

Care service inspection report

Full inspection

Meiklewood Nursery & Out of School Care Day Care of Children

Unit 1
41-43 Meiklewood Road
Drumoyne
Glasgow

Service provided by: Amcol Scotland Ltd

Service provider number: SP2003000911

Care service number: CS2011298710

Inspection Visit Type: Unannounced

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

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

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Summary

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

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

We gave the service these grades

Quality of care and support	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

Staff and management involved parents/carers and children very well in developing the service. The manager had created a healthy working environment with an excellent ethos of respect where staff were gaining in confidence and as a result, establishing very effective relationships with families.

What the service could do better

Children's personal plans should continue to be developed in all areas of the service, including the out of school care.

What the service has done since the last inspection

The nursery was now in partnership with Glasgow City Council to provide pre school education. A new outdoor garden area had been created which provided excellent opportunities for children to explore. Leadership opportunities for staff had significantly improved and led to better outcomes for children and staff. The manager had started a degree qualification which was motivating her to continue to develop the service.

Conclusion

There were many excellent aspects to the service. Children were happy attending, and a strong ethos of respect was evident. Staff enjoyed their work and we saw that very good team work was enabling excellent communication throughout the service. Parents/carers were very happy with the quality of service provided.

1 About the service we inspected

The service was registered with the Care Inspectorate in September 2011. It is registered to provide a nursery and out of school care service to a maximum of one hundred and two children.

Children are cared for in the following age groups:

- under two years: thirty children
- two - three years: twenty five children
- three years - not yet attending primary school: thirty two children.
- children attending school: fifteen

The service is provided from large premises within an industrial estate with its own parking, gardens and secure entrance. Parks, shops and schools are within walking distance. It is provided by Amcol Scotland Ltd, who provide another three services in Scotland. The nursery part of the service is in partnership with Glasgow City Council to provide pre school education for children aged from three years until they start school. The service is available Monday to Friday from 8am until 6pm, fifty weeks of the year. Out of school care is available after school, and all day during school holidays. A manager is in place with qualified early years staff providing the day-to-day care and education for all children.

The nursery aims, vision and values were recently reviewed and include, "...to deliver a service that embraces both education and care; provides an environment that is fun, exciting, nurturing and enabling."

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 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. Two Care Inspectorate Inspectors carried out the inspection on 12 August 2015 from 9.10am until 4.30pm. We returned to complete the inspection and gave feedback to the manager on 17 August 2015 from 11am until 6.45pm.

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

We sent thirty five care standards questionnaires to the manager to give to families using the service, and received fifteen completed questionnaires before and during our inspection. We also sent questionnaires to the manager to give to staff, and received two completed questionnaires before the inspection.

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

We spoke with:

- the manager
- eight members of staff including the cook and nurture room leaders
- four parents/carers
- most children

We looked at:

- the environment and resources
- children's personal plans
- communication in the nursery
- staff training and how this impacted on outcomes for children
- the service aims

- accident and medication records
- risk assessments
- infection control procedures
- planning and floorbooks
- newsletters
- how the service involved parents/carers and children in its development
- child protection procedures
- staff appraisals and support
- quality assurance

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

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 manager had involved all staff and parents/carers when completing the self assessment.

Children's views had also been taken into account. Overall, the self assessment had been completed to a very good standard. It clearly set out the impact improvements were having on outcomes for children, and included areas for development.

Taking the views of people using the care service into account

We spoke to most children attending the nursery and the holiday club for children attending school. We saw that children were relaxed and happy at the service, and that they were able to make choices and felt an ownership of the service. For example, older children had helped choose the colour of paint for their room when it was redecorated. Children told us they liked coming to the service. An older child told us they liked that they could display their art work, and younger children were excited when showing us the various toys and materials they could use. We saw that staff had developed close, nurturing relationships with all children, and that very young children were cuddled often. The views of children are included in this report.

Taking carers' views into account

We received fifteen care standards questionnaires and spoke with one parent/carer by telephone. We also spoke with another three parents/carers during the inspection. Overall, feedback was positive. Parents/carers of children attending the nursery was particularly good. All parents/carers indicated that they had confidence in staff, and that their child enjoyed attending and had established good relationships with staff. Comments included, "The nursery is top class and staff are great. Very caring towards the children", "Wonderful place - large spacious building with defined spaces. Very friendly staff", and "We have used Meiklewood Out of School Care service for four years now and have always found them to be a very well-managed, professional and caring organisation." The views of parents/carers are included in 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

We looked at this statement so that we could report on how well management and staff involved parents/carers and children in developing the quality of care and support in the service. We found that there were excellent opportunities for parents/carers and children to make decisions about care and support.

Parents/carers in the nursery had been fully involved in developing a personal plan for their child. This meant that they had been given the opportunity to talk about what was happening at home, what was important to them and their child, and how staff should carry out their wishes. We saw that these plans were being reviewed with parents/carers every six months.

As well as the detail in personal plans, parents/carers had also been consulted about menus in the nursery. They were informed about the nursery healthy eating policy, and consulted about suitable meal and snack options for their child. Information gathered before a child started the nursery included any allergies, food preferences, sleep routines, and any health issues.

This was used by staff to develop individual plans. Staff regularly updated the information through consultation with parents/carers. This meant that children were being cared for in a way that met with parent/carer wishes.

Staff had met to consider how they could further involve parents/carers, and were providing workshops that were relevant and specific to parent/carer suggestions. For example, workshops had been held about managing behaviour and handouts on expert guidance and tested theories had been provided. The manager used the service website to upload any expert guidance that she felt parents/carers would find useful. There were also workshops on the importance of reading and singing to children, and physical exercise, which informed parents/carers about the benefits and as a result, raised their expectations from the service.

Parents/carers we spoke with were confident about making suggestions and felt their views were valued by staff and management. More recently, staff had been developing transition in the nursery and had consulted with parents/carers about this. Parents/carers we spoke with told us this had worked really well. One parent wrote, "(my child) attended a previous nursery and I anticipated the transition to be much more difficult than it was. I was, and still am, delighted by how smoothly the transition went, and that is a reflection on the three settle periods, the staff, and environment." Before agreeing on a uniform for the nursery, parents/carers had been consulted about their use, style and colour.

As well as workshops, staff met with parents/carers at least twice in each year. An open day was held once a year, and parents/carers were invited into the nursery to use the nursery resources. Where parents/carers could provide additional help, for example by sharing their knowledge with children, they were invited to do so. The recent development of a woodwork area outdoors had been supported by a parent in the nursery talking to children about the safe use of tools. Fundraising took place periodically, at times for specific equipment or trips, and at others for a world disaster. There was excellent communication and consultation with parents/carers and children before and after these events.

The manager had invited all parents/carers to join a group to look at self-evaluation in the service. Part of their task was to speak to other parents/carers in the service to get their views. In particular, it was this parent group who carried out the evaluation about leadership and management in the service. Any changes to policies were reviewed with parents/carers before being finalised. Regular focused questionnaires were provided over the year to help inform specific changes in the service and to ensure the service continued to meet the needs of families.

The views of children throughout the nursery and out of school care were actively sought, valued, and suggestions implemented. For example, older children had decided on the colour of their playroom during re-decoration, and all children were consulted about snacks, lunches, plans, trips, new equipment, activities, and room displays. We saw that staff listened to children's views and were responsive and flexible to enable children's suggestions to be the main focus in the way care and support was provided. Staff maintained excellent floorbooks which reflected how children's views led all planning. This was being monitored carefully by staff and the manager to ensure a wide breadth of experiences continued to be provided. In the out of school care, a children's council had been developed. This group of children consulted with all children and shared their views to ensure a majority decision was taken. We saw that this included snacks, outings and activities.

We found that staff and management were committed to providing a nurturing environment where the views of children and parents/carers were actively sought and clearly respected. Staff and the manager continually sought ways to further involve parents/carers and children, and had recently changed their planning methods to ensure the child's voice was heard in the planning process. Overall, we assessed this statement as excellent.

Areas for improvement

We spoke to the manager about her plans to continue to involve children throughout their day in the service and agreed that children could be further involved in identifying risks and how these could be reduced.

Grade

6 - Excellent

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 looked at this statement so that we could check how well staff knew each child as an individual, and how well they recognised their achievements and planned a service that supported children to achieve their potential. We found that staff did this very well.

Staff had developed personal plans for all children. Older children attending the out of school care service had completed these plans, identifying what was important to them. Information in their plans was being updated once every six months. Parents/carers of younger children had met with staff at least once every six months to agree how staff should meet their child's health, welfare and safety needs. Parents/carers told us that staff listened to them and that they were happy with the way care and support was provided in the service. Where other services were involved with children, or where additional support was being provided, support plans were in place and worked alongside the personal plans. A wide range of activities were provided for all children to ensure there was regular exercise and topics to help children's understanding about the importance of healthy living.

We spoke with several staff, including staff working on a one to one basis with children when this was assessed as beneficial. We found that staff knew children very well, and that they could confidently tell us about the strategies they had put in place and how these had impacted on individual children. Staff were confident that children's outcomes had improved through the use of these strategies. Staff completed relevant training and took time to read academic theories based on research and found that this had helped them become confident in the workplace and in sharing information with parents/carers. Recently, staff and the manager had reviewed their planning methods to ensure the child's voice was heard at all stages of planning.

We saw that staff used the "plan, do, review" method with children over the day to help them reflect on their learning and decisions made. Staff were skilled in using Higher Order Thinking Skills (HOTS) with children through effective questioning and we saw that children were very confident when working out how their decisions impacted on what happened next. Staff had attended training or read research about schemas (what most children do to help them organise and interpret information), and had shared this information with parents/carers. This was helping to reassure parents/carers and also helped staff plan for individual learning.

Staff maintained very good evidence of how they worked with children and involved them in their learning in large colourful floorbooks which were available for parents/carers. We saw positive feedback from parents/carers within these floorbooks about planning and staff relationships with their child. Communication within and between each playroom was particularly good. Staff completed room diaries as well as the floorbooks, and kept a record of their weekly meetings. This meant that the manager could audit what was happening in the service and very quickly address any gaps. Tracking of children's outcomes was very good, and children's achievements were recognised and celebrated. Staff had carried out an evaluation with children to find out if they felt welcomed and valued, and children's responses to that were very positive.

Staff worked with all children to help them understand and be able to talk about feelings and their rights. The SHANARRI (Safe, Healthy, Active, Nurtured, Respected, Responsible, Included) wellbeing indicators were displayed around the nursery and out of school care, and staff regularly talked to children about what these meant for them. Staff were aware of attachment theories, and had taken time to read about this subject and share their knowledge with the whole staff team. This meant that staff recognised the importance of allowing key worker roles to be chosen by children where relationships were being established. Staff shared information about attachment with parents/carers and had created a nurturing environment where children were happy and confident.

Through the excellent leadership opportunities in the service, one staff member in each room had been identified as a "nurture leader". This role was new, and staff were eager to allow it to develop. A small group of staff had also been appointed to develop transition in the nursery. This was particularly good and we saw how it impacted during our visits. Children were confident with all members of staff, and in each environment. Part of this new process included allowing children to access all playrooms under close staff supervision for a short period of time three times a week. This was helping older children show their caring and nurturing skills as they helped the younger children and identified any risk, and also helped younger children see all areas of the nursery with a trusted member of staff.

Overall, we found that because of the commitment of staff and the manager to work in close partnership with parents/carers and children, and through the detailed records and monitoring in place that identified any gaps, children were being supported very well to achieve their potential. We assessed this statement as very good.

Areas for improvement

Personal plans could be better organised to ensure information flowed and the significance of observations was clearer. Personal plans for children attending out of school care should be reviewed to ensure they reflected the measures in place to help children enjoy a service that met their health, welfare and safety needs as agreed by them and their parent/carer. The menu for children attending the out of school care should be reviewed using the relevant guidance rather than only children's input as these choices were not always healthy. We discussed these points with the manager and some staff and we were confident that they would make these improvements.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

Statement 2

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

Service Strengths

We looked at this statement so that we could assess the safety and hygiene in the service. We found that it was very good. The premises were secure and the entrance monitored to ensure only those who should be in the building could enter. Children's attendance was recorded and staff ratios were met. Staff deployment was very good, taking into account the individual needs of the children. This meant that staff knew each child well, and were aware of any risks associated with them. First aiders were appointed in each room, and only these staff administered medication. Very good procedures were in place for the administration of medication, and records were monitored by the manager. Accidents were recorded, and where appropriate parents/carers were contacted. Children were carefully monitored after any head injury and detailed records were in place to support this. Comments from parents/carers included, "I know my child is always safe, happy and well looked after."

Infection control procedures in the service were very good (see area for development below where these could be improved). Children knew they needed to wash their hands after using the toilet and before eating. Staff followed safe hygiene practices while carrying out personal care routines with children, and a good supply of disposable gloves and aprons were available for staff. A cook was employed to prepare lunches, and she followed the cooksafe guidance developed by the Food Standards Agency. The nursery had been passed by environmental health as having safe and hygienic premises and practice.

The manager had complete training provided by IOSH (The Institute of Occupational Safety and Health) to manage safely. Risk assessments were detailed for activities indoors and outdoors, and these were reviewed each year. Where changes were made, for example when the mud kitchen and woodwork areas were established, new risk assessments were put in place. Staff ensured all children knew about risk and how to reduce these. Staff talked to children regularly about "stranger danger" and road safety, and children attending the out of school care knew how to walk safely back from school.

All staff received regular training on child protection. This training was meaningful and included aspects to child protection not always included in written procedures. For example, the manager used case scenarios to help staff gain an understanding of how they would react to a situation, and discussion had taken place about child exploitation, alcohol abuse, domestic abuse and the impact this had on families. The environment in the nursery was safe, clean and nurturing, and children were able to establish close loving and appropriate relationships with their peers and adults working in the service.

Overall, we assessed this statement as very good.

Areas for improvement

We noted that some children in the nursery were not following safe handwashing procedures. Although the manager told us that they had in the past used handwashing resources from Health Protection Scotland these had not been used for some time. We saw that it was difficult for children to use the taps, particularly very young children and some children we observed did not use soap. Staff did not always help very young children to wash their hands after having their nappy changed, which would help them learn this sequence of events at an early age. Although staff were extremely careful about washing their hands after changing children's nappies, handwashing facilities were not ideal in one area as staff had to leave the nappy changing area and enter the playroom before they could access a handwash sink, increasing the risk of cross contamination. We discussed these points with the manager and some staff. The manager agreed that staff should monitor children washing their hands more carefully and that it would be useful to use the "Handy" Health Protection Scotland resources or similar to remind children about safe handwashing.

We discussed the possibility of changing the handwash sinks in the nappy changing area to allow staff to wash their hands before leaving the room and the manager agreed to consider the most practical and safe solution.

Recorded fridge temperatures were at times erratic. It was not clear if the problem was the thermometer or the fridge, although in one fridge the freezer door was off. The manager agreed to purchase new fridge thermometers and monitor the temperatures to ensure these remained within the safe guidance provided by the food standards agency.

Grade

5 - Very 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 looked at this statement so that we could assess how well children were using the environment, and the impact the environment had on their learning and enjoyment in the service. We found that the environment was very good, and provided a wide range of exciting opportunities to learn and investigate.

The environment was welcoming, and staff and the manager had created an ethos of respect. Displays around the entrance informed parents/carers about what their child was learning, and also how they could support this learning at home. Children's art work was also displayed, and children attending the out of school care told us that they particularly liked this about the service.

Newsletters, health information, information about GIRFEC (Getting it Right for Every Child) and how this was being implemented in the service were all displayed at the entrance of the service. The space in the entrance allowed parents/carers to meet and greet with other parents and with staff, and the manager's office also provided a non threatening space that helped parents/carers feel comfortable raising any concerns. A copy of the complaints procedure was displayed for parents/carers at the entrance of the service.

The space was used flexibly to ensure all children could feel safe and enjoy their time at the service. For example, the new transition process meant that all children could visit all playrooms and become familiar with these. The out of school room was used for lunches during term time as it was not in use, and where individual children would benefit from a quieter space, staff would take them to another playroom where they could relax and enjoy their time.

All rooms were very well resourced. Furniture was appropriate for the age and size of child attending, and materials, toys, and play equipment was varied and enjoyed by all children.

We saw that children were enthusiastic when playing with shredded paper in the sand tray, and that they enjoyed mixing paint and making a variety of colours. One child said, "Come see my picture. Look I made pink (paint)." Staff used their skills when questioning children to help them problem solve and get the most from their play experiences. They listened to children and planned themes around their interests. For example, staff had noted what children were interested in and built literature and numeracy into these themes. This meant that children were eagerly learning in an environment they had helped to create. Younger children could look out the low windows and they enjoyed this. Children at the out of school care could sit in the "lounge" area fitted with sofas and chairs, or use messy material at the tables. Most rooms had direct access to outdoor play and where this wasn't the case, they were escorted safely outdoors by staff. Outdoor play areas were accessed regularly during our visits and children told us they played outdoors either in the garden or at the nearby parks most days.

Since the last inspection, an area of ground not previously used had been developed into an excellent garden. Children had been involved in planning this, and parents/carers kept fully informed and involved at all stages. The new garden provided children with lots of natural materials. A mud kitchen, woodwork area, water wall, dens including a "fairy den" with carved chairs made from wood, a thatched roof wooden house with a balcony, planting areas, tree stumps for balancing, and areas at different levels to provide challenges were all provided.

With children, staff had created "Btingham Place" with the use of wooden pallets, grass and mud to encourage bugs as staff had observed that children were "fascinated" by them. Wellies and waterproof suits were available so that children could enjoy these resources at any time. We saw that this area was enjoyed very much. The original garden area remained very good with a large climbing frame with swings and a slide, various tyres for balancing, and play houses. All children had participated in a den building competition and there were dens in each garden area. Both these areas provided excellent play opportunities for children.

As well as the nursery gardens, nursery children were also accessing a community garden where the service had been allocated an allotment.

Children had been able to plant and grow food, and were learning about risks outdoors as well as the health properties of the food they grew. Local parks, the library, shops and the nearby auction house had also been visited by the service. Children attending the out of school care, and older children attending the nursery had planned "summer fun activities". These included a wet and wild day, and pyjama/DVD days. Children told us they enjoyed these activities.

Children felt an ownership for the service. They helped choose equipment and the room decoration, and were central in planning activities indoors and outdoors. We saw that children's suggestions were taken into account, and that "voting" took place before decisions were made. Overall, we assessed this statement as very good.

Areas for improvement

Staff continued to seek ways to ensure storage baskets were labelled clearly with pictures so that children could easily see where resources were stored.

Grade

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 3

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

Service Strengths

We looked at this statement so that we could talk to staff about their training opportunities and how these had impacted on their motivation and skills in the service. We found that staff were happy at their work, and that they interacted professionally with parents/carers, each other, and children. Staff also took an active part in this inspection process and were eager to share their practice with us. Comments from parents/carers about staff included, "Friendly, approachable and informative staff."

All staff working in the service were qualified with one staff member working towards an early years qualification. All staff were registered with the Scottish Social Services Council (SSSC-responsible for registering people who work in social services and regulating their education and training), and some were working towards additional qualifications. For example, three staff had registered to complete a Professional Development Award, and one staff member had started this award last year. The manager of the service was working towards a BA in Early Childhood Practice and we saw that this had impacted positively on her motivation to make changes. All staff were committed to their professional development and made time on a voluntary basis to carry out research and share this with their colleagues. This meant that the staff team was confident, skilled and aware of new guidance. All staff knew about the most recent guidance on nutrition for early years, "Setting the Table", and all had taken time to read the national practice guidance "Building the Ambition", which supported the Children and Young People (Scotland) Act 2014.

The manager encouraged staff to be reflective practitioners, and as such they continually monitored the impact of their work. Meetings were arranged as well as in-service days where staff could share good practice, reflect on their successes, and develop action plans to drive improvements forward. All staff had been involved in identifying areas they could develop within their own rooms, and all staff had been included when the service self assessment had been completed and during the development of the service improvement plan. Staff used resources available from Education Scotland, and carried out continuous assessment to ensure children attending the service could benefit from their knowledge and skills.

The provider of the service employed a member of staff who maintained an excellent training database which included all staff working for them. This included training attended and if and when this needed to be updated. For example, first aid qualifications. Staff were given the list of training opportunities each year and as and when they became available, and the annual appraisals took training needs into account. Training requests, training needs and the improvement plan were linked to ensure staff working in the service had a wide range of skills and qualifications.

Overall, we assessed this statement as very good.

Areas for improvement

The manager agreed to review the legislation about children's personal plans with all staff.

The manager agreed to identify training on Autistic Spectrum Disorders for staff as this would help them support children confidently.

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 looked at this statement so that we could observe how the ethos in the service impacted on parent/carer and children's enjoyment. This statement also allowed to check how well the staff team worked together, and how well communication worked. We found that the manager and staff had created an excellent ethos of respect in the service, and that this was evident in their interactions with parents/carers, children, and each other. We found that this was led particularly well by the manager who was committed to sharing information, providing leadership opportunities, and enabling staff to further develop their skills and confidence.

Feedback from staff working in the service was very positive. They described feeling valued in the workplace, and being fully supported by the manager. Their comments included, "There's a good atmosphere", "Great place to work", and "I enjoy coming to work." All staff recognised that the manager had been a positive role model, and that she was approachable for any issues no matter how small they may seem. All staff felt involved in all decisions made about the service, and all were confident in speaking out at meetings as they knew their view mattered. We heard very positive interaction between staff, children and parents/carers, with friendly exchanges and frequent laughter. Feedback about staff from parents/carers was very positive, with some parents seeking us out to tell us how well staff had worked with them and their child. Comments included, "The staff are every pleasant and I can contact them at any time with any concerns."

The manager and staff recognised that ensuring excellent communication was in place was vital. They made sure parents/carers were included in decisions being made, and where possible consulted before any action was taken. Parents/carers were informed about any new staff starting in the service, as well as training attended by staff.

They were made to feel welcome in the service through the friendly interactions from staff, and staff knowledge and interest in their family and how their child spent time away from the service. Staff recognised children's achievements, and ensured all children had the opportunity to feel successful in what they did.

Displays around the nursery and out of school care reflected that partnership work was important, and that staff and management were interested in the views of parents/carers. Parents/carers received feedback about any evaluations carried out with them, and through personal plans we saw that parents/carers and children's views had been taken into account.

We saw staff working with children, valuing their views and giving them opportunities to make choices. The ethos in the nursery and out of school care was very respectful, which impacted on staff confidence, as well as parent/carer confidence in making suggestions and taking part in the various workshops and open days held by staff. Some information was available in Polish taking account of attendance at the service.

The manager carried out regular monitoring visits around the service to audit staff interactions and their work. She also looked at planning records and attended some room meetings, always checking what was discussed and making suggestions where these would be of benefit. The opportunities to reflect on practice were excellent, with staff recently spending time examining the purpose of observations. The manager had given staff tasks to help them identify their own learning style to help them understand the many ways in which children receive and understand information. Staff said this had helped them plan activities in ways that took account of each child. Staff were regularly given the opportunity to share good practice and felt that as a result, the staff team had become more confident. Staff respected the views of each other, and peer evaluation was becoming more regular and effective.

Through appraisal and providing staff with the time to reflect on their practice and their future development needs, consultation about the structure of the day and staff deployment, staff, parents/carers and children's input to the service improvement plan, and the recognition that staff were a valuable asset to the service, the manager had created a service where staff reflected these values

when interacting with parents/carers and children. Overall, we assessed this statement as excellent.

Areas for improvement

Although the SSSC codes of practice were regularly referred to informally, the manager agreed to build these into staff meetings on a more formal timescale.

Grade

6 - Excellent

Number of requirements - 0

Number of recommendations - 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

Statement 3

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

Service Strengths

We looked at this statement so that we could speak to staff about leadership opportunities in the service and the impact these had on their professional development and outcomes for children. We found that leadership opportunities in the service were excellent.

The manager ensured all staff were supported to take on responsibilities, use their skills and experience, and gain in confidence. All staff had specific roles alongside their job description, and all staff told us that they had become more confident and felt valued and trusted since they had been supported to make more decisions, and use their initiative. Staff were responsible for planning the layout of rooms, planning activities and linking these to the aims of the curriculum for excellence and pre-birth to three guidance, and all staff felt an ownership of the service and were proud to work there. Staff we spoke with said they had been nervous to speak to a group of parents through the workshops, and that the manager had provided support and encouragement that helped them take this step. All staff agreed that the way the service was managed had made them feel appreciated, valued and respected, which led to them becoming more confident in making decisions.

Staff confidently shared information about each child's progress with parents/carers. They were able to do this skilfully as they had been given the time and resources to carry out research and share practice with their colleagues. The leadership opportunities provided had impacted positively on the way communication took place.

Where staff had taken on a specific role, for example medication, procedures were shared with all staff. Peer evaluation was becoming routine as staff confidence was gained. Team work in the service was very good.

Although leadership opportunities were regular and covered the day-to-day routines of the nursery and out of school care service, there were also more specific roles where staff were able to meet and make important decisions about how the service was provided. For example, the recent development of transition for children before they started the service and as they moved through the different areas in the nursery, had been led by a small team of staff. Three staff members met regularly to reflect on the changes they could make. At each stage, the outcomes were evaluated with staff, children and parents/carers, and any changes made before moving on. For example, the changes to transition took place between the baby and toddler rooms and the success of that was measured before taking it further. Staff had also developed a transition bag to help children settle into nursery before they started. This included photographs of their keyworker, photographs of play areas within the room, and information for parents/carers. This new process had been evaluated with staff and parents/carers and was deemed to be extremely successful. The staff group working on transition had been enabled by the manager to make autonomous decisions. This meant that staff working directly with the children had played a major role in these developments.

Improvements in the service were continuous, with staff eager and motivated to seek ways to improve relationships with families and outcomes for children. Recently, the manager had asked for nominations for nurture leaders in each room. Staff confidently applied for this role and all staff supported the decision. This was at an early stage and staff were eager to develop their nurture role in the nursery. In the out of school care, one member of staff took on most of the management responsibility, while being supported well by the manager.

Workshops were routinely provided by staff and staff we spoke with said this had increased their confidence as well as helping them build relationships with parents/carers. The manager supported staff to provide a workshop on a subject they felt most confident in the early stages.

More recently as staff confidence had grown, workshops were being tailored to link to the service improvement plan and included subjects such as attachment and schemas. Staff requested and attended training to help them feel more confident in providing workshops, and all staff we spoke with said that there had been a significant difference in them as childcare professionals since they had been given more responsibility. Staff reflected on any work they did, and made changes where these would help. The impact of any work carried out in the nursery and out of school care was carefully monitored which was leading to a more confident and skilled staff team, better relationships with parents/ carers, and improved outcomes for children. Overall, we assessed this statement as excellent.

Areas for improvement

The manager was aware of the "Step into leadership" programme available through the SSSC and planned to use this with staff.

Grade

6 - Excellent

Number of requirements - 0

Number of recommendations - 0

Statement 4

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

Service Strengths

We looked at this statement so that we could see if quality assurance had led to improvement since our last inspection. We found that the service had improved and that quality assurance in the service remained very good.

Staff and management were using Child at the Centre Two as well as the National Care Standards when measuring quality in the service. The manager provided time for staff to reflect on their work, and she had an excellent overview of what was happening in the nursery. She provided opportunities for staff to carry out research, and encouraged all staff to be part of the quality assurance processes. This meant that staff were fully involved in completing the self assessment for this inspection, as well as evaluating workshops they provided, parents evenings held, the content of personal plans, and reviewing the vision, values and aims of the service.

As well as staff involvement, the manager ensured all parents/carers had the opportunity to have their say about the quality of the service. A small committee had been elected after inviting all parents/carers to take part, and they had worked through the self assessment for this inspection. One parent/carer had also consulted with other parents/carers to get their views about leadership and management in the service. Parents/carers had also led a consultation with other parents/carers about the general quality of communication, the environment, and children's experiences, and older children had also been involved in leading discussions with parents/carers about the service. To ensure all those involved in the service had the opportunity to comment on it and make suggestions for improvement, visitors to the service were also asked to complete an evaluation. Feedback about any consultations was made available through newsletters, displays and the service website.

The manager with staff maintained an excellent folder that set out the action taken on any development, and its impact. This helped staff and the manager identify the impact of their actions, and where further improvement could be made. As a result, staff had created action plans for each playroom which set out the aims of any changes. Links between inspection reports, action plans, self-evaluation, audits, training, and the improvement plan were becoming much clearer. The improvement plan was being reviewed throughout the year to ensure priority timescales were being met. The manager had devised a self evaluation calendar where she could monitor priorities and action taken at various times of the year. It was clear that the views of all those involved in the service were respected and taken into account when planning improvements.

The manager and staff were currently working on a new method of planning. Although this had not been fully implemented yet, we saw that this would enable staff to question their actions and carefully consider their expected outcomes for children. This new planning method focused on staff ensuring the voice of the child was heard throughout the process and linked to the current service improvement plan.

The manager ensured there were regular opportunities for staff to come together and talk about improvement in the service, and through the regular questionnaires, parent evenings, newsletters, emails contact, and displays in the building, parents/carers were also given regular opportunities to have a say about the quality of the service. The service displayed their procedure which set out how parents/carers could make a complaint. Comments from parents/carers included, "If you have any concerns about your child you don't have to worry about approaching staff with it", "Just want to say this nursery is fab", and "They have been approachable and very accommodating over the years, and we always feel comfortable in leaving our (child) in their capable hands." Overall, we assessed this statement as very good.

Areas for improvement

Although the manager had an excellent overview of the work of the nursery, there were some areas in the out of school care that would benefit from her attention. For example, older children's personal plans needed to be further developed, and the menu for older children should be monitored more closely to ensure healthy choices were available.

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

There are no outstanding recommendations.

6 Complaints

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

7 Enforcements

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

8 Additional Information

There is no additional information.

9 Inspection and grading history

Date	Type	Gradings								
2 Sep 2013	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very Good</td> </tr> <tr> <td>Environment</td> <td>5 - Very Good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very Good</td> </tr> <tr> <td>Management and Leadership</td> <td>5 - Very Good</td> </tr> </table>	Care and support	5 - Very Good	Environment	5 - Very Good	Staffing	5 - Very Good	Management and Leadership	5 - Very Good
Care and support	5 - Very Good									
Environment	5 - Very Good									
Staffing	5 - Very Good									
Management and Leadership	5 - Very Good									
10 May 2012	Unannounced	<table> <tr> <td>Care and support</td> <td>4 - Good</td> </tr> <tr> <td>Environment</td> <td>4 - Good</td> </tr> <tr> <td>Staffing</td> <td>4 - Good</td> </tr> <tr> <td>Management and Leadership</td> <td>4 - Good</td> </tr> </table>	Care and support	4 - Good	Environment	4 - Good	Staffing	4 - Good	Management and Leadership	4 - Good
Care and support	4 - Good									
Environment	4 - Good									
Staffing	4 - Good									
Management and Leadership	4 - Good									

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

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