

Care service inspection report

Full inspection

Musselburgh Private Nursery Day Care of Children

17-21 Bridge Street
Musselburgh



HAPPY TO TRANSLATE

Service provided by: David Jeremy Welch

Service provider number: SP2008009813

Care service number: CS2008177160

Inspection Visit Type: Unannounced

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

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

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Summary

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

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

We gave the service these grades

Quality of care and support	5	Very Good
Quality of environment	5	Very Good
Quality of staffing	5	Very Good
Quality of management and leadership	5	Very Good

What the service does well

Children are cared for in an environment which gives them experiences tailored to their individual needs with a focus on allowing them to develop to their full potential. The views of families using the service are valued and used in the planning and continuous development of the service.

The management and staff team work very well together and take great pride in the quality of service they provide.

The consistent, stable staff group has little staff turn over which ensures high quality interactions and trusting relationships between staff, children and their families.

What the service could do better

The team have recognised that they need to be creative with the space available in the 2-3 and 3-5 year age groups.

We have recommended that:

- A changing mat is made better to minimise the potential for children to fall of it.
- Children in the toddler room have access to all core provision at all times.

What the service has done since the last inspection

Developing the outdoor environment and the creation of a new room in the nursery has been the greatest achievements since the last inspection.

In addition to this, many new initiatives and systems have been put in place since our last inspection. This included

- The integration of the SHANARRI wellbeing indicators
- Introduction of the Leadership roles within the staff team
- Investors in people accreditation.

The outcomes of these improvements are noted throughout this report.

Conclusion

Musselburgh Private nursery is providing very high standards of care which is clearly having a positive impact on children's health and well-being. There are some exceptional strengths, in particular the outdoor play experiences, understanding and implementation of the SHANARRI well being indicators, staff interaction with children and the strong leadership from management.

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

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service to ensure they have the best start in life, are ready to succeed and live longer, healthier lives. The Care Inspectorate has an important role to play in supporting this approach in inspecting care services for children.

The Getting it Right for Every Child (GIRFEC) approach is underpinned by the principles of prevention and early intervention. It's a consistent way for people to work with all children and young people. The approach helps practitioners focus on what makes a positive difference for children and young people - and how they can act to deliver these improvements. Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

In Scotland, the GIRFEC approach puts wellbeing at the very heart of its approach. The eight 'indicators' of wellbeing that form the basis of GIRFEC are - safe, healthy, achieving, nurtured, active, respected, responsible and included - often referred to as 'SHANARRI'.

Musselburgh Private nursery is a day care of children establishment registered to provide a care service to a maximum of 56 children from three months to entry to primary school age. It is located in Musselburgh, East Lothian. Its central location means that it is close to local shops, parks, library, harbour and beach.

The nursery comprises of:

- An entrance hallway that provides space for displaying children's work and information about the work of the nursery and events in the local community.
- Four playrooms all of which have two interconnecting rooms.
- 5 toilets.
- An office where staff and management work and meet privately with parents and other professionals.
- Kitchen where snack and lunches were prepared and staff had their breaks.
- An enclosed outdoor play area.

In the spirit of 'Small Nursery, Big Heart' the aims of the nursery are to provide 'the highest possible standard of care to every child and the best possible service to their parent/guardian within the safest most suitably equipped environment'.

Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

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

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

Quality of care and support - Grade 5 - Very Good

Quality of environment - Grade 5 - Very Good

Quality of staffing - Grade 5 - Very Good

Quality of management and leadership - Grade 5 - Very Good

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

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

2 How we inspected this service

The level of inspection we carried out

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

What we did during the inspection

We wrote this report following an unannounced visit on Friday 31 July 2015. We returned on Tuesday 4 August 2015 to complete the inspection and give feedback to the General manager and Operations manager.

As requested by us, the service completed an annual return and self assessment form.

We issued 25 care standards questionnaires to the service to give to parents. Fifteen were completed and returned to us before the inspection.

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

- Accidents/incidents recording system
- Additional support for learning policy
- Aims and objectives
- Certificate of registration
- Children's' files
- Children's' register
- Child protection policy and procedures
- Complaints policy and procedure
- Evidence from the service's self assessment and annual return
- Feedback from parents in questionnaires
- Infection control policies
- Information on parent's notice board
- Medication recording system
- Meeting minutes
- Newsletters

Risk assessments
Positive behaviour strategies
Public liabilities insurance
Standards, Quality and Improvement Plan
Staff records.

We spoke with:

- The General and Operations managers
- Staff
- Parents
- Children.

We examined the resources, toys, equipment and environment.

We observed:

- Children in the playrooms and garden
- Staff interactions with each other, the children and parents.

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.

We received a fully completed self assessment from the service before the inspection. Whilst it noted many strengths we felt these were not in-depth enough to demonstrate a true reflection of the service currently being provided. We did however agree with the grades they had awarded themselves for the statements we looked at.

Taking the views of people using the care service into account

The children were observed to be happy and content at nursery. Their needs were met by a responsive staff team. The children enjoyed a number of experiences which included outdoor play, and taking part in arts and crafts. The children were very happy to approach us and tell us about their time at nursery. They told us:

"I love my nursery".

"We have fun here, come and see my drawing".

"We come out to the garden lots".

"I eat all my lunch".

"The teachers are nice and they look after me".

Taking carers' views into account

Parents demonstrated complete satisfaction with the service they and their child received. Their comments and feedback have been noted throughout this

report. Further examples of their complimentary comments were:

'I have used this service for both of my children over the past 6 years. The staff are always willing to provide advice to parents and I have answered 'strongly agree' to all of the question and am confident that the service more than meets the requirements of the specific question/area'.

'My daughter, who is about the start school, will very much miss the staff'.

'My children love attending the nursery'.

'I continue to be very satisfied with the high standard of care, education and communication provided'.

'We are very happy with the standard of care our son received at Musselburgh Private Nursery. He is very settled there and we love how happy he is'.

'My older daughter came to the nursery and we were delighted with her care. When it came to finding somewhere for her younger sister, we were in doubt of where to pick.

'I am extremely happy with the care the nursery provides for my son. He is developing well there and the girls all seem to really care about the children'.

'This is the third care service I have used and I find it is the best in so many ways. They have lots of procedures in place to allow for dialogue and the openness and transparency of what they do is to be commended. They are all committed to ensuring meaningful and happy learning and social experiences for the children and I think their practice is to be heralded'.

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 Musselburgh Private Nursery had very high standards in the areas we looked at in relation to this statement. Very good partnerships with parents had been developed that focused firmly on supporting children's wellbeing, learning and development.

Parents were given a comprehensive information pack about the service. In this they told parents of the importance of developing a relationship with staff that was built on trust and mutual support being crucial to their child's development, progress and general wellbeing.

The nursery believed that the level of detail within policies and procedures laid a good foundation for effective partnerships as parents were fully aware of all aspects of the care provided. This awareness meant that new policies, such as 'Getting it right for every child', were shared with parents to keep them fully informed.

Staff recognised that parents and families would want to engage in different ways and at different times depending on their levels of confidence, interest and commitment. Therefore, staff used a variety of strategies so that everyone

could contribute productively to and engage in their children's care, learning and development. These strategies included:

- Six monthly parent evenings provided parents with the opportunity to review their child's personal plan with their child's keyworker, spend time with staff and other parents and view presentations on the work carried out in the nursery .
- Fundraising for new resources encouraged parents to get involved in social events.
- Information evenings were held by ways of cheese and wine nights. The last one was on positive behaviour.
- Parents were invited to give their ideas and influence planning for children's play and topics. As a consequence of this a fairy garden was currently being developed and led by a child and their parent.
- An open door policy, approachable staff and a series of invitations into the playrooms enabled parents to share their ideas and observe their child during their play.

Questionnaires were completed throughout the year on different areas of the nursery. We viewed a sample of these and saw that parents were satisfied with the service and confident in giving feedback and suggestions on how things could be done better. A 'tickled me pink and grow green' display was used to further encourage parents to give praise and constructive feedback. From this was saw that parents feedback had been taken on board and as a result children now attended French classes, the garden steps had been made safer and plans were in place to introduce a way in which parents could borrow equipment from each other.

From our observations of the interaction between staff and children we saw that staff respected and valued the input of the children into the activities they provided for them. The voice of the child was promoted, respected and responded to in all rooms in the nursery.

As a result, staff had created a range of respectful opportunities for children to express their views and used them as the basis of the play opportunities available.

Staff were aware of and successfully implemented the Scottish curriculum 'Curriculum for Excellence (aimed at children over the age of three years) and its four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The curriculum was delivered through a combination of planned and child-led play and as a result children were actively involved in their learning through, for example:

- Group time.
- One to one time with staff.
- Floor books to give their thoughts and ideas when planning activities.
- Assessing the risks in the playrooms and garden.
- Contributing to their Personal Learning Plan folder.

Children under the age of three were cared for by staff who followed Scottish guidance on Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families. The rights of the child, relationships, responsive care and respect are the four key principles which form the basis of this guidance. Staff were alert and responded to younger children's body language and non-verbal signs which allowed them to be calm and feel safe and secure.

Comments made by parents such as, 'There are meaningful and effective relations with parents, which makes for a successful partnership', 'the evening information sessions have been very helpful' and 'Communication is thorough and consistent' demonstrated the nursery's success in building relationships with parents and families to strengthen the learning, development and overall well-being of their children.

Areas for improvement

With the exception of the older children, personal learning plan folders were stored in a locked cupboard. Children in the toddler room joined us when we were looking at their folders. The delight they got from this prompted us to suggest that staff moved these to a place where children could look at them on a regular basis. This would also allow parents more free access to their child's folder. Management agreed with this but highlighted that they were in the process of moving to electronic learning journals which hopefully, through time, would encourage and allow parents and children free access to their journals. We will check the progress of this at the next inspection.

Grade

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

At this inspection we looked at how this service ensured children had the best start in life, were ready to succeed and live longer, healthier lives. This was measured against the eight 'indicators' of safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI). We concluded that the service was achieving high standard in relation to this. Notable examples of this included:

A recent living eggs programme had prompted children to consider what they needed to do to look after the chicks. Staff pitched the conversation around the SHANARRI well being indicators and from this Getting It Right For Every Chick evolved. A mind map with children's thoughts and ideas was made to ensure the eggs and then chicks were getting the right care and attention.

Each of the rooms had a SHANARRI train on which staff and children noted their thoughts and feelings on how they, their friends, staff and parents could all ensure, they as children, were safe, healthy, achieving, nurtured, active, respected, responsible and included. This demonstrated an innovative approach to educating children on their rights and incorporating the SHANARRI wellbeing indicators into children's language and thinking.

A keyworker system ensured that children developed strong, secure and nurturing attachments early in their care and received consistently high levels of support. Children were clearly thriving from the praise, encouragement, warmth and affection they received from staff. This was noted by parents who told us 'The staff make every effort to make personal bonds with children' and 'My child loves nursery and is thriving - that's the best we can ask for!'

Staff provided children with a regular but flexible pattern to the day which took account of their individual preference of eating, sleeping and playing. We saw tired babies having a late or early lunch and older children having the

choice to play indoors or out. This demonstrated a respectful and inclusive approach to children's wishes and needs.

Staff regularly observed and assessed children's learning to plan next steps based on their individual interests. The involvement of children in this process had developed over time and was now fully embedded in practice leading to children being included and respected.

Careful planning took into account each child's individual needs, informed by sensitive listening, observations and reflection by staff. Staff in the baby room told us about how they were currently meeting children's interests in ball rolling and animals. Staff in the older children's room described how the recent interest in bridges evolved from the children's trip to Deep Sea world that involved going over the forth rail bridge. From this we saw that staff supported child-initiated and spontaneous play very well. Because staff knew children's needs they were able to ensure that all were challenged and helped to achieve to their full potential.

From settling new children or moving to another room in the nursery to sending children on to school, the combination of the key person system and detailed record-keeping meant that transitions were as smooth as possible. This contributed to making children feel safe, confident and very well-prepared when they moved on to the next stage in their learning.

An achievement tree was used for children to set their own targets and a flower then evolved to celebrate children's achievements. This helped build children's pride in their accomplishments and fostered self-esteem well.

Throughout our visit we saw children confidently approach staff and good attachments had been formed with staff who gave them lots of smiles, cuddles and were intuitive in their responses. Staff provided timely assistance and the appropriate physical affection to children and comforted them when they were upset which was important in making children feel safe and secure. Consequently, the children appeared happy, stimulated and content.

Active, healthy lifestyles were promoted and encourage well in the nursery. Examples that lead us to this evaluation were:

- Staff practice adhered to policy and procedures in relation to medication, illness, first aid and infection control which contributed to children's health and wellbeing.
- Regular outdoor play in the nursery garden provided children with an extensive range of real-world experiences that enabled them to be active, explore, experiment, negotiate, problem solve and be creative.
- Participation in dance classes, gym sessions, visits to local parks and beach meant children were able to be active.
- Children learned about healthy eating in fun ways such as food tasting, topics, cooking and growing vegetables. This helped to encourage and support children to develop healthy eating habits.
- Menu planning took account of current nutritional guidance and food standards for early childcare providers (setting the table). Parents had been made aware of this guidance and with their child, had been able to give their suggestions and feedback on menus.
- Any special dietary requirements, details of foods to be avoided and guidance for staff were recorded in children's personal plans. Staff were able to tell us the procedures in place to ensure children's allergies and special dietary requirements were sensitively and appropriately respected and met.
- Supervised tooth brushing helped teach children the important life skill of good oral health.
- Activities such as jewellery making, music, gardening and bird watching encouraged children to be active and develop hobbies and interests.
- Sensory experiences such as playing with mud, sand, water, treasure baskets, enhanced children's curiosity as well as developing all of their senses in the world around them.

The following parent comments demonstrated satisfaction with the way in which their child's health and wellbeing needs were being met:

- 'My daughter feels safe, confident and nurtured and the staff respond to her individual needs eg areas of interest and responding to her needs in relation to toilet training and encouraging positive behaviour'.
- 'Excellent use of facilities in the community for example parks, library, music classes. Great range of menu for mealtimes and snack are always healthy'.
- 'We have been very impressed with the efforts made to acknowledge our child's interests and allow him to engage in enjoyable activities. All staff seem to know our child well and this reflected in their care'.
- 'The staff are genuinely interested in the well-being of every child'.

In addition to this, the parents we asked all told us they had confidence that staff would protect their child from harm, abuse, bullying and neglect. They unanimously agreed that they were happy with the quality of care their child received.

When evaluating this statement we have taken into account the innovative practice around SHANARRI. This, coupled with the success in promoting and meeting children's health and wellbeing, has led us to conclude that the service was achieving excellent standards in relation to this statement.

Areas for improvement

In order to maintain and build on their current excellent grade for this Quality Statement the service should continue to look for innovative ways to ensure children's health and wellbeing needs are being met.

Grade

6 - Excellent

Number of requirements - 0

Number of recommendations - 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

Statement 2

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

Service Strengths

At this inspection we looked to see if children were protected and cared for by vigilant staff in a setting that was safe. We concluded that staff worked hard to keep children were safe and protected and as a result were meeting this statement to a high standard. This was achieved through:

- Effective management of infection control meant children were cared for in a clean and well maintained environment.
- Staff considered the risks and benefits of children's play. Children were involved in assessing risks which helped them to acquire the knowledge and skills to keep themselves safe and build their capacity to deal with the wider world.
- All staff had received child protection training which meant they were knowledgeable of procedures and their responsibility to protect children from harm and abuse. Management oversaw and maintained clear records.
- Use of contract cleaners meant that staff did not have to spend time during or after work cleaning and as a result the nursery was clean and fresh for children.
- Staff carried out a number of visual checks to make sure that the nursery and garden was safe for children. Regular recorded checks (risk assessments) of the nursery and equipment helped ensure children's safety and any risk were minimised. Risk assessments were also carried out for outings.

- The secure entry system helped make sure that children were kept safe and protected from unknown persons entering the building.
- Nappy changing followed good practice guidance and was carried out in a manner that protected the privacy and promoted the dignity of the children. Staff spoke with children throughout the procedure providing reassurance and comfort.
- Good hygiene practices were promoted throughout the service. Children were very familiar with the routines such as washing hands before snack and after using the toilet.
- Clear instructions ensured staff were aware of the procedure that should be implemented in emergency situations to safeguard children's health and safety.

Areas for improvement

The changing mat in the older children's toilets had a slight overhang from the unit it sat on and there was no barrier to prevent children falling from the mat. The manager took on board our concern and told us they would consider best how to overcome this and address it. See recommendation one.

We discussed the unnecessary practice of keeping written records of cleaning in each and every room. We suggested that reusable laminated checklists are used to ensure rooms and resources are cleaned by staff. That way the nursery will be contributing to protecting the environment with using less paper.

Grade

5 - Very Good

Number of requirements - 0

Recommendations

Number of recommendations - 1

1. The provider should ensure that the nappy changing mat is a suitable size for the unit it sits on and there is a barrier to minimise the risk of children falling from the mat. National Care Standards for 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

At this inspection we evaluated how the service had and were maintaining high standards in relation to the ensuring the accommodation and resources were suitable to meet children's needs. Some of the examples we observed were:

The nursery was in a very good state of decoration and repair. Playrooms were suitably ventilated, bright and attractive. It was clearly important to staff that playrooms were organised and well planned, thus providing children with a stimulating and exciting space to play, be active and to learn. Toys and equipment were laid out to allow children to access them easily which helped develop their sense of independence. By spending time playing with and observing children we were able to see just how successful the environment was in allowing children to lead their own play .

Playrooms were set up with appropriate equipment for the age of the children attending. A variety of activities were on offer for children to choose from. These included resources to stimulate creativity, such as dressing up, role play, art activities, musical instruments. Literacy was introduced through story sacks, a book corner and mark making table. Senses were stimulated through heuristic play, sand and water play.

In our questionnaire, all parents confirmed that there was a suitable range of equipment, toys and materials for the children. A parent told us, 'I've been very impressed with the quality of the environment that both my children have experienced'.

Areas for improvement

The recent addition of a new room to the nursery meant that children aged 2-3 years were offered a beautiful, bright and airy room that was directly off the garden and the 3-5 year old room. At the time of our first visit all children aged

2-5 years were together in the 3-5 year old room as number were low. With management, we explored the possibility of both rooms being used for all children aged 2-5 years thus providing them with free flow play between two rooms and the garden. We discussed the benefits this would bring and attempted to alleviate staff anxiety around adhering to ratios and dispel the myth that two staff must be in all rooms at all times regardless of the amount of children in it. We will check the progress of this at our next inspection.

Grade

5 - Very Good

Number of requirements - 0

Recommendations

Number of recommendations - 1

1. The provider should ensure that children in the Toddler room have access to core play at all times in order to give them free choice in activities and to support their development. National Care Standards for Early Education and Childcare up to the age of 16. Standard 5 - Quality of experience.

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 2

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

Service Strengths

We found that the service provided very good evidence of how they met the areas of practice we looked at in relation to staff recruitment and induction. The evidence we found to support this evaluation included:

The nursery had a number of policies and procedures to aid the recruitment process. The recruitment policy covered good practice and included Protection of Vulnerable Group (PVG) scheme membership, references of which one must be from the most recent employer, medical information after interview and checking of qualifications and Scottish Social Services Council (SSSC) registration. The administration of these checks was carried out centrally by the provider's administrator to ensure a consistent approach to recruitment.

We audited a selection of staff files to check that the recruitment procedure had been followed. A check list of steps to be followed was included at the start of each file made it easy to see when specific information had been requested and when it had been returned. We found that the recruitment procedure had been completed fully in each case before the staff members began employment in the nursery.

All staff had job descriptions and contracts of employment which gave them clear guidance on what their expected role would be within the organisation. This enabled both staff and managers to have clear lines of accountability.

To ensure that the provider employed staff who were committed to training and being part of a professional workforce, Scottish Social Services Council (SSSC) membership registration was checked at the point of employment. The SSSC is the body that registers care staff and sets the qualifications required for different posts, for example manager, practitioner, support worker. Staff who are not registered with the SSSC cannot work in the care sector. To confirm that staff held the qualifications they said they did, copies of qualifications were sought and kept on file.

During the inspection we spoke to a recently recruited member of staff. They were positive about the induction process they were taking part in. They told us the process had covered areas including child protection, health and safety matters, the nursery ethos and expectations of staff conduct. Overall they felt the in-depth induction was helping to prepare them for the demands of their role. New employees were closely monitored by senior staff as part of the induction process and trial period. This enabled managers to address any issues or concerns new staff may have.

Areas for improvement

At feedback we discussed that for auditing purposes, there could be clearer system to ensure that the correct references are being sought for candidates. Management agreed to consider this. We will check the progress of it at the next inspection.

Grade

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 spoke with most staff during the inspection process. They spoke positively about the support and motivation to improve their practice. Staff informed us that they attended a variety of in-house training and received support from the management team. Management clearly understood the strengths and development needs of their staff well which contributed to staff feeling valued and respected.

We found that staff were confident and motivated in delivering child-centred care. This was achieved through:

- Rigorous recruitment and selection of staff so staff had the clear potential to work with children.
- Suitable training for staff which helped them to achieve a suitably high level of qualification in order to meet all the complexities and demands involved in the care of children.
- A skilled, consistent, core staff group ensured the service achieved and sustained a high level of quality. Experienced staff modelled very good practice to newer staff and students.
- Programmes for staff continuing professional development (CPD) were interesting, relevant and meaningful to help staff develop and maintain a deep respect for their career progression.
- Supervision meetings meant that management were able to explore staff practice and performance, celebrate achievements and set objectives centred on achieving better outcomes for children.
- A system to monitor and ensure all staff were registered with the appropriate professional body. This meant that staff had undergone or

had accessed training and development to meet their conditions of registration.

- Inspiring leadership from management who had established a culture that was child centred and which staff had embraced.
- In staff meetings, staff were encouraged to unpick areas of learning as a team and look at examples of good practice.
- Management gave staff the autonomy that allowed them to take responsibility and ownership of their work. With an appropriate degree of oversight from management, staff were able to make decisions and take control based on their in-depth knowledge of the children and the routine of their room.
- Star awards and team treats were good incentives for staff to do their best.
- Staff consultation was carried out when changes were being made. For example staff uniforms and room names. This showed a commitment to involving staff in the decision-making within the nursery.

As a result of our observation and talking to children, we noted that the children were confident and comfortable with staff. Staff had very good awareness and knowledge of children in their care and conducted themselves in a professional and caring manner. When asked about the staff, parents expressed high levels of satisfaction in relation to the progress and wellbeing of their child, the number of staff on duty and the skill and experience that staff displayed. The told us:

- 'The staff are so kind and take a real interest in our son, his needs, interests, likes/dislikes, siblings and wider family'.
- 'The nursery staff are fantastic - a real asset to the company and the reason we sent our second child there. They genuinely care, not only about the child but about the wider family. I regularly recommend the nursery and can't praise them enough'.
- 'Great friendly staff.'

Areas for improvement

With staff having leadership roles and responsibilities, we felt it would be useful for a clearer system to formally note agreed targets, timescales and keep track of actions taken. The management agreed that a more formal approach would be beneficial. We will check the progress of this at the next inspection.

Grade

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 2

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

Service Strengths

The care and support, good practice and positive outcomes for children described in this report, all derived from the strong management leadership which encouraged effective teamwork and created a well-motivated , stable staff group.

Recent accreditation of an external award which provided direction on empowerment, continuous improvement and leadership has resulted in the staff team exploring, reviewing and reaffirming their values and culture. Staff we spoke to were very clear about the vision of the nursery and we saw a clear common goal of wanting to best of the children in their care.

All staff we spoke with were very positive and enthusiastic about their work. They told us they felt well supported by senior staff and management and had regular supervision. They said that there was an open culture where they were encouraged to ask questions and reflect upon their practice. They told us they would have no problem reporting poor practice.

As previously described in this report, parents spoke highly of the staff team. This comment was typical of how parents felt, 'The staff are lovely, caring and thoughtful and are regularly giving time and energy to improving and changing the environment the children experience from day-to-day'.

Areas for improvement

Management were considering how they could further develop team building in the staff team. We will check the progress of this at the next inspection.

Grade

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 the quality assurance systems in the nursery to be effective in ensuring positive outcomes were achieved for children. The examples noted in theme one, statement one in this report demonstrated was a clear determination for everyone to be involved in the self-evaluation, quality assurance and improvements in the nursery. This too was noted by a parent who told us, 'The management team demonstrate a real desire to continuously improve the quality of care they provide'

The nursery and staff team benefited from having dedicated, supernumerary operations and general managers. This meant managers were able to focus their attention on observing staff practice and offering guidance for continuous improvement. Regular audits to assess the quality and effectiveness of staff practice were carried out by managers and staff. This included observation in the playrooms and an oversight of records in matters such as health and safety checks, outdoor play experiences, risk assessments and planning for children's play.

The nursery Improvement plan was a concise, clear, manageable working document that highlighted appropriate areas for development. The objectives (what was planned to improve upon) in this plan were discussed at meetings to make sure that they were getting done. This helped management to keep a very close check on the nursery's progress in achieving its goals.

The service used various tools for self-evaluation which included the National Care Standards and SSSC codes of practice. This demonstrated a commitment to use on-going self-evaluation to provide high quality care.

An annual plan was in place for monitoring and evaluation to ensure that everyone was involved in the self-evaluation process. Parents and staff were

able to contribute to and make comments on the nursery improvement plan and Care Inspectorate self assessment.

Areas for improvement

As previously mentioned, the Care Inspectorate self assessment completed by the service should be reviewed to ensure it is a true reflection of the work carried out in the nursery. We will check the progress of this the next time it is submitted to us.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

1. It is recommended that the manager establish systems to make sure that cleaning procedures take place often enough to ensure that all equipment is clean and suitable for use.

National Care Standards Early Education and Childcare up to the age of 16

Standard 2 A safe environment

This recommendation was made on 19 July 2013

This recommendation was made at the last inspection because the toothbrush holders were found to be dirty. The cleaning of these had been added to the weekly cleaning schedule and as a result these were now clean. This recommendation had been met.

2. It is recommended that children in the Toddler room have access to core play at all times in order to give them free choice in activities and to support their development.

NCS Standard 5 Quality of experience.

This recommendation was made on 19 July 2013

At this inspection in the toddler room we saw that at snack time part of the room was sectioned off and children were being called through to have their snack. This meant that children did not have complete access to core play at all times.

3. It is recommended that playroom risk assessments are kept in the playroom where they can be seen by staff and checked on a regular basis.

NCS Standard 2 A safe environment

This recommendation was made on 19 July 2013

Risk assessment were now stored in playrooms. This recommendation had been met.

4. It is recommended that the providers ensures that staff do not take their own mobile phones with them on outings. They should be provided with a nursery phone that is fully charged and has sufficient credit to allow essential calls to be made.

NCS 14 A well-managed service .

This recommendation was made on 19 July 2013

Staff confirmed that they no longer use their own personal mobile phones when on outings. Instead they now had access to fully charged nursery mobiles that had sufficient credit to allow them to make calls. This recommendation had been met.

5. It is recommended that the provider and the management team continue to develop effective audit systems which will support the ongoing development of the service and help to ensure best practice in the care of young children at all times.

NCS Standard 14 Well managed service

This recommendation was made on 19 July 2013

The auditing systems described in theme four, statement four confirm that the management team had continued to develop effective auditing systems that supported the ongoing development of the service. This recommendation had been met.

6 Complaints

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

7 Enforcements

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

8 Additional Information

9 Inspection and grading history

Date	Type	Gradings	
19 Jul 2013	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good

22 Oct 2010	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed Not Assessed Not Assessed
23 Jul 2009	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 4 - Good 5 - Very Good
14 Jan 2009	Unannounced	Care and support Environment Staffing Management and Leadership	4 - Good 4 - Good 4 - Good 4 - Good

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