

# Care service inspection report

Full inspection

## Broughton Primary School Nursery Day Care of Children

132 Broughton Road  
Edinburgh



HAPPY TO TRANSLATE

Service provided by: City of Edinburgh Council

Service provider number: SP2003002576

Care service number: CS2003017014

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

Broughton Primary School Nursery provides a welcoming service for children and their families. Staff know the children in their care well and interaction with children is nurturing. Systems are in place for families to be able to share relevant information with staff about their child. Opportunities are in place for families to be able to give their views and suggestions and to be involved in the life of the nursery.

### What the service could do better

Broughton Primary School Nursery should take action to address the areas of improvement and recommendations as outlined in the report.

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

Since the last inspection, the service has:-

- Introduced e-learning journals.
- Continued to provide opportunities for parents to be involved in the life of the nursery.

- Had staffing changes within the nursery team and a new headteacher had been appointed.
- Had an increase to the number of children that they are registered to care for.
- Had a change to the operating hours of the nursery sessions.
- Established the parents' groups to help support ideas and gather feedback to help improve and make changes to the nursery.

### Conclusion

The nursery provides children with a very good standard of care and support with a professional and welcoming approach. Information about the nursery is displayed and shared with parents through newsletters, noticeboards and electronic mail. The head teacher, depute head teacher and staff team are enthusiastic and committed to maintain the very good standard of service and to continue to make improvements to the nursery.

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

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

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

Broughton Primary School Nursery is provided by the City of Edinburgh Council's Children's and Families Department. They are registered to provide a care service for a maximum of 50 children at any one time aged from three years to those not yet attending primary school.

A morning session operates between the hours of 8.30am and 11.40am and an afternoon session operates between the hours of 12.20pm and 3.30pm.

On the first day of the inspection, there were 40 children in attendance in the morning session and 31 children in attendance in the afternoon.

The service is situated within the Broughton area of Edinburgh and is close to bus routes and local amenities. The nursery accommodation is located in a building in the grounds of Broughton Primary School and consists of a hallway, two main play rooms (Bluebell and Daisy rooms), a third room (Oak room) that children accessed for group time which also could be used by parents, toilet facilities and office area. There is also access to a fully enclosed garden area for outdoor play.

The head teacher is the named manager on their certificate of registration but the deputy head teacher has day to day responsibility for the service.

## 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 the report following an unannounced inspection. The inspection took place over two days. The first day was on Monday 1 February 2016 between 10.00 am and 4.30 pm. The second day was on Friday 5 February 2016 between the hours of 10.30am and 2.30 pm when we viewed paperwork and completed the inspection. We gave feedback about our findings including the proposed grades to the head teacher and depute head teacher on the second day of inspection.

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.

Some of the quality themes and statements we chose to look at in this inspection were in line with our internal guidance. Other statements chosen gave us an overview of the service provided and the progression since the previous inspection.

We sent 17 care standards questionnaires to the service to give to parents. Nine of these questionnaires were returned to us.

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

We spoke with:-

- The head teacher and depute head teacher (referred to as the management team in this report).
- Some children during their play.
- Some parents when they arrived to collect their child.

- The members of staff present during the inspection.

We looked at:-

- A sample of children's records.
- Planning documentation.
- Medication system.
- Accident records.
- Staff meeting records.
- Risk assessments.
- The nine care standard questionnaires returned to the Care Inspectorate.
- The service's self-assessment document that they submitted to us.
- Observing how staff work.
- The environment and equipment.
- Policies and procedures.
- Staff training records.

### **Grading the service against quality themes and statements**

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

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

### **Inspection Focus Areas (IFAs)**

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

**Fire safety issues**

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at [www.firescotland.gov.uk](http://www.firescotland.gov.uk)

## The annual return

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

**Annual Return Received:** Yes - Electronic

## Comments on Self Assessment

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

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

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

We observed the children to be confident and settled in their environment. Children were observed having a positive relationship with staff during their play. Some children were happy to talk to us about what they liked to do at nursery. Children were enjoying a variety of experiences and activities throughout the sessions.

## Taking carers' views into account

We sent out 17 care standard questionnaires to the service to give to parents. Nine were completed and returned to us before the inspection. All parents indicated 'Strongly agree' or 'Agree' to the statement that 'Overall, I am happy with the quality of care my child receives in this service'.

Information and parents' comments from the questionnaires have been

discussed whilst maintaining the anonymity of the parents, with the management team for action to be taken as appropriate.

Some comments included:-

'My daughter really enjoys the nursery but I can see she is a 'favourite' and not all children are treated the same'.

'There are regular newsletters but no information about individual learning and I haven't seen any evidence of learning brought home over the last year'.

'There has been some positive change in the new school year - I hope it continues!'

'The steps to enter the nursery are hazardous to young children and mean having to leave buggies with younger children unsupervised in the playground'.

'I'm very happy with the nursery, my son enjoys going and always comes out happy and smiling'.

'The nursery has many interesting and stimulating toys that my son enjoys'.

We also spoke to some parents when they arrived to collect their child from the nursery. They were complimentary about the service and their child's experience.

## 3 The inspection

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

### Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

#### Statement 1

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

#### Service Strengths

At this inspection, we found that the performance of the service was very good for this statement. We gathered evidence from information through the care standards questionnaires, the nursery's self-assessment document, our observations and discussions with staff. We saw a variety of opportunities for families to be able to participate in assessing and improving the quality of the care and support provided by the nursery. These included:-

- Questionnaires issued to parents to gather their views about the nursery. These and feedback from the parents' focus group had helped inform the nursery's self-assessment.
- Regular nursery and school newsletters to help keep parents informed about the nursery's learning focus and dates for the diary.
- Two parental consultation meetings a year to discuss children's learning and development at nursery.
- Children were consulted through discussion, group time and the use of floor books to record their views.
- A suggestions box.
- Photographs displayed showing the activities that children have taken part in.

- Support for families in the transition into nursery and then when children move onto primary one.
- Staff located at the entrance doorway at the start and end of the session to welcome families, answer any questions or to discuss their child's care needs.
- A parent group to enable parents to find out about children's play and learning experiences and developing information about rhymes and counting songs that could be enjoyed at home.
- The use of reflection books to demonstrate children's learning experiences and children's reflections on what they have learnt/taken part in each week.
- 'You said, We did' display to demonstrate the action taken when feedback received from parents. This showed that parents' comments were valued and used to improve the service.
- Parents having the opportunity to be involved in the nursery through helping in the library or during the session.
- A 'Planning together' folder outlined how the children had decided to use money raised.
- Pre-school nursery representative for the school to give feedback about outdoor play and learning.

In the nine care standards questionnaires returned to us all parents indicated 'Strongly agree' or 'Agree' to the statement 'I am kept informed about what is happening in the service, for example through newsletters and information boards'.

### Areas for improvement

In the care standards questionnaires:-

One parent indicated 'Disagree', two indicated 'Strongly disagree' and one parent indicated 'Not applicable' to the statement 'The service has involved me and my child in developing the service, for example asking for ideas and feedback'.

Four parents indicated 'Don't know' to the statement 'The staff ask for my child's views and about the activities and outings and use them to plan future activities'.

We shared the above feedback with the management team. The use of newsletters may be beneficial to outline to parents the participation opportunities for children and parents to be involved in developing the service and to share how children's views are sought and used to plan activities. In addition, information about the child protection procedures that staff would follow should also be shared with parents in the nursery booklet. We will follow this up at the next inspection.

## Grade

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

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

Forms were completed when children started the service and included a record of children's name, date of birth, G.P. details and emergency contacts. Allergy and dietary information was also sought along with parental consent for outings and photographs. Systems were in place for staff to use observations and photographs to record children's achievements.

Electronic learning journals had recently been introduced for staff to use to record children's learning and development in the nursery. Parents were due to be given access to their child's on-line profile to able to access their child's learning information and comment on this. Planning was responsive to children's interests and stage of development and in line with local guidance and the Curriculum for Excellence. A record of children's learning and

achievements were displayed through the use of photographs, wall displays and the reflection book and floor books in the hallway.

Staff monitored children in their play and intervened appropriately to support and encourage children's independence. Staff knew the children in their care well and described the action they took to support them whilst at nursery. Children were very confident in their environment and some engaged in conversation with us about what they liked to do. Children were actively engaged in their choice of play and learning including playing in the new toy shop area and an activity to learn to use a hammer and nails safely. This was to help prepare them for the use of a woodwork area. During the session, children usually have the choice to play outdoors in the fully enclosed garden area which provided a variety of active experiences.

Healthy eating was promoted in the nursery. Displays showed that children were routinely consulted on the snack menu. The nursery were aware of the new nutritional guidance and food standards for early years childcare providers in Scotland - 'Setting the Table'. Children's dietary requirements were catered for. The nursery took part in the national toothbrushing scheme and children brushed their teeth whilst at nursery. Staff followed the Child Smile Guidance 'National Standards for Nursery and School Toothbrushing programme'. We saw that children were encouraged to be independent in their routines and staff supported others who needed some support or a gentle reminder of what to do next.

Policies and procedures were in place to support this statement including infection control and child protection. These helped to inform the staff's work practice and help ensure that children were kept safe. Staff were aware of the need for infection control. We saw that they helped support children to be healthy by reminding and supporting children to wash their hands after going to the toilet and prior to eating.

Systems were in place to work in partnership with other professionals to support children with additional support needs. A record of the strategies was kept to outline how their needs were met and supported taking into account of the environment and the nursery routine. This information was reviewed regularly. A child protection policy was in place and identified the

responsibilities that the nursery had to safeguard children in their care. Staff were trained in child protection and GIRFEC. Staff were aware of their responsibilities and the action to take if they had any concerns about the children they cared for.

In the nine care standards questionnaires we received all parents indicated 'Strongly agree' or 'Agree' to the statement 'My child regularly gets fresh air and energetic physical play'.

### Areas for improvement

In the care standards questionnaires:-

One parent indicated 'Disagree' and two parents indicated 'Strongly Disagree' to the statement 'Staff share information about my child's learning and development with me and, where appropriate, my child'.

One parent indicated 'Disagree' and four parents indicated 'Don't know' to the statement 'Staff regularly assess my child's learning and development and use this to plan their next steps'

We discussed the above feedback with the management team. Planning information, the reflection book and newsletters communicated general learning and development within the nursery. We saw that communication had also been shared with parents about the move to use electronic learning journals to share information about their child's learning. Staff had begun to use these and at the parents' consultation evening there was a plan to print this information off to share with parents. Once staff were used to this system, parents would have access to their child's learning journal at any time and would be able to comment on this. Further information should be provided to parents to outline how and where they can seek information about their child's learning and development. We will follow this up at the next inspection.

Staff told us that children's dietary requirements were taken into account and a record of these were listed. We asked the nursery to expand on the information recorded for children who have such dietary needs to ensure that staff know what signs and symptoms to look out for and the action they may need to take.

In the Oak room there was a display to share information with parents about the GIRFEC approach. We discussed that staff should further promote this and the SHANARRI wellbeing indicators with children and consider how these are met for their individual needs.

### **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 that the performance of the service was very good for this statement. We looked at the environment and viewed risk assessments and staff practice. There were various City of Edinburgh Council policies and procedures in place to support this statement about health and safety, risk assessment and infection control.

The entrance to the premises was secure with parents and visitors having to be given access to the building by staff. These systems helped ensure children were kept safe. A staff member was located at the entrance to the nursery to maintain security and to welcome parents at the start and end of the sessions.

We found the playrooms to be suitably ventilated, well-lit and well maintained. Any maintenance issues were reported to the school for action to be taken and an audit trail was kept to demonstrate the action taken. This showed a commitment to the upkeep of the building and resources. Children helped tidy up at the end of the session and were encouraged to care for their environment.

Staff described how they assessed the environment and about the precautions taken to minimise any risks they had identified. We reviewed the accident and incident recording systems. These demonstrated that parents were informed when something happened to their child and the actions taken by staff.

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

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

### Areas for improvement

We viewed the environment and further action was needed to address issues not identified by the nursery staff or the management team. We agreed that action would be taken to address the following issues and to update written risk assessment information and nappy changing guidance as appropriate:-

- Ensuring that only boxes of latex free gloves were used by staff for administering first aid or when supporting children's personal care routines.
- Assessing the size of the sink or the water pressure in the nappy changing room as when accessing hot water, the water spilled onto the floor.
- A paper towel dispenser was needed for the Oak room.
- Bins that have lids should be pedal operated to minimise the risks of cross infection
- Although the kettle in the Oak room was not used during the inspection, this could have been used by parents. Staff should ensure the kettle is out of reach prior to children accessing this room.
- Staff were unsure if the glass in the doors and the mirrors in the toilets and nappy changing room were safety glass.
- The designated nappy changing unit was not used by staff to change children when they needed personal care support. We were told this would be done on the floor or with the child standing up. This was not in line with best practice.

We asked that written risk assessments were developed for the environment and to outline the action taken to address the issues identified above. Nappy changing procedures should also clearly outline the procedures for staff to follow in line with best practice. (See recommendation one).

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

### Grade

5 - Very Good

**Number of requirements - 0**

### Recommendations

**Number of recommendations - 1**

1. Written risk assessment information should be developed to outline potential risks and the action taken to minimise any issues for the environment. Nappy changing procedures should be developed to outline staff practice.

National Care Standards, Early Education and Childcare up to the age of 16:-

Standard 2 - A safe environment.

Standard 3 - Health and Wellbeing.

Standard 14 Well-managed service.

## Statement 5

“The accommodation and resources are suitable for the needs of the service users. ”

### Service Strengths

We found that the performance of the service was very good for this statement.

The playrooms were set up to provide children with the opportunity to be involved in a variety of activities and make best use of the available space. This included the use of the hallway to store the musical instruments that the children enjoyed using. The two main playrooms were well used by the children who were able to move freely between these areas. The Oak room was used for group time. We were told about the new resources provided in the playroom and children were excited by these new additions including a new toys shop area and an area to learn to use a hammer and nails. Children's art work and information were displayed attractively.

The outdoor play area provided a variety of surfaces and experiences climbing opportunities, use of bikes and planting areas. The picnic benches were used to provide table top resources outdoor for children who wanted to take part alternative activities and promote further choice. Staff told us about the plans to continue to develop this garden area to further enhance children's experiences.

The nursery children had access on a weekly basis to the school gym hall with staff to take part in music and movement sessions.

Some information outlined in Quality theme two, statement two was also relevant for this Quality statement.

### Areas for improvement

In the care standards questionnaires:-

One parent indicated 'Don't know' and one parent indicated 'Not applicable' to the statement 'My child can experience and choose from a balanced range of activities'.

We discussed that the use of the newsletters and the nursery booklet could be used to share the above relevant information with families.

We discussed that when children could not get outdoors due to severe weather, then consideration should be made for them to be able to access the gym hall when the school are not using this e.g. interval time.

Children took part in toothbrushing within their different key worker groups throughout the session. This took place in the Oak room. This meant that children had to stop what they were doing to join their group. We discussed that the nursery toothbrushing routine should be reviewed to consider the timing of this.

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

**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 3

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

### Service Strengths

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

The service had a range of City of Edinburgh Council policies and procedures which supported the professional approach taken by staff. These included policies about staff recruitment and selection, staff training and development and whistle-blowing. Staff we spoke to talked to us about the positive induction process that they had taken part in when they were employed.

Staff photographs including the management team for the school were displayed in the foyer. This helped parents to know who was taking care of their child during the session or who to go to contact if they had any queries.

Training opportunities were offered to staff. An overview of staff training was kept and this outlined when training was achieved. Staff were in the process of completing food hygiene training on -line. Annual appraisals were carried out and included agreeing staff priorities and objectives for the year and the assessment of staff performance against core competences. Staff appraisal reviews were due to take place. We concluded that there was a commitment from the service to ensure that staff kept up to date with best practice and were trained effectively to support children's individual care needs.

Staff were registered with either the Scottish Social Services Council (SSSC) or the General Teaching Council for Scotland (GTCS). The SSSC are the organisation

who regulate care staff and decide on the level of qualifications for each post. The GTC is the organisation who regulate registered teachers.

Regular staff meetings were held to share information about changes to best practice and inform staff about new policies. Staff had an opportunity to give their views through such meetings.

Information outlined in Quality Theme three, Statement three is also relevant to this statement.

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

- I am confident that the staff have the skills and experience to care for my child and support their learning and development.
- I am confident that there are always enough staff in the service to provide a good quality of care.
- I am confident that the staff will protect my child from harm, abuse, bullying and neglect.

### Areas for improvement

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

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

### Statement 4

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

### Service Strengths

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

We observed that staff interaction with children was nurturing and responsive to children's care needs. Staff knew the children in their care well and supported them in their play as appropriate. They used appropriate questions and general discussion to extend play opportunities and learning experiences. Children were clearly comfortable in approaching staff when they needed support.

The staff in-service day had focussed on 'Building the Ambition - National Practice on Early Learning and Childcare Children and Young People (Scotland) Act 2014'. This document provided detailed, practical guidance on experiences and interactions necessary to create a caring and nurturing setting. Plans were in place to use the toolkit to evaluate the service provided. The staff had used the document to assess their service and identify points to be actioned.

A staff handbook outlined key policies for staff including whistleblowing and child protection procedures.

Links were in place with the primary one teachers for the planning of experiences and outcomes for the children. This meant that when children moved onto primary one, there was an understanding from school staff of children's nursery learning and development and how to build on this.

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

- My child appears happy and confident with the staff.
- The staff treat my child fairly and with respect.

### **Areas for improvement**

We saw that there was a folder in the foyer for parents to record who was authorised to collect their child and any changes to this. We saw that other personal contact information was located in this and we asked that to maintain confidentiality the service should remove this information. However if parents wish to share contact details through this way then written permission should be in place.

We saw that 'time out' was used as a behaviour management strategy in the nursery. We discussed this with the management team. We were told that 'time out' would be a time for the child to reflect on their behaviour alongside staff. The management team agreed to review the behaviour strategies to ensure that there is a consistent and appropriate approach by staff to promote positive behaviour and support positive outcomes for children. The management team confirmed that a school positive behaviour policy had been developed and this would now be incorporated into the nursery. This should then be shared with parents.

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

**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 3

“To encourage good quality care, we promote leadership values throughout the workforce.”

#### Service Strengths

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

Information outlined in Quality Theme three, Statement three is also relevant to this statement.

We saw that staff had identified roles and responsibilities throughout the session. This included welcoming parents and the start and end of the session and setting up the playrooms.

Systems were in place for staff to assess the environment and to ensure that any issues or concerns were reported to the management team for action to be taken.

One staff member had responsibility for the parents' focus group and had been reviewing the new 'Setting the table' guidance and new menus with those who attended.

Staff meetings took place on a regular basis to discuss best practice and information sharing about key topics.

Staff had been encouraged to visit other services to exchange ideas and look at how to improve outcomes for children within their setting. A school staff survey was due to take place to encourage feedback and ideas from the staff.

### Areas for improvement

Staff worked within the two playrooms and also took children out to the Oak room for group time. We saw that staff had to be responsive to where they were located depending on the number of children who were in each room and their chosen play. As all staff were engaged in their work, this was sometimes difficult to assess where they were needed and how information was communicated was difficult at times. The management team agreed to review with staff, how they were deployed in the rooms, the nursery routine and further communication strategies to support positive outcomes for children.

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

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

A complaints procedure was in place and this meant that parents were informed about who to contact in the event of a concern.

The management team described and demonstrated the quality assurance systems and processes used to assess, support and maintain improvements to the nursery. These included having a monitoring and self evaluation calendar to

outline when and how aspects of the nursery were assessed. Systems included:-

- Sharing playroom practice between staff.
- Regular nursery team meetings and observations of the nursery sessions.
- Weekly management team meetings.
- A Standards, Quality and Improvement Plan (SQIP) was completed about the service on an annual basis as part of their partnership with the city of Edinburgh Council to deliver pre-school education. This outlined key areas for improvement and the priorities for the year which were shared with parents.
- Support visits from Quality Improvement Officer from the City of Edinburgh Council.
- Monitoring of the planning documents.
- Attending Senior Leadership meetings and Cluster Group meetings to help discuss and monitor quality and improvement.

### Areas for improvement

We reminded the service that all children's personal plan information must be reviewed a minimum of once every six months in line with legislation. This process was already in place for medication information and individual education plans. This should now be extended to include enrolment and other information received from parents to ensure that the information held is up to date. A record of such reviews should be kept.

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

### 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

An Education Scotland inspection took place in 2013.

## 9 Inspection and grading history

Date	Type	Gradings	
17 Jun 2010	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	Not Assessed
		Management and Leadership	Not Assessed
22 Jan 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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