

# Care service inspection report

Full inspection

## Papdale Primary School Nursery Day Care of Children

Papdale Primary School  
Willow Road  
Kirkwall

Service provided by: Orkney Islands Council

Service provider number: SP2003001951

Care service number: CS2003016046

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](mailto:enquiries@careinspectorate.com)

0345 600 9527

[www.careinspectorate.com](http://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	5	Very Good
Quality of management and leadership	4	Good

## What the service does well

The nursery had developed very good relations with parents and carers, who were very positive about the quality of their child's experience.

The keyworker groups were used to build up knowledge of the children and their families and to support children's learning.

There were a wide variety of indoor and outdoor activities available for the children to choose from each session.

## What the service could do better

The nursery was still working on improving the recording of children's learning in their folders so this could be tracked and shared with parents.

The nursery was continuing to develop approaches to self evaluation using the new documentation 'How Good Is our Early Learning and Childcare', from which they will develop their improvement plan.

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

The service had reorganised the way staff took responsibility for each area of the nursery, so that children's ideas could be encouraged and explored at more depth.

Staff now took a more active role in encouraging children to try new foods and eat more of their meal. Lunches were now a more relaxed social event with children well supported by staff.

Additional training for staff in child protection had been delivered. Child's plans were in place when needed and action plans had been drawn up for staff to help them meet the needs of all the children.

## **Conclusion**

Papdale Nursery is a lively learning environment for young children to form friendships, build up confidence and develop a wide range of skills. Children are encouraged to become independent learners and are enabled to explore their interests in a supportive setting.

Parents are welcomed as an important educator of their children and their views are taken into account. They are invited to share sessions, workshops, outings and celebrations with their children.

# 1 About the service we inspected

Papdale Nursery is a large, open plan nursery which can accommodate up to 65 children at a time. It has access to an enclosed nursery garden and the school playground, a walled garden and the school hall. It takes children from the age of 3 until they start primary school and they can attend for a maximum of 6 sessions, staying for lunch if they are attending morning and afternoon sessions on the same day.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. GIRFEC is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

The Care Inspectorate regulates care services in Scotland. Information in relation to all care services is available on our website at [www.careinspectorate.com](http://www.careinspectorate.com).

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

## 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 5 - Very 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](http://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 an inspector on 14 April 2016, from 8.45am to 4.30pm and feedback was given to the head teacher and deputy head teacher on the 15 April 2016.

As part of the inspection, we took account of the completed annual return and self assessment forms that the provider had completed and submitted to us.

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

- parental surveys and evaluations
- wall displays
- parental involvement policy
- staff training records
- accident records
- risk assessments
- discussions with staff, parents and children
- observation of practice and of the environment
- records of staff meetings
- children's folders and child plans
- staff evaluation and assessment folders
- nursery handbook
- the action plan from the last inspection.

### 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](http://www.firescotland.gov.uk)



## The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

**Annual Return Received:** Yes - Electronic

## Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

The Care Inspectorate received a fully completed and detailed self assessment document from the provider. We were satisfied with the way the provider completed this and with the relevant information included for each statement that we grade services under.

The provider identified what they thought the service did well and some areas for development and any changes it had planned. They also gave information about how they involved feedback from children and parents/carers in reaching its assessments.

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

The children who were attending the nursery on the day of the inspection were busy with the activities which were on offer. Amongst other choices they were playing in the house, the sand and water trays, the undersea scene (which involved making a shark and a mermaid) and the outside area. Outside they were enjoying taking turns with the crash helmets and splashing in the water, using wheeled toys and balls. Some of the children were happy to talk about what they were doing and their favourite times of the day, like snack or outside times. Many parents commented that their children looked forward to coming to nursery and were pleased to join in and see their friends. They also said the children liked the staff.

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

The parents who were talked to were all very positive about the nursery and their child's experience. They found the staff helpful and approachable. They commented on the feedback which they got each day and mentioned the children's folders being available for them to look at in the entrance area. Some parents commented there was more information in the folders now.

Parents felt there was a wide range of activities for the children and were pleased they had opportunities to go outside each day. They also commented on the staff as being helpful, compassionate, friendly and approachable.

### 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 2

“We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.”

##### Service Strengths

We found this service was performing well in enabling the children to make choices and be supported to achieve their potential. We concluded this after we spoke to the deputy head teacher, staff and parents, saw written evidence and made observations at the nursery.

Throughout the inspection children's ideas were seen to be respected and encouraged by staff. At the beginning of the session keyworkers talked to children about the areas and activities that were available and discussed their play options. Staff were based in each area for a two week block to give them time to develop the learning opportunities in the area based on feedback and observation of the children and their interests. This led to greater breadth and depth in their learning, as staff had time to develop the resources in response to children's ideas. Staff evaluated their area on a daily basis so they were aware of the children's responses and the learning which had taken place and from this next steps were planned. At the twice-weekly planning sessions, evaluations were shared and staff considered longer term plans, as well as focusing on ensuring curriculum coverage, in particular literacy, numeracy and health and wellbeing in each area.

Throughout the year opportunities were created for increasing the awareness of parents about their child's learning, such as 'Stay and Play' sessions, family workshops and presentations. There was feedback from keyworkers to parents at the end of each session and the opportunity to discuss individual children when needed. There was a nursery blog where photos of nursery activities were displayed for parents.

The support needs of all the children were assessed and discussed by staff, who then provided suitable opportunities for children to experience all areas of the curriculum with additional support when needed. Some children were provided with additional small group time to allow them to develop social skills, while others might need assistance in having the confidence to be more active outside.

The nursery organised an annual health promotion day, 'Healthy Fun' family join in time, which all parents were invited to attend, where they could gather information from a range of professionals, as well as enjoy healthy snacks and join in active games with their children.

## Areas for improvement

The nursery staff team was aware that the children's learning folders were still needing developed to more clearly record the children's learning journey and sharing this meaningfully with parents and carers. The recommendation from the last inspection is therefore continued **(see Recommendation 1)**.

Further input from parents to the 'Learning Journeys' would help to capture the wider picture of the child and their achievements. Parents should be further encouraged to share learning from home in the children's folders. This would also give parents and children greater ownership and involvement in the folders.

## Grade

4 - Good

Number of requirements - 0

## Recommendations

Number of recommendations - 1

1. Staff should regularly assess the development and learning of each child and use this information to plan the next steps and share this information with parents and carers.

**National Care Standards Early Education and Childcare up to the age of 16. Standard 4: Engaging with children.**

## Statement 3

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

## Service Strengths

After considering the written evidence in the self assessment, policies and records, talking to parents, children and staff and observing practice, this statement has been graded as very good.

Staff were seen to be nurturing in their approach to the children and helped to support them in increasing their independence and self help skills. Each child was part of a keyworker group to help build up good relationships with children and parents. Children with additional support needs were included and receiving support from staff who were understanding and encouraging. Child's plans were in place where appropriate and updated regularly with input from parents and a multi-agency team. Action plans were drawn up for staff which identified consistent input and targets for staff to work towards.

In order to help keep children healthy they were learning self help skills, such as hand washing before snack. They had a self service snack system and healthy snacks were offered with fruit or vegetables and usually a savoury item. Children were given the responsibility of being snack helpers each session

and children were expected to tidy up their dishes. Children staying for a full day at nursery were able to have a free school meal at lunch time and staff encouraged children to have healthy options. Menus were displayed for parents in the entrance area.

To keep children healthy and active the nursery encouraged them to have outdoor play and fresh air each day, which is important for children's physical and mental development. Wet weather suits and boots were available to enable the children to enjoy being outside in a range of weather. Children were able to choose outside or inside play for much of the session and this was seen to be popular with the children and the parents.

As part of their nurturing approach the nursery made transitions easier for children by having visits with their parents and from the other settings the children attended. Children were given attractive and informative nursery handbooks to help them be aware of nursery routines and introduce them to their keyworker. Staff were aware of the importance of settling the children and helping them to make friends, so next year's choice of sessions will ensure the children are in the same group each day. Prior to moving into Primary 1 children were given buddies from Primary 6 to help them in the playground at the beginning of the new session. Children were also given opportunities to get used to the wider school premises such as the hall, the school playground, secret garden and adventure playground.

Children's ideas were respected and formed the basis for activities and nursery planning, while they were given responsibilities at snack time and for taking the register. Their achievements were celebrated through praise and display of their work in the nursery.

### **Areas for improvement**

Staff should continue to encourage children to have soup and a main course rather than a pudding and to help parents provide healthy options if they send a packed lunch.

Although independence was generally promoted at snack time, staff were seen to be gathering up the knives after children had spread their crackers. Staff should continue to encourage independence in snack routines, while helping

children to learn about how infections are spread at an appropriate level. Routines should allow this to happen with minimum staff intervention.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 4 - Good

### Statement 2

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

### Service Strengths

We found this service was performing very well in the areas covered by this statement. We concluded this after we spoke to the deputy head teacher and staff, saw written evidence and made observations at the nursery. We also took into account discussion with parents and children.

The environment had been designed with the safety of the children in mind and staff were always present to supervise the safety and security of the children both inside and outside. Staff checked the enclosed outside area before it was used by the children and parents arriving late entered through the main reception area. Staff helped children learn to take responsibility for keeping themselves safe in the outdoor areas by talking to them about managing their own risk taking. Staff respected children's abilities and discussed the importance of following safety rules and sharing toys and equipment. Staff provided additional support to less confident children to help them build up their confidence and abilities. Staff monitored the behaviour of children and reminded them of the importance of keeping other children safe and helping each other with tasks.

Children were learning how to keep themselves safe from infection through following hand washing and infection control rules. Children were seen to wash their hands at appropriate times including before lunch and snacks. They were also helped to become independent in dressing and undressing for outside play.

To ensure a safe and healthy environment the school's business manager had weekly health and safety meetings with the janitors, where any issues passed



on by the management team were raised and repair/maintenance work was delegated. The deputy head reported that staff brought any issues to the attention of the management team and they were acted on immediately. In order to be inclusive the nursery had full disabled access and any necessary provision or adaptations would be made for children with additional support needs. The janitors checked the outside areas of the school daily for hazardous items and warned staff if it was unsafe to use. However, the nursery also believed in helping children to assess risk and to learn to play safely in a risk managed environment, so they actively involved the children in Risk Benefit Assessments for any new experiences.

Tidy-up time was a very important part of the nursery routine and each key worker group was given responsibility for tidying an area of the nursery for two weeks. This was designed to help children learn where to replace resources and to care for their nursery, both inside and out.

During the summer term the children will be actively involved in planting, growing and taking care of plants. They had access to the walled garden at Papdale House, the woods and the willow burn, as well as the wider school grounds for further investigating and exploring the environment. The range of outside areas provided materials, textures and experiences to enhance play and learning.

There were good staffing ratios to help keep the children safe and supervised throughout sessions and all items in the nursery were appropriately risk assessed before being used. Children were also helped to learn responsibility for the environment through taking part in initiatives such as 'Bag the Bruck'.

## Areas for improvement

To continue to involve children in learning about how to keep themselves safe, whether using tools, scissors or outside equipment.

**Grade**

5 - Very Good

**Number of requirements - 0****Number of recommendations - 0****Statement 3**

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

**Service Strengths**

We found this service was performing well in ensuring that the environment allowed children to have a positive quality of life. We concluded this after we spoke to the deputy head teacher and staff, saw written evidence and made observations at the nursery. The nursery was seen to be clean, bright and in a good state of decoration and repair. Storage of toys and equipment was well organised with boxes labelled so they could be easily identified and accessed by staff when needed. New flooring had been laid in parts of the nursery to make it more attractive and suitable for the activities which were taking place there.

The nursery was divided into interest areas such as a home corner, a writing and art area and a book area with a sofa and cushions to give a cosy feel. Staff had worked with the children to develop areas on themes which interested them, such as the undersea world, complete with submarine and mermaid, and a jungle themed area. The snack and lunch area had been moved to a quieter space in a corner, which was more suitable as it did not interfere with children or adults moving about the room. It also gave a more intimate feel to the eating area which encouraged children to relax and take time over their food. Books had been made available in all areas. Water and sand play was available indoors and outdoors, with a large sand pit outside which had just been cleaned out and the children were going to help with the job of refilling it.

The outside space gave children opportunities to be active and choose from a wide range of experiences such as balancing, bikes, balls and digging using a range of different surfaces and natural materials such as stones and shells. Water was available from the water barrel and the children were able to be

responsible for filling buckets and containers and choosing how to use the water in their play. There was also the adventure playground with climbing equipment and a climbing wall, slides and poles suitable for a wide range of ages and abilities.

Parents commented on the interesting outside area, as well as the range of activities inside.

### Areas for improvement

The outside space could be further developed to ensure there was always a range of opportunities for digging and developing imaginative play throughout the year. The staff were planning to do an audit of the outdoor area and the resources available.

Staff were planning to make more use of floor books and this would also give more opportunities for children's mark making throughout the nursery.

Staff were working on developing the learning which they hoped the children would achieve in each area and then recording this in their folders to share with parents. This could then link into learning which could take place outwith the nursery.

### Grade

4 - Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

### Statement 3

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

### Service Strengths

We found this service was performing at a very good level in the areas covered by this statement. We concluded this after we spoke to the management team and staff, saw written evidence and made observations at the nursery.

Staff were qualified and well trained and registered with either the General Teaching Council or the Scottish Social Services Council (SSSC). All staff had gone through a safe recruitment process and an induction procedure was in place for new staff. This included becoming familiar with nursery policies and children's plans.

All staff attended in-service training opportunities throughout the year and there was additional training in the early years for new staff in the form of monthly twilight sessions. The nursery was part of a nursery cluster group, which had termly meetings and was an opportunity to share good practice and visit other nursery settings to gather ideas.

Staff had already received 'Building the Ambition' training and staff were progressing with using the 'Building the Ambition' to focus practice on wellbeing, communication and promoting curiosity, inquiry and creativity. Staff were involved in self evaluation against the 'Child at the Centre' quality indicators, as well as the Care Inspectorate's themes and statements.

The staff involved in the nursery were seen to be motivated and wanted to provide a good service for all the children. All the staff were involved in their

own continuous learning and development as required by their professional registration. All staff had annual professional learning reviews when they had the opportunity to discuss their aspirations for further training and development with their line manager. Training plans were drawn up and staff were supported to achieve the professional learning targets they set themselves

## Areas for improvement

Staff need to continue to develop their knowledge and experience of recording the learning experiences which they are providing for the children. This involves them in the systematic evaluation of their work, and putting in place improvement plans which show how the needs of the children are to be met. The recommendation is carried forward from the last report (**see Recommendation 1**).

## Grade

5 - Very Good

**Number of requirements - 0**

## Recommendations

**Number of recommendations - 1**

1. Staff should be involved in the systematic evaluation of their work, using assessments of the needs of the children to put in place next steps in the children's learning.

**National Care Standards Early Education and Childcare up to the age of 16. Standard 13: Improving the service.**

## Statement 4

"We ensure that everyone working in the service has an ethos of respect towards service users and each other."

## Service Strengths

We have graded this statement as very good, which we concluded after we spoke to the management team, staff and parents, saw written evidence and made observations at the nursery.

There was a supportive ethos within the nursery with parents feeling welcomed and valued. The staff were seen to be supportive of each other and had built up positive relationships with children, parents, the wider community and outside agencies.

Children were seen to be treated with care and respect, as were their parents whose roles were seen as vital. The staff tried to listen to and support parents in a non-judgemental way, so they could support their children, and to integrate them into the school community.

Staff were seen to be pro-active in assisting parents who needed additional support and worked with them to ensure their child had the opportunity to benefit from the learning environment within nursery. They also helped children to understand and make sure that all children were included in the nursery.

### Areas for improvement

To continue to work with children, parents and staff with respect and understanding.

### 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: 4 - Good

### Statement 2

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

### Service Strengths

The vision, values and aims statement which was on display throughout the school was regularly reviewed by all stakeholders including all members of staff. All staff were encouraged to participate in whole school in-service days and to access training opportunities. The school improvement plan working party, included representatives from nursery teachers and support staff.

Staff were given the opportunity at their annual professional learning review to suggest ways they could be involved in the development of the school priorities. Staff confirmed that communication and relations between the staff and managers were good with staff opinions and views being valued. They felt able to approach managers at any time with their ideas or concerns. Staff were included and encouraged to participate and put forward their ideas in all meetings including planning and sharing good practice. 'Building the Ambition' had been used at self-evaluation sessions to assist staff to evaluate their learning and care strategies, reflecting on and developing their ideas and practice.

Teaching staff were given choice annually where they might like to work in the school and requests were given priority whenever possible. There was a staff working area adjoining the nursery to provide space for team-meetings and staff development activities. A range of resources and books/magazines/journals for study, research or planning were available as well as computers with internet access.

Staff were encouraged to undertake additional twilight training courses in early education and childcare. Staff had used the quality indicators and 'Building the Ambition' to evaluate aspects of the nursery provision on a regular basis last year and made amendments to the provision when appropriate. The principal teacher for early years was based in school and all agreed was an excellent source of advice, training and documentation for learning for staff and managers.

### **Areas for improvement**

To continue to involve the staff in evaluating the provision and deciding on long-term goals and how these should be met within the setting.

### **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**

After considering the written evidence in the self assessment, policies and information shared with parents, talking to parents, the management team and staff, and observing practice, this quality statement has been graded as good.

The nursery had a self-evaluation process which used information from a range of sources including parental evaluation and feedback following parent workshops and family join in sessions. Feedback from daily conversations or meetings with parents was shared by staff and used along with ideas from the children. Links with other professionals such as the educational psychologist, health visitor and speech and language therapist was also used as part of the self-evaluation process.

There was an annual meeting for staff in the nursery and Primary 1 to meet



relevant early years' professionals who worked with the families in the setting such as health visitors and homelink workers. This contact helped to improve communication and support families.

The nursery had a self-evaluation programme based on the quality indicators from 'How Good is Our School' and 'Child at the Centre' which they used.

There were a range of self-evaluation procedures used which involved the views of all stakeholders including parents. Parents/carers had an opportunity to talk to staff at the beginning and end of sessions and staff shared the day's activities and learning with the parents.

Feedback was requested with every communication and there was a suggestion box in the waiting area. Parents views were sought through questionnaires on the two formal parents evenings and after Family Join In workshops. If any parent wished to discuss issues in confidence at any time, this could be facilitated by speaking to the management team in one of the private offices.

This year the nursery had focused their action plan on the requirements and recommendations made at the last Care Inspectorate report. A detailed action plan had been drawn up and progress had been reviewed regularly.

The Parent Council had the opportunity to discuss and feed into the School Improvement Plan. The Parent Forum were consulted on their views of the priorities for development for the next School Improvement Plan. All parents received a summary of the main targets of the School Improvement Plan. The nursery had an open door policy whereby parents were welcome to contribute to the life and work of the nursery and to raise any issues they felt relevant.

### **Areas for improvement**

The nursery was planning to look at the evidence drawn from their own self evaluation and use this to draw up their own improvement policy for the coming year based on learning outcomes for the children. They were also planning to use the new 'How Good is Our Early Learning and Childcare' document as a tool to assist them with the self evaluation process.

## 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

1. All children within the nursery should have a personal plan identifying their care and support needs and how these needs were to be met within the setting. Staff should have a knowledge and understanding of these plans to allow them to provide the necessary support to meet the needs of the children. These plans must be reviewed every six months or sooner if required.

This is in order to comply with:

Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) Regulation 5(1)(2) - Personal Plans.

**Timescale:** Within four weeks from the date of this report.

**This requirement was made on 03 September 2015**

Plans were in place to identify the care and support needs of the children. Staff were aware of these plans and used them to support their work with the children. Plans were reviewed and updated regularly. Measures were in place to ensure that plans were in place prior to children starting at the nursery and staff would have time to be familiar with these plans.

**Met - Within Timescales**

2. Appropriate consents should be in place for the administration of medication and a record should be held of any medication stored at the

nursery. Staff should be knowledgeable about children's medical needs and how to meet these in the nursery.

This is in order to comply with:

**Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) Regulation 4(1)(a) - Requirements to make proper provision for health and welfare of service users.**

**This requirement was made on 03 September 2015**

Consents and detailed instructions were in place for the administration of medication.

**Met - Within Timescales**

**3. Child protection procedures must be followed at all times. Staff must have knowledge and understanding of the role in safeguarding and protecting children.**

This is in order to comply with:

**Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) Regulation 4(1)(a) - Requirements to make proper provision for health and welfare of service users.**

**This requirement was made on 03 September 2015**

Staff had all received additional training on child protection procedures within the setting. Staff were aware of their role in safeguarding and protecting children.

**Met - Within Timescales**

4. A more effective quality assurance system needs to be in place throughout the year to ensure that children's health and support needs are being met.

This is in order to comply with:

Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) Regulation 4(1)(a) - Requirements to make proper provision for health and welfare of service users.

Timescale: within 4 weeks of the date of this report.

This requirement was made on 03 September 2015

There is a system in place to ensure that children's health and support needs are being met throughout the year.

**Met - Within Timescales**

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

### Previous recommendations

1. Staff should regularly assess the development and learning of each child and use this information to plan the next steps and share this information with parents and carers.

National Care Standards Early Education and Childcare up to the age of 16.  
Standard 4: Engaging with children.

This recommendation was made on 03 September 2015

By concentrating on the learning taking place in each area it is hoped to focus on the next steps for children. However, the information available in the children's folders still does not meet this recommendation and it is carried forward to the next inspection.

**2. Detailed accident forms should be completed following each accident and signed by parents at the end of the session.**

**National Care Standards Early Education and Childcare up to the age of 16.  
Standard 14: A well-managed service.**

**This recommendation was made on 03 September 2015**

Accident forms had been reviewed to include further details and were seen to be completed by staff and signed by parents.

**3. Children should have access to a well balanced and healthy diet in line with the nutritional guidance in the good practice document Setting the Table. Appropriate support should be in place to assist and encourage children at meal times and make these a pleasant and relaxing social occasion.**

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

**This recommendation was made on 03 September 2015**

Children were seen to be encouraged to eat a nutritious lunch with the offer of healthy options to encourage the children to eat a wider range of food, such as soups and vegetables.

**4. An audit of the space and how it is being used should be carried out to ensure that an active learning environment is being provided where children have the opportunity to choose from a range of stimulating activities.**

**National Care Standards Early Education and Childcare up to the age of 16.  
Standard 11: Access to resources.**

**This recommendation was made on 03 September 2015**

An audit of the space was carried out and the spaces have been reorganised to provide a wide range of learning opportunities.

**5. Staff should be involved in the systematic evaluation of their work, using assessments of the needs of the children, and put in place improvement plans showing how these are to be met.**

## National Care Standards Early Education and Childcare up to the age of 16. Standard 13: Improving the service.

**This recommendation was made on 03 September 2015**

Staff were undertaking assessments and evaluations of the areas they were responsible for on a daily basis. These were used as the basis for improvements in the resources available. Staff should now be involved in assessing all aspects of the service and this recommendation was continued.

**6. Staff should follow best practice guidance over child protection procedures and medication and accident recording, as well as taking into account the documents 'Building the Ambition' and 'Setting the Table'.**

## National Care Standards Early Education and Childcare up to the age of 16. Standard 3: Health and wellbeing and Standard 5: Quality of experience.

**This recommendation was made on 03 September 2015**

Staff had continued to undertake training over child protection and best practice guidance such as 'Building the Ambition'. They were aware of medication and accident recording procedures.

# 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	
3 Sep 2015	Unannounced	Care and support	2 - Weak
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and Leadership	3 - Adequate
3 Oct 2012	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good
23 Nov 2009	Announced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good

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### Contact Us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

[www.careinspectorate.com](http://www.careinspectorate.com)

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