

# Care service inspection report

Full inspection

## The Barnehage Nursery & Out of School Care Day Care of Children

1 Technology Avenue  
International Parade  
Hamilton International Park  
Blantyre  
Glasgow

Service provided by: House4kids Limited

Service provider number: SP2007008941

Care service number: CS2007144936

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	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 service provided a stimulating environment for children to grow and develop their life skills.

Children had many opportunities for outdoor learning within the garden and woodland area with Forest Schools experiences being available.

The service had established warm, caring relationships between staff, parents/ carers and children.

### What the service could do better

The service should continue to develop children's independence skills during meal times by allowing them to serve their own food if numbers permit.

To further enhance the Safer Recruitment policy by clarifying the induction and recruiting process and ensuring that records are updated regarding registration with the SSSC.

To continue to develop the very good out of school care service including the on going establishment of the children's committee.

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

The service continued to maintain a high level of participation in assessing and improving the quality of the nursery through ongoing consultation with staff, parents/carers and children.

The service had opened an out of school care service which was provided in an attractive, bright and well resourced environment.

### **Conclusion**

The service has shown a commitment to further develop and maintain the very good quality of service offered to children and parents/carers.

The children were very happy and comfortable within the service enjoying a variety of activities and experiences which extended their learning and development.

The management and staff team were committed to the on going development of the service and to improving learning and teaching to enhance children's experiences.

# 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](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.

The Barnehage Nursery and Out of School Care is registered to provide day care to a maximum of 102 children at any one time with an age range from six months to those not yet attending primary school in the nursery and 40 children attending primary school in the out of school care service.

The nursery offers full and part-time day care between 7.30 am to 6.00 pm, Monday to Friday, 51 weeks of the year. The Out of School Care has been operating since September 2014 and is provided from a unit adjacent to the nursery. It operates between 7.30 am and 9.00 am and between 3.00 pm and 6.00 pm term time, Monday to Friday. During holiday periods it operates from 7.30 am and 6.00 pm, Monday to Friday.

The service is located within the Hamilton International Park in Blantyre and the unit interior is purpose built. The nursery children are accommodated within large, bright playrooms. There is also a welcome area/cloakroom and sufficient toilets. It has a secure door entry system in operation and is well-maintained throughout. The Out of School Care has its own secure door entry system within an adjacent unit and is also accessible through the nursery. There is a large main playroom, a soft play room, library, TV room and cloakroom area to the back of the unit.

The ethos of the service is to use the outdoors for as many activities as possible and is based on a Norwegian model. There is a secure and well-resourced outdoor play area which is easily accessible to the children, a garden area which is a short walk from the nursery building and a woodland area for children to explore.

The provider is House4kids Limited. The nursery is in partnership with South Lanarkshire Council to provide pre-school education.

The service's values, aims and objectives were as follows:

"Our primary goal is to ensure that we provide the highest quality childcare that is flexible to the needs of parents. Your children will be safe, loved and stimulated in an environment that encourages respect, mutual trust and openness. Allowing children the opportunity to develop as unique individuals with skills which will enable them to become active participants in their community. We will promote a healthy understanding and respect for natural values in all aspects of the nursery."

These values, aims and objectives were reflected in the observations of staff practice made during the inspection visit.

The reported quality statements were chosen to report on the breadth of children's experiences.

### 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 which was carried out by an inspector from the Care Inspectorate on Thursday 4 February 2016 between 8.40 am and 4.45 pm. We gave feedback to the management team on the same day as the inspection visit.

Care Inspectorate Team Manager Paul Johnstone was also present at the inspection to observe the inspector as part of the Care Inspectorate's quality assurance process.

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

We sent 35 care standards questionnaires to the manager to distribute to parents/carers. Twenty parents/carers completed questionnaires and returned them before the inspection. Twelve of these had written comments within them.

We also asked the manager to give out six questionnaires to staff and we received six completed and returned, two with written comments.

During the inspection, we gathered evidence from various sources.

We spoke with:

- twelve children
- two parents/carers
- the owner/provider
- the manager

- two senior staff
- twelve staff

We looked at:

- the service's most recent self assessment
- health and safety records including infection control and risk assessments
- medication, accident and incident records
- questionnaires that had been requested, filled in and returned to the Care Inspectorate from parents/carers
- service questionnaires for parents/carers and children
- aims and objectives
- registers
- staff training and supervision records
- staff rota/ratios
- staff remits - leadership opportunities, for example child protection, health and safety and outdoor play
- children's files, personal plans and on line profiles
- information for people who used the service
- minutes of staff meetings
- improvement plan
- standards and quality report
- quality assurance systems
- registration procedures
- snack preparation and menu planning
- policy and procedures folder
- hygiene policies and procedures
- cleaning rota
- certificate of registration
- insurance certificate.

We observed:

- staff practice
- the environment and equipment including the outdoor play area.

### 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 provider. We were satisfied with the way the provider had 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, areas for improvement 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 enjoying a variety of play experiences. We talked with 12 children and all of them told us that they enjoyed coming to the service.

Comments were as follows:

"I like the snack here."

"We go to the woods."

"I like painting."

Children who used the out of school care service displayed their comments on a 'Wow Wall' and used mind maps to record what they liked about the service.

Comments were as follows:

"I got a special mention at school."

"I got a star of the day."

"I walked 5 miles with mum and dad at the park."

"I like to do arts and crafts."

"I like baking and making play dough."

### Taking carers' views into account

Care standards questionnaires were sent to the service for completion by parents/carers. Twenty parents/carers completed these with 12 giving written comments which were all very positive and included:

"My son loves going to nursery and the staff are always friendly and welcoming."

"The staff seem to genuinely enjoy working with my child."

"The staff utilise the space available to allow the children to play and explore."

"We are delighted with the attention, affection and care provided to both of our children at the nursery. As they both attend full time it is essential that we feel confident about the level of care and skill development provided to our children and we couldn't be more happy with the service provided by the Barnehage staff and management."

We also spoke with two parents/carers during the inspection visit. Comments were as follows:

"I am very happy to have my child at this nursery."

"You get lots of information and I can speak with my child's key worker when I need to."

"They get out to play daily."

"Would recommend to others."

"My child loves going to the out of school care service."

"It's well run and provides lots of interesting activities for the children to do."

More comments from parents/carers are available throughout the inspection 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 3

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

##### Service Strengths

We found this service was performing at a very good standard for this statement. To assess this we observed staff practice, sampled relevant health and wellbeing documentation including admissions, personal plans, learning profiles, hygiene and infection control, medication, access to water, staff training and also through discussions with the manager, staff, parents/carers and children.

The service's aims and objectives were reflected within the practice observed during the inspection. Children were observed to be courteous to each other, shared resources and listened to staff guidance in relation to their safety indoors and out.

Staff demonstrated safe practice and a very good understanding and knowledge to keep children safe. For example:

- Staff were knowledgeable about the service's storage and administration of medication policy and through discussion demonstrated a clear understanding of procedures in place. Staff were aware of the Care Inspectorate's "Management of Medication in Daycare of Children and Childminding Services" best practice guidance.

- Staff demonstrated an understanding of the child protection procedure and this was revisited each year and discussed at staff meetings.
- Staff undertook yearly updates on infection control to keep up to date with best practice. Paediatric first aid training had also been undertaken.

We found that the service had a comprehensive range of policies and procedures in place to support safe practice and promote children's health and wellbeing and these were available to view and included health and safety, daily room check lists, infection control, administration of medication and child protection. The service also displayed a policy of the month on the front door for parents/carers to view. We were informed that eventually all service policies and procedures would be accessible on the nursery website.

Since the previous inspection the nursery had extended the service by opening an out of school care. The large playroom of the out of school care service was used as a dining room to provide lunches for the over 3 year old children. Younger children were given their lunch within their own playrooms. Within the 3 to 4 playroom there was open access to the kitchen which provided children with the opportunity to interact freely with kitchen activities in a safe and controlled manner.

We observed the lunchtime and snack procedures and we noted during the inspection visit 23 children aged 3 to 5 were given lunch in the service. The children had daily access to fresh food which contributed to a healthy diet. All meals were meat free although protein substitutes were also in use. Separate food was prepared for a child with a dairy allergy. Children were involved in setting the tables. Staff sat with children during lunch to encourage independence skills and good manners. We observed children confidently interact with staff and their peers creating a pleasant experience. The service provided water and milk at all snack and meal times and children had access to drinks throughout the day. We discussed with staff in the baby room the importance of offering drinks to children who were unable to communicate their needs.

The nursery employed a cook who provided lunch and snack and was qualified to Cook Safe standards. She produced freshly cooked meals each day in order to promote the health and wellbeing of the children using "Setting the Table" guidelines. A list of allergies was displayed for the cook's information

We evidenced that in the Parent Survey 2015 service users had been asked for their input into the menu planning. Children were also consulted regularly when new menus were being planned.

The service's registration form, completed by parents/carers at the time of admission, provided information relating to children's individual needs including allergies, GP, medication, emergency contacts, diet and additional support. This ensured that the service had up-to-date information about each child.

The service had worked hard to develop individual personal plans for children. We sampled six personal plans that provided clear and comprehensive details about children's personal care needs, routines, diet, family members and preferences. These were made up of information about health and wellbeing, learning across the curriculum, maths, literacy and English as well as documentation of next steps in learning. The service was using the GIRFEC SHANARRI health and wellbeing indicators to record observations and relevant information. We evidenced that these plans were reviewed six monthly or sooner as required.

Individual care plans were also available for children with specific medical needs such as asthma. Parents/carers had been involved in writing these outlining the exact procedures to be followed. These were reviewed in partnership with parents/carers.

Parents/carers informed us that they had opportunities to attend bi-annual parents' meetings to discuss their child's progress and profiles. We also observed staff giving verbal feedback to parents/carers at pick up time.

Children within the nursery and out of school care had been involved in drawing up 'Golden Rules' and these were displayed throughout the service.

Online learning journals for all children were also available for parents/carers to enable them to keep updated on their child's progress within the nursery and become more involved in their child's development. We viewed recorded information which showed how children's interests and next steps were observed and taken forward. Parents/carers were able to comment on their child's progress and also give suggestions on how to promote their learning. Children received a paper copy of their learning journal when they left the nursery.

The manager had introduced the recording of all topic information on a playroom wall display which encouraged children's participation. This information was then transferred to big books when the topic was exhausted. These included photographs and drawings of how children evaluated their learning and were available for children and parents/carers to view and revisit the previous learning.

The service worked closely with other agencies and we found that staff appropriately took forward additional support plans for individual children when required.

We found evidence that children's health and wellbeing needs were being met. For example, children had opportunities to learn about healthy living, diet, exercise, environmental issues, personal hygiene and tooth brushing. They were involved in topics such as Christmas, Winter, Space and Road Safety. We observed the displays of children's work with their comments evident throughout the service. Topics were very well resourced which enhanced children's learning experiences.

The service promoted physical and active play and sufficient space was provided in the outdoor area. Physical play was planned as part of the nursery curriculum. We observed children having access to the outdoor area during the inspection visit as well as younger children being taken for a walk in their buggies. The children were also able to play with a variety of outdoor equipment and resources.

Children were aware of hand washing procedures and staff effectively promoted hand hygiene prior to eating and after toileting.

We observed nappy changing procedures and found this to be in compliance with best practice guidance.

Within the under three playrooms, staff were vigilant in monitoring sleeping children and made checks every 10 minutes. The advanced ventilation system within the service dropped fresh air at 10 minute intervals to ensure a comfortable environment for sleeping children. All staff had received a copy of the current best practice guidance from the Scottish Cot Death Trust on safe sleeping practices and a copy was displayed on the staff room information board. Staff spoken with were aware of the guidance and used this as part of their practice.

The service had forged local links within the community to help children gain a wider knowledge and to further citizenship opportunities through visits from the community police, fire service and fundraising/collections for those in need.

Curriculum for Excellence (CfE) was promoted within the 3 to 5 area. Staff were confident in using the experiences and outcomes from CfE in planning children's learning. CfE is for all children and young people in educational settings aged 3 to 18 years. It is designed to engage children in activities that promote depth in learning, supports them in gaining knowledge and skills and in applying these skills in a variety of ways.

The Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families framework document was used within the under 3s. The document identifies the four key principles of Rights of the Child, Relationships, Responsive Care and Respect. It aims to help staff, working with the youngest children, recognise the impact and importance of their work on children's lives and future. We found that staff responded well to each child's care and support needs using a person centred approach.

The playroom housing the baby room had been changed since the previous inspection and we were impressed with the layout, accessible resources and appropriate equipment. Young children were being cared for in a calm, attractive and stimulating environment. We did however discuss with a staff member the thickness of the curtains on the windows and their ability to block the light when babies were sleeping in the room.

All staff were observed to work hard to care for children in an appropriate manner and to provide for their individual needs.

From the care standards questionnaires returned to us, 14 parents/carers had strongly agreed and six agreed that the service provided a healthy and well-balanced diet which met children's dietary and cultural needs.

Parents' /carers' comments were as follows:

"The care my child receives is good enough to recommend to friends and family."

"The care and support is consistently excellent."

"The only area for improvement I have is that I would like more information at pick up time on what my child has been doing rather than just a list of what they ate."

"The level and quality of care that my child receives is second to none and I have complete confidence in the care provided."

"My child's development has been exceptional and I credit Selina, Hazel and the staff with this."

"I know that my child is being nurtured and cared for when I am at work. They made his transition really smooth and easy for us both."

"I really enjoy reading updates on his learning journal on line and think it is a fabulous line of contact."

Parents' /carers' comments regarding the out of school care service were as follows:

"My child attends the out of school care service. She previously attended a different provider where she was unhappy. Since starting at the Barnehage she is much happier, has made friends and is learning new skills. I would not hesitate in recommending this service."

"My daughter loves attending the Barnehage Nursery and out of school care. The staff are very caring and allow my daughter to have freedom of choice with activities."

"The nursery staff are wonderful. I have two children who have been through the nursery from six months old all the way to the after school."

## Areas for improvement

The service should continue to maintain the very good standard evidenced during the inspection visit.

The service provided snack and lunch for high numbers of children and the staff worked hard to make this as positive an experience as possible. Although children were involved in setting the tables the continued promotion of children's independence skills could be further developed by giving them the opportunity of serving their own food whenever possible.

## 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

We found this service was performing at a very good standard for this statement. To assess this we sampled relevant health and safety documentation including security, hygiene and infection control, child protection, first aid, accident and incident reports, risk assessments and environmental checks.

We found the nursery environment was warm and welcoming and the available space was used effectively. Resources were well organised and easily accessible to the children. The nursery building was well maintained and decorated. The service had suitable and effective under floor heating and was well lit throughout with large windows providing natural light. An advanced ventilation system was in operation which dropped fresh air every 10 minutes throughout the day. High-tech sound proofing created a calm atmosphere and sliding internal doors provided for a flexible layout.

The out of school care service had its own secure door entry system and was also accessible from the 4 to 5 playroom in the nursery. We were impressed with the main playroom which was large and bright with one glassed wall providing plenty of natural light. The playroom had been well planned to include different areas for arts and crafts work, construction area, book corner, role play area, snack table and messy area. A library room and soft play room/games room was also available to the children. Separate boys and girls toilets were also in place. The service picked up from eight local schools and this was observed to be well organised with people carriers available to transport the children.

The service operated a visitors' book and we found staff effectively monitored people arriving and leaving the service and were very aware of procedures for monitoring children collected by relatives. Parents/carers spoken with were very happy with security procedures and informed us the front door was always secure and staff were always vigilant.

Hygiene policies and procedures were displayed and made available to parents/carers. Staff were aware of policies relating to prevention of infection including hand hygiene, snack preparation and daily/weekly cleaning tasks. Toilet areas were clean and there was a supply of liquid soap and paper hand towels. The service was visually clean and contracted daily cleaners were employed to clean all areas including the floors. The nursery also underwent a deep clean four times per year.

The service's accident and incident reporting procedures provided guidance in the event of and following accidents and incidents. Parents/carers confirmed that they signed accident report sheets and that staff informed of first aid administered.

The entrance provided relevant national and local information for parents/carers as well as information on Pre-Birth to Three and the Curriculum for Excellence.

Children could freely access age appropriate resources and playroom activities on display. They were also able to play outdoors within the enclosed outdoor area and groups of children had daily walks in a local woodland with Forest Schools experiences on offer. The service also had the use of an enclosed park area. We evidenced the babies going on a local walk and a group of children visited a nearby play area within the business park. We also observed the children being involved in a weekly active sports activity 'Football Gary' which provided them with tuition on ball skills. We spoke with the trainer who had been providing this type of activity to the children for a number of years in 12 week blocks.

Sixteen parents/carers who completed care standards questionnaires stated that they strongly agreed and four agreed that the environment was safe, secure, hygienic, smoke free, pleasant and stimulating.

Some parents' /carers' comments were as follows:

"I am very happy with all aspects of my child's nursery, I feel confident that she is safe and well looked after at all times."

"I am confident that my child receives a high level of care and feels safe and secure in the environment."

"I am extremely happy that my children are safe, secure, happy and confident."

"We feel our children are very well supported and are flourishing in the nursery environment."

"My child has the opportunity to participate in a range of activities including outdoor play and messy things. I am sure he loves it all."

## Areas for improvement

The service should continue to maintain the very good standard evidenced during the inspection visit.

The manager had identified as an Area for improvement within the self assessment the continuation of the development of risk assessments and procedures.

## 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

After examination of relevant documents, feedback from service users, staff and management we found the service to be performing at a very good standard for this statement.

The service had a Safer Recruitment policy in place. Staff files were easily accessible and contained all relevant information. We looked at four files for new staff 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 registration with the Scottish Social Services Council (SSSC) had been undertaken. All staff were required to register with the SSSC within six months of employment.

The manager implemented an 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 saw evidence that the planned induction process took place and gave both manager and staff members the opportunity to discuss and address any employment issues including training needs. However we discussed with the manager the induction process itself and how it could be better defined within the Safer Recruitment policy.

During the recruitment process the service organised trial days for potential new staff in order to observe children's reactions to them. New staff were then employed on a three month probationary period in order to observe and assess their suitability for the childcare role.

This involved them being assessed and spoken with by key staff. They were given time to read and absorb relevant information, policies and procedures and were able to ask questions where needed. 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 in house training and support nights which allowed for team building and discussion of various topics. Staff had undertaken training in:

- Child Protection
- Food Hygiene
- Behaviour Management
- Paediatric First Aid
- Book Bug
- GIRFEC
- Building the Ambition

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.

Parents' /carers' comments within care standards questionnaires regarding the staff were as follows:

"I have never had any issues with any of the staff. I see them as excellent child care providers."

"All staff are also very polite but friendly and know all the children well which shows they take an interest in the wellbeing of all the children and not just those they look after directly."

"My child is happy at nursery and the staff have encouraged and supported his learning and development."

Comments from staff care standards questionnaires were as follows:

"I am happy in my job. I feel management listen well to any issues that may arise and help/guide us wherever they can. I feel valued as a member of staff and feel that all other staff are treated equally and fairly. Children and parents/ carers are also treated very well. I think above average expectations of a normal day nursery."

"This is a good place to work. I feel happy to be there."

### Areas for improvement

The service should continue to maintain the very good standard evidenced during the inspection visit by ensuring the clarification of all safer recruitment checks including references and SSSC registration. The Safer Recruitment policy could also clarify the final decision making process when recruiting new staff including who made that decision.

### 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

After examination of relevant documents and discussion with the manager, two seniors, staff team and stakeholders the service was found to have a very good performance in relation to this statement.

The manager was active in her responsibility to promote staff training and organise appropriate staff deployment. We evidenced that staff members had been empowered to develop their leadership skills, knowledge of the nursery's policies and procedures, ability to motivate colleagues and increase positive, effective communication skills with all stakeholders.

Staff received positive support from the manager to consistently provide a quality childcare service. Staff were encouraged to improve their skills by attending training and undertaking self study.

Staff were encouraged to bring new ideas and suggestions from external training and these were shared during in house training and support evenings. Staff were encouraged to further develop their skills and qualifications which led to improved outcomes for children and families using the service. Staff training needs were identified and discussed during regular staff supervision and appraisal meetings. We saw evidence that effective appraisal meetings took place and that staff were proactive in identifying their training needs. The manager planned effective staff training internally and externally to support the staff team.

We evidenced that the service's Improvement Plan was discussed and monitored at staff meetings. We noted from staff meeting minutes that staff opinions and views were listened to and had led to improvement in the service. Staff we spoke with told us they felt very involved in planning the future direction of the service. Room planning meetings took place on a weekly basis. Whole staff meetings were organised every two months however these were not consistently recorded.

We observed an ethos of mutual trust and respect between the manager and staff. Staff told us they felt supported and encouraged to take on more challenges in their childcare practice. They also said that the manager had made a great impact on the service since she had taken up the post.

Staff had delegated responsibility for various activities including developing outdoor play, health and safety, child protection, literacy, numeracy, out of school care, eco schools and first aid kits. Two seniors had responsibility for overseeing care, support and the curriculum of the over 3s (Curriculum for Excellence) and under 3s (Pre Birth to 3) as well as the monitoring of staff practice.

The out of school care service was run by some core staff from the nursery and this had helped with the consistency for children who had attended the nursery service previously.

Staff were involved in the review of all policies and procedures including the nursery's aims and objectives. Staff were also involved in self evaluation processes using Child at the Centre 2 (CATC2) document. Staff views were used to inform the service's Improvement Plan.

Parental comments from care standards questionnaires were as follows:

"A fabulous nursery with staff who are fantastic and build very strong relationships with the children and parents."

"I would and have recommended the nursery to friends and family."

## Areas for improvement

The manager should continue to develop the existing professional team with on going opportunities for self development.

We observed that the manager worked hard to continually improve the service and we suggested that staff roles be reviewed in relation to the management structure.

To continue to develop peer assessment techniques among the staff team to further develop staff confidence and childcare practice.

To ensure that whole staff meetings were consistently recorded for future information.

## Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

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

### Previous requirements

There are no outstanding requirements.

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

### Previous recommendations

1. The provider should ensure that staff are aware of safe practice in line with the guidance document Infection Prevention and Control in Childcare Settings (Day Care and Childminding Settings).

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

**This recommendation was made on 06 March 2014**

We evidenced that the staff had re-visited the document Infection Prevention and Control with particular attention being paid to Appendix 9: Toilet, potty and nappy changing. All staff had been retrained in nappy changing procedures. Staff practice was monitored.

Recommendation is met.

## 6 Complaints

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

## 7 Enforcements

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

## 8 Additional Information

There is no additional information.

## 9 Inspection and grading history

Date	Type	Gradings	
6 Mar 2014	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good
21 Apr 2011	Unannounced	Care and support	5 - Very Good
		Environment	Not Assessed
		Staffing	Not Assessed
		Management and Leadership	5 - Very Good
27 Aug 2010	Unannounced	Care and support	5 - Very Good
		Environment	Not Assessed
		Staffing	5 - Very Good
		Management and Leadership	Not Assessed
30 Oct 2009	Unannounced	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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