

Care service inspection report

Melville Street Nursery

Day Care of Children

57 Melville Street
Edinburgh
EH3 7HL

Inspected by: Emma Campbell

Anne McBroom

Type of inspection: Unannounced

Inspection completed on: 24 March 2014



HAPPY TO TRANSLATE

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Service provided by:

Early Days Nursery Ltd

Service provider number:

SP2003002857

Care service number:

CS2011281654

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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	6	Excellent
Quality of Environment	6	Excellent
Quality of Staffing	6	Excellent
Quality of Management and Leadership	5	Very Good

What the service does well

The staff team worked well together under the inspired and dedicated leadership from the Management team. Staff were very committed to providing a really high quality care service. We found that they were caring and sensitive in forming secure attachments with the children in their care and had a very good understanding of children's individual needs.

The service made very good use of the space inside the nursery and within the local community. This benefitted the children in having access to a wide range of resources which were well planned to stimulate their curiosity and interests.

What the service could do better

The nursery had a development plan in place. In this they had set target dates for ongoing improvements to the service.

These included;-

- providing a new nutrition workshop for parents;
- developing the outdoor play area and
- implementing new strategies to get the views of service users.

What the service has done since the last inspection

Since the last inspection, the service has continued with its determination to strive for improvement. As a result many developments have occurred, this includes:

Completion of Forest School training which meant that the Forest School experience is being rolled out for all children.

A commitment to offering extra activities for parents for example access to First Aid Training.

Melville Street Nursery was the first Scottish nursery to win N.D.N.A 'UK Nursery of the Year 2013'.

Conclusion

The service provided strong and ambitious leadership. The service provider demonstrated a strong commitment and clear vision to ensuring support for staff, children and families.

Who did this inspection

Emma Campbell

Anne McBroom

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Prior to 1 April 2011, this function was carried out by the Care Commission. Information in relation to all care services is available on our website at www.scswis.com.

Requirements and recommendations

If we are concerned about some aspect of a service, or think it needs to 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 based on best practice or the National Care Standards.

- 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 ("the Act") and secondary legislation made under the Act, or a condition of registration. Where there are breaches of Regulations, Orders or conditions, a requirement may be made.

Requirements are legally enforceable at the discretion of the Care Inspectorate.

Melville Street Nursery is registered with the Care Inspectorate (CI) to provide a care service for 80 children aged from birth to entry to primary school age whom no more than 16 are under two years of age.

The nursery is in partnership with the Local Authority to provide early education for children aged three to five years of age.

The service is located in the heart of the City of Edinburgh. The accommodation is provided over three floors. The baby and tweenie rooms are in the basement, toddler room is on the ground floor and the pre school was on the top floor. Children have access to an additional sensory room, toilets. There is a kitchen area for baking and eating. The outdoor area was to the rear of the nursery.

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

Quality of Care and Support - Grade 6 - Excellent

Quality of Environment - Grade 6 - Excellent

Quality of Staffing - Grade 6 - Excellent

Quality of Management and Leadership - Grade 5 - Very Good

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

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

Observed staff and children.

Questioned staff when required.

Feedback to Managers and provider

Sampled documents and policies as below.

- Involvement with parents/carers and children in assessing and improving service. E.g.
- Questionnaires, written comments, evaluations and feedback to parents/carers, changes made as a result of parents or children's feedback.
- Any other involvement? E.g. parents' committee, parents' meetings, newsletters
- Personal Learning Plans (Learning Journeys) for all children - sample 10 - over different age groups . Personal information reviews and next steps for learning.
- Additional Support plans (e.g. for children who have behavioural issues /health issues consultation notes with parents other professionals).
- Children's files - personal information reviews and next steps for learning.
- Risk Assessments - indoors (including gym and any other room used), outside play areas, trips/ outings, transporting children to other services.
- Cleaning rotas.
- Medication policy and procedures, storage of medication.
- Snack/meal menus.
- Staff qualifications and training records.
- Accidents/ incidents records.
- Notes from manager's monitoring staff practice and nursery provision.
- Staff reviews and appraisals.
- Minutes of staff meetings.
- Quality Assurance Systems.
- Staff register.
- Children's register.
- Service Improvement Plan.
- Record of maintenance issues.

- Confirmation of staff being registered with SSSC and their understanding of Codes of Conduct.
- Whistle Blowing policy procedure and Complaints policy & procedures.

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.

We received a fully completed self assessment which highlighted strengths and areas for improvement.

Taking the views of people using the care service into account

The children were seen to be fully engaged in the activities on offer, they were comfortable approaching and speaking to the inspectors and shared their work with us. Children's comments can be found throughout the body of the report.

Taking carers' views into account

On the day of inspection we spoke directly with three parents who expressed a high level of satisfaction for example two of the comments made were:

"I'm very happy, moved her here and been very happy since. Management are great at working with us".

"Good nursery, quite busy but managed well. They get out a lot. Brilliant staff, really approachable, know your child well. I really appreciate all the information especially email communication".

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: 6 - Excellent

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

We considered the service had excellent systems in place to involve parents and children in the assessment and improvement of the nursery.

A parents' committee met regularly to discuss issues arising, all parents could make comments to the committee on their behalf. Parents were involved with the service in devising the improvement plan and they were kept informed of its implementation and progress. Additionally parents' views were obtained by the use of questionnaires, suggestion books and at informal and formal meetings. Minutes of meetings were available to all parents and these showed a wide range of issues were discussed including; staffing and training, social event, children's records and environment. We also noted that parents had been asked to be involved in the interview of new staff, however this had not been taken up as yet. This meant parents' views and suggestions were valued and acted upon to ensure positive outcomes of the nursery experiences for the children.

The role of the parents' committee also included ascertaining any further curricular information and training. Parents had requested a workshop on First Aid which the service provided. Other topics included Nutrition and Health and How to do Yoga with children. Suggestions for social events were also taken into account.

The service made use of Feedback sheets in a "you said, we did" format. This again endorsed how valued parents' and children's views were. Some examples of this were;

'you wanted tea for the children, we provided tea for all ages'

'you wanted swimming sessions all year, we accommodated this 'you wanted parent training, we provided workshops, for example the first aid course'

Parents were also invited to come in to the nursery to share skills, for example one parent regularly attended nursery to give Spanish lessons. Others had taken part in dance, music and yoga. The nursery actively invited parents through an email which provided them with some practical examples of what they may wish to be involved in which further encouraged them. We saw that a parent carried out a woodwork lesson and a great-aunt had come in to read to children. This demonstrated a real sense of family ownership of the nursery.

Staff promoted children's reflective and evaluative skills by providing them with a range of activities to support this. For example we saw innovative practice whereby children were taken to the Edinburgh film festival and then completed a review of the film and then giving them a smily face rating, drawing pictures and making comments. These were shared with parents. Children were spontaneously completing evaluations of activities and opportunities they were involved in. This demonstrated their effectiveness and regularity of contributing their views for improvement. This was clearly embedded in daily practice and children were comfortable sharing these views and even brought them to the inspectors.

Children had been involved in reviewing (in a simple format suited to their different ages and stages of development) the staff team. The information gathered identified how secure the children felt and confirmed their attachments to staff.

From the twelve Care Standards questionnaires issued by and returned to us 11 strongly agreed and agreed and one disagreed with the statement:-
"The service has involved me and my child in developing the service, for example by asking for ideas and feedback."

Areas for improvement

The service had plans to implement further methods of obtaining parents' and children's views about the quality of all the service provision. We consider this to be a positive approach in continuing to provide the already excellent opportunities within this statement.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3

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

Service strengths

The nursery had excellent procedures in place to ensure children's health and wellbeing needs were met.

Staff demonstrated a very good working knowledge of guidance documents to support children's learning. Practice evidenced implementation of the pre-birth to three approach and curriculum for excellence. Staff had access training on 'up, up and away' which supported them to enhance children's literacy development for children who may require extra support. This was being used within the pre-school room.

It was evident that staff knew the children well and were able to identify their individual needs and current interests. This involved having Personal Learning Plans (PLP) in place for each child which recorded observations made on children, their achievements and areas for next steps in learning. Children evaluated their own learning continuously and identified their own next steps. One child had reviewed her learning from a visit to the owl centre and stated 'I learned that owls don't eat people'. This enabled staff to take these into account when planning activities. For children this meant they were supported in achieving their fullest potential.

Staff ensured older siblings could visit the baby room. This enhanced the sense of security for the babies and allowed older children to feel welcomed and valued throughout all areas of the nursery and supported their sense of autonomy in the environment. This in turn had a positive impact in promoting their emotional and social development. There were many opportunities for peer learning, for example we saw the pre school children teaching the younger children how to wash their hands properly.

Children had began to make visits to nearby woodland to be involved in Forest School which provided 'hands on learning within a natural environment. We saw that this, coupled with the opportunities in the nursery and local community, played a significant role in developing children's appreciation, awe and curiosity about the natural world.

There were excellent methods in place for children to be made aware of risks whilst out and about and involved in completion of risks assessments both indoors and outdoors.. For example children were given autonomy in deciding what may pose risks to their health and well-being when at the forest. This allowed children to talk with each other and with staff about the risks they had identified and how they could be managed. This promoted children's understanding of spacial awareness and keeping themselves safe which enhanced their knowledge and understanding of the

world and promoted independence skills. children also completed the risk assessment of the outdoor area prior to play.

Children's physical health and wellbeing was promoted through a range of planned weekly activities including;

- early moves - physical exercise for early years
- dancing
- children's yoga
- tutti footie - football skills for young children
- soft play

Children's planning was seen to be very responsive and completed through mind mapping which was displayed for parents information. We saw how children's interests and current learning were evident throughout the playroom. for example their interest in farm animals and the egg incubator. One child told us about his interest in sea life and told us "the swordfish is the fastest fish in the sea". This had been picked up by staff and was being addressed within planning. This gave children learning opportunities which were relevant and extended their interests. Events such as Halloween were carefully planned for with full involvement from children as we saw detailed plans which invited the children to comment on the 'what, where, food, games, clothes and baking' for the event.

On the day of inspection a visiting music teacher was carrying out lessons with all age groups. These were observed by us and we considered that they were being delivered very well according to the different ages and stages of development of the children.

Children were able to increase their understanding of technology through the use of a computer, iPads and a very good range electronic equipment. The children made excellent use of ict throughout the playrooms and wider. We found buttons on walls next to displays which the children used to record their evaluations and provide further information when pressed by parents and other children. They also used electronic recording photograph albums which recorded their learning journeys in regard to various areas of interest and activities. iPads were used by children to evaluate their learning and next steps and they regularly linked yup with their sister nurseries and a further two nurseries through Skype.

Children's PLP's were completed well and were available securely online for parents to view. This was supported by learner's story file within the room which the children had ownership of and could add to. This meant parents were kept fully informed about their children's progress.

Through the celebration of festivals such as Eid, Diwali and Chinese New Year, children developed an appreciation and understanding of cultures and faiths.

Children were encouraged to follow good hygiene routines and knew when to wash their hands. Very good arrangements were in place, exclusion periods were adhered to for children who were ill to minimise the risk of cross infection within the nursery. All staff were trained in administering first aid which meant they were able to deal with certain emergencies if they arose.

From the twelve Care Standards questionnaires issued by and returned to us 12 strongly agreed and agreed with the statement:-
"Staff share information about my child's learning and development with me and, where appropriate, my child.

Areas for improvement

The nursery should continue to monitor and maintain the excellent standard of quality. They should ensure they continue to identify areas of improvement and implement an action plan to address these.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 6 - Excellent

Statement 1

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

Service strengths

The strengths identified in Quality Theme 1, Statement 1 also apply to this statement.

We also noted that children's views were valued, for example as a result of children's questionnaires the story corner had been re-sited making it more attractive for children to use.

From the twelve Care Standards questionnaires issued by and returned to us 12 strongly agreed and agreed with the following statements

"The service is 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 has a suitable range of equipment, toys and materials for the children."

Areas for improvement

The service had plans to implement further methods of obtaining parents' and children's views about the quality of all the service provision. We consider this to be a positive approach in continuing to provide the already excellent opportunities within this statement.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 2

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

Service strengths

We found the service provided excellent evidence of how they maintained the very high cleanliness of the nursery. A cleaner was employed daily to ensure the nursery was kept in a hygienic state. Throughout the day staff ensured the environment was kept safe, clean and free of hazards.

Risk assessments were in place and procedures to minimise risks put into practice. These included the nursery and outdoor play area. At the time of the inspection we found they had been checked on a regular basis and that staff understood their responsibility for children's safety. Emergency evacuations of the nursery were carried out regularly. A record of the evacuations was held. They were completing risk/benefit assessment which meant they were considering and balancing the benefits to children for higher risk activities. This ensured children were not restricted and were given opportunity to become risk aware. Children were regularly involved in completion of risk assessments.

Staff told us they continually evaluated the layout of the playroom. We could see that this resulted in children being able to move around freely and make their own choices from a range of activities. Children were able to access many of the nursery resources without adult help which supported their growing independence. We could see that in situations where children did need help they were confident in approaching staff.

We looked around the indoor nursery areas and the outdoor play area. We found that on the day of the inspection they were well maintained and in good condition.

Staff understood the systems in place for reporting broken and damaged equipment and repairs to the building. They told us the system was effective and worked well. There was a janitor on duty, throughout the nursery opening times, who ensured any issues arising were dealt with expediently.

Visitors to the nursery entered via a secure entry system which ensured there was no free access to the nursery by members of the public. Visitors were asked to sign the Visitors Book. This helped ensure that staff were aware of who was in the building and the purpose of their visit.

Children's art and craft work was displayed attractively around the nursery. This helped children to feel that their contribution to the environment was valued.

There was evidence that children had input into the activities and the layout of the nursery. For example on the day of the inspection a 'garden centre' had been developed in the loft area. This was as a result of observations of play and

conversation among some of the children.

The nursery was well resourced which meant that staff were able to respond quickly to children's interests. There were clear links between staff observations and the activities available.

We found that children were proud of their nursery and were enthusiastic in getting involved in tasks like tidying up and acting as snack helpers. We saw examples of children appropriately reminding others to take care of toys and to care for the environment.

Infection control training and first aid courses were offered to all staff as part of a rolling programme of training which helped them to support children's care needs. Infection Control Guidance was in place and staff told us they always had sufficient supplies of cleaning materials and protective clothing.

We looked at the children's toilets. We could see that they were clean and well maintained. Staff told us they were cleaned on a daily basis and we could see that regular check lists were in place to deal with any concerns as they arose. Staff encouraged children to follow good hygiene procedures including regular hand washing and made sure they had plentiful supplies of soap, paper towels and toilet tissues.

Areas for improvement

The service should ensure that the excellent standards of safety and cleanliness are maintained and consider if any adaptations are necessary to continue to improve.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 6 - Excellent

Statement 1

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

Service strengths

The strengths identified in Quality Theme 1, Statement 1 also apply to this service.

From the twelve Care Standards questionnaires issued by and returned to us 11 strongly agreed and agreed with the following statements

"I am confident that staff have the skills and experience to care for my child and support their learning and development." ;

"I am confident that there are always enough staff in the service to provide a good quality of care." ;

"My child appears happy and confident with the staff." ;

"I am confident that the staff will protect my child from harm, abuse, bullying and neglect." and

"The staff treat my child fairly and with respect."

Areas for improvement

The service had plans to implement further methods of obtaining parents' and children's views about the quality of all the service provision. We consider this to be a positive approach in continuing to provide the already excellent opportunities within this statement.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3

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

Service strengths

We found that the service provided very good evidence of how they met the areas we inspected in relation to this Quality Statement.

Staff in the nursery were registered with the Scottish Social Services Council (SSSC) or the General Teaching Council (GTC) dependant on their qualifications. These are the bodies are responsible for the training and registration of care and teaching staff.

We spoke to staff about the induction process in place. They confirmed that they had taken part in a structured induction which helped prepare them for their role in the nursery. They were familiar with the policies and procedures of the nursery and understood their role in dealing with, for example, emergency evacuations and concerns over the wellbeing of children.

On the day of inspection a visiting music teacher was carrying out lessons with all age groups. These were delivered very well according to the different ages of the children. The music teacher and staff were extremely responsive to children and adapted the session throughout to suit. Choices were given to children and they kept children engaged and enthused throughout with appropriate praise for their involvement.

Staff confirmed that a system was in place to ensure they met with the management team at least once a year for a formal appraisal of their work. We saw evidence of these. The appraisals, which looked at general performance and identified areas for development, were recorded and signed by both parties.

Staff told us they were given good opportunities to take part in training courses. Recent training had included Getting It Right For Every Child, Curriculum for Excellence and Forest Schools Initiative, Autism Awareness and First Aid.. Two early years practitioners were studying for their BA in Childhood Practice. Staff were included in regular updates in Child Protection, First Aid and Food Hygiene. The service provided a weekend away for staff on an annual basis. The purpose of this was to enhance continued team relationships and have various workshops on current childcare issues and practices. Staff told us they valued these opportunities and that it was a very good opportunity to share childcare practices with other members of staff from the service provider's sister nurseries. One staff member had been asked to deliver some training in relation to learning from her degree. We found that management were committed to supporting staff in achieving higher qualifications and actively encouraged access to the B.A in Childhood Practice.

Children's snacks and meals were prepared by a qualified chef whose expertise was disseminated to other sister nurseries within the organisation. We found the staff in the kitchen to be very motivated and committed to ensuring there were varied and healthy menus in place.

Staff were familiar with the key documents informing their practice including the Curriculum for Excellence and the National Care Standards. They held weekly meetings to plan for children's experiences. The plans were flexible and based on staff observations, conversations with children and information from home. There were also daily informal updates in order to make sure that the activities provided were responsive to the needs and interests of the children on a day-to-day basis.

We found staff communicated well with each other and used their understanding of one another's strengths to support children effectively. We found they were enthusiastic and committed to their role of providing the children with excellent care and pre school education. Throughout the day we saw many examples of staff using their skills in listening and talking to children which supported them well, helped them to think independently and to problem solve. At staff meetings staff discussed practice issues, this was fed back to the management team at meetings held between the room seniors and managers. Any changes required were taken forward into the planning of children's individual needs and the shared interests of children. This was further evidence that staff were committed and motivated to ensure there was good quality childcare and appropriate learning opportunities for children.

Areas for improvement

The service should continue to foster the enthusiasm and motivation within the staff team. They should continue to provide support for staff to access further training to promote their continued professional development.

Grade awarded for this statement: 6 - Excellent

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 1

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

Service strengths

The strengths identified in Quality Theme 1, Statement 1 also apply to this service. From the twelve Care Standards questionnaires issued by and returned to us 12 strongly agreed and agreed and one disagreed with the following statement

"The service has involved me and my child in developing the service, for example asking for ideas and feedback."

Areas for improvement

The service had plans to implement further methods of obtaining parents' and children's views about the quality of all the service provision. We consider this to be a positive approach in continuing to provide the excellent opportunities within this statement.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 4

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

Service strengths

We considered the service had some very good systems in place to ensure a high quality service.

Room meetings for staff took place once per month and there were weekly room supervisors' meetings to discuss any issues arising and how these would be dealt with. Staff told us they had opportunities to add items to the agendas for nursery meetings. We saw these included staffing, activities, observations made and recorded on children. This demonstrated staff played an active part in these meetings and their views were valued.

Within the pre-School room, the room supervisor regularly assessed and recorded the performance of other staff. They provided feedback about staff's activities and interactions with children to promote further improvement.

A quality assurance calendar was in place to inform dates for regular monitoring and improvement plans. These included Parent's meetings, Open Days, questionnaires to be issued, monitoring visits, staff meetings and management meetings. This meant that staff and parents were kept informed of current and future events. They also ensured that monitoring quality was effective and ongoing.

As part of their annual appraisal staff could discuss the quality of the management and leadership. This evidenced good working relationships between management and staff. It also further reaffirmed the value placed by management on seeking staff opinion on management and leadership.

We noted that management regularly carried out quality assurance checks on room layouts and cleaning rotas. These were 'Managers monitoring walk around - a folder was in place demonstrating issues identified and addressed during these e.g. health and safety issues, displays of children's work and storage of nappies. This ensured staff had written feedback and knew what improvements were required.

The 'standards, quality and improvement plan' was in place. This identified staff responsibilities and reflected on their work. There was regular support and assessment visits from the local authority Quality Improvement officer who provided written feedback on progress made and any areas for further improvement. This feedback was seen to be considered and acted upon.

The room supervisor in pre-school assessed other pre-school staff carrying out activities and provided written feedback on their performance. This direct observation

of practice and interaction meant issues were quickly identified and addressed. There were plans to roll this out within other playrooms.

Staff completed their annual 'Child at the Centre Performance Indicator Questionnaires'. These were evaluated and used in developing and implementing the Nursery Improvement Plan. This meant staff had accountability and involvement in setting the priorities for the coming year.

There were regular management meetings which took place with the managers from all four nurseries within the group. This provided opportunities to discuss and share practice issues and developments. Minutes of meetings demonstrated plans to begin evaluation of each other's nurseries as additional quality assurance measures. This meant continued identification of improvements to be made and how and when they would be implemented.

From our discussions with the management team and the provider of the service also the evidence of high quality provision throughout the nursery we considered that management and leadership was very strong, they were committed to providing very high quality of care and experiences for children and gave very good support to staff to help them achieve these goals.

Areas for improvement

Parents commented as follows:-

"Pre-School has one competent leader but when she is not available there is a lack of leadership and information doesn't get passed on to me or from me to all staff. I feel it is always newly qualified staff that are recruited and overall the nursery would benefit from a more "mature" staffing."

"Feedback in the Pre School room can be an issue at the end of the day and it is sometimes difficult to work out what my child did but we have raised this as an issue and we have a parents' night soon."

management should now consider these comments and address them within further communications with parents.

When observing staff practice we found that not all staff adhered to health and safety procedures. We were advised that staff had felt nervous being observed by us and this was why procedures had slipped. Whilst we acknowledge this reason, the nature of the procedures to be followed were routine and prevalent throughout each nursery day therefore standards should not have been compromised.

We noted that at the time of inspection there was no clear system in place for management monitoring and assessing staff practice. We were advised of the proposal to strengthen this aspect of quality assurance which had already been implemented in one of the organisation's sister nurseries and due to be rolled out to all their nurseries. We considered the proposal to be innovative and when put into practice would improve the very good quality assurance systems already in place.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

4 Other information

Complaints

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

Enforcements

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

Additional Information

No 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 - 6 - Excellent	
Statement 1	6 - Excellent
Statement 3	6 - Excellent
Quality of Environment - 6 - Excellent	
Statement 1	6 - Excellent
Statement 2	6 - Excellent
Quality of Staffing - 6 - Excellent	
Statement 1	6 - Excellent
Statement 3	6 - Excellent
Quality of Management and Leadership - 5 - Very Good	
Statement 1	6 - Excellent
Statement 4	5 - Very Good

6 Inspection and grading history

Date	Type	Gradings
5 Jul 2012	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 5 - Very 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 cànanan eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

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