

Care service inspection report

St. Andrews Primary School Nursery

Day Care of Children

St. Andrews Primary

Toab

Orkney

KW17 2QU

Telephone: 01856 861256

Type of inspection: Unannounced

Inspection completed on: 27 November 2014



HAPPY TO TRANSLATE

Contents

	Page No
Summary	3
1 About the service we inspected	5
2 How we inspected this service	7
3 The inspection	11
4 Other information	23
5 Summary of grades	24
6 Inspection and grading history	24

Service provided by:

Orkney Islands Council

Service provider number:

SP2003001951

Care service number:

CS2003016061

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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	4	Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	4	Good

What the service does well

The nursery provides a bright, welcoming and happy environment for young children to make friends. Children are able to play an active part in decision making which helps to develop their independence. The nursery gives parents opportunities to be involved in the nursery through Stay and Play sessions, and welcomes ideas from parents.

What the service could do better

The nursery should ensure that their infection control policy is in line with best practice guidance (Infection Prevention and Control in Childcare Settings, Day Care and Childminding Settings with October 2011 amendments).

The nursery should continue to evaluate their system for the introduction of the 600 hours and how this is working for parents and children.

What the service has done since the last inspection

There have been a number of changes in staff recently who have brought new ideas and experience. The nursery is introducing some of these ideas such as the daily information board in the school foyer. The nursery has continued to develop learning in the outside area.

Conclusion

The nursery is an important part of the school and the community. It is well thought of and supported by parents. Children are able to choose from a wide variety of activities and their ideas are respected and encouraged. Children get to know the school, the extensive outside areas and the wider staff group, all helping their transition into primary 1.

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information in relation to 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 Regulations, Orders or Conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

St. Andrews Primary School nursery class has a large bright room with adjoining outside areas. The room is laid out so the children can be as independent as possible with resources easily accessible to the children. There are writing, soft play, messy play and construction areas, as well as role play, book and music areas. As well as the nursery outdoor areas, they can access the large school grounds, wibbly wobbly wall, willow play sculptures and Victoria's garden. St. Andrews nursery serves the wide rural area of the East Mainland of Orkney and the nursery is registered for 30 children.

The aims of St. Andrews Primary School are:

- To enable all to become successful, confident, life-long learners, and inspire a love of learning.
- For children to operate as independent learners and thinkers.
- To develop respect and understanding for each other within our school, local communities and the wider world.

- For children to value themselves and the environment.

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 4 - Good

Quality of Staffing - Grade 5 - Very Good

Quality of Management and Leadership - Grade 4 - Good

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 0845 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

This report was written following an unannounced inspection by an Inspector from the Care Inspectorate, on the 25 and 27 November 2014.

The provider had completed an annual return and also a self assessment form. We issued 25 Care Standards Questionnaires (CSQs) to parents and carers and 16 were completed and returned before the inspection.

In this inspection we gathered evidence from various sources, including the relevant sections of policies, procedures, records and other documents including:

- the up-dated self assessment
- the annual return
- children's files
- policies and procedures
- newsletters
- school website
- school improvement plan
- parents' information booklet
- school and nursery information boards.

Discussion with various people including:

- one nursery teacher
- the acting head teacher
- early years staff
- parents
- children.

Observation of practice and the environment both inside the classroom and the adjoining outdoor 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.firelawscotland.org

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 statement that we grade services under.

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

Taking the views of people using the care service into account

The children who were spoken to were enthusiastic about the activities they were enjoying at nursery. Some wanted to show off the dinosaur they were making and decorating. Others were pleased to be building in the construction corner. Out in the digging area many of the boys were digging for buried treasure, 'pirate treasure'. Those having lunch said they liked the soup.

Taking carers' views into account

Ten parents were willing to chat informally about the nursery and all were very positive. They found the staff approachable and were able to have meetings with them. They thought that staff listened to parents and were happy to have feedback. They thought that the new staff had brought new ideas and that was obvious from some of the positive changes which had taken place. There was more information available now. They like the range of activities and thought there was a good variety for the children. Those whose children had lunch thought that worked well and liked the notebooks which they got with information about lunch. They were pleased the children had so many opportunities to go outside each day.

There were sixteen CSQs returned and these were overwhelmingly positive in their responses. Fifteen 'agreed' or 'strongly agreed' that 'The staff encourage my child to form positive relationships with other children' and all felt 'The service has a clear code of behaviour for children, and works with the children to make sure they understand it.' All sixteen thought 'The service had a suitable range of equipment, toys and materials for the children' and 'Overall, I am happy with the quality of care my child receives in this service'.

One parent said 'My child thoroughly enjoys using this service, however as a parent I feel we would like to know more about what learning is planned, etc'.

Other comments included:

- 'St Andrews nursery is an excellent service. My child has special dietary requirements that the school take seriously and help to implement'.
- 'This is my third child going to St Andrews nursery and they have all loved it!'
- 'Excellent staff and service. Communication improved recently with information board in school foyer. Would like more opportunity for one-to-one feedback on child's progress'.

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

Following discussion with the acting head teacher, staff, parents and children and observation of practice and a review of the documentation available, the service was found to have a very good performance in relation to the participation of children and their families.

The nursery recognised that parents and carers were knowledgeable about their own child and in the information booklet, they welcomed parents' comments and suggestions. There were parents' notice boards in the school foyer and the nursery room with copies of the nursery newsletters, which were also given to parents, and a suggestion box. Letters to parents encouraged them to make any suggestions to the nursery staff or speak to the head teacher. Parents could also contact the school using email.

The nursery had an invitation to parents to sign up and stay for a session and parents, carers or relatives were encouraged to share any talents, such as sewing, music or gardening, with the class. There were parents' evenings in the nursery or parents could make appointments to visit during the day if that was more suitable for them. These were an opportunity for parents to share their views, as well as to hear information and see pieces of class work such as floor books and displays.

Nursery parents were all members of the parents forum and could put themselves forward to be on the parent council. Information about the parent council, including meetings and minutes, was displayed on a notice board in the foyer and was also on the school website. The main aims of the school improvement plan were also displayed for parents.

The sixteen parents who completed the CSQs, fourteen 'agreed' or 'strongly agreed' that the service had involved them and their child in developing the service, for example by asking for ideas and feedback. Thirteen of the parents 'agreed' or 'strongly agreed' that the staff asked for their child's views about activities and outings and used them to plan future activities, though three did not know.

Before children started at the nursery, parents were offered home visits and they also had an introductory visit to the nursery. These opportunities let parents ask any questions in confidence and for them and their children to meet the staff and see the surroundings.

The nursery used some aspects of the High/Scope approach to early years, as well as the Curriculum for Excellence. This involved the children in planning and reviewing their activities. The nursery planned to involve the children as much as possible in making their own decisions and following their own interests. These ideas were fed into the planning in order to make the play constructive and challenging to each child, and encourage their learning.

The children were seen to be able to make choices throughout the free play time and to be involved in planning and thinking about how they would like to develop their ideas. During the session the children were very involved in planning and creating a dinosaur, which they had planned and voted for during earlier classes. They had also helped to develop the post office and had been involved in illustrating the bear hunt story.

There were learning journeys and 'peedie notes' in the children's files, along with photos and examples of their work, and parents were able to borrow the files to take home and share with other members of the family. The children were also encouraged to choose which pieces of work were to be included in their files and the files were easily accessed by the children.

The parental comments included :

- 'there is now more information available'
- 'the new noticeboard is very useful'
- 'the newsletter asks for ideas'.

One parent had suggested that the system for children to change their shoes could be improved and their suggestion had been put into practice when the children arrived at the nursery. Fourteen of the parents felt that 'The staff ask for my child's views about the activities and outings and use them to plan future activities'

The weekly nursery evaluation carried out by staff included children's comments and ideas and these were used to influence planning for the following week.

Areas for improvement

More information on the Curriculum for Excellence could be displayed for parents to provide information on the early levels in a meaningful way.

There were children's comment sheets ready in folders which were to be completed with the children.

One parent commented 'I feel happier now with the communication we receive with regards to learning experiences and outcomes. It would be nice if once in a while we were given the chance to come in to the nursery to hear/see what the children have been doing.'

The school was aware of the importance of making the nursery information more readily accessible on the school website.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 3

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

Service strengths

We found this service was performing very well in meeting the health and wellbeing needs of the children. We concluded this after we spoke to the acting head teacher and staff, saw written evidence and made observations at the nursery.

The school had a healthy eating policy and healthy eating options were discussed with children. The children were able to help themselves to snack and were aware of healthy options, as opposed to those foods which were just for a treat. Any dietary requirements were noted by staff and these were displayed within the food preparation area of the nursery.

To help keep children safe they had been taught the importance of hand washing routines and were seen to wash hands before snack time and after playing outside. The nursery also took part in the national tooth brushing scheme. The children cleaned their teeth every day and were assisted by the dental assistant who went through the tooth brushing routines with the children. There were also visits from the dental hygienist to help educate children about the importance of tooth brushing.

From discussion it was evident that children and their families were known to staff and the child centred approach within the nursery helped to meet the needs of the individual children. Parents were encouraged to complete All About Me booklets on

their children before they started so that staff would have a wider knowledge of the child and their interests.

The health and wellbeing policy emphasised the importance of working in partnership with other professionals. After discussion with parents or carers, specialists such as speech and language therapists, the educational psychologist or home-link workers were accessed to help support families and ensure all children were included. Child Plans were in place where needed. To help communication the staff used some signing with the children and the children were encouraged to learn basic signing at welcome time in the morning and to accompany songs.

As part of their role in keeping children safe staff were aware of the Scottish Governments Getting it Right for Every Child (GIRFEC) and local child protection procedures. They had regularly updated training in child protection within the school and there were forms for noting and reporting concerns. Staff also had discussions with children about aspects of safety such as road safety and keeping safe around fireworks on bonfire night.

Friendships were encouraged between the children and there were discussions with the children about the need to help and share with others. The children had been involved in fundraising opportunities to help them feel responsible and show how they could achieve a goal in helping others.

The nursery took part in many school events such as the Christmas concert to help the children feel included in the school. Work was done throughout the year to prepare the children for their transition into the Primary 1 class. This included shared playtimes in the summer term for the pre-school children and joint activities between the classrooms.

To encourage children to be active and healthy there were daily opportunities for physical exercise and access to the outside areas was open to the children throughout most of the session. The nursery was continuing to develop the outside area to meet more areas of the curriculum.

Children who stayed all day were now being assisted to have lunch within the nursery. This was brought from the kitchen or children could bring their own. Children had a choice of meals and were supported to eat this by two staff members. Children were seen to enjoy their lunch and eat well in a social atmosphere with known staff. Children were then able to have a quiet rest or to play in the nursery. Children had books to share with home the details of their lunch and if they had eaten well.

Areas for improvement

Children should be encouraged to be independent and responsible whenever possible. Children were not seen to be involved in the preparation of snack on the day of the

inspection. Staff were undertaking tasks such as food preparation which staff should be supporting children to take routine responsibility for.

Where there is input from external specialists it is important that the nursery record their role in helping children achieve. On the first day of the inspection there was not clear and detailed information in place for nursery staff but this had been updated by the second day of the inspection visit.

As some children were now staying at the nursery all day, once a week, additional provision should be made for some children to have a rest in the middle of the day. The additional option of sleep mats for a few of the children would give them the chance to lie down and rest when they needed. The provision of aprons for children who were having lunch was also discussed with staff, as this could be an option for children at meal times if they did not want to get their clothes stained. Additional information should be gathered about the children who are staying for a full day, so staff were aware of how they might like to rest or sleep, as well as normal home routines. This would help staff to know whether children were likely to need a rest in the middle of the day.

The nursery teacher had previously invited the health visitor to visit the nursery, but she was going to approach her again to try to build up closer links, in line with the GIRFEC approach. There had also been delays in children getting speech therapy even when they had been referred by the nursery. Staff explained there was a waiting list for speech therapy or sessions at the language unit.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 4 - Good

Statement 1

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

Service strengths

See Quality Theme 1, Quality Statement 1.

Areas for improvement

As above.

Grade awarded for this statement: 5 - Very Good

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

After reviewing the evidence, we found this service was performing at a good level in ensuring the environment was safe and the children were protected. We concluded this after we spoke to the acting head teacher and staff, saw written evidence and made observations at the nursery.

The nursery room was well organised and had been divided into themed areas such as the role play corner, a cosy corner for listening and reading, a writing area, messy play and craft areas. There was space for construction and displays of interest to the children.

For the outside area there were bags with maths and language resources, as well as easels and a drawing table. Boot and coat racks were situated by the door to the outside area, which was open so that children could go in and out freely for most of the session. Immediately outside the nursery door there was a covered area where there was a large sand pit, a tray full of pasta and a mark making table. Other resources were available for the children to take and use outside as and when they wanted. There was also a garden area with planting containers and a wide variety of

natural materials, including bark, stones, shells and compost. A large, wooden story telling throne could be a focus for a role play or used for story telling.

The book area had a wide selection of books and puppets to help tell a story, as well as soft toys and cushions. There were also factual books for finding out information and children were encouraged to research their interests through books and the internet. Resources were well stored and labelled so that the children could access resources easily. There was normally a rolling snack which allowed children to continue playing without interruption and give them choice over when they had snack.

A new kitchen area had recently been installed in the nursery with a washing machine and dishwasher. The washing machine was of assistance in allowing staff to wash the dressing up clothes, cushions and blankets which were kept in the story corner. This was also used as a quiet area for the children who needed a rest during the session and items need laundered regularly to comply with infection control guidance.

The children had access to a computer and smart board, with protected internet access and adult supervision. There was a door into the adjoining Primary 1 classroom which could be opened and used to help the children mix with the Primary 1 class, especially at the transition stage, or for joint activities during the year. There had been joint French lessons and it was hope to re-introduce these sessions.

There were leaflets and books for parents and children in the foyer, as well as in the classroom. Along with some toys and drawing materials for younger siblings.

To help keep the children active and healthy the nursery used the school hall each week for physical movement including dance and exercise tapes. They were also outside each day either in the nursery garden or using the wider school areas for wheeled toys. Visits further afield took them to the wildlife area or to explore Victoria's garden in the extensive school grounds.

Children were helped to learn about their role in the environment by being involved in the programme to maintain the schools Eco Flag status.

In the CSQs parents 'strongly agreed' or 'agreed' that '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' and 'The service had a suitable range of equipment, toys and materials for the children'.

Areas for improvement

The garden area outside was now in need of some upgrading and the nursery was hoping to involve parents in some maintenance of the area. Additional storage beside the mud digging area would help to widen the range of resources which were

available at that end of the garden. On the day of the inspection the sand tray was rather overloaded with resources while the digging area only had buckets and shovels.

The bird feeder should be moved to an area where children are less likely to touch it unsupervised and children should be reminded to always wash their hands after refilling or touching the food containers.

The policies and procedures for infection control did not include the use of aprons for dealing with children who needed changed. This was discussed with the acting head teacher and staff and aprons had been obtained for staff by the second day of the inspection visit. The policies and procedures were to be revised in line with good practice guidance. **(See recommendation 1)**

Staff were still reorganising their storage following the installation of the new kitchen cupboards. The lower cupboard had not yet had locks fitted and at the time of the inspection there was a liquid gel tab and a dishwasher tablet in the unlocked cupboard under the sink. Items like these should not be accessible to the children at any time. **(See recommendation 2)**

The mop in the toilet area should be clearly marked for toilet use only. Removable mop heads which could be washed daily would help to prevent any build up and spread of germs.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 2

Recommendations

1. Infection control policies should be in line with good practice guidance. (Infection Prevention and Control in Childcare Settings (Day Care and Childminding Settings with October 2011 amendments).
2. All cleaning products must be safely stored out of children's reach or in locked containers.

National Care Standards, Early Education and Childcare up to the age of 16:
Standard 2 A Safe Environment.

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

See Quality Theme 1, Quality Statement 1.

Areas for improvement

As above.

Grade awarded for this statement: 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

Following discussion with the acting head teacher and staff, a sample of the documentation and observations of outcomes for children, this service was found to have a very good performance in relation to this statement.

The staff were seen to be professional, trained and motivated in their approach to the children. Non teaching staff were registered with the Scottish Social Services Council (SSSC). All staff were able to access training through in-service days and maintained a log of their Continuous Professional Development (CPD). The nursery teaching post was a job share and the two teachers met weekly to carry out evaluations and planning.

Staff were able to be part of the education department nursery staff cluster group, which met each term in different nurseries. At these group meetings staff had the opportunity to discuss a range of early years' issues, as well as a main theme which was identified in advance. The topic of healthy eating/snack options was discussed at the last meeting. These meetings were also attended by the principal teacher for

the early years, who was able to share good practice information. They also had access to the early years discussion forum on the glow site, which they felt was important for staff as it gave them the opportunity for sharing good practice.

There was an annual appraisal system in place and areas for development would be identified and discussed at the annual professional review with the head teacher. Training needs were identified to meet the needs of the staff and these reviews also fed into the improvement plan for the nursery. Areas identified were often in line with the wider school improvement plan as well as with staff personal development targets. Training or other ways of achieving targets would be agreed between the staff and the head teacher.

Staff were experienced in working in the nursery and very nurturing in their approach to the children.

The school improvement plan had highlighted the importance of the early levels staff having opportunities to work together to ensure a smooth transition between the nursery and primary 1 class.

In CSQs all the parents 'agreed' with the statements, 'I am confident that staff have the skills and experience to care for my child and support their learning and development' and 'I am confident that there are always enough staff to provide a good quality of care.'

Parents who were interviewed at the time of the inspection commented how approachable staff were and how they could talk to them at any time about their child or any concerns they had.

Areas for improvement

Staff were continuing to access training to develop their knowledge and skills for the benefit of the children. Updating of infection control training and food hygiene training should be considered now that meals are being served to the children in the nursery.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 4 - Good

Statement 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

See Quality Theme 1, Quality Statement 1.

Areas for improvement

As above.

Grade awarded for this statement: 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

We found this service was performing well in the areas covered by this statement.

We concluded this after we spoke to the acting head teacher and staff, saw written evidence and made observations at the nursery. We also took into account discussion with parents and children.

Staff evaluated the activities and experiences the children had on a weekly basis and used this in future planning. There was self-evaluation against the Quality Themes and Quality Statements in the Care Inspectorate self assessment form which was completed annually. Staff also used the Quality Indicators in the Child at the Centre as a benchmark to evaluate themselves against.

The nursery encouraged formal and informal feedback from parents in a number of ways over the years during daily discussions, parents' evenings, questionnaires, on the noticeboard and from comment forms in the learning journey folders. There was also the opportunity for input through the parents' forum and parents' council and the parent council was consulted about the school improvement policy.

Staff listened to children's ideas on a daily basis and there were children's comment sheets ready to be completed in their learning journeys.

The acting head teacher had paid informal visits to the nursery and would begin more formal monitoring visits next term. The early years principal teacher paid visits to the nursery and was available to discuss the impact of any planned changes to the nursery. There was also feedback from the evaluation which took place at cluster meetings and during in service training.

There had been a number of changes to the operation of the nursery this term with the introduction of the 600 hours and the move to provide a full day for parents who wished to take up the offer of an extra session and lunch. As yet, this change had not been fully evaluated but it was proving popular with parents as the demand for an additional session had grown and numbers would be greater at the start of the next term.

Areas for improvement

As the year goes on the nursery will need to fully evaluate the impact of the longer day on some children, while others have opted to stay for the shorter sessions. There had been a number of changes of staff in the nursery and they were working on new ways of evaluating the service including consulting children on a theme from the Child at the Centre.

In their self assessment the nursery identified the importance of continuing to listen to others and be vigilant in their quality assurance processes. They also planned to put out a survey to parents annually, in addition to the other ways of getting feedback throughout the year.

The acting head teacher was planning to set dates for communicating with nursery staff, about how they could develop and improve assessment of quality indicators, as set out in Child at the Centre and Curriculum for Excellence. As the acting head teacher carries out formal monitoring, feedback from the monitoring will be used in evaluation the nursery. Some areas from monitoring and evaluation will then feed back into the overall school improvement plan.

Grade awarded for this statement: 4 - 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

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

6 Inspection and grading history

Date	Type	Gradings
7 Dec 2011	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing Not Assessed Management and Leadership Not Assessed
30 Apr 2008	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 4 - 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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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrrtas.

অনুবোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

ہے بایتسرد می ونابز رگی دی روا ولکش رگی دی رپ شرازگ تعاشا ہی

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

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