

Care service inspection report

Dreghorn Pre-School and Creche

Day Care of Children

25/27 Dreghorn Gardens

Edinburgh

EH13 9NW

Telephone: 0131 441 5974

Type of inspection: Unannounced

Inspection completed on: 18 March 2015



HAPPY TO TRANSLATE

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Service provided by:

Dreghorn Pre-School and Creche

Service provider number:

SP2003002859

Care service number:

CS2003011919

If you wish to contact the Care Inspectorate about this inspection report, please call us on 0345 600 9527 or email us at enquiries@careinspectorate.com

Summary

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

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

We gave the service these grades

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

What the service does well

Dreghorn Pre-School and Creche provides a professional, caring and flexible service for families. The upgraded outdoor space provides a variety of opportunities and learning experiences for children. Systems are in place for families to be able to give their views about the service and participate in the life of the nursery. The manager and the staff team actively kept up to date with best practice to support positive outcomes for children attending the service.

What the service could do better

Dreghorn Pre-School and Creche should take action to address the areas for improvement as outlined in this report.

What the service has done since the last inspection

The service has continued to work hard to meet the needs of the families that use the service. They have improved upon the environment with the painting of playrooms and significant work to the garden. A new member of staff had been appointed since the previous inspection and an additional member of staff was due to start on completion of the necessary recruitment process.

Conclusion

Dreghorn Pre-School and Creche provides a high quality and unique service to families with a professional and welcoming approach. Information about the service is displayed and provided for families with opportunities for them to be routinely involved in the life of the nursery. Staff were supportive and caring in their interaction with children. The manager was enthusiastic and committed to provide a high quality service with continuous improvements for the outcomes for children.

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.

Requirements and recommendations

If we are concerned about some aspect of a service, or think it could do more to improve, we may make a recommendation or requirement.

A recommendation is a statement that sets out actions the care service provider should take to improve or develop the quality of the service but where failure to do so will not directly result in enforcement. Recommendations are based on the National Care Standards, relevant codes of practice and recognised good practice.

A requirement is a statement which sets out what is required of a care service to comply with the Public Services Reform (Scotland) Act 2010 and Regulations or Orders made under the Act or a condition of registration. Where there are breaches of the Regulations, Orders or conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Dreghorn Pre-School and Creche works in partnership with the City of Edinburgh Council to provide pre-school education. It is registered to provide a care service to a maximum of 24 children: 16 children aged three years to those not yet attending primary school are cared for downstairs and 8 children between two and three years are cared for upstairs. A wraparound service is offered for children who stay to have their lunch until 1pm.

There were 24 children present during the inspection which included 16 pre-school children and 8 children aged two to three years.

The service is located over two inter-linked houses. It offers childcare and pre-school education to both military families and the wider community. It has two playrooms and toilet/nappy changing facilities which are used by younger children. An office space is also located upstairs. The downstairs accommodation is open plan and is used by pre-school children. The kitchen is also located downstairs but this is not accessed by children. There is a large enclosed outdoor play area that had been upgraded to provide a variety of learning experiences for children. There was also a separate portacabin which housed a soft play area.

The service is run by a voluntary Management Committee, which is made up of parents and Military representatives. The staff group consists of a manager and three members of staff. A fourth member of staff was due to start employment.

The Parent Handbook tells parents that the service's aims include, "Shaping your child's future through Early Years Education and High Quality Care."

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

Quality of Care and Support - Grade 5 - Very Good

Quality of Environment - Grade 5 - Very Good

Quality of Staffing - Grade 5 - Very Good

Quality of Management and Leadership - Grade 5 - Very Good

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

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

2 How we inspected this service

The level of inspection we carried out

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

What we did during the inspection

We wrote the report following an unannounced inspection carried out by a Care Inspectorate Inspector. The inspection took place over two days. The first day was Tuesday 17 March 2015 between the hours of 9.30am and 1.10pm. An announced visit took place on Wednesday 18 March 2015 between the hours of 10.15am and 3.15pm when we concluded the inspection, viewed paperwork and met with the manager. We gave feedback to the manager on the second day.

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

We sent eight care standards questionnaires to the service to distribute to parents. Six of these were completed and returned to us prior to the inspection.

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

We spoke with:-

- the manager
- staff members
- some of the children using the service
- several parents.

We looked at:-

- the participation strategy (this is the service's plan for how they will involve service users)
- children's records
- planning documentation
- medication system
- accident records

- two staff files
- training records
- newsletters
- some policies and procedures to support the delivery of the service
- notice boards
- risk assessments
- questionnaires that the service had issued to parents, staff and children
- the six care standards questionnaires that had been returned to the Care Inspectorate
- the service's most recent self-assessment
- observing how staff work
- examining equipment, resources and the environment.

Grading the service against quality themes and statements

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

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

Inspection Focus Areas (IFAs)

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

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at www.firelawscotland.org

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

The requirement

It is a requirement that, to prevent cross infection, children's toothbrushes are stored and maintained in line with current infection control procedures.

This is in order to comply The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 SSI 2011 No.210 Regulation 4(1)(a) Welfare of users - A provider must where necessary, have appropriate procedures for the prevention and control of infection.

Timescale: from date of receipt of this report.

This requirement also relates to National Care Standards, Early Education and Childcare up to the age of 16, Standard 2, A safe environment and Standard 3, Health and well-being.

What the service did to meet the requirement

Following the previous inspection, through their action plan the service told us that they now had a copy of the National Standards for Nursery and School Toothbrushing Programme. A visit had also been arranged from Childsmile to support staff with the delivery of the programme. We saw that the toothbrushes were now stored appropriately using the 'brush bus' system which had a lid to protect the brushes from the environment.

The requirement is: Met - Within Timescales

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

1. We recommend that the service provide parents with a copy of their child protection procedure.

National Care Standard 3, Early Education and Childcare up to the age of 16, Health and well-being.

A revised copy of the child protection procedure had been developed and this had been shared with parents via the noticeboard and was now part of the welcome pack for new families. This recommendation had been met.

2. We recommend that the Manager delegate more responsibility to staff when planning and recording children's learning and progress.

National Care Standard 12, Early Education and Childcare up to the age of 16, Confidence in Staff.

A key worker system had been set up which meant that staff took responsibility for ensuring the children's files they were responsible for were kept up to date about children's progress. Planning was discussed as part of staff team meetings and staff were involved in the recording of planning for their rooms which was then evaluated. This recommendation had been met.

3. To further support them in their role, we recommend that staff receive individual support/supervision sessions with their line manager.

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

Support and supervision sessions were now carried out with staff with the manager. These sessions helped inform the annual appraisal. This recommendation had been met.

4. We recommend that the procedure/policy for making Complaints and Child Protection is displayed in the service for parents.

National Care Standard 3, Early Education and Childcare up to the age of 16, Health and well-being and well-managed service.

This information was now displayed for parents on the noticeboard. This recommendation had been met.

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 self-assessment document from the provider. We were satisfied with the way the provider completed this and with the relevant information included for each heading that we grade services under. The provider identified what it thought the service did well, some areas for development and any changes it had planned. The provider told us how the people who used the care service had taken part in the self-assessment process.

Taking the views of people using the care service into account

We observed the children during their play. The children were too young to give us their views about the service. Children were confident in their interaction with staff and were able to ask for support during their play when this was needed. We saw that children were very welcoming and proud of Dreghorn Pre-school and Crèche. The older children welcomed us into their home corner to have a cup of tea and some brussel spouts and confidently chatted to us about their play and what they liked to do. Children proudly showed us their art work and the St. Patrick's Day flags they had made and gave us a tour of their playroom.

Taking carers' views into account

We sent out eight questionnaires and six were completed and returned to us before the inspection. All parents indicated that 'Overall, I am happy with the quality of care my child receives in this service'. Information from the questionnaires and comments from parents have been included in the report as appropriate.

When parents arrived to collect their child from nursery we had the opportunity to speak with them. Parents we spoke to were very complimentary about the service, staff, support received and the experiences their child took part in.

3 The inspection

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

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

Statement 1

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

Service strengths

At this inspection, we found that the performance of the service was excellent for this statement. We gathered evidence from discussion with parents and children, observations and viewing the care standards questionnaires returned to us. We also saw a variety of opportunities for families to be able to participate in assessing and improving the quality of the care and support provided by the service. These included:-

- promoting working in partnership with families and involving them in the life of the service. This included the 'parents' as partners' initiative. Parents had been involved in the development of the new garden and a painting party had been held to refresh the playrooms.
- the service promoted opportunities for positive role male role models to be involved in the sessions. Representatives from the Army Welfare Office visited to take part in the session. For example by reading stories to children. We saw that one child enjoyed having his dad visit the service and involved him in the snack routine and building lego models.
- children being consulted throughout the day about the play opportunities available to them.
- regular newsletters with feedback about future plans.
- a welcome pack for new families.
- informal daily exchange of information at the beginning and the end of the session with parents.
- new e-mail communication to further provide parents with updates and information.

- notice boards in the foyer which included information about the service, planning and staff employed at the nursery.
- family questionnaires with feedback results communicated through a 'How are we doing' report.
- parent evenings for parents to discuss their child's time at the pre-school and creche.
- a suggestions box.
- sharing community links and news information with families.
- having wall displays of photos to show the learning opportunities and experiences that the children had taken part in.
- children had been involved in the recruitment of a new member of staff and had been asked about what kind of person they would like to work at the service.
- having a Standards, Quality Improvement plan for the service outlining their evaluation of their key focus areas for the year and areas for development.

In the six care standards questionnaires returned to us all parents indicated 'Strongly agree' or 'Agree' to the statements:-

- The service has involved me and my child in developing the service, for example asking for ideas and feedback.
- I am kept informed about what is happening in the service, for example through newsletters and information boards.
- The staff ask for my child's views about the activities and outings, and use them to plan future activities.

All six parents indicated 'Yes' to the statements:

- I received clear information about the service before my child started using it.
- My child and I were able to visit the service before starting to use it.

Some comments from parents through the questionnaires included:-

'I am extremely happy with the quality of care that my child receives'.

'I am amazed at the progress that he has made because of the close work and individual attention he receives. I think the outdoor area is fantastic and the indoor space is used to its full potential, which is both educational and fun. I cannot speak highly enough of Dregghorn Pre-school and creche'.

'We are thrilled with the individual care provided for the children here. The staff are friendly and welcoming and make the children feel valued. A lot of time has been put into developing the outdoor environment and both outdoors and indoors are set up

beautifully every day. My daughter really enjoys coming to nursery and we are very confident leaving her in the care of the staff here. In our opinion all aspects of this little community pre-school are outstanding'.

'(Child's name given) has blossomed since he started at Dreghorn Pre-school. He is so happy here and he is thriving under (staff named) care. We move around a lot and (child's name) has been to several nurseries and this is definitely the best. Their style and approach really suit him. He is a really energetic little boy who does best in smaller groups and the fact that there are only 16 children and that they encourage them to be independent is perfect for him. He loves using his imagination and the style of play (lots of role play, outdoor kitchen etc) really helps him learn. He's come on leaps and bounds since he came here. We love it and they have an incredible garden'.

'I have used this centre over many years and have seen it evolve over this time. The care provided is excellent. The improvement in the outdoor area is fantastic, the boys love exploring it. The staff are so caring and are supporting them in becoming independent individuals. (manager named) has been fantastic and led the centre through the transformation. She takes the time to settle every family'.

'Both myself and my husband are very happy with the care our daughter receives at Dreghorn Playgroup. Both (staff named) are doing an amazing job. They're always cheerful, helpful to the children and totally relaxed with them. Since she's begun, (child's name given) has grown in confidence. It's been a great introduction to nursery life and has prepared her for full-time nursery'.

Areas for improvement

The provider should continue to monitor and maintain the excellent quality of care. The provider should ensure that it is rigorous in identifying any areas for improvement and implementing action plans to address these.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3

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

Service strengths

At this inspection, we found that the performance of the service was very good for this statement. The service had appropriate systems to help gather information from parents and meet the health and welfare needs of the children effectively. We looked at children's records, staff practice, medication records and observed snack time routines to assess this statement.

Enrolment forms were completed when children started the nursery and included a record of children's name, date of birth, G.P details and emergency contacts. Allergy and dietary information was also sought along with parental consent for outings and photographs to be taken. Children's information was reviewed at least once every six months in line with legislation.

Each child had a personal learning profile (PLPs) which included gathering 'All about me' information. Systems were in place for staff to use observations, photographs and record children's achievements. Photographs in the playrooms demonstrated how children had been effective contributors and confident learners through the experiences they had taken part in. The achievement wall recorded children's achievements from either at home or at the service. Floor books were used in the pre-school room to record children's comments and photographs about key experiences and learning that took place throughout the year. Planning outlined children's experiences and their learning opportunities. This was then evaluated. Staff monitored children in their play and intervened appropriately to further encourage children's independence. Responsive planning was recorded and the action taken as a result. For example one child talking about their experience of the cold weather had led to a variety of different learning opportunities. Some children enjoyed finding the ice in the outdoor garden and what it felt like. Planning and experiences were child led and children were able to tell us about their learning and what they were doing. For example planting bulbs and looking up the book to find the instructions.

Staff demonstrated they were aware of the need for infection control by reminding and encouraging children to wash their hands before snack and after using the toilet. Snack was provided during the session. Children's dietary requirements were catered for and we saw that children enjoyed the food provided for them. This was a social experience with all children coming together to sit with their peers. The manager was aware of the new nutritional guidance 'Setting the Table' to help inform their practice. The service took part in the National Toothbrushing Scheme and children brushed their teeth after snack. This meant that children were supported to learn about being healthy and about good dental health. We saw that toothbrushes were

now stored appropriately in line with the Child Smile Guidance 'National Standards for Toothbrushing Programme'.

We saw that staff were very caring in supporting children with their needs. They supported children who needed further help and encouragement during their play. Staff knew the children in their care well and knew their likes, personality and described the action they took to support their needs. Staff promoted positive behaviour strategies with the children and children were reminded of the boundaries and the importance of being kind to our friends. Children were involved in a variety of discussions and decision making throughout their play. This helped them to be aware of the risks around them. For example, we saw that when children brought out the cars and scooters to play with, they drew a chalk no entry sign on the path to help keep the other children safe.

Staff had attended training on child protection and were knowledgeable about GIRFEC (Getting it right for every child). GIRFEC is the national approach to reforming children's services to improve outcomes for children. The manager described how they had worked in partnership with other agencies to ensure that children with additional support needs and their families were well supported.

In the six care standards questionnaires we received all parents indicated 'Strongly agree' or 'Agree' to the statements:-

- My child regularly gets fresh air and energetic physical play.
- My child can experience and choose from a balanced range of activities.
- The service has a clear code of behaviour for children, and works with the children to make sure they understand it.
- Staff regularly assess my child's learning and development and use this to plan their next steps.
- Staff share information about my child's learning and development with me and, where appropriate, my child.
- The service provides a healthy and well-balanced diet which meets my child's dietary and cultural needs.
Staff have worked with me and my child to develop an individual education and support programme for my child.
- The service makes good use of resources in the community for example library and parks.

Areas for improvement

We talked about the best practice document 'Building the Ambition' and further ways that this document could be used to enhance the layout of the playroom, resources and the planning for opportunities for children under three years of age. The manager told us that once a new member of staff had started, she would be available

during the session to enable and support staff to action this. This may help ensure consistency of practice throughout the service and the resources available. For example the sand tray upstairs did not have enough sand for the children to play with the resources provided and the house area in the smaller room was not actively used by children. (See recommendation one).

We viewed children's files and saw that some enrolment forms did not have the section about the name and contact details for children's General Practitioner. We were told that due to families being new to the area, this information may not have been known at that time. The manager agreed to ensure that in line with legislation, this information was completed and followed up with families. We also saw that some forms outlined children's medical/medication information. We asked the manager to clarify these needs with parents. A record should be in place about the action that staff should take in the event of the development of any signs and symptoms especially if parents only provided medication on an 'as and when required' basis. The manager agreed to follow this up with parents. We directed the service to the good practice document 'Management of Medication in daycare of children and childminding services' available on our website www.careinspectorate.com. This document will help the service to ensure that their policy and practice is in line with this document. We will follow this up at the next inspection.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. Action should be taken to enhance the layout , resources and planning for opportunities within the playrooms for children under three years of age in line with best practice guidance 'Building the Ambition'.
National Care Standards early education and childcare up to the age of 16:-
Standard 4: Engaging with children.
Standard 6: Support and development.
Standard 7: A caring environment.
Standard 13: Improving the service.

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

Statement 1

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

Service strengths

The strengths under Quality Theme one, Statement one also apply to this Quality Statement.

Areas for improvement

The information under Quality Theme one, Statement one also applies to this Quality Statement.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 2

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

Service strengths

At this inspection, we found that the performance of the service was very good for this statement. We looked at the environment and viewed risk assessments and staff practice. There were various policies and procedures in place to support this .

We found all playrooms to be suitably ventilated and well maintained. Any maintenance issues were reported to the manager who had responsibility to arrange for these to be addressed by the Ministry of Defence. This showed a commitment to the upkeep of the building and resources. A record of any maintenance issues was recorded along with the action taken to address these.

There was a secure entrance to the service and parents and visitors had to be given access to the building by staff. The playrooms allowed children to be involved in a variety of activities either on their own or in small groups. They were set out to support children to be able to move around freely. Staff encouraged children to take care of the resources. There was sufficient storage for the resources and these were visible to children who were able to request them.

Written risk assessments were used to demonstrate the assessment of the environment and included information about the precautions taken to minimise any issues identified by staff. We reviewed the accident and incident recording systems and parents were informed when something happened to their child along with the actions taken by staff.

Significant work had taken place to enhance the outdoor garden area and the learning opportunities for children. This included the outdoor kitchen, sand and water play. There was also a music wall and space for children to enjoy riding on the bikes and cars. Soft play was also available for the children to use and was located in the portacabin. Children's enjoyment of the outdoors was further enhanced by the planning and preparation of the staff team. For example a large cardboard box was provided and there was excitement from the children as they found this and used it in their play to build a den. Potatoes and rosemary sprigs were also provided in the outdoor kitchen for the children to be able to use in their play. Children's request for warm soapy water to wash their dishes was also actioned by staff and we saw that the outdoor kitchen provided a vast array of learning and role play opportunities.

In the six care standards questionnaires, all parents indicated 'Strongly agree' or 'Agree' to the following statements:-

- The service is a safe, secure, hygienic, smoke free, pleasant and stimulating environment.
- There is enough space for the children to play and get involved in a range of activities.
- The service has a suitable range of equipment, toys and materials for the children.

Areas for improvement

We asked that written risk assessments were updated to reflect the new garden area and the different age ranges of children attending in the service, particularly for the outdoor play areas. This information should reflect any risks identified and how these are minimised and monitored by staff. For example older children used safety knives to cut up potatoes in the outdoor kitchen and knew the rules and how to keep themselves safe. However younger children also accessed this area. We saw that the windows in the soft play portacabin did not have restrictors on them and could open fully. We acknowledged that this would be difficult for children to open due to two catches having to be undone and with staff in attendance. The manager agreed to risk assess this to further ensure children's safety and staff awareness. Older children wore waterproof suits to enjoy their play in the garden yet younger children did not. This meant that some children's clothes were muddy on return to the playroom. (See recommendation one).

We saw that the playroom doors downstairs were secured by bolts from the inside. This meant that staff upstairs had to access the kitchen and return with snack by going out the main entrance and around the building. The manager agreed to review this practice whilst maintaining security and child safety. We advised that this should be recorded as part of their risk assessment documentation. (See recommendation one).

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. The provider should update written risk assessments for the outdoor garden area to identify any risks and how these are minimised and monitored by staff. These assessments should take into account the different ages of children attending and their stage of development. Written risk assessments should also be updated to reflect the decisions made about staff access to internal parts of the building whilst maintaining security.

National Care Standards early education and childcare up to the age of 16:-

Standard 2: A safe environment

Standard 3: Health and wellbeing.

Standard 13: Improving the service.

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 1

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

Service strengths

The strengths under Quality Theme one, Statement one also apply to this Quality Statement.

Areas for improvement

The information under Quality Theme one, Statement one also applies to this Quality Statement.

Grade awarded for this statement: 6 - Excellent

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

At this inspection, we found that the performance of the service was very good for this statement. The nursery had a range of policies and procedures which supported the professional approach taken by staff.

Throughout the inspection we found that staff were professional and caring in their interaction with the children in their care. They were knowledgeable about the children's individual interests and their care needs. Children were encouraged to be independent with staff supporting them when needed. Children were observed to have a positive rapport with staff. We saw that staff worked well together as a team and were responsible for key activities throughout the session.

Staff held childcare qualifications which were suitable for the positions they held. This helped ensure that staff would have the correct skills and experience to meet the needs of the children in their care. Training opportunities were offered to staff. Through discussion and viewing records, we found that there was a commitment from the manager and staff to attend further training to help maintain their knowledge of best practice and to support and improve outcomes for children. A training matrix was in place and recorded training attended by staff. Records demonstrated that staff had attended training about GIRFEC, First Aid, Child Protection and Food Hygiene. Key best practice documents were displayed in the office for staff to view and support their practice. Staff signed a checklist to record when this had been done. This meant that staff were aware of the importance about keeping up to date with best practice information. Regular support and supervision sessions were held with staff and these helped monitor staff training and development needs. These meetings then helped inform staff annual appraisal meetings.

All but one member of staff were registered with the Scottish Social Services Council (SSSC) and the manager kept a record of this. Photographs of staff and the management team were displayed in the hallway. This helped parents to know who was taking care of their child.

The manager and staff discussed and evaluated the service informally on a daily basis. This helped to ensure consistency and the sharing of relevant information to support outcomes for children and to enhance learning and play opportunities. Team meetings took place regularly and from discussion with staff and on viewing a record of these, staff were able to contribute to ideas and the sharing of best practice.

In the six care standard questionnaires returned to us, all parents indicated either 'Strongly agree' or 'Agree' with the following statements:-

- I am confident that the staff have the skills and experience to care for my child and support their learning and development.
- I am confident that there are always enough staff in the service to provide a good quality of care.
- My child appears happy and confident with the staff.
- The staff treat my child fairly and with respect.

Areas for improvement

The service should continue to monitor and maintain the very good standards of quality for this statement. They should ensure they are rigorous in identifying any areas for improvement and implementing action plans to address these.

During the inspection process we found that one staff member was no longer registered with the SSSC. This was unknown to them or the manager. They took immediate action to clarify this by contacting SSSC to seek information about how to rectify this. The manager agreed to e-mail us about the action that had been taken to address this. We advised that a clear system should be developed for the manager to regularly check and monitor staff members' SSSC registration on a regular basis as part of the quality assurance systems. Staff should also be reminded of their responsibilities to ensure that their registration with the SSSC is maintained annually. (See recommendation one).

There was a safer recruitment checklist in staff files to outline the process carried out. We discussed with the manager that a clearer audit of when safer recruitment checks were requested and then completed would be beneficial. Records should clearly outline how referees are known to candidates and in what capacity. We will follow this up at the next inspection.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. A clear system should be developed to ensure that staff members' SSSC registration status is monitored on a regular basis.
National Care Standards early education and childcare up to the age of 16:-
Standard 12: Confidence in staff
Standard 14: Well-managed service.

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

Statement 1

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

Service strengths

The strengths under Quality Theme one, Statement one also apply to this Quality Statement.

Areas for improvement

The information under Quality Theme one, Statement one also applies to this Quality Statement.

Grade awarded for this statement: 6 - Excellent

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

At this inspection, we found that the performance of the service was very good for this statement. We looked at how the quality of service was assessed and the processes used to involve service users, carers, staff and stakeholders.

A complaints procedure was in place and displayed on the notice board. This meant that parents were informed about who to contact in the event of any concerns.

The manager described how quality assurance was supported and maintained in the service in order to make continuous improvements to the service delivery and practice. This included:-

- the monitoring of plans.
- sharing playroom practice.
- evaluations of areas/resources.
- team meetings.
- visits to other services and the sharing of practice and ideas. For example development of the garden and the music wall.
- the completion of the nursery SQIP (Standards, Quality, Improvement Plan) which parents and staff could contribute to including about the service's achievements and areas for improvement.
- the manager told us about how staff practice was observed and assessed as she worked alongside the team throughout the session.
- the manager attended the local cluster group meetings where they met with other services to discuss latest information and practice about pre-school education.
- questionnaires issued to families to seek their views.
- having a management committee which included Military community representatives and parents.
- having a record of the key administration and managerial tasks that the manager was responsible for and a calendar of when key quality assurance tasks were carried out.

Areas for improvement

The manager currently worked alongside the staff in the playrooms as part of the team to support and deliver the service. On completion of their safer recruitment checks, a new member of staff was due to begin employment in the pre-school room.

This would enable the manager to be supernumerary and to observe, monitor and support the whole service throughout the session. This would help enhance and ensure quality assurance and consistency in practice and address the areas for improvement that we have highlighted in this report. We will follow this up at the next inspection.

We saw that the child protection policy referred to the service's duty to contact one of the listed agencies. This policy should be clearer to outline that the service must make contact with Social Care Direct for advice in the event of any child protection concerns.

We saw that the service had adopted the best practice document 'Infection Prevention and Control in Childcare Settings (Day care and Childminding Settings)'. The service should develop their own infection control policy to outline the precautions and procedures they carry out within their specific environment to maintain infection control. For example handwashing after garden play. We will follow this up at the next inspection.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

4 Other information

Complaints

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

Enforcements

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

Additional Information

Not applicable.

Action Plan

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

5 Summary of grades

Quality of Care and Support - 5 - Very Good	
Statement 1	6 - Excellent
Statement 3	5 - Very Good
Quality of Environment - 5 - Very Good	
Statement 1	6 - Excellent
Statement 2	5 - Very Good
Quality of Staffing - 5 - Very Good	
Statement 1	6 - Excellent
Statement 3	5 - Very Good
Quality of Management and Leadership - 5 - Very Good	
Statement 1	6 - Excellent
Statement 4	5 - Very Good

6 Inspection and grading history

Date	Type	Gradings
19 Mar 2013	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 5 - Very Good
13 Oct 2010	Unannounced	Care and support 6 - Excellent Environment Not Assessed Staffing Not Assessed Management and Leadership Not Assessed
19 Oct 2009	Unannounced	Care and support 6 - Excellent Environment 6 - Excellent Staffing 5 - Very Good Management and Leadership 5 - Very Good

Inspection report continued

3 Jul 2008	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 4 - Good

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

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