

# Care service inspection report

Full inspection

## **Bishopbriggs Village Nursery Day Care of Children**

Cadder Church South Halls  
Kirkintilloch Road  
Bishopbriggs  
Glasgow



HAPPY TO TRANSLATE

Service provided by: Bishopbriggs Village Nursery Committee

Service provider number: SP2003000735

Care service number: CS2003003641

Inspection Visit Type: Unannounced

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

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

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## Summary

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

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

### We gave the service these grades

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

### What the service does well

The manager and staff had developed strong relationships with parents and children. Consultation with parents was very strong, particularly in relation to the care and support of children.

Staff were knowledgeable about children's individual needs and interests.

The service operated an open door approach, welcoming comments and feedback from parents.

### What the service could do better

The service should continue the very good partnership work with parents to ensure that they continue to participate in opportunities for assessing and improving the quality of service.

The manager should take forward the areas for improvement identified in this report.

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

The manager and staff used the principles of the Scottish Government guidance, Getting it right for every child (GIRFEC) to ensure that all children were effectively supported.

Parents and children had helped to change the nursery garden into an eco space and sensory garden.

The service had successfully obtained funding from Awards for All to purchase new resources.

The manager and staff had participated in a range of training.

### Conclusion

Management and staff were very knowledgeable and professional in working with children, families and other agencies.

The manager is enthusiastic and committed to further developing the service and to continuing to work with staff and parents to ensure that positive outcomes for children are achieved.

# 1 About the service we inspected

Bishopbriggs Village Nursery operates from accommodation within Cadder Church Halls in Bishopbriggs. The service is provided by Bishopbriggs Village Nursery Committee, a voluntary management committee.

The service is in partnership with East Dunbartonshire Council and provides sessional childcare and early learning to children aged from 3 to 5 years. The registration enables the service to provide care for no more than 30 children each day, Monday to Friday, between 8.50am and 12pm.

The service's aims include: "To provide learning opportunities which will support and challenge individual children's experiences and interests in a nurturing and stimulating environment."

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

This 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 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](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 from the Care Inspectorate. The inspection took place on Wednesday 25 November 2015.

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

We sent 20 care standards questionnaires to the manager to distribute to parents/carers who use the service and received 16 completed questionnaires before the inspection visit.

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

- the service registration certificate
- the service insurance certificate
- evidence from the provider's self assessment
- policies and procedures
- observations of how staff work with children
- registration information and personal planning records for children
- parent information displays and handbook
- staff training and supervision records
- maintenance records
- administration and storage of medication
- audit of accidents and incidents
- risk assessments
- questionnaires for staff and parents/carers.

We also spoke with the manager and staff.

## **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.

We received a fully completed self assessment document from the service provider. We were satisfied with the way the service provider had completed this and with the relevant information they had given us for each of the headings that we grade them under.

The service provider identified what they thought they did well, some areas for development and any changes they planned. The service 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 children in the nursery to be familiar with the daily routine and to be very well settled in the environment. Children played independently or in small groups with very good support and interventions by staff.

Staff knew children well and were very attentive and caring towards them. Children were independent, helping themselves to snack, pouring drinks and clearing away their cups and plates. Children commented:

"I'm going to draw."

"Look what I did."

"It's a square."

"I'm having water."

### Taking carers' views into account

We sent 20 care standards questionnaires to the manager who gave them to parents. Sixteen were completed and returned to us before our inspection. Comments included:

"My child was not used to being away from me so struggled with this when they started nursery. The staff were a huge support through this for both my child and myself. They seemed to genuinely care that my child enjoyed their time at nursery".

"Fabulous nursery and learning environment. Lovely big open space and only downside is lack of outdoor space."

"As parents we couldn't be more happy with the care and learning experiences our daughter receives."

"My child has settled in very quickly and has formed some friendships already. The staff make a massive effort to get to know my child by asking lots of questions of likes, dislikes. This makes me feel my child is having a very tailored care package."

"I always have the highest confidence in the care provided by staff. Each and every staff member always addresses my child by name and is always welcoming and open."

"I cannot commend this nursery highly enough. They are devoted to the wellbeing and development of children. The team are committed and care for the children in such a dedicated way."

"I cannot speak highly enough of the staff in the nursery. They frequently go the 'extra mile' and have genuine affection for the children."

Additional comments are recorded within the quality themes in the report.

### 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 the performance of the service was very good for this statement.

Consultation with parents and children about care and support was very strong. Parents engaged in their child's learning and the life of the service. There were numerous strategies implemented to allow children, parents and families to participate in assessing and improving the quality of care and support including:

- stakeholder participation strategy
- information available on the National Care Standards
- key worker discussion with parents
- children's learning stories and achievement folders
- home link processes
- flexible, responsive planning
- questionnaires/surveys for parents and children
- informal and formal consultation with children
- seeking parents' views and suggestions via the service newsletter
- parents' comments sought regarding topics and ideas for children's learning
- parents and children involved in the eco committee

- welcome pack
- open days and sessions where parents/carers can participate in nursery with children
- parents' meetings
- curriculum evenings
- parents/carers as visitors to the nursery to engage in activities with children
- community links
- collaborative work with external agencies
- strong transition process
- parent committee
- availability of Standards and Quality report and improvement plan for parents
- notice board
- welcome board detailing daily activities
- planning board displayed
- handbook
- website
- suggestions box
- staff photos and qualifications on display.

A detailed welcome pack, regular newsletters, information board, website, parent meetings and an effective keyworker system enhanced communication with parents. This made sure staff planned activities that took account of children's individual needs and interests as well as supporting their development.

A number of parents were involved as committee members responsible for provision of service. Parents could also participate in parents' evenings, curriculum evenings and other events that let them know how the service was provided and involved them in decision-making about the life and work of the service.

The service also made the development plan and Standards and Quality report available to parents and involved them in continuous self evaluation processes for example, review of policies and transition arrangements.

Parents were involved in children's learning and development. They provided ideas for children's learning and were encouraged to maintain strong home partnership arrangements. They participated in the parent involvement programme and stay and play sessions.

Parents had active involvement in the eco committee and parent committee. They also regularly volunteered to assist with outings. Parents were heavily involved in fundraising and were also involved in staff recruitment processes.

Parents and grandparents came into the nursery to read to children, assist with crafts and sing/play the piano. Visitors and community services visited the nursery to engage with children.

Children, parents and staff were involved in improvement planning and could provide views and comments and make suggestions for improvement.

Children were consulted on a daily basis and supported to make informed choices about their learning and development. Information collected supported responsive planning of experiences, activities, topics and outings.

Through sampling children's learning stories and achievement folders, we saw that the service had very good links with external agencies to ensure, where necessary, that the care and support provided to children was coherent and properly co-ordinated. Through the partnership arrangement with East Dunbartonshire Council, the service liaised with the Early Years Management Team.

### Areas for improvement

The service should continue to build on its very good practice of promoting the participation of children and their families.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## 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

At this inspection, we found the performance of the service was very good for this statement.

Staff were developing their knowledge about national guidance such as Building the Ambition. This is new national practice guidance on early learning and childcare for staff working in all childcare settings across Scotland. Staff implemented the Scottish Government guidance, Getting it right for every child (GIRFEC) to ensure that children and their families were fully involved in decision making.

Staff implemented a variety of strategies in collaboration with parents to ensure that children could make their own choices and be supported to achieve their potential. They involved parents as partners in their children's learning. Parents attended curriculum meetings to discuss children's learning stories and achievement folders with staff. They participated in the Parent Involvement Programme, joining in nursery with their children.

Home/nursery link sheets were used to share learning with parents. The most recent shared learning related to a topic on Scotland. Children developed a big book to consider "What do we know about Scotland?" Photographs showed children enjoying activities such as food tasting, Scottish poems and songs and Highland dancing. A home link bear was used to encourage children to share activities and achievements from home. Children could use the lending library and parents were encouraged to look at and read story books with their children at home.

The nursery provided communication sheets, progress records and written reports for parents throughout the year. Children's folders included photographs, artwork and children's comments. Parents and children contributed to planning where next steps and child initiated learning was identified. The use of Talking, Thinking and Planning books helped children to make choices and decisions about their play and learning.

We could see that staff were supporting children's emotional wellbeing. The playroom had areas with soft furnishings where children could relax and take time out. We observed staff engaging with, and supporting children very well. There were lots of warm, affectionate interactions between staff and children.

There were very good links with local primary schools and shared placement services. Transition to nursery and school was carefully planned with parents and children being fully involved and consulted. The nursery implemented a full induction process to ensure that children were appropriately supported.

Staff conducted wellbeing and involvement observations and used a tracking system to ensure that children were supported to achieve positive outcomes. Parents were an integral part of this process. Staff enabled children to learn at their own pace and to develop confidence, self esteem and self control. They supported children to develop skills and competencies such as making decisions, solving problems and communicating. Staff fully worked in partnership with parents to ensure that inclusive practice was achieved.

Parents who completed care standards questionnaires commented:

"My daughter has a strong relationship with not only her keyworker but all staff within the nursery. The commitment of staff across the nursery to improving children's learning is clear. I enjoy the parent involvement days when my daughter has the opportunity to show me around her nursery and the activities she likes to do. Furthermore, my child seems highly motivated and is keen to explain what she learned in nursery each day, she is also proud of her achievements within nursery."

"Staff work exceptionally hard to deliver an excellent service. Parents and children feel very welcome. Our child is very happy and clearly progressing positively both in confidence and in learning. Excellent nursery."

### Areas for improvement

The service should continue to build on its very good practice of supporting children to achieve their potential.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**



## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

### Statement 2

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

#### Service Strengths

At this inspection, we found the performance of the service was very good for this statement.

Children were cared for in accessible, well maintained premises. The service was warm, bright, spacious and inviting for children and families. Access to the service was by a door entry system. Management and staff had created an informative reception area which included a range of useful information about the service, staff details, health and safety, health promotion and child protection. Information was displayed both on notice boards in the corridor leading to the playroom and in the cloakroom used by parents and children.

Management and staff had taken care and consideration in creating a safe, pleasing and stimulating environment suitable to the needs of children attending. Furniture and fittings used throughout the service were of a very good quality. Soft furnishings were available to ensure children had access to quiet, comfortable areas.

Children were very involved and learning to take care of the environment as they recycled a wide range of materials in the playroom and garden. They had attained their Green Flag Award in recognition of their Eco-Schools work. Staff, parents and children had further developed the outdoor play area to include an eco space and sensory garden.

We were able to see an appropriate accident and incident policy was in place and accident records were kept.

Through discussion with staff, it was evident they had a very good awareness of the service child protection policy and best practice, as well as their responsibilities to ensure children were safe. Staff confirmed regular training had taken place to keep their knowledge up to date. The manager was the designated child protection officer.

Other relevant policies and procedures were in place to prevent the spread of infection and to keep children and staff healthy. The service had recently had a successful inspection conducted by the local authority environmental services. A qualified kitchen assistant was employed to prepare snack for children and care for the kitchen area. We observed staff practice during the inspection which evidenced that staff were following policies and procedures and promoting good infection control practice.

During the inspection, children could participate in free play and organised activities. We observed children making different use of resources available depending on their needs and wishes.

The service operated a sign in/sign out system for visitors and children were encouraged to self register as soon as they arrived in the playroom. As a result, a record was maintained of people in the service.

The service had carried out a wide range of risk assessments for inside and outside the premises including children's outings.

The service had current, clear procedures and systems in place for documenting and notifying the church hall convenor of maintenance issues when they were identified.

Appropriate insurance was in place and displayed for parents' information.

Parents who completed care standards questionnaires commented:

"The Village is a fabulous nursery. From our very first visit I got a strong impression of a well organised, structured and stimulating environment."

### Areas for improvement

The service should continue to build on its very good practice of ensuring safety and security for children.

### 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

At this inspection, we found the performance of the service was very good for this statement.

As reported under quality theme 1, statement 1, we found that children's opinions and views were listened to and responded to which contributed to their quality of life.

We observed that staff knew children and their families well and used this knowledge to provide positive, tailored experiences for children. Their developing knowledge and awareness of current guidance such as Building the Ambition and GIRFEC and their commitment to implementing this in practice ensured that children enjoyed very good quality provision.

Children were involved in their wider local community through outings and participation in local events. Children also benefited from visiting the library and having visitors from the Scottish Fire and Rescue Service, dental health, Police Scotland and ED's Cycle Co-op. Children visited Green Aspirations, a woodland craft experience, where they played in a mud kitchen and went on a mini beast hunt provided by the Woodland Rangers. This was partly financed by funds obtained from Asda through their 'Nominate a Cause' green token scheme. Children also enjoyed many events within the nursery, for example, Primary 1 reunion, Harvest Thanksgiving, Diwali, St. Andrew's Day Ceilidh, Chinese New Year and World Book Day.

The service was well resourced and offered children a variety of different activities to stimulate and challenge their learning. The service was recently successful in gaining Awards for All Big Lottery Funding to purchase resources to enhance the learning environment. In addition, a range of resources purchased with money raised from fundraising events was available for children including scooters, VTech tablets, sensory boxes, sand and water play resources.

We saw that there were numerous resources looking at different areas of development and these were differentiated depending on the age and stage of the child. The children were given space to explore and learn independently under the watchful eye of the adult. They only intervened where necessary and allowed the children to explore and develop their play skills within the nurturing environment. Children were at all times asked for their opinion and active learning was evident as children independently chose learning experiences.

Children's Learning Stories and Achievement folders showed us how staff had considered children's individual interests and needs. These were shared with parents and parent comments were welcomed.

The folders demonstrated that children were engaged and very good opportunities were provided for them to reach their potential. Staff regularly congratulated children on their achievements and successes. Positive, encouraging comments were recorded within children's folders. Building on children's self esteem and motivation to learn contributed to their quality of life in the service.

Staff displayed a sound knowledge of the children in their care and their specific development needs. All staff had a lovely calm tone in their interactions with the children which helped maintain the positive atmosphere. Staff displayed good knowledge and skills and a mutual respect was evident between staff and children.

A few attractive wall displays and photographs of children playing and learning were displayed. The environment, whilst purposeful and productive, was also calm and peaceful. Management and staff continually evaluated ways of using, adapting and improving the environment to support individual children and achieve good outcomes. In particular, they regularly set up the playroom to accommodate large group physical play as the outside play area was not wholly suitable for this.

We saw children enjoying the home corner, good quality story books and a range of play and real life experiences.

Children accessed resources that stimulated inquiry, exploration and curiosity. Children were given opportunities to gain independence skills through being given responsibilities such as clearing up after snack and acting as snack helper.

### Areas for improvement

The service should continue to build on its very good practice of providing an environment that allows service users to have a positive quality of life.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

### Statement 2

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

### Service Strengths

At this inspection, we found the performance of the service was very good for this statement.

The service had an effective safer recruitment policy in place. Staff files were easily accessible and contained all relevant information. We particularly looked at one file for a new staff member who had recently been employed and found that all relevant checks including references from previous employers, medical declarations, Protecting Vulnerable Groups (PVG) or Disclosure Scotland checks and application for registration with the Scottish Social Services Council (SSSC) had been undertaken.

The manager and provider had a system in place to check professional registers during recruitment. All staff were required to register with the SSSC within six months of employment. The manager maintained information about timescales for staff registration and any conditions to be imposed. This allowed her to support staff to achieve additional qualifications to meet registration conditions if necessary.

The manager and provider implemented a robust induction and supervision programme to support staff in their roles. Clear job descriptions were available to view which informed staff of their responsibilities and duties. We spoke with a new staff member and saw evidence that the planned induction process took place. This gave both the manager and staff member the opportunity to discuss and address any employment issues including training needs.

Interviews were undertaken with prospective candidates being invited to visit playrooms. The successful candidate was given a three month probation subject to all references and checks being suitable. A further three month review was conducted.

New staff members were given time to read and absorb relevant information, policies and procedures and were able to ask questions as needed. New staff also undertook child protection training to ensure their knowledge was up to date.

The staff team was found to be aware of the nursery's whistle-blowing procedure should the need arise.

All team members took part in regular in house training which allowed for team building and discussion of various topics. Staff also participated in some external training.

Room audits were carried out throughout the year in order to support staff to improve their interactions with children, completion of paperwork, room improvements and childcare practice.

### **Areas for improvement**

The service should continue to maintain the very good standard evidenced during the inspection visit by continuing to keep up to date with Care Inspectorate guidelines for safer recruitment.

### **Grade**

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**



### Statement 3

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

#### Service Strengths

At this inspection, we found the performance of the service was very good for this statement.

Staff records showed that staff had been recruited using safe recruitment practices. For example, SSSC registration was documented for all staff. The SSSC is responsible for registering people who work in social services and regulating their education and training.

Staff held a range of childcare qualifications and were committed to their personal development as well as the development of the service. Staff worked very well as a team and supported each other in a constructive and caring manner.

Throughout the course of the inspection, we were impressed by how well staff engaged with children and listened to their ideas. Staff we spoke with were highly motivated and were familiar with best practice guidance that could support them in their work with children. We saw evidence of interactions between staff, children and their families. The wishes and needs of the child were at the heart of staff planning. Staff were knowledgeable about the needs of individual children and worked with them to plan activities around their interests.

Staff used higher order thinking skills, asking children specific questions to help them to make meaning and connect understanding about different topics. This helped children to problem solve and to enjoy the sense of achievement from working things out themselves. For example, we observed staff supporting children to use the construction area and to make crafts.

We distributed four questionnaires to staff as part of the inspection process. All were returned which demonstrated to us that staff were willing to participate in the self-evaluation process and contribute to service improvement. Staff responses confirmed that they were familiar with the policies and procedures that were in place to ensure the quality of provision for children and families. Staff had taken time to add constructive comments such as:

"Since starting work as a Nursery Practitioner within Bishopbriggs Village Nursery I have felt valued, included and respected. I couldn't ask for a more supportive and nurturing environment. Teamwork of the Nursery Manager and staff are to be applauded."

"Not only do I feel supported but I feel my opinion and thoughts are taken into consideration."

Staff clearly felt supported by management and this was confirmed by the staff we spoke with during our inspection. Sharing learning was a feature of how staff worked together. This was achieved through regular training and staff meetings. Management monitored playrooms and modelled good practice. Extended learning was also achieved through work with other agencies and links with parents.

A system of staff supervision and appraisal was implemented.

Staff told us that they had very good access to training including in-house training and external training. They shared information acquired from training with each other.

Staff ratios allowed for staff to have time to complete written work, for example planning and recording in children's profiles. The manager and staff had recently completed training on:

- Building the Ambition
- Additional Support - Strategies for Autism
- Child Protection
- Vulnerable Adult Protection

- Strengths and Difficulties follow up training
- Bloom's Taxonomy
- Attachment and Nurturing.

Parents who completed care standards questionnaires commented:

"The nursery is excellent. There is a warm, friendly calm atmosphere and the staff are excellent with the children and parents. We are so glad we chose this nursery for our children."

### Areas for improvement

Although the manager and staff had attended a range of training events since the last inspection a number of these were manager led within the service itself. We asked the manager to try to source external training and identify best practice within the sector that may assist staff in their professional development.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

### Statement 2

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

### Service Strengths

At this inspection, we found the performance of the service was very good for this statement.

We spoke to staff and management about roles and responsibilities and staff involvement in the ongoing development of the service. We also sampled staff training records and relevant documentation to assess this statement.

Following the training and induction programme, staff were supported in implementing and taking their skills forward. All staff were responsible for planning activities for children, ensuring that resources were available to support children, engaging with children in play and learning and conducting and recording observations of children so that they could plan to meet their individual needs.

It was evident that the manager had used her leadership values and skills to promote involvement from staff and delegate tasks to staff. She modelled very good leadership qualities thus promoting a culture of participation and involvement within the staff team. The manager supported and empowered staff in their self development. They were able to lead and share skills and knowledge. They were encouraged to bring new ideas and learning into the service.

Staff managed additional responsibilities, for example, monitoring progress of a specific priority in the improvement plan, eco work, lending library, new facebook page and keyworker roles.

Communication with staff was strong. Staff regularly attended meetings outwith work time. The manager regularly communicated with staff throughout the session. We spoke with staff who confirmed that they were involved in decision making and felt supported and part of a team. Staff said they took part in the evaluation and discussion of their work.

All staff were involved from the initial planning of the service through to the final evaluations. They were consulted about all aspects of the service and their views and comments influenced the direction of service. Staff were also involved in evaluation processes following training and induction.

All staff who completed our staff questionnaires strongly agreed that they were asked for their opinion on how the service could improve and overall felt the service provided very good quality care and support to people who used it.

### Areas for improvement

The service should continue to maintain very good practice in relation to this statement.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 4

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

### Service Strengths

At this inspection, we found the performance of the service was very good for this statement.

Through discussion, reviewing documentation and observing practice we found the manager had the skills and experience to take the staff team forward and effectively continue to implement change as required to deliver better outcomes for people using the service.

The manager participated in area meetings involving local partners and schools. The service's improvement plan identified areas for improvement based on Child at the Centre 2, a self evaluation and improvement tool, and from stakeholders' questionnaires. These included, science, technology and Assessment for Learning. We were satisfied the improvement plan provided comprehensive targets, timescales, actions and a means to monitor the impact and outcomes for staff and people using the service.

Staff confirmed they had benefited from being involved in the improvement planning process and were using the Child at the Centre 2 performance indicators as part of the self assessment and self-evaluation process.

Management and staff met regularly to focus on assessing the quality of the service, gathering evidence and planning next steps.

The manager attended external training courses, as required, in order to keep up to date with current guidelines. She also conducted personal study and research on best practice to gain further ideas to promote and enhance the nursery. She encouraged staff to attend training and feedback to other staff.

Parents/carers and staff confirmed they found the management and staff team to be very approachable and supportive when undertaking new challenges. All staff were either registered or in process of being registered with the Scottish Social Services Council and were working to its code of conduct guidelines.

The manager had planned and developed systematic procedures for monitoring and evaluating service provision. She maintained a floor presence throughout the service and undertook regular monitoring of the quality of provision.

Parents' meetings, newsletters and audits all supported the quality assurance systems within the service.

Information on children's learning and development was maintained and evaluated within children's profiles, settling-in and transition reports.

The service had a complaints procedure which parents were aware of. This created further opportunities for parents to share their views or raise any concerns they may have about the service.

We felt that the service was working well to achieve its identified priorities through regular evaluation and the involvement of all those who used the service.

Parents who completed care standards questionnaires commented:

"A beautiful well run nursery with such a positive ethos for both children and parents."

### **Areas for improvement**

During the inspection, we noted that the service certificate of registration did not reflect the new opening times of the service since August 2015. The provider addressed this immediately by submitting an application to vary conditions to the Care Inspectorate.

We asked the provider to change the time for investigation and response to any complaint in the service complaints policy in accordance with The Public Services Reform (Scotland) Act 2010 and The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.

We signposted the manager to The Hub section of the Care Inspectorate website. This is a resource library of guidance, best practice documents and publications that is a useful tool in keeping up to date with developments in early learning and childcare.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**



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

### Previous requirements

There are no outstanding requirements.

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

### Previous recommendations

There are no outstanding recommendations.

## 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								
28 Nov 2012	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very Good</td> </tr> <tr> <td>Environment</td> <td>5 - Very Good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very Good</td> </tr> <tr> <td>Management and Leadership</td> <td>5 - Very Good</td> </tr> </table>	Care and support	5 - Very Good	Environment	5 - Very Good	Staffing	5 - Very Good	Management and Leadership	5 - Very Good
Care and support	5 - Very Good									
Environment	5 - Very Good									
Staffing	5 - Very Good									
Management and Leadership	5 - Very Good									
20 Oct 2009	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very Good</td> </tr> <tr> <td>Environment</td> <td>5 - Very Good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very Good</td> </tr> <tr> <td>Management and Leadership</td> <td>5 - Very Good</td> </tr> </table>	Care and support	5 - Very Good	Environment	5 - Very Good	Staffing	5 - Very Good	Management and Leadership	5 - Very Good
Care and support	5 - Very Good									
Environment	5 - Very Good									
Staffing	5 - Very Good									
Management and Leadership	5 - Very Good									

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

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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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