

Care service inspection report

Full inspection

Riverside Rascals Day Nursery Ltd Day Care of Children

Oban Road
Lochgilphead



HAPPY TO TRANSLATE

Service provided by: Riverside Rascals Day Nursery Ltd

Service provider number: SP2011011386

Care service number: CS2011280350

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.

Contact Us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

www.careinspectorate.com

 [@careinspect](https://twitter.com/careinspect)

Summary

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

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

We gave the service these grades

Quality of care and support	4	Good
Quality of environment	4	Good
Quality of staffing	4	Good
Quality of management and leadership	4	Good

What the service does well

We found:

They were establishing a good approach to involving children and their families in the ongoing improvement and development of the service. It was clear they respected their views and valued their opinions.

There was a good balance between outdoor and indoor play.

Children were being actively supported to grow and develop, build resilience and have fun playing and learning outside.

What the service could do better

We agreed they should:

Address the areas for improvement identified in this report

Continue to develop in line with their current plans.

What the service has done since the last inspection

They had made good progress since the last inspection and addressed the 11 recommendations we made in relation to improving:

Their participation and involvement with children and their families

How they planned and provided a broad, challenging and stimulating curriculum for children

How they developed and reviewed children's personal plans with their parents and included, where appropriate, support strategies and risk assessments using the SHANARRI wellbeing indicators

How they involved children in planning their own learning

Their nappy changing facilities and wall displays

Staff's understanding of "Getting it Right for Every Child" and our national care standards

Their quality assurance processes and procedures.

Conclusion

We found:

They were strongly committed to:

- Improving what they did
- Moving forward as a confident, competent and effective team
- Achieving the best outcomes they could for children and their families.

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Riverside Rascals Day Nursery Ltd is a daycare of children service registered for up to 49 children (with 22 children under 3 years of whom no more than 12 can be under 2 years) aged from 3 months to those not yet attending primary school.

The provider is Riverside Rascals Day Nursery Ltd. They operated from a single storey building located on the outskirts of the town of Lochgilphead. Children can also enjoy a range of energetic and outdoor play activities in the play areas located within the nursery grounds.

The aims and objectives of the service are to "provide a home from home experience, where we can follow children's and families individual routines from home, advocating a high quality curriculum working through the pre birth to three and curriculum for excellence frameworks to support children at their stage of development, promote equality of opportunity for all children and families ensuring each child is equally valued, supported and engaged in a secure and happy atmosphere, provide and maintain a safe, stimulating and opportunistic environment in which all children feel confident to express and make choices and are motivated to become confident independent learners".

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 4 - Good

Quality of environment - Grade 4 - Good

Quality of staffing - Grade 4 - Good

Quality of management and leadership - Grade 4 - Good

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

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

2 How we inspected this service

The level of inspection we carried out

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

What we did during the inspection

We wrote this report following an unannounced inspection. This was carried out by one Inspector. The inspection took place on Wednesday 17 February 2016 between 11.30am and 5:00pm and Thursday 18 February 2016 between 10:30am and 1:45pm. We completed feedback to the owner/manager on 22 February 2016.

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

We sent 25 care standards questionnaires to the manager to distribute to parents. 10 parents sent us completed questionnaires. We also asked the manager to give out 14 questionnaires to staff and we received nine completed questionnaires.

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

We spoke with:

- Eight parents/carers
- The children present
- The owner/manager
- A senior practitioner
- Five staff members.

We observed how staff work, care for and interact with the children. We discussed with the owner/manager and staff how the following was managed in the service:

- Meeting children's individual needs
- How staff involved and communicated with children and their parents/carers
- Children's files and records
- Staff training
- Risk assessments for inside and outdoors
- Infection prevention and control procedures
- Medication administration
- Confidentiality
- Complaints
- Child protection
- Accidents/incidents
- Maintenance of the environment and their resources
- How they routinely checked and reviewed how well they were doing.

We looked at:

- Children's personal plans
- Information about participation and how they involved children and their parents/carers
- Staff recruitment files
- Health promotion guidance
- Attendance records
- Registration certificate
- Insurance certificate
- The environment and resources.

Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at www.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 document from the service provider. They had identified strengths, any changes they had planned and areas where they wanted to improve.

Taking the views of people using the care service into account

There were 42 children present at the time of the inspection. Five were under 2 years, 14 were aged between 2 and 3 years and 23 were aged between 3 and 5 years. We observed the children enjoying their play together and also on their own. They were engaging well in what they were learning and discovering about the natural world, exploring and understanding their senses, interacting confidently with staff, who were warm, caring and attentive in their approach. As a result, we were able to see the children happy, settled, reassured in their care, growing in confidence and self esteem in their outdoor environment as well as inside.

Taking carers' views into account

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

Comments we got back included:

"I am extremely happy with the service Riverside Rascals provides. Jean and her team are always accommodating to our needs and we feel happy and comfortable leaving our children in their care. I feel both my children have excellent bonds with the staff and have lots of fun whilst also learning"

"As full time working parents it is so important to us that our children are safe, well cared for and supported [to learn] well. I feel Riverside ticks all the boxes- if we weren't 100% confident in that our children would not be there"

"The staff are very capable. My child loves attending this nursery as can be shown each day he/she attends. A daily report keeps me updated on his/her progress".

We have included further views from parents throughout this report.

Any issues raised were fully discussed with the owner/manager as part of this inspection.

3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 4 - Good

Statement 1

"We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service."

Service Strengths

The service's performance was good for this statement.

We decided this after we spoke with the owner/manager, staff and parents, looked at children's files and records along with responses from questionnaires and other documentation. For example the service's most recent Progress and Impact Report incorporating their improvement plan, children's participation and assessment information, newsletters and information displayed for parents.

Also see comments under quality theme 1, statement 3 of this report.

We found:

They were establishing a good approach to involving children and their families in evaluating the quality of the service.

As recommended from the last inspection, they were now developing more effective ways to consult and involve children and their families in the ongoing improvement and development of the service. For example, a comments wall and ideas tree where everyone can contribute their ideas and a question of the month specifically about the nursery to encourage parents to express their views and give regular feedback to staff.

They were focussing on making everyone feel:

- Respected; given a voice and involved in decisions that affect their wellbeing
- Responsible; taking an active role within their nursery and community
- Included; accepted as full members of the community they live and learn in.

As a result, we were able to evidence that:

Parents felt welcome, listened to, involved and well informed. They thought staff were approachable, easy to talk to and conducted themselves in a professional manner. They were confident about raising any concerns they might have and felt sure they would be quickly acted upon.

They had asked staff, children and their parents for their views about how well they were doing so they could use this information to improve what they were doing.

There was a suggestion box, ideas tree, learning walls and information displayed for parents in the playrooms and at the entrance to the nursery. This was helping to keep everyone up to date with what was happening, raising the profile of what children were learning and gave parents the opportunity to put forward their ideas and feedback about the service. They also held parents' days to get everyone involved in what they were doing and to share any developments or information specifically about the nursery. For example, as part of their parental involvement project, they were gathering feedback from everyone about the learning intentions and developmental milestones they had introduced as part of the development of children's personal plans.

They were making use of photographs, 3D mind mapping and circle time, to encourage children to express their thoughts, views and feelings and make choices. They also had plans in place to develop their floorbooks further as planning and evaluation tools. This was to help children to become more independent and confident about planning and reviewing their own play and learning and working out for themselves what their next steps should be.

They understood the importance of having meaningful and relevant information readily available for parents about their child's progress. As recommended from the last inspection, they were developing and reviewing children's personal plans with their parents on a regular basis, to enable them to participate fully in their child's development and learning, celebrate their progress and achievements and help to identify their next steps. We discussed how and where children's work and folders could be stored to make them more readily accessible to their parents on a daily basis.

They knew about the "7 Golden Rules for Participation"; developed by Scotland's Commissioner for Children and Young People (through consultation with children and young people from across Scotland).

We discussed how our "Involve to Improve" self-evaluation tool which can be found at "THE HUB" (our online knowledge, innovation and improvement resource hub.careinspectorate.com) could also be used to help further inform and improve their practice.

Everyone who returned questionnaires to us thought:

- Their child experienced and could choose from a balanced range of activities
- Staff shared information about their child's learning and development with them
- They were kept well informed about what was happening through newsletters and information boards.

Areas for improvement

A priority target in their Improvement Plan was to continue the work of providing opportunities for the engagement of both children and families in the life of [our] centre- with a focus on [our] work with the Building the Ambition Document.

We agreed with this area for improvement which should further strengthen their working partnership with parents and support children's development and learning.

We agreed they should continue to develop in line with their current plans which were outcome focussed and linked to appropriate local and national priorities.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Statement 3

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

Service Strengths

We selected this statement to focus on how the service was supporting and meeting children's individual health and wellbeing needs. In particular to see the progress made on the four recommendations from the last inspection and to observe how staff worked to help ensure children are safe, healthy, active and nurtured.

The service's performance was good for this statement.

We decided this after we spoke with the owner/manager, staff and parents and observed how well staff worked with the children. We looked at children's files and records along with responses from questionnaires and other documentation. For example, minutes from staff meetings, risk assessments, infection prevention and control procedures and health promotion guidance.

Also see comments under quality theme 1, statement 1 of this report.

We found:

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

They were embedding the key principles of the rights of the child, relationships, responsive care and respect into their practice. As a result, children were being nurtured and well cared for.

Staff had a clear understanding of children's care, learning and development needs. As recommended from the last inspection, they had improved how they were planning to provide children with a broader curriculum and more choice and challenge in their play and learning to help develop their skills.

There was a good balance between outdoor and indoor play.

Each child had their own key worker.

Parents spoke positively about staff support and understanding of their child's needs.

Comments we got back from our parent questionnaires included:

"My child loves going to Riverside Nursery and all the [staff]. I believe that this has made him/her a confident child. If I mention that we are trying to develop a particular skill outside of the nursery (eg, pedalling a bike) they continue this at nursery. As well as encouraging his/her interests in music or stories. [My child] also tries new activities. I really enjoy when they expand on an interest (eg. The Gruffalo) with a storyboard".

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

They were working hard to be responsive when planning for children's individual development and learning, offering plenty of praise and encouragement and a wide range of opportunities for children to grow and develop and be active and independent in their play and learning. For example, the younger children were being supported to self select from the range of resources within their designated space and also flow out into their outdoor space to enjoy their outdoor play. We were able to see the older children having fun washing their hands (guided by staff) before sitting down and enjoying setting out their own snack, socialising together and tidying up afterwards. This was helping them to be more independent and learn about being responsible, use their language and communication skills and also practise their fine motor skills.

There was space for children to move around freely and go outside to play if they wanted to. Children were motivated and interested in the activities they had chosen to do. They were also being well supported to join in at group times. Staff knew the important role they played in extending children's development and learning through sensitive and well judged interaction.

Staff knew about the "Getting it Right" for every child (GIRFEC); the Scottish Government's approach to making sure that all children and young people get the help they need when they need it. They were using the wellbeing indicators to be; safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI) in their work with the children and their families to gather the information they needed to develop and review each child's personal plan with their parents. As recommended from the last inspection, appropriate support strategies were now in place for children who needed more help, that promoted and protected their rights to privacy, dignity and safety (including risk assessments carried out in consultation with their parents, using the SHANARRI wellbeing indicators).

They also knew about and had started to reflect on the Scottish Government's National Practice Guidance on Early Learning and Childcare: Building the Ambition, to assess positive outcomes for children.

As recommended from the last inspection, they had started to involve children in planning activities and reviewing their successes through their "learning journey's" as well as making floorbooks and mind mapping together. This was to help children record their own ideas, preferences and achievements, and give them the opportunity to influence the direction of future activities and next steps in their learning.

The service promoted healthy eating with children having access to a range of healthy snacks. For example, apples, bananas, grapes, crackers and cheese along with milk or water to drink.

They had relevant guidance and procedures in place for the prevention and control of infection for example Health Protection Scotland's "Infection Prevention and Control in Childcare Settings" and "Exclusion Criteria for Childcare and Childminding Settings".

They were also taking part in "Childsmile" the national toothbrushing programme for oral health promoting children's independence with brushing and looking after their teeth.

There were quiet areas where the children could rest, relax, enjoy looking at books and listening to stories.

Children were observed to be happy, enjoying their play and interacting confidently with staff. They were having fun experimenting, investigating and exploring their learning environment. They also enjoyed playing and sharing their views with the inspector.

Almost everyone who returned questionnaires to us thought:

- Staff worked with them and their child to develop an individual education and support for their child
- Staff regularly assessed their child's learning and development and used this to plan their next steps
- Where necessary, staff helped them access specialist services such as physiotherapist, speech and language therapist, psychological services or other services.

Areas for improvement

We agreed they should continue with their plans to:

Develop how they use the Building the Ambition document to assess positive outcomes for children and plan their learning.

Develop how they plan responsively and track children's progress effectively with their parents.

Ensure arrangements in place to support children with medication are regularly reviewed and their records are updated accordingly, to reflect any changes. We discussed how the Care Inspectorate's guidance "Management of Medication in Daycare and Childminding Services" could be used to help review and further inform their policy, procedures and practice.

To nurture and further promote children's health, wellbeing, development and learning.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 4 - Good

Statement 3

"The environment allows service users to have as positive a quality of life as possible."

Service Strengths

We selected this statement to focus on how the service organised the environment and their resources to help make sure children are safe, healthy, nurtured, achieving, respected and responsible and included.

The service's performance was good for this statement.

We decided this after we spoke with the owner/manager, staff and parents, looked at the environment and resources and how effectively they were being used by children and staff along with health and safety information, risk assessments, photographs, displays and responses from questionnaires.

We found:

Staff knew the importance of creating an environment that was nurturing, supported children's learning and development, where they could achieve, feel respected and responsible and included.

The self assessment told us:

"We have an active learning environment where children are continually encouraged and supported to be exploring and experiencing new opportunities in a stimulating safe environment. We have purchased rain suits for all children, a gazebo and covered sandpit which can be used in all weathers. Praise and encouragement is used by all staff and activities enable children to take appropriate risks safely. Activities in the nursery are designed and planned

around a free flow system where children have the opportunity to make decisions about their play and what activities they would like to undertake. The practitioners ensure breadth and challenge is offered in all activities to suit the age and stage of individual children through well planned experiences. We offer children choices and listen to their voices throughout their time in nursery. We regularly go on walks around the area giving children the opportunity to engage with life in the community as well. All children and staff are involved in purchasing resources and equipment to ensure they are suitable, desired and meet children's interests and needs".

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

Children were encouraged and being well supported to be active and independent in their play and learning. They were able to make decisions about what resources they would like to play with, and where they would like them to be located both inside and outdoors.

Children were enjoying their outdoor play and making their own choices about what they wanted to do and what they wanted to play with from a range of different organic materials, tools and sensory resources.

Staff knew the importance of:

Giving children the time, space and opportunity to deepen their learning and create an environment where they could explore, discover, experiment with and enjoy making their own.

Children building resilience in a natural environment and having regular access to outdoor play to support their learning, development and sense of wellbeing.

The parents we spoke with told us they were very happy that their children were getting regular access to outdoor play and how important this was to their child's learning, development and sense of wellbeing.

As recommended from the last inspection, children's work was now being displayed and celebrated along with other printed text, photographs and materials (linked to children's particular interests) throughout the 3-5 playroom, to share their achievements, views and successes with everyone. Plans were also underway to improve the wall displays in the playroom for the under 3's.

Everyone who returned questionnaires to us thought:

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

Areas for improvement

They should implement their plans to further improve the wall displays for children in the under 3's playroom.

Also see comments under statement 5 of this theme.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Statement 5

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

Service Strengths

The service's performance was good for this statement.

We decided this after we spoke with the owner/manager, staff and parents, looked at the environment and resources and how effectively they were being used by children and staff along with health and safety information, risk assessments, photographs, displays and responses from questionnaires.

Also see comments under quality theme 2, statement 3 of this report.

We found:

The environment and resources were clean with a programme of ongoing maintenance in place. The door entry system was secure. There was a visitor's book and risk assessments in place, that were being regularly reviewed and updated to help keep children safe. Toilets were well placed for children to use with hand washing facilities easily accessible to help promote their independence. As recommended from the last inspection, they had reviewed their procedures for supporting children with their personal care needs. They had consulted with environmental health about their arrangements for nappy changing and had made some improvements. This was to make sure the arrangements they had in place were effective enough in promoting children's independence and protected their rights to privacy, dignity and safety.

The self assessment told us:

"The nursery is attractive, welcoming and enticing with bright coloured walls, well ventilated rooms with resources that are clearly labelled and easily accessible for children. We ensure there are appropriate toys and experiences available to all children which at all times are appropriate and reflective of their age and stage of development. Children are at the heart of our service and we want to support children's individual choices, decisions and independence.

Child sized toilets and wash hand basins are available for the toddler and preschool room. As a nursery team we very much believe and recognise the need for monitoring and reflection and as a result use reflection diaries. In the diaries we record changes in room layout, use of areas etc. This helps us to monitor areas and ensuring they are meeting the needs of the children.

The sleep room is monitored and can be used as a quiet area for group activities such as story times, small group activities etc."

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

There was a wide range of activities and play materials to support and extend children's learning and development. Children had the opportunity to make discoveries, be creative and participate in activities that developed their sensory and tactile functions. They were being encouraged to express themselves through art, drama and music as well as having fun experimenting with sand, water and technology.

Children were able to tell us how much they enjoyed playing outside, painting and digging in the sand together.

Staff were encouraging children to make their own decisions about keeping themselves safe and helping them to understand the risks they might encounter in their different play activities. As a result, we were able to see children safely negotiating their learning environment and confidently making choices and decisions about what they wanted to do, where they wanted to go and what resources they wanted to play with (with support from staff if needed).

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

- The service had a suitable range of equipment, toys and materials for the children
- The service was safe, secure, hygienic, smoke free, pleasant and stimulating.

Areas for improvement

The self assessment told us:

"Continue to monitor the playrooms and the use of equipment. Updating and extending resources where we can - with suggestions from the children. Continue to be reflective practitioners in our roles to continually reflect on our environment and develop it as appropriate. Develop some new resource bags for parents to borrow for home".

We agreed with these areas for improvement which should further promote children's health, wellbeing, development and learning and safety.

The owner/manager confirmed they would continue to review their cleaning practices, facilities and arrangements for nappy changing, as well as their infection prevention and control procedures to make sure they minimised the spread of infection, any risks of cross contamination and were in line with current best practice and legislation.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 4 - Good

Statement 2

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

Service Strengths

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

The service's performance was good for this statement.

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

We found:

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

They had recently recruited two new members of staff. These files were viewed in order to assess how effectively they were implementing safer recruitment.

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

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

For example:

- A policy that outlined their approach to recruitment and selection with information on their induction process
- A recruitment pack with relevant information on the post applied for and the service's aims and values
- An application form and interview process that was skills and competency based with a checklist that would ensure equal opportunities and consistency for all the candidates
- A contract of employment
- A checklist to ensure the necessary checks and references had been carried out. This included at least two references, one of which was from the candidate's immediate employer, and checks of professional registers such as the Scottish Social Services Council (SSSC)
- Protecting Vulnerable Groups (PVG) scheme record checks with a process being implemented to up date the record when staff's SSSC registration was due for renewal.

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

We discussed staff's knowledge and understanding of adult protection. The owner/manager confirmed staff had an awareness of adult support and protection legislation.

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

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

Areas for improvement

The owner/manager explained they had plans to:

- Devise further questions (for future interviews) using the ideas gathered from children and their families
- Review and update their induction programme to make sure it reflected key changes to legislation and incorporated relevant new guidance. For example, Building the Ambition (National Practice Guidance on Early Learning and Childcare Children and Young People (Scotland) Act). As well as their statement/policy on adult support and protection.

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

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Statement 3

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

Service Strengths

We selected this statement to focus on how staff interacted with the children and what the impact of training was on outcomes for children.

The service's performance was good for this statement.

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

Also see comments under quality theme 1, statement 1, quality theme 1, statement 3 and quality theme 2, statement 3, quality theme 2, statement 5 and quality theme 4, statement 3 of this report.

The self assessment told us:

"We continue to reflect daily on our own practice and service. We continually strive to recognise and value everyone's individual needs. We feel as practitioners that we are training all year round to adapt and develop our practice in line with the ever changing legislation, society and expectations on the sector".

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

The owner/manager was establishing clear lines of communication, responsibility and accountability within the service along with an atmosphere of mutual trust and respect. Staff were motivated and enthusiastic in their work and felt supported to do their job well.

They were being given regular opportunities to reflect on their practice, identify where they could improve, and monitor and evaluate the effectiveness of any changes they had made. For example, as recommended from the last inspection, they had undertaken further training on GIRFEC, as well as refreshing their knowledge and understanding of our national care standards, in preparation for the development and review of children's personal plans with their families.

Staff were registered with the SSSC and taking responsibility for their own continued professional development. For example, they knew about the Scottish Government's National Practice Guidance on Early Learning and Childcare: Building the Ambition and how this could help to inform and improve their practice. They had regular supervision sessions, an annual appraisal (with a six monthly review) where they could identify their training needs. They had access to a varied and relevant programme of training provided by the local authority. They knew the importance of keeping their own training records up to date to make sure they had the skills and knowledge to do their job well, and to meet their SSSC registration requirements. We discussed how staff should continue to reflect on their work and include the impact that training has had on their practice in their post registration learning and achievement records.

They knew what to do should they have any child protection concerns and who to pass the information onto. They understood the importance of routinely refreshing their knowledge and understanding of this area of their work.

They also knew about the recently updated guidance from the Scottish Cot Death Trust "Reduce the Risks of Cot Death Early Years Safe Sleeping Guide" and how this could be used to support and review their practice. For example, more detailed sleeping strategies/routines were going to be included as part of the younger children's personal plans.

We discussed how the "The Framework For Continuous Learning In Social Services" (the Scottish Government document that sets out the shared commitment from both the worker and employer to do their job well now and in the future) could be used to further support staff to be "the best they can be" and help "improve the quality of outcomes" for children and their families.

Everyone who returned questionnaires to us were confident:

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

Areas for improvement

We agreed they should continue to:

- Embed the GIRFEC national practice model in their work with children and their families.
- Reflect on their work and include the impact that training has had on their practice in their post registration learning and achievement records.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 4 - Good

Statement 3

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

Service Strengths

We selected this statement to focus on how developing staff's leadership skills was impacting on their practice and improving outcomes for children.

The service's performance was good for this statement.

The self assessment told us:

"As a new management structure is in place we continue to build good foundations for our team to grow from strength to strength in our daily good practice".

We found:

The owner/manager was aware of the "Step into Leadership" programme developed by the SSSC to promote leadership values. She knew the importance of recognising staff achievements and promoting their confidence in taking on further responsibilities. As a result, lead roles were being developed for staff throughout the nursery, for example in health and wellbeing and parental engagement. As part of this, staff would feedback on progress and development of these areas to their colleagues, supporting everyone to learn and develop, extend their understanding and knowledge and support positive outcomes for children.

In the manager's absence, individual staff had been involved in the day-to-day management of the service.

Staff were confident about contributing to the service and taking forward their own ideas for improving experiences for children. For example, staff spoke enthusiastically about the work they had undertaken to further develop children's learning experiences outdoors.

Areas for improvement

They should continue to develop the good practice they were establishing for this statement.

The owner/manager agreed they should continue to:

- Develop senior staff's roles and responsibilities and work effectively together as a team to ensure the smooth operation of the service
- Further develop their leadership values to build capacity within the staff team and improve outcomes for children and their families.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Statement 4

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

Service Strengths

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

The performance of the service was good for this statement.

We decided this after we spoke with the owner/manager, staff and parents, looked at children's files and records along with responses from staff questionnaires and other documentation. For example the service's most recent Progress and Impact Report incorporating their improvement plan, monitoring and evaluation folders, minutes from staff meetings, newsletters and information displayed for parents.

We found:

The vision, values and aims of the service were clearly outlined in the nursery's most recent Progress and Impact Report.

They had an Improvement Plan in place with appropriate priorities identified to improve the nursery.

The owner/manager knew the importance of having robust systems in place to monitor and evaluate key aspects of their service delivery. As recommended from the last inspection, she had made improvements to how the recording and management of their paperwork was organised, as well as developing more effective procedures to routinely check and review how well they were doing for example:

- Action planning to meet priorities
- Regular observations of how well staff were working with children and their families
- Audits to check files and records were being kept up to date
- Audits to check policies and procedures were being regularly reviewed and updated in line with current best practice
- Incorporating the "Getting it Right" for every child wellbeing indicators to be safe, healthy, achieving, nurtured, active, respected and responsible and included (SHANARRI) into their procedures to improve how they measured outcomes for children and their families.

They knew the importance of regularly reviewing and updating their improvement plan using contributions from children and their families to make sure:

- What they were doing was leading to improvement
- Any improvements they had made were being maintained
- Positive outcomes were being achieved for children and their families.

They held regular staff meetings to plan, share their ideas and practice and to discuss children's progress. This was to make sure children's learning and development was being carefully planned and their progress was being closely monitored and evaluated.

Staff had been involved in completing the self assessment for us. We discussed the importance of the document being outcome focussed, with children and their families at the centre of the decision making process, and everyone's views fully reflected in it.

We also discussed the Care Inspectorate guidance on "Records that all registered care services (except childminding) must keep and guidance on notification reporting". The owner/manager understood her responsibilities in relation to this and notification reporting to us.

Areas for improvement

The owner/manager confirmed they would continue to:

- Ensure they were rigorous in how they monitored and evaluated the service
- Embed the very good practice they were developing for this statement.

To achieve the best outcomes they could for children and their families.

Grade

4 - 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. The manager and staff should consider new and more effective ways to consult with all parents/carers and children. NCS Early Education and Childcare up to the age of 16: Standard 10 - Improving the Service.

This recommendation was made on 29 January 2015

Progress is recorded under Theme 1, Statement 1 of this report.

2. Staff should ensure they plan a broad curriculum which takes account of individual learning needs and focusses on all areas of the curriculum as identified by them within the new iPad system. Parents and children should be involved in identifying learning objectives and kept up to date with progress and developments. NCS Early Education and Childcare up to the age of 16, Standard 3: Health and Wellbeing.

This recommendation was made on 29 January 2015

Progress is recorded under Theme 1, Statement 1 of this report.

3. All children attending the service must have a personal plan. The plan should be developed in consultation with the parent and where possible the

child, it should be reviewed at least every six months or when there has been a significant change or event. NCS Early Education and Childcare up to the age of 16, Standard 3: Health and Wellbeing.

This recommendation was made on 29 January 2015

Progress is recorded under Theme 1, Statement 1 and 3 of this report.

4. Planning should be better monitored and recorded. Children should have access to activities that are challenging and stimulating and encourage them to learn and reach their full potential. NCS Early Education and Childcare up to the age of 16, Standard 3: Health and Wellbeing.

This recommendation was made on 29 January 2015

Progress is recorded under Theme 1, Statement 3 of this report.

5. Children with any additional support needs, whether identified or not should have appropriate measures put in place. This includes risk assessments and agreed strategies to support the child and staff. Strategies adopted must not embarrass or be in any way harmful to the child. Staff should refer to best practice guidance to ensure best outcomes for the children involved. NCS Early Education and Childcare up to the age of 16, Standard 3: Health and Wellbeing.

This recommendation was made on 29 January 2015

Progress is recorded under Theme 1, Statement 3 of this report.

6. Improvements must be made to the current changing area within the 1-3 room. Children's privacy and dignity must be maintained. NCS Early Education and Childcare up to the age of 16, Standard 2: A Safe Environment.

This recommendation was made on 29 January 2015

Progress is recorded under Theme 2, Statement 5 of this report.

7. The environment should be made more attractive and appealing by staff improving wall displays. Children should be involved in choosing examples of work to display and should be encouraged to give comments or accounts of what is taking place, or what was being learned. NCS Early Education and Childcare up to the age of 16, Standard 2: A Safe Environment.

This recommendation was made on 29 January 2015

Progress is recorded under Theme 2, Statement 3 of this report.

8. Staff should have further access to training specifically looking at "Getting it Right for Every Child". NCS Early Education and Childcare up to the age of 16, Standard 12: Confidence in Staff.

This recommendation was made on 29 January 2015

Progress is recorded under Theme 3, Statement 3 of this report.

9. The manager should raise staff's awareness and understanding of relevant documents including the National Care Standards Early Education and Childcare up to the age of 16. NCS Early Education and Childcare up to the age of 16, Standard 12: Confidence in Staff.

This recommendation was made on 29 January 2015

Progress is recorded under Theme 3, Statement 3 of this report.

10. More robust and effective procedures should be implemented by management to monitor all aspects of the service. NCS Early Education and Childcare up to the age of 16: Standard 14: Well-Managed Service.

This recommendation was made on 29 January 2015

Progress is recorded under Theme 4, Statement 4 of this report.

6 Complaints

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

7 Enforcements

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

8 Additional Information

There is no additional information.

9 Inspection and grading history

Date	Type	Gradings	
29 Jan 2015	Unannounced	Care and support Environment Staffing Management and Leadership	3 - Adequate 4 - Good 4 - Good 3 - Adequate
21 Feb 2013	Unannounced	Care and support Environment Staffing Management and Leadership	6 - Excellent 6 - Excellent 6 - Excellent 6 - Excellent
4 Mar 2011	Unannounced	Care and support Environment Staffing Management and Leadership	6 - Excellent Not Assessed Not Assessed Not Assessed

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Contact Us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

www.careinspectorate.com

 [@careinspect](https://twitter.com/careinspect)

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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is c?nain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

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

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

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