

Care service inspection report

Full inspection

Law Nursery School Day Care of Children

Lawside Road
Dundee



HAPPY TO TRANSLATE

Service provided by: Dundee City Council

Service provider number: SP2003004034

Care service number: CS2003016940

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.

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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	2	Weak
Quality of environment	3	Adequate
Quality of staffing	2	Weak
Quality of management and leadership	2	Weak

What the service does well

The service had re-introduced outings for the children to libraries and shops in their local community, which they very much enjoyed. The service was improving the participation from parents within the nursery, which ensured parents' opinions and thoughts were being considered. The service had robust recording and auditing processes in place for keeping children safe.

What the service could do better

- The service must ensure that all children's portfolios are completed consistently to reflect children's learning, and more clearly identify next steps.
- The management team should continue to support, monitor and guide members of staff in positive ways to interact and nurture the children, as well as extend their learning.
- The management team need to develop the service improvement plan and make it meaningful for the service and staff team.
- The resources and use of space needs to be developed to ensure this is best meeting children's needs and impacting positively on their learning and choice.
- The service must ensure that staff's skills, knowledge and training are up-to-date and in line with best practice.

What the service has done since the last inspection

The service had not maintained the standard identified at the last inspection. Several management changes have taken place, and the current head teacher only commenced in post in late October 2015.

There was an upheld complaint about the service in June 2015 in relation to staff's approach to supporting children.

Conclusion

The inspection found that the children were not fully engaged in their indoor environment, however, they were seen to be very engaged in their outdoor play. The indoor environment for the pre-school children could be developed further to offer a more challenging learning environment and be better supported by staff to extend their learning. More work is required to be done in relation to creating a more positive ethos across the team and service, to impact positively on outcomes for children. The head teacher and the local authority reassured us at the time of the inspection that they had identified the need for improvement and had begun to address areas of priority.

1 About the service we inspected

Law Nursery School is located on Lawside Road in Dundee and is a standalone Dundee City Council provision. The accommodation consists of two playrooms, dining/activities room with kitchen area, toilets and staff room. There is a large, secure outdoor area.

The nursery is registered to provide a care service to a maximum of 70 children. If 5% or less of the total children who attend the provision stays for four hours or more, then the staff:child ratio of 1:10 applies for children three years or over. If more than 5% of the children stay for four hours or more, then the staff:child ratios change to 1:8 for each of the children who stay for four hours or more.

The aims of the service include the following:

'We aim:

1. To ensure that all learners achieve their highest potential.
2. To ensure equality of opportunity for all.
3. To raise aspiration by promoting confidence and self-esteem in all of our pupils.
4. To promote a culture where everyone is valued equally and all achievements are recognised.
5. To ensure that all learners experience the broadest range of personal development opportunities.
6. To work in partnership with the home, the community and other services.'

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 2 - Weak

Quality of environment - Grade 3 - Adequate

Quality of staffing - Grade 2 - Weak

Quality of management and leadership - Grade 2 - Weak

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 by two Care Inspectorate inspectors. The inspection took place on 8 December 2015 between 9:00am and 3:00pm, and 14 December 2015 between 9:00am and 12:30pm. Feedback was given to the head teacher and local authority education officer at the end of the inspection.

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

We sent 35 Care Standards Questionnaires (CSQs) to the service to distribute to parents. Parents returned 19 completed questionnaires before the inspection.

In this inspection we gathered evidence from various sources, including the relevant sections of policies, procedures, records and other documents including:

- additional information from the service's self assessment
- children's records
- medication policy and records
- accident and incident records
- parent questionnaires
- minutes of staff meetings
- menu
- risk assessment documentation
- infection control policy
- policies and procedures
- staff files and training records
- quality assurance calendar.

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 Care Inspectorate received a self assessment document from the provider. The provider identified what they thought they did well, some areas for development and any improvements planned.

Taking the views of people using the care service into account

We spent time observing children in the playrooms, playing outside in the garden, having lunch and on an outing to the library. The children were happy and confident in their surroundings. The children told us some of the things they enjoyed at nursery:

"We're making penguins"

"I'm making a picture"

"I had coco pops for breakfast"

"Toast is yum"

"Look at me"

"I like books"

"We just like playing".

Taking carers' views into account

We received 19 completed Care Standards Questionnaires from parents who use the service. Fourteen parents 'strongly agreed' and five 'agreed' that they were happy with the overall care their child receives. We have included parents' and carers' comments throughout the report. Additional comments were:

"My eldest child went to Law Nursery and the care and support shown by ..[the nursery staff]...were the main reasons I chose to visit and then ask for a place at Law Nursery. Things have changed, although I am unsure if all of these are for the better since..[staff members]...departure." The parent confirmed that she finds her child's teacher "to be excellent".

"The head teacher is approachable, very competent and an excellent leader. The children respect her and this atmosphere is present throughout the nursery. Staff are experienced, calm and relaxed."

"I have from the beginning been very happy with the staff in everyday happenings at the nursery. [Name]...education has surpassed any thoughts I had."

"Last year the nursery often visited library and parks - this has now stopped. My children often ask about this as they really enjoyed the outings."

"Both me and my daughter are very happy with Law Nursery. The staff are always friendly and helpful. The mud kitchen was a fantastic addition to the outdoor play area, the children get lots of time to play out there which is great for us as we don't have a garden. I also like the variety of teaching staff and how they interact with the children as I feel the children benefit from different characters."

"The nursery has a much more welcoming atmosphere since the new head teacher arrived. Love the flowerpots and blackboard which is much easier to see than the original whiteboard folks walked past without noticing. Particularly like when there is a teacher at the sign in/out sheets (another new good idea) to welcome children and their carers. Would like to see my child play outside every day and not be given the choice to stay inside. It gets warm inside and he is exceptionally grumpy if I pick him up and he hasn't been outside. It was his choice, but he goes stir crazy."

NB. It is important to note that as a result of the timing of the Care Inspectorate questionnaires, parents' comments above refer to the previous head teacher and not the new head teacher currently in post. However, the parents we spoke with at inspection were very vocal in their praise for the new head teacher and the changes they were beginning to see.

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: 2 - Weak

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

This statement was assessed as the participation of children and their parents and carers in their care and support is very important to achieving good outcomes for children. In 2015-16 all services are being inspected against this statement.

Not all aspects of this quality statement were evaluated. We reviewed written records, questionnaires, spoke with staff and children and found the nursery to have an adequate level of performance in this quality statement.

There was a comments box at the entrance for parents and visitors to use (see Areas for Improvement). Staff pictures were displayed at the entrance of the nursery for parents to view. This kept parents informed about the staff team.

Pictures were displayed outside the rooms, which showed children enjoying different activities and outings. Children were keen to chat to us about their pictures and what they had enjoyed. The 'Learning Wall' display in the cloakroom area showed parents what the current learning topics were for the children. This kept parents informed about their child's learning in nursery.

The snack menu was displayed in the corridor for parents to view, and be informed about this. Copies of the dinner menu were sent home to parents to help them choose a lunch option with their child. Mind maps were displayed where discussion had taken place with children about their preference for snack choice (see Areas for Improvement).

The nursery held parents' meetings throughout the year, which offered parents the opportunity to come in and find out how their children were getting on at nursery, and review their files and progress. The nursery had also recently introduced 'Stay and Play' sessions. This offered parents the opportunity to spend time with their children at nursery and share in their learning experiences. This was in the early stages and the service was working on developing this further.

Parents' questionnaires had recently been re-introduced by the new head teacher to review a variety of topics and gain parents' feedback. We could see that parents' comments were honest about some of the things they felt were missing such as the regular outings. The service had re-instated these in response to this. This showed that parents' thoughts and opinions were valued by the service.

There were lots of mind maps displayed which showed the children's views and comments on different topics such as risk, snacks, hand hygiene and outdoor play (see also Areas for Improvement).

A nursery blog was shared on the GLOW website. The new head teacher had recently developed a nursery Twitter site to share news and information with parents.

We spoke to parents during the inspection, and they told us that they were kept well-informed about the service through letters and information.

Areas for improvement

We discussed the participation of parents in the development of the lunch menu to ensure that the choices were being enjoyed by children. Parental participation into the menu could help ensure that the options offered would be enjoyed by the children, whilst balancing the nutritional content (see Recommendation 1). The head teacher told us of his plans to introduce children choosing their lunch options rather than this being done by parents at home.

Parental participation had not consistently been maintained in the service since the last inspection. The suggestions box was not used routinely by parents, and there had been poor attendance at parents' group meetings. The new head teacher informed us of his plans to re-instate and develop the parental participation in the service. Stay and Play sessions were being offered along with parents' meetings and questionnaires to include parents in the service where possible (see Recommendation 2).

Children's participation could be further developed. The nursery could showcase the children's voice more, such as including the children's early stages of mark making on mind maps to capture their thoughts and ideas. Linking this to the outcome from the mind maps would make this more meaningful by evidencing the impact of the children's thoughts on the service.

Grade

3 - Adequate

Number of requirements - 0

Recommendations

Number of recommendations - 2

1. The nursery should consider how parents can contribute to the development of the lunch menu to ensure children's likes are taken into account when planning choices.

This is in accordance with: National Care Standards, Early Learning and Childcare up to 16, Standard 4: Health & Wellbeing.

2. The nursery should continue to develop their participation strategy to engage more parents in the life of the nursery.

This is in accordance with: National Care Standards, Early Learning and Childcare up to 16, Standard 13: Improving the Service.

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

This statement was assessed as result of information, provided by the nursery and parents' feedback, about how the nursery supports the children to make choices and achieve their potential.

Not all areas of this quality statement were evaluated. We spent time observing in the nursery rooms, spoke with staff and reviewed children's documentation. We concluded that the service had an adequate level of performance in this area.

Children were supported by staff in their chosen activity. Children had a choice of activities across the two nursery rooms including art and messy play, role play, ICT, play-doh, water play and construction. One area was currently developed as a post office which proved very popular with the children. We observed the children on the afternoon of inspection to be much more engaged in the activities in the smaller room (see Areas for Improvement).

Children had portfolios in place which contained documentation such as 'All About Me' information, as well as settling reports and some observations. This ensured that staff had relevant information to support the children and a format to record their progress within nursery. These were shared with parents at parents' meetings (see also Areas for Improvement).

The nursery consulted with children about their likes and areas of interest, and we could see these captured in mind maps. Staff were in the very early stages of understanding and implementing responsive planning (see also Areas for Improvement).

The nursery had recently introduced a visual timetable and boardmaker symbols to support a child more positively in the setting. Staff were in the early stages of implementing this and reviewing its impact.

The head teacher had recently introduced a structure at lunchtime for the full-time children, which allowed them to receive supported group time in the smaller room while the afternoon children arrived. The full-time children then joined the other children for the afternoon session. This was seen to be having a positive impact on the experience for children at this time of day. The head teacher and senior early years practitioner (EYP) were continuing to reflect on the structure of the day and how children could be supported to best use the setting.

We observed group time at the end of the morning session and found this to be a positive experience for children. Children's learning was encouraged through story time and lots of exploration and discussion. Reference was made to 'sparkle' words that the children were currently working on, and children were seen to be very engaged in these sessions. This supported children's literacy and included them in a meaningful way.

The nursery had recently re-introduced community outings for the children, which was well received by both parents and children. On the day of inspection, the children went out to the local library. This was seen to be a well-managed and positive experience for the children. This ensured that children were included in their local community.

The outdoor area within the nursery was enjoyed by all the children. We observed one group of boys to be very engaged in water play which they explored and developed themselves. Children had a choice of larger outdoor play items, free space for using bikes, climbing equipment and mud kitchen (see Areas for Improvement). This contributed to their overall development, and offered them a wide range of experiences.

Areas for improvement

We observed several children to not be engaged with their indoor environment, and to be running around the nursery. We discussed the selection of resources observed on the day of inspection and the ways in which these could be developed further to engage children better and to extend their learning. Considering the resources on offer and layout of these in line with the current children's interests and stages of development would better support individuals to achieve their potential (see Recommendation 1).

Although we observed some staff to support children well, they did not fully demonstrate an understanding of when to engage and extend children's learning and when to step back. We discussed with the head teacher ways in which staff could be further supported with regard to their understanding of responsive planning and extending children's play and learning (a recommendation has been made in relation to this in Quality Theme 3, Statement 3).

Although children's portfolios were in place, we found these were not consistently completed. Children's next steps were not consistently identified and observations were not always meaningful. The head teacher highlighted this as an area they were aware required development, and told us his plans for supporting staff in their understanding of how to record meaningful observations and track children's next steps. We discussed the impact of this in being able to fully support children effectively to achieve their potential (see Recommendation 2).

The smaller playroom was 'closed' on the morning of the inspection, and we observed several children to be keen to access this area. We discussed with the head teacher the use and access of this room to ensure that children's choice was supported throughout the nursery day.

The building does not allow for free flow outdoor play. Children are offered the choice to go out in small groups for a time limited period throughout the day. We observed some children to be thoroughly engaged in a water play activity, which was interrupted by their outdoor session coming to an end. We discussed with the head teacher the negative impact of this on their learning and choice. The head teacher advised he would discuss with staff the ratio of staff in this area to prevent children's play experience being interrupted (see Recommendation 3).

Grade

3 - Adequate

Number of requirements - 0

Recommendations

Number of recommendations - 3

1. The service should consider the layout of the nursery rooms and the resources available to better engage children in their learning environment.

This is in accordance with: National Care Standards, Early Learning and Childcare up to the age of 16, Standard 4: Engaging with Children, Standard 5: Quality of Experience.

2. The head teacher should support staff to understand how to record meaningful observations and next steps in learning, in order to track children's progress and learning.

This is in accordance with: National Care Standards, Early Learning and Childcare up to the age of 16, Standard 6: Support and Development.

3. The service should consider how it can better support children's choice in relation to outdoor play, in order to positively impact on children's learning.

This is in accordance with: National Care Standards, Early Learning and Childcare up to the age of 16, Standard 3: Health and Wellbeing, Standard 5: Quality of Experience.

Statement 3

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

Service Strengths

We identified this statement as a result of an upheld complaint about the service earlier this year.

We spent time observing in the nursery rooms, spoke with staff and the head teacher. We concluded that the service had a weak level of performance in this area.

Staff supported children in their chosen activities, and gave additional assistance where this was required. Some staff were observed to support children well and be nurturing in their manner (see Areas for Improvement).

We observed children having snack and lunch, and found this to be a positive experience. Children's independence was well supported during snack through independent hand washing, selecting plates and cups and serving their food from choices available. Toast, fruit and vegetables were snack choice on the day of inspection and we could see this linked to children's consultation on what they wanted. Milk and water were offered to drink, and children poured these independently. Children were responsible for tidying up after their snack. This area was well supervised and supported by the allocated staff member.

Children with allergies were well supported and documentation was clear and available to staff. One parent commented:

"My daughter has multiple food allergies. This has been a problem at past nurseries and childminders. The staff at Law Nursery have been brilliant with her from day one, and I know she is safe and reaction free. The staff are always helpful, it is the best nursery I have been in."

Areas for improvement

Whilst we observed positive interactions and engagement from some staff with children, we did not observe this consistently across the staff team. We observed several examples of staff engaging with children in a manner which we did not feel respected the children or positively engaged with them. We discussed at feedback the impact of this on children's outcomes and the importance of all staff engaging with children in a respectful and caring manner (see Requirement 1).

Grade

2 - Weak

Requirements

Number of requirements - 1

1. The provider must ensure that all staff communicate and engage with children in a manner that is respectful, caring and supports children's learning, development and wellbeing.

This is in order to comply with: The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (Scottish Statutory Instrument 2011/210) Regulation 4 (1)(a) - Welfare of Users.

Timescale - within two months of this report.

Number of recommendations - 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 3 - Adequate

Statement 2

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

Service Strengths

We chose this quality statement as the safety and protection of children is vital in providing positive outcomes for children.

Having viewed the children's environment, looked at appropriate records and had discussions with staff, we found the service had a good level of performance in this quality statement.

There was a secure entry system to the nursery, and a visitor's book was in place. This meant that staff knew who was in the nursery at all times. Registers were in place in the nursery rooms, which meant staff were aware of which children were in.

There were accident and incident books which were completed, signed and copies issued to parents. We saw that these were audited and steps taken to respond to any issues to prevent a recurrence.

Children were supervised at all times when in the outdoor play area, which ensured they were safe in the outdoor environment.

Medication procedures and parental permissions were in place. Accurate records were kept of medication administered, and stored medication was audited to check dates and permissions.

Daily cleaning schedules were in place, and we found the nursery to be clean throughout on the day of inspection. Cleaning schedules were monitored by the head teacher, as advised at last inspection. We observed good infection control practice by staff throughout the inspection. Children were covering hand hygiene as a learning topic, and were observed to have good hand washing at the snack area (see Areas for Improvement). This promoted their responsibility and minimised the risk of infection.

There were two child protection officers identified for the service who were clear on their roles and responsibilities in keeping children safe and protected (see Areas for Improvement).

Risk assessments were in place, including for outings, and daily area checks were also carried out by staff. This ensured that the environment was safe for children to play in. Staff took first aid kits and mobile phones with them on outings (see Areas for Improvement). We saw a mind map around risk for the outdoor play area, which highlighted what children thought were risks outdoors. This supported children's understanding of risk and included them in the service.

Areas for improvement

We observed some children to leave the toilet area without washing their hands. We discussed additional visual resources which could be identified such as posters to prompt and support effective hand washing, as part of their current hand hygiene learning topic (see Recommendation 1).

There was no record of staff having attended updated child protection training this year. We discussed the importance of all staff having regular training with regard to child protection (a requirement has been made in relation to this under 3.3).

Staff did not take children's emergency contact details with them on outings. We discussed the benefits of having this information in being able to directly contact parents should an issue arise.

Grade

4 - Good

Number of requirements - 0

Recommendations

Number of recommendations - 1

1. Staff should ensure that children are supported to effectively wash their hands after going to the toilet to minimise the risk of infection.

This is in accordance with: National Care Standards, Early Education and Childcare up to the age of 16, Standard 2: A Safe Environment.

Statement 5

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

Service Strengths

We chose to look at this quality statement to ensure that the accommodation and resources are suitable and provide a stimulating environment in which children can play and develop. We viewed the accommodation and resources available to the children, and found the service to be performing to an adequate level in this area.

There was a selection of resources across the nursery rooms and outdoors. Children could choose which area they wanted to play in, and were supported by staff. The larger room had a selection of resources such as art, ICT, role play, art, post office, and story corner. The smaller room offered water play, play-doh, construction and sand.

Children were seen to be most engaged in the smaller room, and activities such as the post office and role play were seen to be the most popular in the larger room. Resources were stored in drawers, and we could see that the layout in the larger room had been rotated when we returned for feedback. Natural resources had begun to be introduced to the environment, and the head teacher told us of their plans to continue to increase the amount of natural resources in the setting.

We observed a group of boys who had been enjoying water play outside to continue this at the water tray in the smaller room. They were thoroughly engaged in this learning and experimenting with pipes and bottles in the water.

The outdoor area was well laid out, and offered children a selection of equipment to choose from. Outdoor suits were available to protect the children's clothes and ensure they could access the outdoors regardless of the weather. There was large climbing equipment, as well as a large paved area for children to use bikes. The nursery had recently developed a mud kitchen which was proving popular with children. Pipes were situated on the side of the shed which children used creatively for either cars or water play. The staff told us how the large grassy area was used for games and activities with the children. This showed that the environment engaged children in different ways to best meet their needs, and kept them active and healthy.

One parent we spoke to told us how much her son enjoyed the outdoor play area, and that she liked knowing he could access outdoors every day.

Areas for improvement

We discussed developing resources further to better reflect children's interests and stages of development. For example, the Santa's grotto had nothing for children to play with so was being used as a hiding place by children. Providing additional resources for children would ensure that this offers children appropriate challenge and depth of learning, to support their overall development (see Recommendation 1).

Resources were not always readily accessible for children which impacted on their independence and responsibility. We discussed resources in the nursery being accessible for children to provide ownership of their environment and promote independence and responsibility (see Recommendation 1).

We discussed staff's input to ensuring the learning environment reflected children's current interests and stages of development. We discussed the benefit of staff being further supported in training to understand the impact of the learning environment on children's overall development (a recommendation has been made in relation to this in Quality Theme 3, Statement 3).

Grade

3 - Adequate

Number of requirements - 0

Recommendations

Number of recommendations - 1

1. The service should consider how to make resources available to children at all times and ensure the variety of resources offers children appropriate challenge and depth of learning, to support their overall development.

This is in accordance with: National Care Standards, Early Education and Childcare up to the age of 16, Standard 3: Health and Wellbeing, Standard 11: Access to Resources.

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 2 - Weak

Statement 2

“We are confident that our staff have been recruited, and inducted, in a safe and robust manner to protect service users and staff.”

Service Strengths

The safe and effective recruitment and induction of staff is critical in delivering good outcomes for children. We assessed this statement to ensure that the service is recruiting and inducting staff to the service in a safe and robust manner.

We reviewed staff files, documentation and concluded that the service performed to an adequate level in this area.

The head teacher and the quality improvement officer confirmed that staff were recruited following local authority policy and procedure. Staff had PVG checks in place and all staff were registered with Scottish Social Services Council (SSSC). This ensured that children were safe and supported by suitably qualified and registered staff.

We spoke to staff who had recently joined the service about their induction. They informed us that they had attended induction training offered by the local authority (see also Areas for Improvement).

Areas for improvement

Staff who had recently joined the service told us that they had not received any service specific induction and had 'hit the ground running'. We could find no evidence of induction booklets issued to support staff joining the service. We discussed with the head teacher that new staff must receive an appropriate induction to the service and be supported during this time (see Requirement 1).

The head teacher advised he planned to develop a comprehensive induction for any new staff starting the service. He informed us that the new teacher planned to start with the service in January 2016 following final recruitment checks.

Grade

3 - Adequate

Requirements

Number of requirements - 1

1. The service must develop a robust induction procedure for new staff starting at the service, providing them with the relevant training, knowledge and skills to carry out their role.

This is in order to comply with: The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (Scottish Statutory Instrument 2011/210) Regulation 15(b)(i).

Timescale - within two months of this report.

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 assessed this statement in order to identify how well staff's training and development needs were supported within the service. We chose this statement following information submitted by the service about new staff having been recently recruited to the service, and an upheld complaint earlier this year.

Not all aspects of this quality statement were evaluated. We spoke with staff and managers, reviewed documentation, and observed practice and concluded that the service performed to a weak level in this statement.

We spoke with staff who informed us that they feel much more supported and valued by the new head teacher who has recently started at the service. They informed us that they had received 1:1 meetings with the new head teacher and regular weekly staff meetings had been put in place. We could see that a variety of topics were covered at these meetings, and staff were encouraged to contribute. We viewed minutes of staff meetings from earlier this year.

We reviewed some appraisals which had been carried out by the previous head teacher and could see that staff were discussing their professional development and training interests. We reviewed staff training records and could see that staff had attended a variety of training relevant to their role over the previous years (see Areas for Improvement).

Staff informed us that they had received regular support from the local authority quality improvement officer. Staff told us how they had felt supported by this during the head teacher changes (see also Areas for Improvement).

Areas for improvement

Although staff had accessed training, this had not always been consistent or recent. We could find no evidence of staff having attended updated child protection training, and staff informed us that they had not had this. Staff training around nurture had been delivered following the upheld complaint, however, the impact of this was not evident in all staff's practice on the day of inspection. We could find no evidence of 1:1 meetings or room support from the previous acting head teacher as identified from the upheld complaint (see Requirement 1).

Whilst we observed positive interactions and engagement from some staff with children, we did not observe this consistently across the staff team. We observed several examples of staff engaging with children in a manner which we did not feel respected the children or positively engaged with them. We discussed at feedback the impact of this on children's outcomes and the importance of all staff engaging with children in a respectful and caring manner (see Requirement 1).

We discussed staff's input to ensuring the learning environment reflected children's current interests and stages of development. We discussed the importance of all staff being reflective practitioners and the impact of this on improving practice and ensuring positive outcomes for children. We highlighted the benefit of staff being further supported in training to understand the impact of the learning environment on children's overall development (see Recommendation 1).

We observed staff to miss key learning experiences for children. They did not demonstrate an understanding of when to engage and extend children's learning and when to step back. We discussed with the head teacher ways in which staff could be further supported with regard to their understanding of responsive planning and extending children's play and learning (see Recommendation 1).

Grade

2 - Weak

Requirements

Number of requirements - 1

1. The provider must ensure all staff communicate and engage with children in a manner that is respectful, caring and supports children's learning, development and wellbeing. This should include:

- a) training relevant to practice need
- b) use of best practice guidance to further knowledge and understanding in nurturing and positive care
- c) supervision and room monitoring from head teacher
- d) build ethos of positive engagement with children.

This is in order to comply with: The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (Scottish Statutory Instrument 2011/210) Regulation 4 (1)(a) - Welfare of Users.

Timescale - within two months of this report.

Recommendations

Number of recommendations - 1

1. The staff should receive further training and support around responsive planning, extending children's learning and the impact of the learning environment on this.

This is in accordance with: National Care Standards, Early Education and Childcare up to the age of 16, Standard 4: Engaging with Children, Standard 6: Support and Development, Standard 12: Confidence in Staff.

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 2 - Weak

Statement 2

“We involve our workforce in determining the direction and future objectives of the service.”

Service Strengths

The inclusion of staff in the direction of the service is crucial in implementing service improvements. We chose this statement to assess how well the service was involving their staff in decisions about the future development and improvement of the nursery.

Not all aspects of this quality statement were evaluated. The service performed to an adequate level in this area. We concluded this after speaking to staff, observing practice, and reviewing documentation.

We spoke with staff who told us that they felt more involved in the service since the new head teacher had started. Staff were feeling positive about the change of new head teacher and the impact this was having. They told us they had individual meetings with the head teacher and were given the opportunity to discuss their thoughts on the service.

Staff were beginning to be identified to lead on areas such as Grounds for Learning, Literacy Leader and the nursery blog. This provided staff with the opportunity to lead on areas and develop their skills and confidence.

We spoke to the senior early years practitioner who was new into post at the beginning of the summer term. She told us that she was feeling better supported now the new head teacher was in place, and her thoughts and ideas for the service were being valued. She told us how she was leading on supporting staff with their understanding of children's profiles and recording observations and next steps. This helped provide clear guidance and leadership for staff in this area of development.

Areas for improvement

The head teacher told us about plans to review the service visions and values, and improvement plan with the staff team. This would help build an inclusive ethos within the nursery setting, and ensure staff were included (see Recommendation 1).

The head teacher told us of the plans for one of the practitioners and the family development worker to develop a PEEPs group next term. This would also provide the opportunity to engage parents in the service.

We discussed the new teacher commencing in January, and the impact of this on the staff team. This will provide an additional senior management layer which will allow for delegated leadership to address the developmental issues amongst the staff team.

Grade

3 - Adequate

Number of requirements - 0

Recommendations

Number of recommendations - 1

1. The head teacher should continue to include staff in the development of the service, and build an inclusive, supportive ethos throughout the setting.

This is in accordance with: National Care Standards, Early Education and Childcare up to the age of 16, Standard 12: Confidence in Staff, Standard 13: Improving the Service, Standard 14: A Well-managed Service.

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 evaluated this statement because it is crucial that quality assurance systems are in place to show that the service is being evaluated and reviewed, and as a result of an upheld complaint earlier this year. It is important that a variety of stakeholders are involved in this process, as well as using best practice guidance.

Not all aspects of this quality statement were evaluated. We reviewed documentation, spoke with head teacher and quality improvement officer and found the service to be performing to a weak level in this area.

The service had seen numerous changes to the head teacher position since the last inspection. This has had a negative impact on the service and the quality assurance of this.

The service had an improvement plan in place which staff were aware of (see Areas For Improvement).

Audits were carried out consistently on accidents and incidents, medication documentation and cleaning schedules.

Areas for improvement

Little evidence could be provided to show consistent supervision and support for staff from the acting head teacher following the upheld complaint earlier this year. We discussed the observations of some staff during the inspection, and despite some training offered we did not identify that sufficient impact had been made on the practice of staff to address the requirement made following the complaint (see Requirement 1).

The current head teacher had been in post for approximately six weeks at the time of inspection. Initial feedback from staff and parents we spoke to was that this appointment was having a positive impact on the staff and general feel of the nursery environment. However, the head teacher had not been in post long enough to have a substantial impact on the issues identified from the complaint and at this inspection.

We discussed at length the identified priorities for the new head teacher which included implementing a robust quality assurance calendar, room observations of staff, resources and the learning environment, staff development and training around nurture, profiles, positive interactions and tracking children's learning. He also shared with us plans to develop the participation strategy, and include parents in the review of the nursery visions and values. We highlighted the importance of these being put in place to effectively address the issues identified within the service which would lead to service improvement (see Recommendation 1).

Grade

2 - Weak

Requirements

Number of requirements - 1

1. The provider must ensure that robust quality assurance procedures are in place to identify, monitor and address any practice issues with staff, and to promote an ethos of positive engagement with children.

This is in order to comply with: The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (Scottish Statutory Instrument 2011/210) Regulation 4 (1)(a) - Welfare of Users.

Timescale - within two months of this report.

Recommendations

Number of recommendations - 1

1. The head teacher should continue to develop and implement overall quality assurance processes and support for staff to ensure improvement of the service.

This is in accordance with: National Care Standards, Early Education and Childcare up to the age of 16, Standard 12: Confidence in Staff, Standard 13: Improving the Service, Standard 14: A Well-managed Service.

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

Previous requirements

1. The provider must ensure that the pipes and walls in the children's toilets are repaired to help ensure the environment is safe and maintained and do not affect outcomes for children.

This is to comply with: Scottish Statutory Instrument 2011/210 Regulation 10 (2)(b) Premises are not fit to be used for the provision of a care service unless they are of sound construction and kept in a good state of repair externally and internally.

Timescale: By 28 February 2015.

This requirement was made on 11 November 2014

The pipes and walls were repaired and freshly decorated, with regular cleaning schedules and monitoring now in place.

Met - Within Timescales

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

Previous recommendations

1. The manager should ensure that planned reviews of children's care plans are carried out to ensure the continued health and well-being of the children.

This is in accordance with: National Care Standards, Early Education and Childcare up to the age of 16, Standard 3: Health and Wellbeing.

This recommendation was made on 11 November 2014

The service continues to review children's care plans and information every six months.

2. The manager should ensure that the toilets are cleaned properly to ensure the spread of infection is minimised and a system should be developed to monitor their cleanliness.

This is in accordance with: National Care Standards, Early Education and Childcare up to the age of 16, Standard 2: A Safe Environment, Standard 14: Well-managed Service.

This recommendation was made on 11 November 2014

The service has implemented a monitoring schedule carried out by the head teacher to ensure the standard of cleanliness is maintained.

6 Complaints

There was an upheld complaint in June 2015 around the health and wellbeing of children.

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	
9 Jun 2015	Re-grade	Care and support Environment Staffing Management and Leadership	2 - Weak Not Assessed Not Assessed 2 - Weak
11 Nov 2014	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 5 - Very Good
5 Feb 2013	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 5 - Very Good
17 Feb 2012	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good Not Assessed Not Assessed
25 Feb 2010	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 4 - Good 5 - Very Good

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