Argyll and Bute Council to provide early learning and childcare to children from the age of three years.

The nursery operates during 50 weeks of the year from Monday to Friday, from 8:00am to 6:00pm. It is registered to admit up to a maximum of 43 children, of whom a maximum of 19 children may be under the age of three years.

The service operates from its own adapted premises near the centre of Oban, in Argyll. Children are accommodated in three playrooms on the ground floor of the building and have the use of a garden and other outside play areas.

The aims and objectives of the service are "to ensure every child gets the best start in life by taking their first steps with us, ensure development and learning through play promotes independence and meets children's individual needs, to welcome and respect all service users through an open door policy, to work in partnership with parents and offer support to children and their families, to provide a quality learning environment where children can develop to their full potential, to ensure staff qualifications and training is kept up to date so a quality provision is on offer, to ensure management provides quality leadership and leads by example".

## 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 Act, its regulations, or orders made under the Act, or a condition of registration.

Requirements are enforceable in law.

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

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

**Quality of Care and Support - Grade 4 - Good**

**Quality of Environment - Grade 4 - Good**

**Quality of Staffing - Grade 4 - Good**

**Quality of Management and Leadership - Grade 4 - Good**

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

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

## 2 How we inspected this service

### The level of inspection we carried out

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

### What we did during the inspection

We wrote this report following an unannounced inspection. This was carried out by two Inspectors. The inspection took place on Tuesday 28 April 2015 between 11:00am and 5:30pm and Wednesday 29 April 2015 between 11:15am and 3:30pm. We completed feedback to the provider and manager on 30 April 2015.

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

We sent 35 care standards questionnaires to the manager to distribute to parents. 19 parents sent us completed questionnaires. We also asked the manager to give out 11 questionnaires to staff and we received seven completed questionnaires.

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

We spoke with:

- Four parents
- The children present
- The manager and provider
- Nine 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.firelawscotland.org](http://www.firelawscotland.org)

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

The service had nine recommendations from the last inspection. Progress is recorded throughout this report.

## **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.

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 27 children present at the time of the inspection. Four were aged under 2, nine were aged between 2-3 years and 14 were aged 3 to 5 years. We observed the children enjoying their play and interacting confidently with staff, who were warm, caring and attentive in their approach. As a result, we were able to see the children confident, settled, happy and reassured in their care.

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

Comments we got back included:

"My husband and I are extremely happy with first steps..... I sincerely hope that 1st Steps is recognised as an excellent place for children and receives top marks ! Fully deserved".

"Everything great !! First Steps are good with my child and I have a happy [child]".

"1st Steps provides a fantastic service. [Our child] loves his/her time there".

We have included further views from parents throughout this report.

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

As above.

## 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

The service had improved their performance from good to very good for this Statement.

We decided this after we spoke with the manager, 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 Progress and Impact Report incorporating their Improvement Plan, children's participation and assessment information, newsletters and information displayed for parents.

Also see comments under Statement 3 of this Theme and Theme 4, Statement 1 and 4 of this report.

We found:

They were using a variety of methods to encourage participation and involvement in the service and embedding these into their day-to-day practice. As a result, they were establishing a very good approach to involving children and their families in everything that they were doing.

They were now 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.

The self assessment told us:

"We have a nursery Facebook page, which we use to keep parent's informed and up to date about various events at nursery. The staff and management operate an open door policy and parents do approach us for both formal and informal chats about our provision on a regular basis. Our new e-learning journals are proving very popular with parents and it is great they are so involved in their children's learning. Staff work hard at welcoming all children and families and are aware of the diverse society we live in understanding that views and needs of service users will vary. Our priority is providing the best care for our children and we recognise the importance of working in partnership with families in order to do this. All parents and children are invited to visit the service prior to starting with us, we meet with them and show them around our facility, we discuss our values, ethos and aims and we ensure we allow plenty of time for parents to talk to us and reassure them we will provide quality care for their child".

As a result were able to see and evidence that:

Visits to settle and introduce children and their families to the service were regularly taking place and helping everyone to get to know each other.

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 acted upon quickly.

Parents spoke positively about:

The new e-learning journals and how they were giving them valuable feedback everyday about their child's experiences and progress.

The "Freddie the Frog" homelink bags and how this was strengthening their involvement and partnership with the nursery.

The parents' evenings where they could socialise, share and put forward their ideas and feedback and discuss any developments about the nursery.

Comments we got back from our questionnaires included:

"The recent introduction of the e-learning journals has provided an up to date progress report of the children's activities at the nursery and also gives information on the next steps/targets planned. This also allows parents to continue with the work done at nursery and provide support for the child as they learn new skills".

They were asking staff, children and their parents for their views about how well they were doing and were using this information to improve what they were doing. It was clear they respected their views, valued their opinions and were reviewing and sharing their success and achievements with everyone. For example, they had consulted everyone about changes to the playrooms and how they were going to improve their outdoor learning area.

They had improved the information they displayed for parents along with how they gathered and encouraged children to express their thoughts, views and feelings and make choices. For example, they were developing 3D mind mapping and children's floorbooks as planning tools to help children become more independent and confident about planning and reviewing their own play and learning and working out for themselves what their next steps should be. Children's comments and views were also highlighted on displays about "what we have enjoyed learning".

Everyone who returned questionnaires to us thought:

- Their child experienced and could choose from a balanced range of activities
- 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
- 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**

We agreed they should continue to develop in line with their current plans which were outcome focussed and relevant priorities and targets identified for 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 selected this statement to follow up on the recommendations from the previous inspection and to focus on how the service was supporting and meeting children's individual health and wellbeing needs. In particular to observe how staff worked to help ensure children are safe, healthy, active and nurtured.

The service had improved their performance from adequate to good for this Statement.

We decided this after we spoke with the manager, 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. For example, minutes from staff meetings, health promotion guidance and guidance on promoting positive behaviour.

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

We found:

As recommended from the previous inspection, strategies and plans were now in place to manage children's behaviour sensitively and work collaboratively with parents. For example, they were using the PATHS programme (Promoting Alternative Thinking Strategies) with children as star helpers to help build their confidence and self esteem.

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

Staff were demonstrating a clear understanding of children's care, learning and development needs. They 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.

Comments we got back from parents included:

"Staff are great with my children, they are very kind and my children love them".

"This is a loving and nurturing environment".

As a result were able to see and evidence that:

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 washing their hands (guided by staff) before helping to prepare and set out their table for snack. Children enjoyed pouring their own milk and choosing from carrots, grapes, cheese and bagels, 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.

They were now 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. 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. We discussed how they were now ready to start reflecting children's views more fully into their e-journals and personal plans.

Comments we got back from our questionnaires included:

"Staff work very hard to meet my child's needs and he/she loves to attend, I am very happy with his/her progress and development. Keep up the good work."

"[My child] has just moved to the Tweenie Room and his/her transition has been handled brilliantly. All the staff are friendly and welcoming and [my child] always looks forward to going to nursery".

"[My child] is happy confident and loves all the staff. They are like his/her second home, he/she is safe, learns and trusts. The service is excellent..... I trust them to teach my children all they need to be confident and happy when they leave to go to primary school."

They had relevant guidance and procedures in place to promote healthy eating and the prevention and control of infection for example NHS Health Scotland guidance "Setting the Table" (Nutritional guidance and food standards for early years childcare providers in Scotland), Health Protection Scotland's "Infection Prevention and Control in Childcare Settings" and "Exclusion Criteria for Childcare and Childminding Settings" as well as the updated NHS Scotland "National Standards for Nursery and School Toothbrushing Programmes". This meant staff had clear and effective practice and procedures to follow, that helped them to promote, protect and support children's health, wellbeing and oral hygiene.

They had also reviewed and updated their medication policy and procedures to make sure they reflected current good practice. We discussed how "as required" should always be clearly defined in children's administration records for time or dosage.

Children could help themselves to a drink of water anytime throughout the session and had the opportunity to exercise and play outside everyday. Children were able to tell us how much they enjoyed going out to play in the garden. Parents spoke positively about their child's outdoor learning experiences and the variety of play experiences they were able to take part in. This was helping children to keep fit and healthy and reduce the risk of infection. There was also a quiet area where children could relax, sleep and rest, enjoy looking at books and listening to stories.

Everyone who returned questionnaires to us thought:

- The service provided a healthy and well balanced diet that met their child's dietary and cultural needs
- Their child regularly got fresh air and energetic physical play
- Their child had the opportunity to sleep or rest when they needed to.

### **Areas for improvement**

The self assessment told us:

"The development of our outdoor area is an ongoing project but we hope to have new ideas to benefit children's learning following staff training in this area in early March".

We agreed with this area for improvement which should nurture and further support children's social, emotional and physical development and promote their sense of wellbeing.

The manager confirmed when necessary, they would carry out risk assessments for individual children's wellbeing, in consultation with their parents, before they started using the service.

**Grade awarded for this statement:** 4 - Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 4 - Good

### Statement 2

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

### Service strengths

We selected this statement to follow up on the recommendations from the previous inspection and to focus on how the service organised the environment and resources to promote children's independence and help make sure they are safe, healthy, nurtured, active, achieving, respected and responsible and included.

The service had improved their performance from adequate to good for this Statement.

We decided this after we spoke with the manager, 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, infection prevention and control measures, photographs, displays and responses from questionnaires.

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

We found:

As recommended from the previous inspection they had improved:

Their toilet and nappy changing facilities for children aged 2-3 years.

How they planned for children's learning experiences and outcomes.

The self assessment told us:

"We have upgraded our tweenie room changing facilities and the next area we will develop is our baby room changing facilities. There has been a huge amount of investment over the last 10 months developing various areas of the nursery, so we can be confident we are providing a safe environment for our children, families and staff".

Comments we got back from our questionnaires included:

"The upgrade to the premises are good to see and overdue. May it continue".

"1st Steps provides a great facility that allows my child to experience a wide range of activities, while also providing a stimulating environment. 1st Steps provides a caring and safe environment that I'm confident the needs of my child are catered for. Management and staff at nursery are excellent and I can't praise them highly enough. Fantastic facility".

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

Staff were now planning appropriately to support children aged 2-3 years with their toilet training to promote their independence.

All the children now had opportunities to explore and have fun making discoveries in a rich and varied learning environment that was stimulating and sustained their interest.

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, confidently making choices and decisions about what they wanted to do, where they wanted to go and what resources they wanted to play with.

Maintenance records were being kept with a system in place for reporting any repair work that needed to be carried out. The manager was now auditing these records as part of their quality assurance procedures, along with the log of the weekly fire alarm tests and fire drills, that were routinely practised.

They were regularly reviewing their cleaning practices and infection prevention and control procedures to monitor their effectiveness and promote children's health, wellbeing and safety.

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

There was enough space for children to play and get involved in a range of activities.

The service was safe, secure, hygienic, smoke free, pleasant and stimulating.

## Areas for improvement

We agreed they should implement their plans to upgrade their baby room changing facilities, to ensure they are in line with current best practice and legislation.

**Grade awarded for this statement:** 4 - Good

**Number of requirements:** 0

**Number of recommendations:** 0

## 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 good for this statement.

We decided this after we spoke with the manager, 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 Statement 2 of this Theme and Theme 1, Statement 1 and 3 of this report.

We found:

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

The self assessment told us:

"Continue to add to resources and ensure we look at children holistically. We believe service users are benefiting from the improvements made to date and will keep up this cycle of improvements to ensure we all have a positive experience at 1st Steps".

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 were working hard to give 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 both inside and outdoors.

Children were enjoying playing outside, making their own choices about what they wanted to do, where they wanted to go and what they wanted to play with (from a range of different organic materials and sensory resources). The parents we spoke with told us they were happy that their children had regular access to outdoor play and how important this was to their child's learning, development and sense of wellbeing.

Children had enjoyed taking part in a range of different community events. For example, they had visited the play, talk and read bus, attended the Book bug extravaganza and "Welly Waddle" with other nurseries.

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.

### **Areas for improvement**

The manager agreed they would replace their double buggies so the very young children could enjoy walks and wider experiences outside in their local community.

Also see comments under Statement 2 of this theme in relation to improving their baby room changing facilities.

**Grade awarded for this statement:** 4 - Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 4 - Good

### 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 selected this statement to focus on how the service's recruitment of new staff was achieving positive outcomes for children and their families.

The service's performance was good for this Statement.

We decided this after we spoke to the manager, staff and parents, looked at their recruitment and selection procedures, induction programme, responses from staff questionnaires and carried out an audit of their staff recruitment files.

Also see comments under Statement 3 of this Theme.

We found:

The manager was taking into account the needs of children and their families, the skills mix of the team and their aims and objectives statement when making decisions about recruiting, deploying and maintaining staffing levels.

Three staff files were viewed in order to assess how effectively they were implementing safer recruitment.

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

They were implementing appropriate procedures to recruit new staff safely and fairly.

For example:

A policy that outlined their approach to recruitment and selection with clear guidance on their induction process.

A recruitment pack with relevant information on the post applied for and the service's aims and values.

An application form and interview process that was skills and competency based with a checklist that ensured equal opportunities and consistency for all the candidates.

A contract of employment.

A checklist to ensure the necessary checks and references had been carried out. This included at least two references, one of which was from the candidate's immediate employer, and checks of professional registers such as the Scottish Social Services Council (SSSC).

PVG scheme record checks with a process being implemented to up date the record when staff's SSSC registration was due for renewal.

Staff knew about the service's whistle blowing policy and were confident about what to do should they have any concerns that they felt were not being dealt with properly.

We discussed staff's knowledge and understanding of adult protection. The manager confirmed they had a policy in place and that staff had an awareness of adult support and protection legislation (they discussed this at team meetings to refresh their understanding).

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

There was always enough staff on to provide a good quality of care.

### **Areas for improvement**

The self assessment told us:

"Keep up [our] robust recruitment procedures".

The manager explained she was about to review and update their induction programme to make sure it reflected key changes to legislation and incorporated relevant new guidance. For example, Building the Ambition (National Practice Guidance on Early Learning and Childcare Children and Young People (Scotland) Act).

We agreed with this area for improvement which should further improve their recruitment and selection procedures and staff induction.

**Grade awarded for this statement:** 4 - Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 3

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

### Service strengths

We selected this statement to follow up on the recommendations from the previous inspection and to focus on how staff interacted with the children and what the impact of training was on outcomes for children.

The service had improved their performance from adequate to good for this Statement.

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

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

We found:

As recommended from the previous inspection:

They now met regularly as a team to evaluate the impact of training on their practice.

The manager was establishing effective procedures to identify and monitor staff development needs. This included carrying out training audits, eight weekly supervision sessions and an annual appraisal for each member of staff.

As a result, we were able to evidence that:

The manager was establishing clear lines of communication, responsibility and accountability within the service along with an atmosphere of mutual trust and respect. Individual supervision sessions were helping to support staff with their continued professional and personal development. As a result, staff were motivated and enthusiastic in their work and felt valued, empowered and 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. For example, they had recently 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 were also using the NHS Health Scotland guidance "Setting the Table" (Nutritional guidance and food standards for early years childcare providers in Scotland) to help promote children's health and wellbeing and support their development of positive food habits.

Staff were now taking responsibility for their own continued professional development. For example, they knew about the Scottish Government's recently published National Practice Guidance on Early Learning and Childcare: Building the Ambition and were embedding the GIRFEC national practice model in their work with children and their families. They had an annual appraisal (with a six monthly review) where they identified their training needs. They had access to a varied and relevant programme of training provided by the local authority and were keeping their own training records up to date. This was to make sure they had the skills and knowledge to do their job well, and to meet their SSSC registration requirements. They understood their professional boundaries and the high standard of conduct expected of them.

They were also aware of, and had ready access to, best practice guidance in relation to infection prevention and control, they had also undertaken training in food handling and infection control. This meant, they were confident in their role (and knew the importance of) supporting children's health and wellbeing through improved infection prevention.

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.

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

- Staff had the skills and experience to care for their child and support their learning and development
- Staff would protect their child from harm, abuse, bullying and neglect
- Their child was happy and confident with staff and that they treated them fairly and with respect.

Comments we got back included:

"My child is very, very happy in the nursery. The staff are consistent and attentive".

"Management and staff at nursery are excellent and I can't praise them highly enough. Fantastic facility".

## Areas for improvement

The self assessment told us:

"Continue to keep up to date with best practice and ensure staff are confident in their delivery. Put Building the Ambition into daily practice. Develop [staff's] knowledge and understanding".

We agreed with these areas for improvement. The manager should continue to support staff to build their knowledge, skills and expertise to achieve positive outcomes for children and their families.

**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

We selected this statement to focus on how the service used children and their families contributions, to improve and shape what they were going to do in the future.

See comments under Statement 4 of this Theme and Statement 1, Theme 1 of this report.

Everyone who returned questionnaires and we spoke with thought:

The service involved them and their child in developing the service and asking for their ideas and feedback.

Their views had been taken into account when setting the priorities and targets for the improvement plan.

The self assessment told us:

"We have issued questionnaires seeking parents views on the service and we will gather the feedback and invite parents to join us in moving forward".

### Areas for improvement

See comments under Statement 4 of this Theme and Statement 1, Theme 1 of this report.

**Grade awarded for this statement:** 4 - Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 4

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

### Service strengths

We selected this statement to follow up on the recommendations from the previous inspection and to focus on how the service's quality assurance processes and procedures were achieving positive outcomes for children and their families.

The service had improved their performance from adequate to good for this Statement.

We decided this after we spoke with the manager, 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 Progress and Impact report incorporating their improvement plan, accident and incident reporting, their monitoring and evaluation folders, minutes from staff meetings, newsletters and information displayed for parents.

We found:

As recommended from the previous inspection:

Staff were now consistent in following the nursery's procedures in reporting and recording any accidents or incidents. The manager audited and analysed these records every month to identify any issues, potential risks or changes to practice that needed to be implemented.

The manager was being more rigorous in how she monitored and evaluated the service.

As a result, we were able to evidence that:

The manager was developing 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.

They were in the process of reviewing and updating their Improvement Plan using contributions from children and their families. We discussed the importance of staff familiarising themselves with the targets in the updated plan.

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 now holding regular staff meetings to plan, share their ideas and practice and to discuss children's progress. This meant children's learning experiences were being better planned and their progress was being monitored and evaluated more carefully.

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.

The self assessment told us:

We are a very open minded nursery and value the opinion of all service users. As a staff team we have grown and the environment looks great, so we are delighted with our improvements to date. We will continue to improve our provision and listen to all service users views. Through consultation with staff, parents and children we believe we are providing a quality service for our children and families".

### **Areas for improvement**

The manager should continue to embed the very good practice they were developing for this statement.

**Grade awarded for this statement:** 4 - Good

**Number of requirements:** 0

**Number of recommendations:** 0

## 4 Other information

### Complaints

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

### Enforcements

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

### Additional Information

### Action Plan

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

## 5 Summary of grades

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

## 6 Inspection and grading history

Date	Type	Gradings
14 May 2014	Unannounced	Care and support 3 - Adequate Environment 3 - Adequate Staffing 3 - Adequate Management and Leadership 3 - Adequate
15 May 2013	Unannounced	Care and support 3 - Adequate Environment 3 - Adequate Staffing 3 - Adequate Management and Leadership 3 - Adequate
14 Sep 2010	Unannounced	Care and support 3 - Adequate Environment 3 - Adequate Staffing 3 - Adequate Management and Leadership 2 - Weak

## Inspection report continued

28 Oct 2009	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed 4 - Good Not Assessed
5 Feb 2009	Unannounced	Care and support Environment Staffing Management and Leadership	4 - Good 4 - Good 3 - Adequate 4 - Good

All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.

## To find out more about our inspections and inspection reports

Read our leaflet 'How we inspect'. You can download it from our website or ask us to send you a copy by telephoning us on 0345 600 9527.

This inspection report is published by the Care Inspectorate. You can get more copies of this report and others by downloading it from our website: [www.careinspectorate.com](http://www.careinspectorate.com) or by telephoning 0345 600 9527.

## Translations and alternative formats

This inspection report is available in other languages and formats on request.

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

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

ہے بایتسرد می م وونابز رگی دی روا ولکش رگی دی رپ شرازگ تعاشا ہی

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

ی.رخأ تاغل بو تا قیسن تب بل طلا دن ع رفاو تم روشنم اذہ

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.

Telephone: 0345 600 9527

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

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