

# Care service inspection report

Full inspection

## Clermiston Primary School Nursery Day Care of Children

18 Parkgrove Place  
Edinburgh

Service provided by: City of Edinburgh Council

Service provider number: SP2003002576

Care service number: CS2003017017

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

Clermiston 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

Clermiston Primary School Nursery should continue to promote the participation opportunities for parents and children and how such information is shared with families. The service should also take action to address the areas of improvement and recommendation as outlined in the report.

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

Since the last inspection, the service has:-

- Developed ways to communicate information to parents. This had included the introduction of e-learning journals and electronic mail.
- Continued to provide opportunities for parents to be involved in the life of the nursery. For example Stay and Play sessions and the development of the nursery garden.
- Had staffing changes within the nursery team. Two new members of staff had been appointed and the nursery teacher's post was now no longer a job share post.
- Improved record keeping and the medication system in line with best practice.
- Established the parents' groups to help support ideas and key projects within 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 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.

Clermiston 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 40 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 3.35pm.

On the first day of the inspection, there were 33 children in attendance in the morning session and 36 children in attendance in the afternoon.

The service is situated within the Clermiston area of Edinburgh and is close to bus routes and local amenities. The nursery accommodation is located in a separate building in the grounds of Clermiston Primary School and consists of a foyer area, parents' room, toilet facilities, office area, one playroom and kitchen area. There is also access to a fully enclosed garden area via the nursery playroom.

The head teacher has day to day management responsibility for the service and is the named manager on their certificate of registration with the Care Inspectorate.

## 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 medium intensity inspection. We carry out these inspections where we have assessed the service may need a more intense inspection.

### 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 11 May 2015 between 9.25am and 4.35pm. The second day was on Tuesday 19 May 2015 between the hours of 10.30am and 3.45pm when we met with the head teacher and viewed paperwork and completed the inspection. We gave feedback about our findings including the proposed grades to the head teacher on the second day.

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. The reason for the other statements we chose was that we were assessing the service's progression since the shared Education Scotland and Care Inspectorate inspection in May 2014.

We sent 14 care standards questionnaires to the service to give to parents. Ten of these questionnaires were returned to us.

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

We spoke with:-

- The head teacher.
- Some children during their play.

- Some parents when they brought their child to nursery or arrived to collect their child.
- The staff team.

We looked at:-

- Children's records.
- Planning documentation.
- Medication system.
- Accident records.
- Staff meeting records
- Risk assessments.
- The ten 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.

### **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. Due to their age and stage of development, some children were unable to give their views about the nursery. However children were observed having a positive relationship with staff during their play. Some older 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 including outdoor play.

## Taking carers' views into account

We sent out 14 care standard questionnaires to the service to give to parents. Ten 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 included in the report as appropriate.

## 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 centre. These included:-

- Questionnaires issued to parents to gather their views about the nursery and feedback opportunities about the garden. Parents' evaluations had helped inform the nursery's self-assessment.
- Regular newsletters to help keep parents informed about playroom news and information.
- Two parental consultation meetings a year to discuss children's time at the nursery.
- Children were consulted throughout the day to give their views about the nursery through discussion, group time and the use of floor books to record their views.

- A suggestions box.
- Photographs displayed showing the activities that children took part in.
- Support for families in the transition into nursery and then when children move onto primary one.
- Plans were in place to continue to seek parent's views to help improve the nursery through further surveys.
- Weekly information displayed to outline the general routine planned. For example timetabled use of the school gym hall and taking part in school assemblies.
- Stay and Play sessions for parents for to be able to see and take part in the nursery session with their child.
- New information boards in the foyer for parents in the entrance area. Information about snack, planning and general nursery details were displayed here.
- The introduction of electronic mail directly to parents to reduce the amount of paper information sent home.
- Sharing information about workshops in the community that parents could attend about the emotional wellbeing and positive mental health for children.
- A new nursery booklet being developed in consultation with the parents' group as a support for new parents using the service.

In the ten 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.

Nine parents indicated 'Strongly agree' or 'Agree' to the statement 'The service has involved me and my child in developing the service, for example asking for ideas and feedback'.

Six parents indicated 'Strongly agree' or 'Agree' to the statement 'The staff ask for my child's views and about the activities and outings and use them to plan future activities.

All ten parents indicated ' Yes' to the statements:-

- I received clear information about the service before my child started using it.
- My child and I were able to visit the service before starting to use it.

Comments we received through the care standards questionnaire included:-

'I have been delighted with the staff at Clermiston Nursery and I am sad that this will be the last year I have a child attending. Thank you so much'.

'Overall my child is very happy at nursery. The staff are fantastic, friendly and very welcoming'.

'I am confident that the nursery provides a stimulating and safe environment for my child. I find communication with parents is clear and that parents are encouraged to 'get involved' with aspects of nursery life'.

'The nursery staff are very experienced and caring towards the children and I am always very impressed with the lovely, industrious atmosphere when I visit the nursery e.g. at 'Stay and Play'. My son (name given) feels very secure at nursery and he loves attending. I like the online learning journals which have been introduced as I feel I know more about (child's name) learning journey. Previously this information was in a folder at nursery. Staff are proactive in taking new ideas forward e.g. mud kitchen idea and I definitely think there is much more nursery - parent contact through the Parent's group, Family Learning sessions and information available on noticeboards'.

### Areas for improvement

One parent indicated 'Strongly disagree' 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'.

One comment we received through the care standards questionnaires was:-

'My only suggestion is that newsletters and updates should be done by e-mail rather than paper'. Through discussion with staff and the head teacher, we saw that this had been implemented and all parents were encouraged to sign up for electronic mail.

We shared the above feedback with the head teacher. A new welcome pack was currently being progressed. Information within this would help inform parents about the processes and opportunities for them to be involved in developing the nursery. The use of newsletters may also be beneficial to outline to parents how children's views are sought and used to plan activities. 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 records and observed the snack routines 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 been introduced and this meant that parents could access their child's learning information on-line 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 was displayed through the use of photographs, posters and floor books.

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 their nursery and what they liked to do. They told us about how they visited the school to go to assemblies and use the gym hall. One child proudly showed us the new home play area and another showed us the display where the tadpoles and snail lived. Children were actively engaged in their choice of play and learning and some enjoyed reading books whilst others chose to play outdoors. Children were given the choice to play outdoors throughout the session and this area provided a variety of active experiences for children.

During the morning session, the children took part in the school wider achievement assembly. One nursery child proudly stood up with the Depute head teacher to tell everyone about her achievement. A photograph was taken for the wider achievement board and this process celebrated her success.

Healthy eating was promoted in the nursery. Displays showed that children were routinely consulted on the snack menu. A book of snack ideas was displayed in the playroom to show the ideas that some children had provided along with a drawing. 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. Children had the opportunity to be involved in the preparation of snack. The menu was displayed in the foyer to share this information with parents. 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 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 visiting specialists to support children with any additional support needs. The nursery worked closely with other agencies to further enhance and identify any support needed for children and families attending. 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 Getting It Right for Every Child. (GIRFEC is the national approach to reforming children's services to improve outcomes for children). Staff were aware of their responsibilities and the action to take if they had any concerns about the children they cared for.

The medication system had been reviewed and action taken to ensure that this was in line with best practice guidance 'Management of medication in daycare of children and childminding services'. This included a record of expiry dates and all medication was now reviewed each term with parents. This ensured that the information was up to date and the care plans still relevant.

In the ten 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'.

Nine parents indicated 'Strongly agree' or 'Agree' to the following statements:-

- My child can experience and choose from a balanced range of activities.

- The service provides a healthy and well-balanced diet which meets my child's dietary and cultural needs.
- Staff share information about my child's learning and development with me and, where appropriate, my child.
- Staff regularly assess my child's learning and development and use this to plan their next steps.

Five parents indicated 'Strongly agree' or 'Agree' to the statement 'The service makes good use of resources in the community for example library and parks'.

### Areas for improvement

One parent indicated 'Don't know' to the following statements:-

- My child can experience and choose from a balanced range of activities.
- The service provides a healthy and well-balanced diet which meets my child's dietary and cultural needs.
- Staff share information about my child's learning and development with me and, where appropriate, my child.
- Staff regularly assess my child's learning and development and use this to plan their next steps

Three parents indicated 'Disagree' and two parents indicated 'Don't know' to the statement 'The service makes good use of resources in the community for example library and parks'.

We discussed that the use of the newsletters and the new nursery booklet could be used to share the above relevant information with families. This may help inform them about information they don't know about. Consideration should also be made to outline how the nursery is involved in the local community and to consider the expansion of such opportunities.

Now that the electronic e-learning journals were used, the role and content of the paper personal learning profiles (PLPs) varied. We were told that children

had enjoyed looking at their folders and the nursery was to determine their future use and the consistency of the content. Plans were in place to further encourage parents to comment on their child's e-learning journal and to extend the use of ICT to enable children to be able to view this more regularly with staff.

### 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 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 under Quality Theme one, Statement one also applies to this Quality Statement.

#### Areas for improvement

The areas for improvement under Quality Theme one, Statement one also applies to this Quality Statement.

#### Grade

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

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. A record of visitors was kept and visitors were not left unsupervised with children. 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 to maintain the safety and cleanliness of the environment. This showed a commitment to the upkeep of the building and resources. Children helped tidy up and were encouraged to care for their environment. Parents had also been supportive with the upkeep of the garden area with volunteers helping with the development of the garden and weeding. The outdoor play area provided a variety of surfaces and experiences including a bamboo tunnel, den, climbing opportunities, use of bikes, grassy areas with planters. There was a new sand play area and plans were in progress to develop an outdoor kitchen for children.

The playroom was set up to provide children with the opportunity to be involved in a variety of activities in line with the Curriculum for Excellence. This was set out to make best use of the available space and were well used by children who were able to move about freely. The imaginative home area had been developed since the previous inspection and there was excitement about the new large water tray that had arrived. The changes we saw indicated that there was a commitment to provide new resources to enhance outcomes for children.

Staff described how they assessed the environment and about the precautions taken to minimise any risks identified. Written risk assessment information had now been developed for the outdoor play area. 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 ten 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

At the previous inspection, we had commented on the garden debris and builders bags within the garden area. We had also commented on the weeds around the wooden train. Whilst there was an improvement, work was still taking place in the garden so some builder's bags were still evident. Weeds around the paved area and the wooden train were still evident. This should be monitored as part of the nursery's quality assurance systems and arrangements made for this area to be cleared of weeds regularly.

We asked that written risk assessments were developed to include the action taken to minimise risks for the indoor environment, the door leading to the garden and any changes made to the outdoor area. (See recommendation one).

### 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 indoor environment, the door leading to the garden and any changes made to the environment.

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.



## 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

The strengths under Quality Theme one, Statement one also applies to this Quality Statement.

#### Areas for improvement

The information under Quality Theme one, Statement one also applies to this Quality Statement.

#### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

### Statement 3

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

#### Service Strengths

At this inspection, we found 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.



We observed that staff interaction with children was of a high quality. 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. Photographs of staff were displayed in the foyer and this helped parents to know who was taking care of their child.

Training opportunities were offered to staff. An overview of staff training was now kept and this outlined when training was achieved including child protection and first aid. Annual appraisals were carried out and included agreeing staff priorities and objectives for the year and the assessment of staff performance against core competences. This included identifying staff training needs. This showed 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.

In the ten 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.
- My child appears happy and confident with the staff.
- The staff treat my child fairly and with respect.
- 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 confirmed that training records for new staff were also being progressed to demonstrate the training they have achieved.

We viewed the staff handbook in the nursery. We discussed that this should be reviewed to ensure that the information is up to date and included key policies such as whistle-blowing and where to access key employment information if required. We will follow this up at the next inspection.

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 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 under Quality Theme one, Statement one also applies to this Quality Statement.

#### Areas for improvement

The information under Quality Theme one, Statement one also applies to this Quality Statement.

#### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

### Statement 4

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

#### Service Strengths

At this inspection, we found 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 displayed on the noticeboard. This meant that parents were informed about who to contact in the event of a concern.

The head teacher described and demonstrated the quality assurance systems and processes used to assess and support and maintain improvements to the nursery. These included:-

- Sharing playroom practice between staff and other nurseries to look at key aspects of learning environments such as the garden area.
- Shared classroom experiences with observations and visits carried out with peer review and support.
- Regular nursery team meetings and observations of the nursery sessions.
- Weekly management team meetings.
- A Standards, Quality and Improvement Plan 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 was shared with parents.
- Support visits from Quality Improvement Officer and Peripatetic Teacher from the City of Edinburgh Council.
- The head teacher attending meetings held in the nursery with staff and parents.
- Stakeholders' comment book to give feedback to the nursery.
- Monitoring planning documents.
- Attending Senior Leadership meetings and Cluster Group meetings to help discuss and monitor quality and improvement.
- Visiting other nurseries to help identify ways to improve planning within the nursery.
- Reviewing the 'Vision and Values' of the nursery which has been shared with parents.

### 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 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

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

### Previous requirements

1. The provider must ensure systems are in place to review children's medication needs regularly with parents and that children's medication is renewed with parents before the expiry date.

This is in order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (Scottish Statutory Instrument) 2011/210), regulation 4 (1) (a).

**Timescale for meeting this requirement:- By 30 September 2014.**

### This requirement was made on

Systems were now in place to review medication each term with parents and a record of the expiry date was kept. We saw that children's medication was stored

individually in zipped bags along with their care plan information. We saw that all medication was still within their expiry date.

**Met - Within Timescales**

**2. The provider must ensure that all staff have a clear understanding about the recording and reporting procedures they must follow to help safeguard children in their care. Records about incidents and health and wellbeing concerns must be dated and clearly demonstrate the action taken by staff.**

This is in order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (Scottish Statutory Instrument) 2011/210), regulation 4 (1) (a).

**Timescale for meeting this requirement:- By 30 September 2014.**

**This requirement was made on**

The head teacher and staff we spoke to were clear about the new recording and reporting procedures that had been put in place. Staff had attended a child protection training update and informed of the procedures to be followed in the event of any concerns. In dialogue with the head teacher, it was clear that on receipt of any concerns, other agencies would be involved and consulted as appropriate with a record of this kept. We saw that the new recording procedures included dating and stating the action taken by staff and the head teacher.

**Met - Within Timescales**

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

### **Previous recommendations**

**1. Four recommendations were made in the previous inspection report:-**

**1. Action should be taken to further involve parents and children to be able to give feedback about the nursery throughout the year. Feedback received**

should be shared with parents along with the action to be taken as a result of suggestions and comments received.

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

Standard 13 - Improving the service.

Standard 14 Well-managed service.

In the foyer there was a display outlining feedback received from parents and the action taken by the nursery as a result. There was also a suggestions box and a folder to outline any suggestions received and the action taken. A Parents' forum had been introduced and parents were involved in supporting the nursery through the management of the story sacks and new parent handbook. This recommendation had been met.

2. Written risk assessment information should be developed to outline identified potential risks and the action taken to minimise any issues. Daily premises checks should monitor the temperature of the building and any action taken.

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.

We saw that written risk assessment information was in place for the garden and key activities in the nursery. We were told that the temperature of the nursery was no longer an issue as this could now be controlled by staff as and when needed. A thermometer was in place to help assess the temperature. We have deemed this recommendation as met. However we have outlined in Quality Theme three, Statement three of this report, that further written risk assessment information should be developed about the indoor environment.

3. A team training overview and plan should be developed to demonstrate the key mandatory training attended by staff to support the delivery of the service.

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

Standard 13 - Improving the service.

Standard 14 Well-managed service.

We saw that this was now in place. This recommendation has been met.

4. Quality assurance systems should now be formalised to demonstrate how aspects of the service and staff practice have been monitored. This must include a record of the findings and any action taken to improve the outcome for children and the quality of the service delivered.

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

Standard 13 - Improving the service.

Standard 14 - Well-managed service.

We saw that a number of quality assurance systems were formalised and demonstrated how staff practice and the service was monitored. These systems have been outlined in Quality Theme four, Statement four of this report. This recommendation has been met.

This recommendation was made on

## 7 Complaints

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

## 8 Enforcements

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

## 9 Additional Information

Not applicable.

## 10 Inspection and grading history

Date	Type	Gradings
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29 May 2014	Announced	Care and support Environment Staffing Management and Leadership	3 - Adequate 4 - Good 4 - Good 3 - Adequate
7 Nov 2011	Unannounced	Care and support Environment Staffing Management and Leadership	4 - Good Not Assessed 4 - Good Not Assessed
13 Oct 2009	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 5 - Very Good

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