

# Care service inspection report

## **Newhill Primary School Nursery**

### Day Care of Children

Blairgowrie Community Campus

Elm Drive

Blairgowrie

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Telephone: 01250 871941

Type of inspection: Unannounced

Inspection completed on: 5 September 2014



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### **Service provided by:**

Perth & Kinross Council

### **Service provider number:**

SP2003003370

### **Care service number:**

CS2003016073

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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

Newhill nursery offers a very good service to the families of Blairgowrie.

During the inspection we saw that the children were safe, happy and confident in the playrooms and the outside areas. The staff were seen to be professional and competent. They worked very well together as a team.

They had very good relationships with the children and families who used the service. The children were provided with a range of outdoor and indoor activities which were enjoyable and stimulating.

The nursery used a good range of ways to engage children and their parents. They welcomed comments and feedback.

The nursery was very highly regarded by parents.

### What the service could do better

The inspection confirmed that the nursery was performing at a very good level in all areas.

We found that staff did encourage children to participate in making decisions about the nursery.

We felt that this could be further developed to include all children in more aspects of planning and choosing themes, activities and topics.

We saw that the children enjoyed their outdoor play and would suggest that staff explore more opportunities for the children to explore their local community and its surrounding areas.

Staff told us that they had been involved in training about the natural world and outdoor play. We felt they could use this to further stimulate the childrens' curiosity about the natural world.

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

Since the last inspection the staff have been trained in the nurture approach and have made changes to the layout of the nursery to accommodate this. They have worked with children and families in a range of ways. They have evaluated the outcomes for children which have been positive.

Children's individual folios have been reviewed and some changes made. Staff were focusing on learning targets and are engaging with the children as part of this process.

### **Conclusion**

Newhill Nursery is a very good nursery which is held in very high regard by the parents and the community. It provides a very good early years experience for children.

Staff support all children in their learning and development. They have made commendable efforts to identify and work with the most vulnerable children and their families.

They extend a warm welcome to all of the children at the beginning of each session. Parents and children are very happy with the standard of care given. All of the comments we received were very positive about the service.

# 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.

The nursery is based in Newhill Primary School within Blairgowrie Community Campus. The headteacher has overall responsibility for the school and nursery. The deputy headteacher has day to day responsibility for the nursery. She is supported by the nursery teacher, a visiting support teacher and nine early years practitioners. The indoor area comprises four playrooms, a snack area with kitchen facilities, toilets and a first aid room. There is a fully enclosed and designated outdoor play area for nursery children. The nursery has a separate secure entrance for children and their parents.

The nursery is registered to care for a maximum of 64 during any session children aged three years to those not yet attending primary school. At the time of the inspection, the nursery operated five morning and five afternoon sessions throughout the school term for all children attending.

On the day first of the inspection a total of 91 children attended across the morning and afternoon sessions. Six children attended both sessions and had lunch in the nursery.

The service adhered to the conditions of its registration.

The vision of the nursery, which was developed in conjunction with stakeholders (including nursery children and parents), stated, 'We want Newhill Nursery to provide a warm, welcoming, caring and safe environment in which all children will be given the opportunity to take part in a variety of fun, interesting and exciting activities to promote their holistic development'.

The vision was displayed in the nursery reception alongside the nursery aims and both were included in the nursery class information welcome pack.

The aims of the nursery were:

"To provide a safe and stimulating environment in which children can feel happy and secure.

To encourage positive attitudes towards self and others, and develop confidence, independence and self esteem.

To encourage active learning through meaningful play opportunities.

To encourage the all round development of the child.

To work closely with parents and the wider community for the benefit of all the children."

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](http://www.careinspectorate.com) or by calling us on 0845 600 9527 or visiting one of our offices.

## 2 How we inspected this service

### The level of inspection we carried out

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

### What we did during the inspection

We wrote this report following an unannounced inspection that took place between 8.50am and 16.15pm on 02 September 2014 and 9.00 and 11.30 on 05 September 2014. We gave feedback on the findings of the inspection to the depute headteacher at the end of the inspection.

On the first day of the inspection there were 56 children present during the morning session and 35 children present during the afternoon session.

As requested by us the service sent us a completed annual return. The service also sent us a completed self assessment form.

We provided the service with sixteen questionnaires for parents of children using the service. Six completed questionnaires were returned to us before the inspection. During this inspection we gathered evidence from various sources, including the relevant sections of policies, procedures, records and other documents. These included;

- \*supporting evidence from the annual return and the self-assessment
- \*observations of the children at play
- \*discussion with staff
- \*discussion with children
- \*discussion with parents
- \*observations of the interactions between children and staff
- \*photographs
- \*notice boards
- \*displays
- \*quality assurance programme
- \*welcome booklet
- \*policies and procedures folder
- \*improvement plan
- \*parent and child questionnaires
- \*reports from previous Care Inspectorate reports
- \*newsletters
- \*results of consultation with parents

- \*children's folios
- \*all about me information
- \*children's allergy record
- \*medication forms
- \*staff photograph display and key worker groups
- \*talking and thinking books
- \*mind maps

We spoke with various people about the service, including:

- \*The headteacher
- \*The depute headteacher
- \*Staff
- \*Six parents
- \*Children
- \*Speech and Language Therapist
- \*Nursery Support Teacher

We used the information gathered in the writing of this report.

### **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)

## 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.

As requested by us a completed self assessment was received prior to the inspection. This was completed to a satisfactory standard. Information from this was used in the writing of this report. The service had highlighted their good practice and had identified the improvements that they were working on.

They told us that they were working to;

- \* embed practices in nurture
- \* encourage greater partnership with parents
- \* seek the views of parent and children
- \* provide more opportunities for parents to visit the nursery
- \* track childrens' achievements

We found that progress had been made in these areas.

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

During the inspection we saw 91 children use the service across the two available sessions. They were being cared for by 9 members of staff (during AM session) and 8 members of staff (during PM session). Most of the children were seen to be happy and enjoying their play. Some of the children had only attended nursery for a few days and staff were working to reassure them and settle them into nursery routines. The staff interacted with all of the children and encouraged their interests and language.

Children spoke positively about their nursery experience.

They told us;

"We play games, it's brilliant, I like it."

"I like dressing up. I want the wig and the tiara."

"I'm going to paint a dinosaur."

"I'm squeezing the playdough to make an ice crystal."

We saw that most children came happily into the nursery at the beginning of the sessions. They moved around the indoor and outdoor areas confidently and were well supported by staff.

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

Before the inspection we sent 16 questionnaires to the nursery and asked that they be given out to parents. We received six completed questionnaires before the inspection.

Parents told us;

"Newhill Nursery is a fantastic facility, both my children have thoroughly enjoyed it and the staff are brilliant."

"The facilities are outstanding with lots for the children to do in a safe, clean environment."

"Newhill nursery is a really great place for a child to be."

"My daughter has always had positive experiences at nursery."

All of the parents who responded to our questionnaire told us that they strongly agreed that they were happy with the quality of care their child received in the service.

On the first day of the inspection we spoke to six parents as they were leaving their children.

They told us;

"The staff are great."

"It's a great nursery."

"The staff are consistent, they really know the children well."

"There are so many different play areas."

## 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 found that the service was working to a very good standard in the areas covered by this statement.

We looked at evidence provided by the Depute Headteacher, the staff and the parents.

We found that the service had offered a range of opportunities for all children and parents to become involved in the service and contribute to improving the outcomes for children.

The nursery had a very good approach to sharing information about the service with visitors and stakeholders. The entrance and corridors were used to display examples of work, photographs and reminders for parents. The results of questionnaires were shared with parents both on the display boards and in newsletters. The feedback from parents was overwhelmingly positive and no significant changes were required to be made as a result.

We saw information and welcome booklets which were issued to families when their children visited the nursery. We saw that feedback from parents was very positive about the booklets and that children were well prepared for their start at nursery.

Staff told us they were happy to spend time on a daily basis updating parents on their childrens' progress and listening to any concerns or suggestions. Parents that we spoke to during the inspection confirmed that staff were always available to talk at the beginning and the end of sessions.

Parents told us, "The staff are on the ball, they know the children well and always pass on information."

The staff were in the process of making new folios for each individual child. These will chart the learning journey for each child and identify learning targets. Children and their parents were encouraged to spend time looking at the folios either in nursery or at home. Comments and feedback were invited and welcomed by staff. During folio week parents and staff met together to discuss progress and planned jointly for the childrens' next steps.

Parents told us they were pleased to have received a written report about their child. We saw that they had responded very positively to the reports, one parent said, "I am very impressed with this very positive report." They felt that they could discuss this with staff and that any comments would be taken on board.

Parents told us that they were frequently invited to become involved in the life of the nursery. They were very happy with the opportunities offered to them. They gave us some examples of this.

- Stay and play times
- Suggestion Box
- Question of the month
- Meet the Teacher session once each session
- Coffee Mornings and other social events
- Supporting children with homework tasks
- Parent helpers for events and outings
- Presentations by the children
- Folio weeks twice a year
- Parent Contact Evening.

Parents had been involved in coming into nursery and planting strawberries with the children. We saw that the children had painted pictures to show what they had done.

We saw that parents were invited to attend events where their children shared their learning. We heard that the nursery children had worked collaboratively with the Primary 1 children on a topic about the senses. We saw that the children had been involved in planning and recording what they had learned in this topic. Parents told us that they enjoyed coming along to see what the children had been doing.

The nursery had encouraged links between home and nursery by giving small home tasks for the children to complete. During the inspection we saw that children were exploring the colour red and children had been encouraged to bring a red object from home to show and tell their group. Parents told us that they were happy to support this from home.

One child had brought a red dinosaur. He told the group,

"You pull its tail to open its mouth and the fire comes out."

Staff used time with their key groups to talk with the children and ask for their suggestions and ideas about the nursery. Some of them had talking and thinking books which showed us what the children had said.

Children had been involved in choosing new activities in the outdoor area. We saw that they had voted to have an outdoor painting window. From the photographs it was evident that the window was a very popular choice of activity for the children.

Each child had an achievements sheet in their individual folio. We saw that these had been completed by parents. We saw that the children and their parents recorded special events from home and the community. Children had learned to swim, ride a bike without stabilisers and start dancing lessons.

We were pleased to see that childrens' achievements were celebrated in nursery.

A group of children had a lunch in the middle of the nursery day. The children helped to set the table and collect the food from the kitchen. One of the children told staff, "This is delicious."

We saw that the staff encouraged parents to be involved in their child's lunch time. They had invited parents to visit and join in. One parent and their child told us how much they had enjoyed being part of this. We heard a member of staff inviting another parent to come along at a future date. We thought that this was very good practice and a good social experience for children to share with their parents.

Parents appreciated the information shared in the regular newsletters. We saw details about the nursery day were shared and information about what the children were to be learning during the term. This allowed parents to follow the nursery topics at home.

They told us that having the key dates for the whole session allowed them to see when events were happening and plan to be able to attend.

We saw the results of a survey carried out by the deputy headteacher. It told us that 100% of the parents who responded said that their children enjoyed their nursery experience. During the inspection we gathered a range of evidence which would support that view.

## Areas for improvement

In order to maintain the very high quality of provision that we have already observed during this inspection we would suggest the following:

- \* Encourage the children to use their emergent writing skills and drawings to add their ideas into the thinking books. This would give the children more ownership of the group activities and encourage their responsibility.
- \* Investigate ways to allow children to lead their own learning and contribute more to the planning of topics and activities.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 3

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

### Service strengths

We found that the service was working to a very good standard in the areas covered by this statement.

The nursery provided a choice of healthy snacks for the children. During the inspection we saw that the children were offered an appealing selection of fruit and vegetable snacks.

Photographs of the snack choices were displayed for children to see. In addition to fruit and vegetables the children were given crackers, cheese and cereal.

We saw that the children were encouraged to be independent in their selection of food and drinks.

They posted their names in a small bowl to show that they had eaten snack, some returned later in the session and were encouraged to have a little more if they were still hungry. As the session progressed staff reminded children that snack was on offer if they wanted to come and have it.

One child was seen to be enjoying his snack and told us

"The tomato is yummy."

The staff member spoke to the children as they were eating and made sure that the children knew the names of each of the fruits and vegetables on the plates.

Information about food allergies was shared with all staff. Photographs of the child and details of any allergy was displayed confidentially inside a cupboard in the snack area. This ensured that any new staff had this information in an accessible form if they were responsible for making snack.

Staff told us that they had a social snack every Thursday where key groups of children all came together along with their key worker and sat at the snack table. The purposes of this were to

- \* encourage conversation between children and staff
- \* allow children to meet each other and learn each others' names
- \* model healthy eating and good manners
- \* teach children how to set the table

We saw that children were encouraged and supported to have good hand hygiene. During the inspection we saw that some children washed their hands without being reminded. Visual prompts were displayed on the walls beside the sinks. When asked what they were doing, a child told us,

"That tells me how to wash my hands if I don't know."

We did not see a nappy change during the inspection. Staff described to us the procedure that they would follow. Nappy changing took place in the first aid room. The key worker was the person to change nappies until a child was comfortable and confident with other staff. For more vulnerable children there would be two staff present during a nappy change. Staff told us that children always washed their hands following a nappy change.

We advised that staff review their nappy changing policy and practice to meet the most recent best practice guidance. This can be found at [www.hub@careinspectorate.com](http://www.hub@careinspectorate.com).

We met with the Speech and Language Therapist who was working in the nursery with some children. She was working with staff to provide a consistent approach to supporting and developing language skills. The nursery teacher told us that she was planning to work with a small group of children on language and vocabulary skills. All of the nursery staff had some knowledge of Makaton signing which was being used for some children.

We found that the nursery had made good use of photographs and visual prompts to help children understand the nursery routines. We saw that children were referring to these in different areas of the nursery.

We saw that most children were happy, confident and well settled into their surroundings. Some of the new children were less confident but staff were kind and encouraging with them. Parents told us that they were very confident in the ability of the staff to settle their children. They said that it was very unusual to hear an unhappy child.

We saw some of the younger children become fractious towards the end of the sessions but saw staff react sensitively and divert them appropriately.

In general the behaviour of the children was good. We saw staff step in to deal with children when they became over excited at one of the activities.

A display of happy and unhappy faces was used to show how each child was behaving during the session. We saw that all of the children were on the happy face.

A child told us,

"They go on the sad face when they are bad. I'm going to be on the happy face all of the time."

We saw visual reminders for children of what was expected of them at group times.

They were asked to do "good sitting", "good listening" and "good looking".

Children were praised for their efforts and were delighted to be given stickers as a reward.

Children's folios were stored in the playrooms. Children and their parents were encouraged to look at these regularly to see the work which had been added. Group time was being used to allow the key worker and their group of children to add pieces of work to the folio.

We could see that individual learning targets were being identified for each child.

We saw an early years practitioner reviewing a folio with a child. They were updating his all about me information. He was telling the Early Years Practitioner that he still liked blueberries and all fruits.

Some children had additional individual education plans.

These were used to identify specific areas of learning. Learning targets were linked to the SHANARRI indicators. Parents and support agency staff were involved with nursery staff in agreeing the targets.

The nursery teacher told us that she was responsible for tracking the progress of all of the children through the Curriculum for Excellence. She had identified children who would receive some small group time with her where she can support their learning in language and number.

The Scottish Government have put the wellbeing of children and young people at the heart of Getting it right for every child. The approach uses eight areas of wellbeing (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included) in which children and young people need to progress in order to do well now and in the future. These are often written as SHANARRI as an abbreviation.

All medication was the responsibility of one of the early years practitioners.

We saw that medication was safely stored in a locked cupboard in the first aid room. Medication was clearly marked with the child's name.

Any request for medication to be administered was made in the first instance to the headteacher. We discussed this with staff and advised that they should review their practice in this area.

## **Areas for improvement**

In order to maintain the very high quality of provision that we have already observed during this inspection we would suggest the following:

- \* give more ownership to the children of their own folios. The children could be asked to choose pieces of work to be kept and be more involved in adding information.
- \* consider how best to record areas of significant learning for individual children.
- \* the current paperwork on the administration of medication should be reviewed and updated in line with new guidance issued recently. See recommendation 1.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 1

## Recommendations

1. It is recommended that the service should review their paperwork on the administration of medication. Best practice guidance is available on [hub@careinspectorate.com](mailto:hub@careinspectorate.com).

**National Care Standards Early Education and Childcare up to the age of 16.  
Standard 3 Health and wellbeing.**

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

### Statement 1

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

### Service strengths

Evidence gathered for quality statement 1.1 was also considered for this quality statement.

We found that the service was working to a very good standard in the areas covered by this statement.

### Areas for improvement

Evidence gathered for quality statement 1.1 was also considered for this quality statement.

In order to maintain the very high quality of provision that we have already observed during this inspection we have suggested areas for improvement across the themes inspected.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 2

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

### Service strengths

We found that the service was working to a very good standard in the areas covered by this statement.

The nursery was part of the Community Campus which housed two primary schools. The nursery served both of the schools.

Entry to the building was controlled by a secured door leading directly into the nursery. Parents could gain entry to the nursery by using a buzzer. At the start and beginning of the sessions the doors were monitored by a member of staff. Following a recent increase in the number of children staff were now operating a one way system for parents and children to avoid congestion in the entrance hall. This precaution was taken to make sure that children leave only with their parent and the staff member could more easily see who was entering and leaving the building. When they arrived at the beginning of the session children made their way to their key worker group where they self registered. Parents were asked to confirm in writing if their child was being collected by an adult other than themselves. At the end of the session we saw that the children stayed with their key worker until their parent entered the room to collect them.

The teacher told us that she kept a daily record of the children who were missing from the nursery and no reason had been given. She told us that she would contact parents to find out why the child had not attended.

The nursery was very clean, hygienic and well organised. The rooms were bright and welcoming.

We saw that all areas were cleaned at the end of the day and the toilets and kitchen were also cleaned in the middle of the day.

We saw that staff checked that food was being stored at the correct temperature in the fridge and that cleaning schedules were completed daily.

The garden area was fully enclosed and offered a range of opportunities for children to play. The children were very enthusiastic about their outside play. During the inspection the majority of children chose to play outside.

A climbing frame was used by children to climb on and balance. Staff supervised the children using the large equipment.

Children were using ride on toys, scooters and bikes on the paved surface.

Staff told us that they sometimes took games and puzzles outside for the children to play with.

The staff were flexible and moved around the nursery areas to ensure that the staff:child ratios were correctly observed.

We saw that accidents and incidents were recorded appropriately. Information was recorded by the member of staff dealing with it and a written copy signed by the parent was retained by the service and a copy given to the parents. A separate record of head bumps was kept in addition to the accident record.

Cloakroom areas were set out to encourage all children to independently hang their coats and store their belongings. Names and photographs were used to identify pegs. They avoided congestion at the end of the sessions by helping children change their shoes and find their coats before parents arrived. We heard the staff encouraging independence. Children tried to dress themselves and put away their own belongings.

### **Areas for improvement**

In order to maintain the very high quality of provision that we have already observed during this inspection we would suggest the following:

- \* Provide more opportunities for children to go out into the community and local area for outings and activities.
- \* Consider how the outdoor area could be used to provide a more varied range of activities and experiences.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

### Statement 1

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

### Service strengths

Evidence gathered for quality statement 1.1 was also considered for this quality statement.

We found that the service was working to a very good standard in the areas covered by this statement.

A parent told us that the children speak very highly of the staff because they are always cheery and welcome the children in every day.

Another told us, "Staff are welcoming and there is always a good atmosphere."

Information for parents was displayed in the entrance to the nursery.

Photographs of the management team and nursery staff were on show along with their names and job titles. This made it clear for parents who they could speak to if they had a concern.

### Areas for improvement

Evidence gathered for quality statement 1.1 was also considered for this quality statement.

In order to maintain the very high quality of provision that we have already observed during this inspection we have suggested areas for improvement across the themes inspected.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 3

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

### Service strengths

We found that the service was working to a very good standard in the areas covered by this statement.

Nursery staff were appropriately qualified, trained and experienced. All early childhood practitioners were registered with the Scottish Social Service's Council (SSSC) and the nursery teacher was registered with the General Teaching Council.

During the inspection we saw that the staff met every morning before the children arrived. The teacher used this time to ensure that there was a regular opportunity for communication between herself and the staff. A recent increase in the time that children spent in nursery meant that the morning meeting was also used for discussions about planning. A brief minute was made of the meetings and was available to staff. The depute headteacher told us that she would sometimes attend this meeting when she could be released from other duties.

We found that the staff were welcoming and motivated. They carried out their role effectively and efficiently. There was evidence of good team work and staff told us about the ways that they work together to support the children. Relationships appeared to be strong and conversations between members of staff and staff and children were respectful and considerate.

The depute headteacher spent time in the nursery and clearly knew the children and their families very well. We agreed with the nursery teacher who told us that they worked well together as a team.

All staff had child protection training which was updated annually. We spoke to staff who very clearly explained the procedures they would follow if they had concerns about any child. They knew their responsibilities to the children in their care. They knew who to report to in nursery and how to record any concerns that they might have about any child. We found that staff were experienced in working alongside partner agencies to support and protect children. Detailed, confidential information and a chronology was kept by the child protection co-ordinator.

Staff were required to keep a record of any training that they had participated in. They were happy to share their learning and support each other. They were willing to support new colleagues. One told us "everybody in the team brings something." We saw that they had used learning by Wild Sparks, on outdoor learning, to enhance a topic on the Gruffalo. Members of the team had all offered suggestions and taken responsibility for an area of the topic. A big book had been produced following a presentation to parents. Parents commented positively on the "brilliant displays" and "fantastic work."

All staff had been trained in nurture and now were involved in putting their learning into practice.

(See the description of social snack in section 3.1).

They were committed to improving the outcomes for all of the children. We saw that very good strategies were being implemented to support the most vulnerable children and their families.

This work was being supported by a visiting early years teacher and nursery staff.

### **Areas for improvement**

In order to maintain the very high quality of provision that we have already observed during this inspection we would suggest the following:

\* Staff should consider how they record any training or learning and how it impacts on the outcomes for children.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

### Statement 1

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

### Service strengths

Evidence gathered for quality statement 1.1 was also considered for this quality statement.

We found that the service was working to a very good standard in the areas covered by this statement.

### Areas for improvement

Evidence gathered for quality statement 1.1 was also considered for this quality statement.

In order to maintain the very high quality of provision that we have already observed during this inspection we have suggested areas for improvement across the themes inspected.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 4

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

### Service strengths

We found that the service was working to a very good standard in the areas covered by this statement.

The service had good quality assurance systems to monitor the work of the nursery. A monitoring programme for the whole school and nursery was planned at the beginning of each session.

Staff met regularly to discuss operational matters and shared information about individual children.

We saw that staff were well supported by the depute headteacher. She visited the nursery regularly and offered support and guidance to the staff. They worked together to improve the outcomes for the children and their families.

A major focus of nursery development had been developing the nurture approach. They had reviewed the layout of the nursery rooms and resources to respond to the needs of their children.

A member of staff told us that they had attended training on this and visited other nursery settings before making a gradual start to implementation. They evaluated the success of their changes by completing an observational checklist for an individual child noting how she used the different areas of the nursery. They used a more general checklist for the whole nursery and how children responded to the changes. We saw that further changes to the nursery arrangement had been made in response to their evaluation. Social snack was an important part of the nurture programme. We saw that this was very well received by parents. One of the children told us that he liked social snack because he liked when the cover was put on the table.

A nursery improvement plan was completed for each session. This identified areas for development.

Improvements were linked to the plan for the whole school. The improvement target area for the current session was numeracy. Staff were working to develop the necessary skills with the children.

The nursery teacher attended whole school staff meetings and represented the nursery staff in that forum. She took responsibility for sharing relevant information with the Early Years Practitioners.

The school management team were supported in their quality assurance role by Quality Improvement Officers from Perth and Kinross Council.

We saw that the depute headteacher had made good use of questionnaires to seek the views of parents and children. She was aware of the need to ask focused questions. She had recently asked parents' views on the welcome booklet used by the service. The responses were very positive.

The results of her consultation was reported back to parents.

Parents told us that they were happy with the opportunities that were offered to contribute to the service.

### **Areas for improvement**

In order to maintain the very high quality of provision that we have already observed during this inspection we would suggest the following:

- \* Consider different ways of engaging parents in the assessment of the service.
- \* Ensure that any suggested improvements made by parents are shared with the wider parent body.
- \* Demonstrate the impact of any changes suggested by parents.
- \* Carry out quality assurance visits to the nursery with written and verbal feedback for the staff involved.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## 4 Other information

### Complaints

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

### Enforcements

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

### Additional Information

None noted.

### Action Plan

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

## 5 Summary of grades

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

## 6 Inspection and grading history

Date	Type	Gradings
14 Sep 2011	Unannounced	Care and support 5 - Very Good Environment Not Assessed Staffing 5 - Very Good Management and Leadership Not Assessed
4 Aug 2009	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 4 - Good Management and Leadership 4 - Good

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

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