

PERTH AND KINROSS COUNCIL

Executive Sub-Committee of Lifelong Learning Committee

26 November 2014

**STANDARDS AND QUALITY IN SCHOOLS, LEARNING COMMUNITIES AND
PRE-SCHOOL CENTRES/DAY CARE OF CHILDREN**

Report by Executive Director (Education and Children's Services)

PURPOSE OF REPORT

This report sets out the key findings following inspections of pre-school centres and schools undertaken by Education Scotland (formerly known as HMI) and, by exception, Care Inspectorate inspections on the day care of children since the Executive Sub-Committee of Lifelong Learning Committee on 17 September 2014.

1. BACKGROUND

1.1 Education Scotland Inspections

- 1.1.1 Each year Education Scotland's scrutiny body (Her Majesty's Inspectorate, HMI) inspects and reports on the quality of education in pre-school centres, primary schools, secondary schools, special schools, community learning and development services, colleges, and residential educational provision. HMI also inspects the education functions of local authorities and carries out joint inspections of services for children.
- 1.1.2 This report sets out the key findings and areas for improvement following inspections of Perth and Kinross Council pre-school centres (including partner providers), schools and learning communities by Education Scotland. This includes the findings of follow-through inspections where appropriate.
- 1.1.3 Specifically the report sets out the findings of inspections which have been published by Education Scotland since the Executive Sub-Committee of Lifelong Learning Committee on 17 September 2014 (Report No [14/404](#) refers).

Pre-School Centres/Schools

- 1.1.4 HMI changed the format of reporting about schools in August 2011 and inspection reports provide an overall evaluation of the quality of the school's provision. In coming to a judgement, HMI will aim to answer three key questions which are:
- How well do children/young people learn and achieve?
 - How well does the school support children/young people to develop and learn?
 - How does the school improve the quality of its work?

To help answer the first two questions, HMI provides a summary sentence followed by narrative which explains their findings. For the third question, HMI provide narrative and express their level of confidence in the school's ability to continue to improve the quality of its work. Finally, they sum up the overall quality of education provided by the school.

- 1.1.5 There are four broad continuing engagement activities that HMI may select following an inspection, not all of which are mutually exclusive. They are:
- Innovative practice
 - No further inspection activity
 - Additional support for improvement
 - Continued inspection
- 1.1.6 In the case of an initial HMI inspection of a school, a public meeting is held after the publication of the inspection report with invitations going to parents, the local elected members and members of the Lifelong Learning Committee. These meetings give parents, carers and other members of the community the opportunity to discuss the findings of the inspection and to be consulted on the areas for improvement to be taken forward.
- 1.1.7 Where further inspection activity is carried out, HMI will report publicly to parents and stakeholders. Other continuing engagement activities undertaken by Perth and Kinross Council will also be reported to parents and stakeholders. This includes the publication of reports to parents on Extended Learning and Achievement Visits and follow-up reports on the school's website and on each school's page on www.pkc.gov.uk.
- 1.1.8 In addition to HMI inspections, a range of school specific information is submitted by all schools to Education Services in relation to performance management, planning for improvement and self-evaluation leading to improvements. Education Services staff use this information to work with headteachers to determine the nature and frequency of support/challenge visits that will be appropriate for each school over the course of any session. The school visits form the core of the School Improvement Framework and will take the form of one or more of the following over a planned four year programme:
- School Improvement Visit
 - Learning and Achievement Visit
 - Extended Learning and Achievement Visit and follow up activity and visit
- 1.1.9 During such visits the School Improvement Plan, the Standards and Quality Report and the Self Evaluation pro forma are scrutinised and challenged to ensure appropriate account has been taken of any identified improvement actions and that work in these areas is having a positive impact on the quality of educational provision provided by the school. In most cases, an HMI inspection has confirmed the view of the school improvement team. Schools are also required to have robust processes of self evaluation embedded in their quality assurance approaches. They are required to submit an annual summary of this work which is also subject to scrutiny by Education Services.

1.2 Care Inspectorate

1.2.1 The Care Inspectorate (also known as Social Care and Social Work Improvement Scotland - SCSWIS) is the unified independent scrutiny and improvement body for care and children's services. The Care Inspectorate inspect services against the National Care Standards and most typically will grade services against some or all, of the following quality themes:

- Quality of Care and Support;
- Quality of Environment;
- Quality of Staffing; and
- Quality of Management and Leadership.

Grades of 1 – 6 are awarded, 1 = unsatisfactory to 6 = excellent.

1.2.2 If the Care Inspectorate is concerned about any aspect of a service or think it could do more to improve they will make requirements or recommendations within the inspection report. The service must submit an appropriate action plan within the required timescale to the Care Inspectorate.

1.2.3 Further to an amendment to the Scheme of Delegation by Perth and Kinross Council on 1 May 2013, the Executive Sub-Committee of Lifelong Learning Committee also consider Care Inspectorate Reports on the day care of children by exception, where any grading has been awarded an evaluation of unsatisfactory, weak or excellent.

1.2.4 The Care Inspectorate is the national scrutiny and regulatory body who have responsibility for reviewing the quality of provision of the day care of children and young people in our partner provider centres and nursery provision associated with our schools. The reports provided by the Care Inspectorate evaluate provision against a set of care standards and their locus, unlike HMI, extends to 0-3 provision. Education Services enter into partnership with our partner providers on the basis of the 3-5 provision and therefore our key locus for scrutiny is in that area. All of our partner providers and nursery classes are subject to the same scrutiny through our School Improvement Framework as our schools.

1.2.5 Specifically, the report sets out the findings of Care Inspectorate inspections undertaken and published since the Executive Sub-Committee of Lifelong Learning Committee on 17 September 2014 (Report No [14/404](#) refers).

1.3 Joint Inspections

1.3.1 From August 2013 Education Scotland (HMI) and the Care Inspectorate began a programme of joint inspections of nursery classes and pre-school centres. The outcomes from such inspections are reported publically in one report produced jointly by both scrutiny bodies. In each report there will still be separate evaluations of both the Quality Indicators considered by HMI and the Care Standards considered by the Care Inspectorate. All such joint reports will be brought to this committee in the usual reporting cycle.

2. RECENTLY PUBLISHED REPORTS

2.1 Education Scotland Inspections

2.1.2 Since the Executive Sub-Committee of Lifelong Learning Committee on 17 September 2014 (Report No [14/404](#) refers) the following report has been published by Education Scotland¹:

- **Follow-through inspection of Fossoway Primary School and Nursery Class.** HMI will make no further visits in connection with the follow-through report of August 2014. A summary of the key findings is shown in Appendix 1a together with a copy of the inspection letter in Appendix 1b. At the time of the 2013 Census, Fossoway Primary School had 123 primary school children and 21 nursery children enrolled.

2.2 Care Inspectorate Inspections

2.2.1 Eight inspections have been undertaken and published² by the Care Inspectorate since the Executive Sub-Committee of Lifelong Learning Committee on 17 September 2014 (Report No [14/404](#) refers). Of those reports, only one requires to be reported as an exception (where any grading has been awarded an evaluation of unsatisfactory, weak or excellent). Doodlebugs Day Nursery Ltd (Aberuthven), a partner provider, was awarded four evaluations of excellent. A copy of this report is included in Appendix 2.

3. PERFORMANCE SUMMARY

The following summarise performance achieved for the entire academic year 2013/14 compared to previous years. As there has been no full inspections since the last Executive Sub-Committee of Lifelong Learning Committee no changes have been made to the performance indicators show in Table 1, Figure 1a, Figure 1b, Table 2, Figure 2a, Figure 2b, Table 3 and Table 4.

Pre-School Centres/Schools

3.1 Evaluation of each school's performance is assessed across five quality indicators, including three core quality indicators:

- Core quality indicator Improvements in performance
- Core quality indicator Learners' experiences/children's experiences
- Core quality indicator Meeting learning needs
- Quality indicator The curriculum
- Quality indicator Improvement through self-evaluation

3.2 Prior to August 2011, these were published as part of the inspection report. Although post August 2011 these evaluations no longer feature in the reports published by HMI, they are published on Education Scotland's website and will continue to be reported to the Executive Sub-Committee of Lifelong

¹ At time of writing, 30 September 2014.

² As at 3 October 2014.

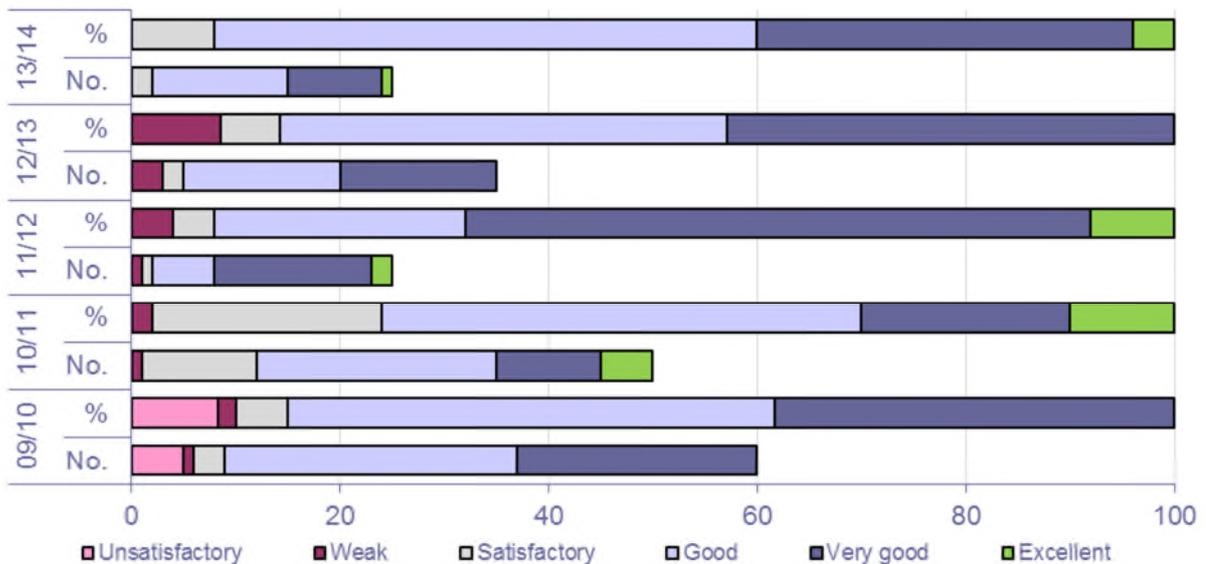
Learning Committee. Follow-through inspections do not include an evaluation against quality indicators.

3.3 Table 1 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the pre-school sector, including partner providers. Five pre-school centres have been inspected during academic session 2013/14 and evaluated as good or better in relation to all core quality indicators.

Table 1: Pre-School Overview by Performance Indicator

Pre School	Satisfactory or Better					Good or Better				
	09/10	10/11	11/12	12/13	13/14	09/10	10/11	11/12	12/13	13/14
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	11	10	5	7	5	10	9	5	7	5
Children's experiences	11	10	5	7	5	11	9	5	7	5
Meeting learning needs	11	10	5	7	5	11	8	5	7	5
Core Quality Indicators	33	30	15	21	15	32	26	15	21	15
The curriculum	11	10	5	6	5	10	7	4	5	4
Improvement through self-evaluation	10	9	4	5	5	9	5	4	4	4
All Quality indicators	54	49	24	32	25	51	38	23	30	23
Total Number of Quality Indicators	60	50	25	35	25					
Total Number of Inspections	12	10	5	7	5					
Total schools with positive evaluations*	11	10	5	7	5					

Figure 1a: Summary of Grades Awarded (All Quality Indicators)



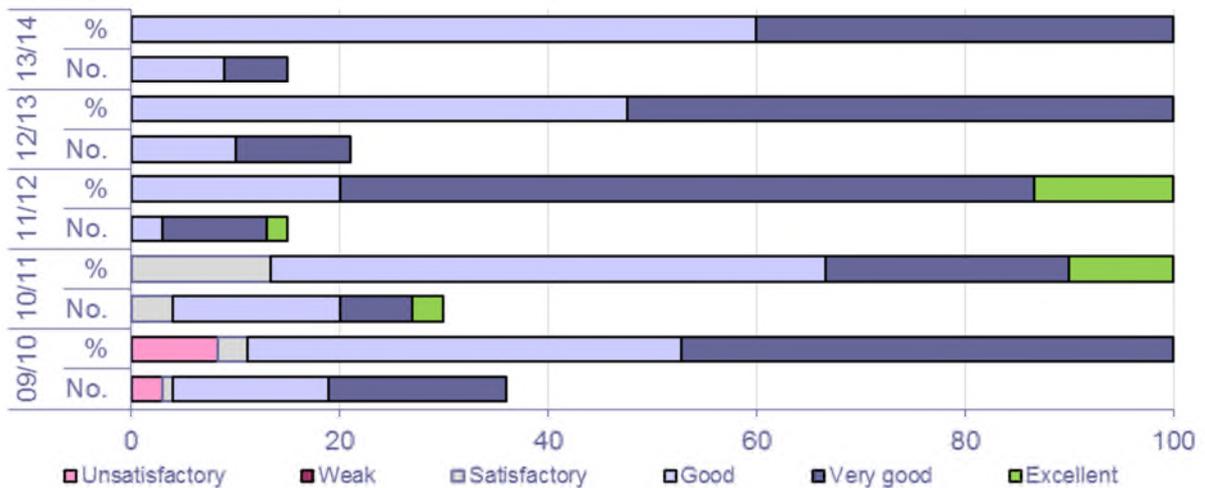
Primary Schools

3.4 Table 2 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the primary sector. Three primary schools have been inspected during academic session 2013/14 and evaluated as good or better in relation to all five quality indicators.

Table 2: Primary Overview by Performance Indicator

Primary	Satisfactory or Better					Good or Better				
	09/10	10/11	11/12	12/13	13/14	09/10	10/11	11/12	12/13	13/14
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	10	8	5	6	3	9	4	5	5	3
Learners' experiences	11	8	5	6	3	10	6	5	5	3
Meeting learning needs	11	8	5	6	3	9	4	5	4	3
Core Quality Indicators	32	24	15	18	9	28	14	15	14	9
The curriculum	11	8	5	5	3	9	3	4	5	3
Improvement through self-evaluation	10	8	4	5	3	9	3	4	4	3
All Quality indicators	53	40	24	28	15	46	20	23	23	15
Total Number of Quality Indicators	55	40	25	30	15					
Total Number of Inspections	11	8	5	6	3					
Total schools with positive evaluations*	10	8	5	6	3					

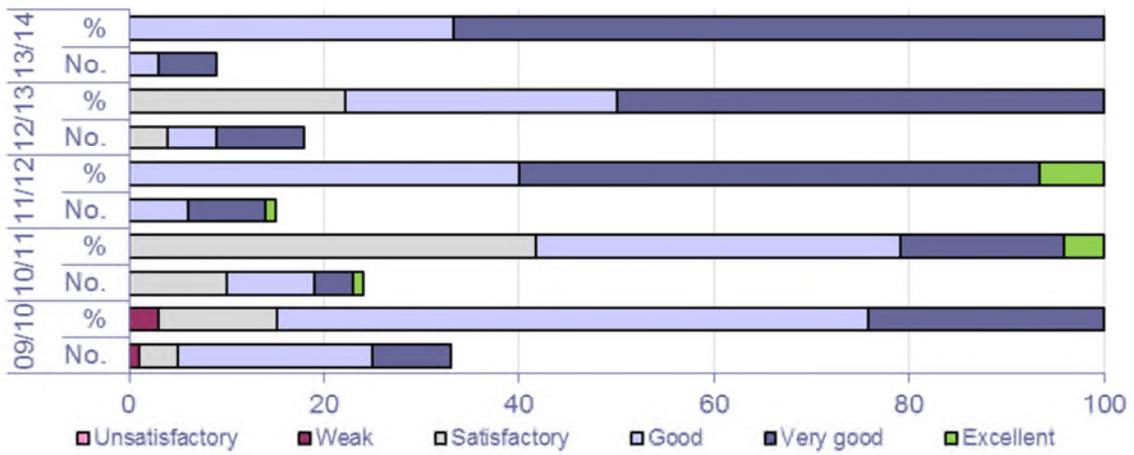
Figure 1b: Summary of Grades Awarded (Core Quality Indicators)



**Figure 2a: Summary of Grades Awarded
(All Quality Indicators)**



**Figure 2b: Summary of Grades Awarded
(Core Quality Indicators)**



Secondary Schools

- 3.5 Table 3 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the secondary sector. Two secondary schools have been inspected during academic session 2013/14, both were evaluated as good or better in relation to all five quality indicators.

Table 3: Secondary Overview by Performance Indicator

Primary	Satisfactory or Better					Good or Better				
	09/10	10/11	11/12	12/13	13/14	09/10	10/11	11/12	12/13	13/14
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	1	0	2	2	2	0	0	2	1	2
Learners' experiences	1	0	2	2	2	1	0	2	1	2
Meeting learning needs	1	0	2	2	2	1	0	2	1	2
Core Quality Indicators	3	0	6	6	6	2	0	6	3	6
The curriculum	1	0	2	1	2	1	0	1	1	2
Improvement through self-evaluation	1	0	1	1	2	0	0	1	1	2
All Quality indicators	5	0	9	8	10	3	0	8	5	10
Total Number of Quality Indicators	5	0	10	10	10					
Total Number of Inspections	1	0	2	2	2					
Total schools with positive evaluations*	1	0	2	2	2					

4 CONCLUSION AND RECOMMENDATION

Inspection reports provide further information on the standards and quality in our services and set out a clear agenda for continuous improvement.

- 4.1 It is recommended that the Executive Sub-Committee of Lifelong Learning Committee:
- (i) scrutinises and comments as appropriate on the contents of the report.

Author(s)

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Approved

Name	Designation	Date
John Fyffe	Executive Director	

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You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	
Community Plan / Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	None
Workforce	None
Asset Management (land, property, IST)	None
Assessments	
Equality Impact Assessment	None
Strategic Environmental Assessment	None
Sustainability (community, economic, environmental)	None
Legal and Governance	None
Risk	None
Consultation	
Internal	Yes
External	None
Communication	
Communications Plan	Yes

1. Strategic Implications

1.1 The Perth and Kinross Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013/2018 set out five strategic objectives:

- (ii) Giving every child the best start in life;
- (iii) Developing educated, responsible and informed citizens;
- (iv) Promoting a prosperous, inclusive and sustainable economy;
- (v) Supporting people to lead independent, healthy and active lives; and
- (vi) Creating a safe and sustainable place for future generations.

This report relates to Objective No (ii) Developing educated, responsible and informed citizens.

1.2 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area: Change and Improvement.

2. Resource Implications

Financial

2.1 Not applicable (n/a)

Workforce

2.2 Not applicable (n/a)

Asset Management (land, property, IT)

2.3 Not applicable (n/a)

3. Assessments

Equality Impact Assessment

3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The function, policy, procedure or strategy presented in this report was considered under the Corporate Equalities Impact Assessment process (Eq1A) with the following outcome: assessed as **not relevant** for the purposes of Eq1A.

However, it is anticipated that the work on the quality indicators will promote equality of access to care and support, learning and achievement and equality of access to the learning community. Where appropriate, improvement policies, procedures or strategies will require equalities assessments to ensure compliance with our duty to ensure there is no adverse impact on any community group.

Strategic Environmental Assessment

3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals. No further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

Sustainability

3.3 Not applicable (n/a)

Legal and Governance

3.4 Not applicable (n/a)

Risk

3.5 Not applicable (n/a)

4. Consultation

Internal

4.1 Relevant Heads of Service and Service Managers within Education and Children's Services have been consulted in the preparation of this report.

External

4.2 Not applicable (n/a)

5. Communication

5.1 In the case of an initial HMI inspection of a school, a public meeting is held after the publication of the inspection report with invitations going to parents, the local elected members and members of the Lifelong Learning Committee. These meetings give parents, carers and other members of the community the opportunity to discuss the findings of the inspection and to be consulted on the areas for improvement to be taken forward.

Where further inspection activity is carried out HMI will report publicly to parents and stakeholders. Other continuing engagement activities undertaken by Perth and Kinross Council will also be reported to parents and stakeholders. This includes the publication of reports to parents on Extended Learning and Achievement Visits and follow-up reports on the school's website and on each school's page on www.pkc.gov.uk

2. BACKGROUND PAPERS

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

3. APPENDICES

Appendix 1a	<u>Fossoway Primary School and Nursery Class</u>
Appendix 1b	Summary of Education Scotland Inspection Education Scotland follow-through inspection report
Appendix 2	<u>Doodlebugs Day Nursery (Aberuthven)</u> Care Inspectorate Inspection Report on the Day Care of Children

FOSSOWAY PRIMARY SCHOOL AND NURSERY CLASS EDUCATION SCOTLAND FOLLOW THROUGH INSPECTION SUMMARY

1 INTRODUCTION

Education Scotland (HMI) published a report on Fossoway Primary School and Nursery Class in June 2013 as part of a national sample of primary education.

A follow-through inspection was undertaken in August 2014. HM Inspectors looked at areas that were identified in the original inspection and other aspects of the schools work, as proposed by the headteacher. Some of the key findings are summarised below.

2 PARTICULAR STRENGTHS OF THE SCHOOL

HMI identified the following features of the school:

- Pace of learning and challenge have greatly improved which has led to better progress in Literacy and Numeracy
- Staff now have high expectations for children's learning
- Approaches to curriculum planning have improved
- The quality of the leadership provided by the new headteacher

No evaluations are given in a follow through report but HMI commented on the good and very good work they saw throughout the school. No areas for improvement were specifically noted either; rather the school should build on the good and very good progress made to date. Over and above the usual School Improvement Framework visits made to Fossoway this academic year, there will be another Extended Learning and Achievement visit and the report from this will be made public by June 2015.

3 CONCLUSION

As a result of seeing significant progress, and being confident in the support provided by the Education Authority coupled with the leadership of the headteacher, HMI will make no further visits in connection with this inspection.

For further information contact:

Anne Dalziel, Quality Improvement Officer, Education Services (ext 76376).

26 August 2014

Dear Parent/Carer

**Fossoway Primary School and Nursery Class
Perth and Kinross Council**

In June 2013, HM Inspectors published a letter on your child's school. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff how the school has continued to improve. We looked at particular areas that had been identified in the original inspection and at other aspects of the school's work, as proposed by the headteacher. As a result, we were able to find out how well children are now learning and achieving and how the school is continuing to support them to do their best. This letter sets out what we found.

How well do children learn and achieve?

Across the school and the nursery class, there has been significant progress in improving learning for children. Teachers now provide rich learning experiences for almost all children across the school. Nursery children benefit from their involvement in using mind maps and floor books to plan and assess their own learning. The learning environment is stimulating and inspires creativity. Children enjoy the challenges set by staff through play activities indoors and outdoors. Children are articulate and confident and used these skills to good effect when acting in the Jack and the Beanstalk play. Across the school, children now take pride in their positive attitudes to learning. They talk articulately about their involvement in planning their learning and the skills they are developing. Almost all children say they enjoy learning and that the school helps them to be more confident. Teaching approaches have greatly improved and children are benefiting from being involved more in setting criteria for their success. They take pride in sharing their learning with parents through their 'Learning Steps' jotters. Outdoor learning is developing well in the nursery and staff now plan to develop it further for all children in the school.

At the early primary stages and in the nursery class, children are making very good progress in their learning. The standard of children's writing and numeracy in P1/2 is high. Across the school, the pace of learning and level of challenge have greatly improved which has led to better progress in literacy and numeracy overall. The school has plans to ensure that the successful learning and high standards achieved, particularly in the early stages, are sustained. Many children participate in several committees and are now more fully involved in leading the work of the school. They are proud of their school and achievements and benefit from many opportunities to share and celebrate their successes. Through their involvement in

committees, children have improved their knowledge and understanding of healthy lifestyles and the importance of good behaviour. Overall, the children are confident, very well behaved, polite and courteous.

How well does the school support children to develop and learn?

Staff now place a clear emphasis on high expectations for children's learning. Teachers have improved their approaches to curriculum planning. Teachers plan whole-school topics and activities in a creative and flexible way, involving children and partners to make meaningful contexts for learning. A good example of this was the recent whole-school study of China which offered opportunities for children to apply their skills in literacy and expressive arts. Tasks and activities now meet the needs of almost all groups and individuals well. Staff work well together to support and challenge children in their learning. The support for learning teacher provides helpful guidance to staff and parents. As a result, support for learning in class is now more effective and well-targeted. Support for learning assistants are confident in their role and children's progress in literacy has improved through the introduction of Wave Three reading materials. Very effective transition arrangements are now in place from nursery to P1 and from stage to stage. Partnership with Kinross High School is strong and could be strengthened further through links with neighbouring primary schools and continued collaboration between primary and secondary teachers.

How well does the school improve the quality of its work?

The new headteacher has had a significant impact on the work of the school. She has ensured that the school now has effective processes to bring about improvements. Since her appointment, the school has raised expectations in all aspects of its work. In particular, she has gained the confidence and respect of all staff and parents. Staff appreciate the guidance and support of the headteacher. She gives them opportunities to lead school initiatives and supports their professional development. As a result, staff are developing confidence in what they want children to achieve through the curriculum. The appropriate focus given to high standards and consistent approaches in learning and teaching has led to children making better progress, behaving more responsibly and enjoying having a greater involvement in their school. Children are benefiting from the vibrant environment and improved links with parents. All parents say that, overall, they are happy with the school and its leadership. The commitment of the headteacher and staff to working in partnership with parents has improved the ethos of the school which is now very positive. The headteacher has managed the pace of change very well and has clear ambition for the children of Fossoway. The supportive Parent Council and wider parent forum, together with staff and partners in the community, give us confidence that the school will continue to improve.

What happens next?

The school is now well-placed to continue to deliver high quality education. As a result, we will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, Perth and Kinross Council will provide a further update to parents by June 2015.

Susan Gow
HM Inspector

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Care service inspection report

Doodlebugs Day Nursery (Aberuthven)

Day Care of Children

Main Street
Aberuthven
Auchterarder
PH3 1HE

Type of inspection: Unannounced

Inspection completed on: 21 August 2014



HAPPY TO TRANSLATE

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Service provided by:

Doodlebugs Day Nurseries Ltd

Service provider number:

SP2013012143

Care service number:

CS2013319773

If you wish to contact the Care Inspectorate about this inspection report, please call us on 0345 600 9527 or email us at enquiries@careinspectorate.com

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	6	Excellent

What the service does well

Doodlebugs, Aberuthven, is a very well run nursery with the provider keenly motivated to keeping it improving and meeting professional standards.

Indoors the nursery is modern, welcoming and comfortable. The nursery garden has the natural feel of the Perthshire countryside it is set in and gives children lots of opportunity to find out about plants and wildlife.

Parents find staff friendly and helpful and they feel very involved in plans staff make for their child and in wider nursery developments.

What the service could do better

The provider should continue to maintain the high standards they have achieved in the nursery, encouraging parents, children, staff and others contributing to their work to keep helping them identify further service developments.

What the service has done since the last inspection

The provider and nursery managers have ably led many improvements in the nursery and continue to do so at a steady pace.

Developments include the ongoing review of policies including giving children medicines and infection prevention, further developing personal planning for children,

review of staff recruitment and induction, and nursery transitions for children - starting nursery, moving to a new nursery room and moving on to school.

Conclusion

Children at Doodlebugs, Aberuthven, are well looked after by staff who care about them as individuals and want to help them learn.

Children are happy and confident as a result which helps reassure parents.

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

This service registered with the Care Inspectorate on 16 October 2013.

Requirements and recommendations

If we are concerned about some aspect of a service, or think it could do more to improve, we may make a recommendation or requirement.

- A recommendation is a statement that sets out actions the care service provider should take to improve or develop the quality of the service, but where failure to do so will not directly result in enforcement. Recommendations are based on the National Care Standards, relevant codes of practice and recognised good practice.

- A requirement is a statement which sets out what is required of a care service to comply with the Public Services Reform (Scotland) Act 2010 and Regulations or Orders made under the Act or a condition of registration. Where there are breaches of Regulations, Orders or Conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Doodlebugs Day Nursery (Aberuthven) is one of two daycare of children services privately owned by Doodlebugs Day Nurseries Ltd in Perthshire.

The nursery is permitted to provide care to a maximum of 74 children with a maximum of:

19 children aged under 2 years

21 children aged 2 years to under 3 years

34 children aged 3 years to those not yet attending primary school

At times when the service is also providing out of school care, there can be up to 10 children of primary age up to the age of 8 years included in these numbers.

The nursery is located on the edge of Aberuthven village in two storey purpose-built premises. Playrooms for the youngest and oldest age groups are on the first floor. Children between 1 and 3 years have playrooms downstairs with direct access to the enclosed nursery garden.

The provider states the following as the nursery's aims:

* To provide a safe, nurturing and loving home from home for our babies.

* To provide a learning environment, playrooms that are richly resourced and provide lots of opportunities to explore.

- * To value all our staff, qualified, training and volunteers.
- * To provide opportunities to each staff member to develop their skills and to broaden their knowledge and skills in caring for and educating children.
- * To continually encourage parents input into nursery life and encourage them to share in their children's learning.
- * To provide quality experiences for children aged 0 to 3 years following the guidance contained in the Pre-Birth to Three Document - Positive Outcomes for Scotland's Children and Families.
- * To follow the Curriculum for Excellence for children aged 3 to 5 years in order to provide quality activities and experiences to promote each child's development and learning in all 8 areas of the curriculum and to apply the GIRFEC (Getting it Right for Every Child) approach to enable each child to become a confident individual, an effective contributor, a successful learner and a responsible citizen.
- * To refer to and follow best practise as indicated by the National Care Standards (Early Education and Childcare up to the age of 16); Child at the Centre 2 and the Scottish Social Services Council (SSSC) Codes of Practice.
- * To recognise and encourage each child's right to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (the SHANARRI well-being indicators).
- * To continually assess the support and improvement guidance available from all sources.
- * To treat every child as an individual recognising additional needs, gender, race, nationality and culture.
- * To set boundaries in a way which helps each child to develop a sense of the significance of their own behaviour, both in their own environment and for those around them.
- * To treat all children with respect, to provide the love and comfort when they are upset and to encourage them to learn and grow in a loving and supportive environment.
- * To promote a partnership approach to ensure that all our learners grow and develop educationally, socially, emotionally and spiritually.

The nursery is in Partnership with the Local Authority to provide places for children before they go to school.

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 6 - Excellent

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

Inspection report continued

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 0345 600 9527 or visiting one of our offices.

2 How we inspected this service

The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection

We wrote this report following an unannounced inspection. This was carried out by one Inspector. The inspection took place on Wednesday 20 August 2014 from 9.30am to 5:30pm and Thursday 21 August between 9:30am and 4pm. We gave feedback to the nursery owner and nursery manager at the end of 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.

We sent thirty care standards questionnaires to the provider to give out to parents and carers of children who use the service. Seventeen parents and carers sent us completed questionnaires before the inspection.

During this inspection process, we gathered evidence from various sources, including the following:

We spoke with the provider, one of the two staff sharing the nursery manager role, staff working in each area of the nursery during our visits including room leaders, children in each age group, 4 parents and carers.

We looked at:

- The environment and equipment
- Communication between the service and parents through the booklet "Welcome to Nursery Life", newsletters, displays and noticeboards
- Policies and procedures outlining the service's approach including Child Protection, Medication and Nappy Changing

Records of:

- Personal Planning for children's care and learning needs
- Children's involvement in planning
- Safety measures identified through risk assessment
- Accidents and incidents
- Medicines given to children by staff
- Monitoring and audits promoting practice improvements
- Staff meetings, training and development

Evidence of:

- Staff asking parents and children for their ideas and their views about improvements
- Management consulting with staff about what the nursery could do better
- Improvement Planning

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: No

Comments on Self Assessment

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

We received a fully completed self assessment document from the provider before this inspection. This was heavily detailed with relevant information for each heading that we grade services under.

They provided information about the areas of work they consider they do well, what they have improved and work they plan to further develop.

They also told us how they gather the views of parents, children and staff to help them make improvements.

Taking the views of people using the care service into account

We spent time with all age groups of children present during our visits.

In all of the playrooms, children benefitted from the warm, welcoming and caring atmosphere staff created and the nursery was also a fun place where children could be themselves.

There were cuddles and kind words for children needing comfort. Staff praised and encouraged children trying new and favourite activities. Children ate well with staff ready to help and make mealtimes sociable with good-humoured chat.

We could see that children enjoyed indoor activities and being out in the garden. Some of the older children enthusiastically showed us their current favourite things to do like learning about "Under the Sea".

Taking carers' views into account

Seventeen parents gave us feedback through our questionnaires and we spoke with four parents and carers while we were in the nursery. It was very clear from their comments that they were highly satisfied with the service they were receiving, felt thoroughly involved and had confidence in staff.

Eleven parents made additional comments in our questionnaires about things they thought the nursery did well:

"Doodlebugs is a very caring place for children to learn and develop personally. The staff are friendly and always have time to talk to parents about what the children have been doing and how they are getting on. Every day is exciting."

"All staff are approachable and knowledgeable about the curriculum."

"I like that they spend so much time in the garden."

"We couldn't ask for a more positive, caring, helpful, thoughtful, organised, encouraging and wonderful nursery."

"I can't praise the staff enough. We're kept up to date with all activities, progress and if any problems arise, we feel confident in approaching the staff."

Further comments from parents and references to our questionnaires are included throughout this report.

3 The inspection

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

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 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 found the service following an excellent approach to involving parents and children.

We reached this conclusion from feedback parents gave us, from our observations of staff speaking with children and parents and from a range of evidence showing the service gathering and using parents' and children's comments.

All parents and carers who gave us feedback in our questionnaires, and in our conversations with them, said that the nursery involved them in their child's care and support and in wider service development. We could plainly see the provider and all staff effectively promoting the nursery feeling friendly and inclusive.

Each time they encountered a child, parent or visitor, they consistently greeted them warmly with a smile using their name and making time for conversations people wanted to have with them. This promoted a strong culture of open communication which was confirmed in the feedback parents gave us. They said that they were confident speaking with staff about their child or about any concerns they had as they were approachable.

As confirmed in the following parent's comment, the nursery also promoted them feeling welcome to take part through regular invitations to join in activities and events.

"We are invited in to Doodlebugs regularly which makes us feel part of the nursery - café, fair, parent's night, book reading, dance show..."

This gave parents further opportunity for building positive relationships with staff, helped them gain direct insight into their children's experiences and learning at nursery and, thus, was another favourable contribution to enhancing their confident and informed involvement.

We could see that the nursery promoted parents actively contributing to wide-ranging aspects of nursery life and service development.

This started at their child's enrolment when staff asked parents to provide details about their child's needs, routines, interests, abilities. Through this parents had significant opportunity to influence the initial plans staff made for their child.

Children's care and learning records showed high level involvement continuing through regular reviews of their child's care and learning. This happened informally through day-to-day discussions and formally through termly individual meetings with their child's key worker. We could see that this gave parents opportunity to comment on their child's current progress report and agree next learning targets for them. Recent development of consultation with parents before each meeting was also notably enabling parents to set the meeting agenda, so enhancing their influence on the review and the extent of their genuine involvement in planning and decisions affecting their child.

In the reception area, along routes leading to playrooms and inside each playroom we found noticeboards and displays giving parents information about care and support practices staff followed, current planning for children's learning and photos and accounts of children's experiences and achievements. Included as standard with these were invitations for parents to add their views and comments, contributions parents and children had already made and, where it applied, action the nursery had taken on feedback received. This emphasised in a highly visible way the importance and value the nursery placed on parents and children influencing the day-to-day work and development of the nursery. In turn, it promoted their participation continuing as people using the service could see the extent to which their views mattered and made a difference.

One parent's comment to us illustrated this point:

"It is evident from displays and newsletters children have a huge part to play in the planning and running of the nursery. Their voices and thoughts are valued as are mine."

In addition to parents and children's influence on the individual service staff provided for them, we also found the provider effectively enabling their positive influence on the programme of activities offered, nursery menus, staff recruitment, the environment and review of policy and recording systems.

Adding a section in the nursery application form asking parents for expertise, skills or interests they would be willing to share led to the development of "Doodlebugs Service Users Participation Directory" and a number of workshops for children led by parents. These included hearing about their roles as a train driver, architect and doctor, having story time led by carers and learning about different countries, their food, customs and languages.

The nursery cook had consulted with children and developed menus from their suggestions. She had also asked parents for favourite family recipes and added these to the nursery menu attributing them to their children such as "Child X curry" thus letting children clearly see how they had been involved.

A grand-parent told us how they had been involved in staff interviews and the positive experience this had been to help select a member of staff and see them settle and develop in their role.

Parents have been involved in the garden development and have been consulted on recent changes to the sleep room for younger children.

Health professionals among the parents have directly influenced the review of the medicine policy and recording systems for giving children medicines.

Parents views have led to changes in the frequency and process of updating information about routines for children aged under 2 years.

Areas for improvement

The nursery management team are continuing to improve and develop their approach with the involvement of parents and children.

They should continue to monitor and maintain their excellent participation practices.

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 service's approach to promoting children's health and wellbeing was excellent.

We reached this conclusion after we sampled children's personal plans, looked at photographs and records of children's experiences and took account of information

from parents and staff.

The following two comments were typical of parents' strong satisfaction that staff thoroughly knew their child and planned for them as individuals.

"Doodlebugs provide an excellent service. My child is happy and confident within their playroom. Staff know (child) very well and put a lot of time into planning suitable activities and their profile."

"The staff understand how our children click and show them such love, care and education."

We found that throughout the nursery, staff were developing a personal plan for each child based on information provided by their parents about their care and learning needs, routines, interests, likes and dislikes. This enabled staff to plan care and support in fine and reliable detail for each child. We could see staff using creative ways to promote colleagues supporting individual children consistently. For example, in the room for 1-2 year olds, an attractive train wall display had separate "carriages" with a photo and significant care information for each child. This brief overview gave the whole team a quick guide to working in a uniform and effective way with that child.

Staff kept parents deeply involved through routinely asking them to provide updates on their child's health, development, changes in their home routine, their current wishes for their care and their views on the next stages of their learning. This kept parents and staff actively planning together on a continuous basis for each child's current needs and development. Fifteen parents said in our questionnaires that staff had worked with them to develop an individual plan for their child.

Staff were confidently following the current national planning approach for children - "Getting it right for every child" (GIRFEC) - involving parents in the assessment process to find out children's support needs in terms of them being safe, healthy, active, nurtured, achieving, respected, responsible and included (SHANARRI). We could see this was enabling staff and parents to plan effectively together for each child's whole health and wellbeing.

We also found staff throughout the nursery consistently using a "Learning Journey" approach to capture episodes of focussed learning for each child in photographs and written descriptions. One member of staff highlighted the positive contribution this made in the following description of the approach as:

"A magnifying glass on a little bit of a child's current learning."

From the Learning Journeys we read, we could see the method helped staff analyse their observations of children and gain insight as a result into their significant

personal learning and achievements. Furthermore, the Learning Journeys were attractive, simple in style and informative making them a beneficial tool for reviewing and further planning of support and learning with parents, nursery colleagues and, where applicable, the child themselves.

Staff in the room for 2-3 year olds demonstrated another particular example of excellent child-centred planning based on schemas children were showing. Schemas are repeated actions like throwing things, putting things in, on and under things which are believed to be the child's way of exploring the world and trying to find out how things work. Staff were recognising these in children and were planning activities and experiences which were allowing them to practice these behaviours. Very often they are misunderstood as negative behaviours. This, therefore, showed a staff group who were well-informed and confident to implement an important theory of childhood learning and as a result, enable natural child-led development to take place.

The provider was also making excellent use of specialists out with the childcare staff to promote positive health and wellbeing experiences and learning for children.

Parents were highly complimentary about the nursery cook's contribution to healthy and nutritious meals for their children. One parent's comment characterises their views:

"Elizabeth, the cook, makes fabulous, healthy meals each day."

We too found her role highly influential. She developed healthy menus based on fresh produce taken from the nursery garden when available, thus letting children sample quality home cooked food from home-grown ingredients.

She got involved in baking things like bread with the staff and children, thus coaching both in healthy eating activities they could continue and further develop in future.

She developed favourite meals parents and children told her about, developed and incorporated them into the nursery menu attributing them to the child such as "x's curry". In this way she included families in her own work promoting healthy eating, possibly also widening their menu of good foods to eat.

Children also had regular opportunity for sessions led by dance and sports specialists. This added to their routine outdoor play in the nursery garden, giving them planned programmes to develop physical skills and fitness.

Areas for improvement

The provider and staff should continue to monitor and maintain their excellent practices in promoting children's health, wellbeing and development.

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

In this section of the report, we consider the service's approach to helping parents and children have their say about the environment and resources staff provide.

From our findings we are confident that the service's performance in this area of work is excellent. Parents may use any of the methods we outlined in Quality Theme 1, Statement 1, Service Strengths to comment on the environment.

Children have their say about the toys and play materials through staff observation of how they use activities and resources and through staff directly consulting them about planning.

Areas for improvement

The management and staff should continue to maintain their excellent practices in involving parents and children in shaping the nursery environment through active consultation, evidencing the changes they influence.

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 consider that the service was providing an excellent environment for children.

We reached our conclusion by looking at the nursery accommodation, equipment and play materials, viewing policies and records, by talking with staff and from information parents gave us.

We found the nursery providing a highly positive emotional environment. Parents who gave us feedback confirmed there were preparatory visits, clear written information and joint planning with staff for nursery transitions including children starting, moving to different rooms and leaving the nursery. This promoted children being ready for their new experience, moves appropriately supporting their individual needs and, consequently children feeling confident and secure.

We also witnessed staff consistently upbeat and constructive when interacting with children. They were enabling and encouraging, gave praise and recognition for achievement and gave support when children needed comfort and help. This led to the nursery being a positive place to be and children being content, relaxed and happy as confirmed in the following parents' comments:

"The result is a superb nursery where our children are developing really well with superb relationships with their ladies and friends."

"All of the staff are friendly and encourage my child. My child has grown in confidence and is well-adjusted to staying with or without us. Best place I looked at."

All seventeen parents who gave us feedback also showed their confidence in the nursery providing a suitable physical environment. They said it was a pleasant, safe and hygienic place for their child.

We found the premises of a high standard. There was a modern feel with tasteful décor in pale colours having a calming effect, thought given to furnishings so that adults and children alike could make themselves comfortable and blinds, curtains, tablecloths, scatter cushions and occasional rugs making playrooms feel homely.

The garden by contrast had a wholly natural feel with woodland and plant features and accessories predominating. This provided a very appropriate connection for the children to the nursery's picturesque rural Perthshire setting and plenty of interesting things relating to their local outside world to investigate and discover.

The provider's dedication and thoroughness to maintaining high professional standards of safety and hygiene was fully apparent.

Together with staff they made sure potential hazards to the children indoors and outdoors were suitably managed through regularly reviewed risk assessment and daily checks. We could see too that they had identified different levels of safety measures for children at different stages of development and these were promoting children staying safe. For example older children had scope to explore a wider area of the garden while younger children had a smaller, self-contained area with higher levels of staff supervision.

We also found staff actively involving children in risk management activities as part of

the everyday nursery routine. For example, staff working with the 2-3 year old children had developed photos as a guide to safety checks they made together like the garden gate being secure, the sand pit being covered, broken toys and stones out-of-place in the outdoor area. Staff told us this safety awareness raising had led to children acting responsibly on their own initiative like pointing out broken toys to staff. We also saw the child volunteering as "risk assessor" for the day in the 3-5's room following picture guidance to check for things like chairs being safely tucked under tables, shoes left tidy and broken toys. Staff then encouraged the child to decide if the playroom was safe to play in based on their findings. This direct involvement was helping children understand the collection of actions they could help with to keep everyone safe.

The provider paid heavy attention to guidance updating infection prevention practices. On their own initiative, they based a review of the nursery's policy on a public report on a serious outbreak of infection in a daycare setting and Care Inspectorate guidance on nappy changing facilities developed after the report was published. Benefits further promoting children's health and wellbeing resulting from this included bringing the nursery's nappy changing and hand washing facilities and processes in line with the new guidance and developing infection prevention information for parents about the developments and how they could contribute to infection prevention in the nursery. As well as such wider policy changes helping to make the environment safer for children, we found the provider's attention to detail also resulting in effective improvement. For example, hand washing was a thorough process. There were "How hands should be washed picture guides for children" showing them effective techniques. There were photos of the children themselves washing their hands, used by staff to keep children's interest and make it a personal process. New soap dispensers were simple for young children to use and made easier with trays underneath to help them catch soap they missed. Staff stayed on hand to coach children needing help and to monitor that children were washing their hands effectively. This improved the likelihood of hand washing helping children stay well and it was typical of the practical arrangements and monitoring the provider put in place to ensure nursery policy was implemented to fully and genuinely benefit children.

Areas for improvement

The provider says in the inspection self assessment that they will continue to promote the GIRFEC wellbeing indicators (SHANARRI) ensuring staff have a sound knowledge and understanding of these through in-house training.

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

In this section of the report we consider the opportunity parents and children have to influence staffing in the service.

From our findings we are confident that they currently have excellent opportunities to comment using the methods we listed in Quality Theme 1, Statement 1, Service Strengths.

Areas for improvement

We encourage the provider to keep evidencing the following practices:

- Parents being able to contribute to staff recruitment through consultation about qualities they would like in nursery staff.
- Parents/children contributing to interviews for new staff eg taking part or contributing a question they would like to ask.
- Staff consulting children about who they like to help them in different activities which then helps decisions about staff deployment in general.
- Parents and children giving feedback as a contribution to staff annual appraisals / personal development.

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

The provider's approach to providing a professional, trained and motivated workforce was excellent.

We reached our conclusions from parents' feedback, by speaking with the provider, nursery manager and staff, from observing staff and by looking at a range of records showing staff development, learning and involvement.

All parents and carers who provided us with verbal and written feedback were highly satisfied and confident in the skills and experience of staff to care for and support their child.

One parent's comment highlighted this particularly:

"The staff are the key strength and at the heart of all that is good about Doodlebugs. My child is well cared for and encouraged, happy and developing well. Staff are also very supportive and encouraging with parents too."

We found a staff team who felt individually valued and supported, firmly part of a well bonded team, deeply connected to and proud of the nursery and committed to its success and development.

A number of factors contributed to this.

Staff were included. We could see there was well established open communication between the nursery management and staff both on an informal basis with conversations happening easily and respectfully in the course of each day and through regular planned individual, room and whole staff meetings. Thus staff had plenty of regular opportunity to freely express views, concerns or ideas and make a full and confident contribution to nursery life and developments. As a result their morale was high.

Staff were recognised for their specialist skills. For example, in addition to her designated role, the nursery cook had significant responsibility for promoting Infection Prevention. This recognised her expertise in kitchen hygiene as monitored by the local authority Environmental Health department. Developing staff guidance and coaching and monitoring she carried out had led to her being highly valued by colleagues and a significant contributor to the promotion and maintenance of good practice. This individual professional recognition was motivating for staff.

Just as staff promoted children's learning, so the provider promoted a learning culture for staff. We found the provider routinely identifying training needs with staff and supporting staff at all levels gain further qualifications relevant to their role and access ongoing training to support the core work of the nursery and children's needs. This was of positive benefit to staff personal development and the development of the nursery.

The provider's strong and effective support for staff was therefore clearly evident.

However, she also expected staff to take responsibility for their own professionalism and learning.

For example, a staff communication book in the staff room contained things like team meeting minutes, policy and procedure updates, monitoring reports and recommendations. The provider expected staff to read these materials and therefore keep themselves up to date. We also saw questionnaires and quizzes designed to help staff evaluate things like their understanding of Child Protection responsibilities and processes and Codes of Conduct. The provider also made it clear that any shortfall in their knowledge highlighted by the quiz was their responsibility to action and note in their Continuous Professional Development file. This was a highly enabling approach which was encouraging staff to lead their own learning and which, in turn, potentially helped build trust between the provider and her staff and staff confidence in their own abilities.

The provider did not, however, leave staff development to chance. Her approach was instead characterised by the thoroughness we have already outlined in earlier sections of the report.

For example, policy review which has most recently included Giving Children Medicines, is routinely followed by team discussion of the reasons behind the policy and updates made to it, including improvements for children. This deepens staff understanding of the new practices they are expected to adhere to and improves the professionalism with which they can then share the new information with parents.

Similarly, the development of new hand hygiene guidance led to consultation with staff about their development needs, training based on their response followed by practice monitoring and identification of further training needs. This typifies the provider's full circle development approach which promotes effective staff training to enable them to confidently and competently care for children.

Areas for improvement

The provider says in the inspection self assessment that they will continue to encourage staff to use the internet to keep up to date with national good practice.

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: 6 - Excellent

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

In this section of the report we consider how well the provider helps parents to have their say about how the service is managed and led.

From our findings we conclude that their performance in this area of work is excellent.

Parents may use any of the methods we outlined in Quality Theme 1, Statement 1, Service Strengths to comment at any time.

We have given examples of policy and other management matters which parents have influenced improvements in recently in Quality Theme 1, Statement 1, Service Strengths.

Areas for improvement

We encourage the provider to continue to evidence how they make use of formal and informal feedback from parents and children to review and develop service policy and other written information explaining the service's approach, management systems and management approaches.

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

In this section of the report, we consider the methods the service uses to check the quality of their work and how well they use the assessment results to make

improvements.

We conclude that their approach in this area of work is excellent. We based our conclusion on our discussions with the provider, nursery manager and staff, records we viewed and parents' feedback. In Quality Themes 1-4, Statement 1, Service Strengths, we have already outlined the evidence we found of excellent opportunities parents and children have to contribute to the service improving and developing. We could see that this gave them a steady influence over the individual service they receive and how the service operates in more general terms.

In Quality Theme 3, Statement 3, Service Strengths we have said that staff have excellent involvement and are able to influence improvement through the culture of open communication the provider effectively enables.

The provider also enables staff in rooms to implement improvement in the nursery. They are given responsibility to carry out "mini room improvement plans" derived from the nursery improvement plan or resulting from practice improvements identified through routine management monitoring or their own focussed monitoring in their nursery area.

We found the nursery management team keenly motivated towards continuous improvement of the service and being effective in making this happen through a routine and planned approach to monitoring and self-evaluation.

Daily management monitoring involving the nursery manager visiting each room promotes day-to-day improvements in things like giving medicines, managing and recording accidents, cleanliness, safety and managing feedback.

Monitoring carried out by staff in their own area of the nursery follows improvement plan priorities and has recently included things like how well staff promote aspects of the curriculum like numeracy and literacy. There is also routine monitoring of planning children's' learning and recording of their progress. From records we could see this happened monthly and resulted in recommendations promoting more use of "Learning Journeys" and more detail of learning outcomes in these. Buddy monitoring gives staff the opportunity to comment on practice improvements for staff working in the same room as them and colleagues working in other rooms. Peer monitoring has enabled managers and staff from their sister nursery in Perthshire to evaluate practice they see and suggest things Doodlebugs, Aberuthven, could do better. Local authority professionals visiting as part of the nursery's partnership arrangements give an external view contributing towards things like improved learning resources and experiences for children.

We have already outlined some of the major development work the provider and nursery managers have undertaken recently including review of the approach to giving medicines and infection prevention, including nappy changing and hand

hygiene.

They have undertaken other reviews which have involved looking at broad aspects of their work and resulted in refined and meaningful developments. For example a review of recruitment led to a new Staff Welcome pack and revisions to Staff Induction. A focus on transition processes led to the development of a fully published "Welcome to Nursery Life" leaflet and updates to the nursery application form to gather information about family members willing to contribute to nursery life.

This is significant evidence of the provider's drive for quality through self-evaluation and consultation leading us to the conclusion that theirs is a robust and effective approach.

Areas for improvement

The provider says in the inspection self assessment that they will continue to evaluate and improve their practice.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

4 Other information

Complaints

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

Enforcements

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

Additional Information

Action Plan

Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).

5 Summary of grades

Quality of Care and Support - 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 - 6 - Excellent	
Statement 1	6 - Excellent
Statement 4	6 - Excellent

6 Inspection and grading history

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

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