

Care service inspection report

Clever Clogs Nursery

Day Care of Children

Stobhill General Hospital

133 Balornock Road

Glasgow

G21 3UW

Telephone: 0141 558 8188

Inspected by: Christina Jones

Type of inspection: Unannounced

Inspection completed on: 26 February 2013



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Service provided by:

Clever Clogs Nursery Ltd

Service provider number:

SP2003001294

Care service number:

CS2003005962

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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	4	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

The service is committed to continually improving the nursery. It has involved parents/carers, children and staff in many participation opportunities for all four Quality Themes that we inspect against.

What the service could do better

The service should address any recommendations and areas for improvement highlighted within this report and build upon the very good practice evident over the four Quality Themes.

What the service has done since the last inspection

The service had addressed all the recommendations and areas for improvement made at the last inspection. It had worked hard to further develop methods of consultation for children, parents and carers to assess and improve the quality of care and support, environment, staffing and management and leadership.

Conclusion

Management and staff have worked well to provide a welcoming environment for the children in their care. There are improved opportunities for families and children who use the service to become more involved in the service.

Who did this inspection

Christina Jones

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

The service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

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

- A recommendation is a statement that sets out the actions the care 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 the Regulations, Orders or conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

The service is registered to provide care to a maximum of 58 children. Numbers of children to be admitted in each age category are as follows:

0-2 years: 18 children

2-3 years: 18 children

3-5 years: 22 children

The service operates Monday to Friday, 07:00 to 18:00 hours, offering care on a full or part time basis.

Clever Clogs Nursery operates from purpose built Portakabins within the grounds of Stobhill Hospital. The accommodation consists of an office, three playrooms, a quiet room, staff room, toilet and kitchen facilities.

The service is in partnership with Glasgow City Council to provide pre-school education to children aged 3-5 years.

The aims, vision and values of the service include:

"To ensure our children are provided with the skills and values they need to choose and maintain a healthy lifestyle."

"To create an environment where all are welcome, where diversity and values are respected and social inclusion is promoted at all times."

"Through partnership, seek views and information to support and develop our service."

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

Quality of Care and Support - Grade 4 - 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 or by calling us on 0845 600 9527 or visiting one of our offices.

2 How we inspected this service

The level of inspection we carried out

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

What we did during the inspection

We wrote this report following an unannounced inspection. This was carried out by Care Inspectorate Inspector, Christina Jones. The inspection took place on Tuesday 26 February 2013 between 09:30 and 15:30.

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 gave out 25 Care Standards Questionnaires to the manager to distribute to parents/carers of the children using the service. Six questionnaires were returned before the inspection.

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

We spoke with:

- children
- the managers
- two senior childcare development officers
- six childcare development officers
- five parents/carers

We looked at:

- registration certificate
- insurance certificate
- the premises, indoors and outdoors
- evidence from the service's self assessment
- handbook
- parental involvement statement
- home link worker's evidence folder
- parental consultations

- children's consultations
- parents' committee minutes of meetings
- newsletters
- big planning books
- policy and procedures folder
- children's profiles
- administration of medication forms
- risk assessments for indoors, outdoors and outings
- maintenance logbook
- staff files
- staff training overview
- improvement plan
- complaints procedure

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

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

Nine recommendations were made at the last inspection.

1. Management should seek further ways in which children and parents can participate in assessing and improving the quality of the care and support provided by the service. National Care Standards Early Education and Childcare up to the age of 16 - Standard 13: Improving the Service.

This recommendation has been met. See Quality Theme 1, Statement 1, within this report.

2. Staff should be supported to improve the content of children's profiles. Profiles should reflect children's progress and achievements and clearly identify children's next steps in learning. Involvement of parents in developing children's profiles needs to be improved. Staff should ensure that children's profiles reflect discussions with parents and decisions agreed in relation to care of children. National Care Standards Early Education and Childcare up to the age of 16 - Standard 6: Support and Development.

This recommendation has been met. See Quality Theme 1, Statement 3, within this report.

3. Management should consider improving the frequency of newsletters for families who use the service. National Care Standards Early Education and Childcare up to the age of 16 - Standard 13: Improving the Service.

This recommendation has been met. See Quality Theme 1, Statement 1, within this report.

4. Management and staff should continue to develop ways in which service users can be involved in the assessment of the quality of the environment. National Care Standards Early Education and Childcare up to the age of 16 - Standard 13: Improving the Service.

This recommendation has been met. See Quality Theme 2, Statement 1, within this report.

5. Management need to improve evidence recording to clearly identify how consultation with children and parents was impacting on the service recruitment procedure. National Care Standards Early Education and Childcare up to the age of 16 - Standard 13: Improving the Service.

This recommendation has been met. See Quality Theme 3, Statement 1, within this report.

6. Management should continue to develop ways in which children and parents can be involved in the assessment of the quality of staffing. National Care Standards Early Education and Childcare up to the age of 16 - Standard 13: Improving the Service.

This recommendation has been met. See Quality Theme 3, Statement 1 within this report.

7. Management need to improve staff supervision records to clearly identify staff development and training needs. National Care Standards Early Education and Childcare up to the age of 16 - Standard 12: Confidence in Staff.

This recommendation has been met. See Quality Theme 3, Statement 3, within this report.

8. Management and staff should seek further ways in which children, parents and staff can be involved in the assessment of the quality of management and leadership of the service. National Care Standards Early Education and Childcare up to the age of 16 - Standard 13: Improving the Service.

This recommendation has been met. See Quality Theme 4, Statement 4, within this report.

9. Management should ensure that results of consultations with staff are fed back and include how and when areas of improvement will be addressed. National Care Standards Early Education and Childcare up to the age of 16 - Standard 13: Improving the Service.

This recommendation has been met. See Quality Theme 4, Statement 1, within this report.

The annual return

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

Annual Return Received: Yes - Electronic

Comments on Self Assessment

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

We received a fully completed self assessment document from the manager. We were satisfied with the way the manager completed this and with the relevant information included for each heading that we grade services under.

The manager identified what she thought the service did well, some areas for development and any changes planned. The manager told us how the people who used the care service had taken part in the self assessment process.

There were also several relevant attachments included with the self assessment giving an overview of policies and evaluations of participation opportunities used in the service.

Taking the views of people using the care service into account

Children were observed to be happy and actively involved in activities both indoors and outdoors. Babies were contented and cared for in calm, sensitive surroundings. Older children interacted well with each other and comfortably with staff. Twelve children spoke to us in small group settings during the inspection. Some comments are included within this report.

Taking carers' views into account

Six parents/carers completed the Care Inspectorate's Care Standards Questionnaires before the inspection. Four parents/carers were consulted on the day of the inspection.

Most comments were positive and are included in the relevant sections within 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: 4 - 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

The service had an Involvement Strategy Policy and Parental Involvement Strategy in place. These were included in the Parents' Handbook to further raise awareness with parents. The nursery had developed a very good range of opportunities for children, parents/carers and staff to give feedback and make suggestions to improve the service. This was done in a variety of ways to suit both children and families.

Children participated in circle times, questionnaires, planning big books and verbal discussions. Circle times were taking place on the day of the inspection. Topics were then decided to meet children's interests, ideas and suggestions. Children had been consulted recently about snack choices and development of the reading corner. Children commented: "we like bananas", "yoghurt", "more books" and "more cushions".

Parents/carers confirmed that they felt much more involved in the ongoing development of the nursery by the use of areas such as a "Have Your Say Wall", suggestion box/aspects which please box, leaflets, questionnaires and the development of the nursery website.

Comments from parents/carers included:

"We were asked about positive behaviour and children's learning. It's good you can see it [Have Your Say Wall] as soon as you walk in the door, so you're more likely to stop and read the results and people's views."

"Lots of learning opportunities including relevant trips for monthly topics." (Received from the suggestion box/aspects which please box)

"My child is never lonely. She always has kids or staff playing with her." (Received from the suggestion box/aspects which please box)

"More ICT equipment and more information on child's sheet to home - maybe song list." (A song/rhyme list was now available at the baby room for parents to take home)

"Free lunch for children."

In a newsletter last term, parents were asked to evaluate and make suggestions about the nursery website. Parents answered:

"I'd like ideas for local places to take children to."

"To have links to educational websites."

"More information on nursery costs and opening times."

The website had subsequently been updated. A parent had been involved in the development of the website. Parents responded:

"There's now a lot more information and it's cleverly set out."

"Excellent links to reports."

"It helped us find out more about the nursery."

"There is a wealth of information on the website. We do get newsletters, but I rely on the website more now."

Newsletters were devised termly. This had been discussed with staff and parents who felt there was enough information given within the nursery noticeboards and on the website. Parents commented:

"We don't get as many newsletters. I think all the information we need is on the website."

"Staff tell you what's happening. Sometimes you get a newsletter and then you just put it aside. I know the website is there at any time, if I want to check something."

When the aims, values and visions were being updated, parents and staff were asked to put their ideas on a Post-it note. The revised statements were on display within the nursery, handbook and website.

There were agendas and minutes of the Parents' Committee in place. One parent we spoke with was a member of the parents' committee. She stated: "I get regular information daily from staff and from newsletters. Only thing I would like is polo shirts/uniform for the children to wear as it makes the children easily identifiable when they are outside and it keeps their own clothes clean. I did raise it at the last committee meeting, but as it was only recently, I haven't heard anything back yet."

One parent had raised the issue of whether or not her child was ready for school. Discussions took place with parents and staff and a Transition Booklet was developed and implemented to ensure parents/carers were familiar with their child's progress, next steps and readiness for school. Parents we spoke to found that this was a valuable resource and allowed them to make an informed decision about their child's development and progress.

Management had collated all responses from parents/carers, staff and children and fed these back to parents with clear evaluations.

A Lending Library, Travelling Ted (teddy who goes home with children on a rotational basis) ensured that there were home/nursery links for the children.

Areas for improvement

The service should date all questionnaires and consultations from children, parents/carers and staff to ensure an accurate record of all participation is kept.

The service should continue to maintain the very good progress made in involving children and families in assessing and improving the quality of care and support within the service.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 3

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

Service strengths

There were relevant policies in place including Child Protection, Infection Prevention and Control and Medication.

There was a named Child Protection Co-ordinator whom staff knew to contact in the first instance with any concerns. Through discussion, management and staff were aware of their roles and responsibilities in this area.

There were some cleaning checklists in place. Staff stated that they were aware of which areas and resources they had to clean on a daily and weekly basis.

Children had been involved in the planning of the snack menu. There was a variety of healthy options on offer daily. A toothbrushing programme was in place. Children were observed brushing their teeth before having lunch, which was brought from home. This included the option of bringing in hot food in a food flask or a cold lunch in an appropriate lunch bag. Bags and flasks were stored appropriately. The fridge had an automatic thermostat to record the temperature.

Children were provided with cutlery and a napkin before lunch. Children were encouraged to give out plates and drinks. Children who were not staying for lunch were offered a healthy snack option or the choice to continue with an activity. Parents had mixed views about the new lunch time arrangements. Parents comments included:

"I make my child a sandwich as he gets a hot dinner when he comes home. I know they've changed the meal arrangements recently, but it doesn't really affect me."

"I would prefer my child to have a hot meal provided by the nursery. With young children I don't have time in the mornings to prepare a hot lunch and get ready in time to drop my child off and get to work."

"Prices have gone up, yet they don't have a free lunch anymore."

Of the six parents who returned the Care Inspectorate's Care Standards Questionnaires, one "strongly agreed", four "agreed" and one "disagreed" that "the service provides a healthy and well-balanced diet which meets my child's dietary and cultural needs."

Evaluations from the service's questionnaires regarding snack and lunch arrangements had been fed back to parents by newsletter and by email.

Records of children's needs were completed to inform staff of children's routines with regards to feeding and sleeping. This also included the child's personal details, medical/allergy information and emergency contact telephone numbers.

Younger children had daily information sheets which were sent home to inform parents of personal care, feeding and sleeping patterns. One parent stated: "I like getting the sheets home every day. It lets me see how she's been all day and what she has eaten. I also have time later in the day to look at it."

Individual profiles/personal plans were in place for children. These included a wealth of information including individual learning stories, child's reflection on planning, links to home and evidence of children's work and photographs for the eight areas of the curriculum for excellence. Tracking sheets for next steps had recently been introduced. Parents also had the opportunity to contribute to these profiles. Set parents' nights were organised for parents to view these formally, but parents also confirmed that they could look at, and comment on, their child's plan at any time. These had been developed as recommended at the last inspection.

A Medication Policy and Administration of Medication Form were in place. Individual medication was labelled with the child's name and stored in a locked medicine cabinet. Administration of Medication Forms for individual children who required medication were displayed confidentially within the cabinet.

A parent confirmed that staff had easily resolved an issue regarding her child's health and wellbeing straight away. She commented: "I spoke to staff about this issue and they dealt with it sensitively straight away. Usually they are very good about these kind of things, so I felt a bit embarrassed approaching them. But they reassured me that they were happy I had brought the issue to their attention, rather than be upset about it."

Hand sanitisers for adult visitors, toothbrushing information, and a "sniffle station" where children were encouraged to put their used handkerchiefs in the bin and wash their hands were displayed in every playroom.

Areas for improvement

Records of children's needs forms were displayed on the wall of the cloakroom/kitchen area of the baby room. Although this was useful for staff to see important information at a glance, it did not ensure confidentiality for individual families. (See Recommendation 1)

Some bottles of paracetamol-based medicine which were labelled for individual children had been stored for a period of time just in case the child required it again in the future. Signs and symptoms of conditions/allergies were not recorded on the Administration of Medication sheet. Medication was not reviewed with parents regularly. The service should refer to best practice guidance available on the Care Inspectorate website to update their practice. (See Recommendation 2)

The service should use its copy of "Infection Prevention and Control in Childcare Settings" to assist them in updating and implementing cleaning checklists and schedules for all areas and resources.

Children in the 2-3 room were served drinks along with their lunch. However, children in the 3-5 room had to wait until they had eaten most of their lunch. Drinks of water/milk should be offered along with their meal.

The service should ensure that it dates all transition records, shared home learning sheets and tracking sheets within the children's personal plans to ensure an accurate record of children's progress is kept.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 2

Recommendations

1. The record of children's needs forms should be stored in an accessible but confidential area.

National Care Standards Early Education and Childcare up to the age of 16 -
Standard 14: Well-Managed Service.

2. The storage of short-term medication should be reviewed to ensure that medication is only kept for the duration of a particular condition and then returned to the parent. Long-term medication should be reviewed with the parent every 28 days. Signs and symptoms of conditions/allergies should be recorded.

National Care Standards Early Education and Childcare up to the age of 16
- Standard 3: Health and Wellbeing.

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

Methods to involve the children and families in assessing and improving the quality of the environment are outlined under Quality Theme 1, Statement 1.

Additionally, the service had involved a parent in designing and painting a large 'learning tree' in the foyer area to enhance the entrance to the nursery and provide a focal point for parents' /carers' views and suggestions to be displayed.

There was also an Outdoor Team which included members of staff, parents and children where they discussed ideas and ways to raise funds for the outdoor development.

A Resource Team which included staff, parents and children worked alongside management to improve the children's toilet facilities.

Response from the service's own questionnaires were:

"I feel satisfied with the safety and cleanliness of the nursery."

"Improve the baby play area outside."

Children had been asked what designs/decor they would like in the toilets. They suggested - jungle, Peppa Pig, dinosaurs and butterflies. The staff and parents stated on the noticeboard that they hoped to "bring the children's bathroom ideas to life."

Areas for improvement

The service should continue to maintain the very good progress made in involving children and families in assessing and improving the quality of the environment within the service.

The service should date all questionnaires and consultations from children, parents/ carers and staff to ensure an accurate record of all participation is kept.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 2

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

Service strengths

A controlled entry system was in place where visitors had to press a buzzer to gain access. We were asked to sign a visitors' book.

The nursery had the use of three playrooms and a quiet room which were all bright and welcoming. Furniture and resources were arranged to suit the different ages and needs of the children. These rooms were clean and tidy with an appropriate range of resources and toys suitable for the age group of the children and relevant to the topics being covered. Staff stated that they were responsible for developing an area in the nursery on a rotational basis to meet children's needs and suggestions. They also kept their own working area clean and tidy and a cleaner also came in at the end of the day. The quiet room was used for small group activities away from the main playroom.

The children had recently started new topics which were influenced by the children's interests and suggestions: "People Who Help Us" in the 3-5 room and "Space" in the 2-3 room. Children were keen to tell us about their activities and share their knowledge. The cloakroom was tidy and well-organised to allow children to move freely and safely.

Children had access to separate outdoor areas throughout the day. The areas were fenced off securely. The older children were taking part in physical movement activities in the garden. The younger children played with a variety of outdoor equipment including wheeled toys. The garden for 3-5 year olds was in the final stages of being developed. Wellingtons and outdoor suits were available to protect the children's clothing and feet.

One child stated: "I don't get out to play because I don't stay a full day." However, she had been observed outdoors on the day of the inspection.

Other children commented:

"I love out in the garden. Did you see me doing my exercises?"

"It's cold outside today. I've got my scarf but not my gloves."

83% of parents/carers who returned our Care Standards Questionnaires "strongly agreed/agreed" that "there is enough space for the children to play and get involved in a range of activities."

One parent stated: "I know the older children get out quite often. I often hear them outside. I don't think the babies can get out too much. The garden can get a bit overgrown and muddy."

Risk assessments were in place for indoors, outdoors and outings. A maintenance logbook detailed general repairs and actions taken. PAT (Portable Appliance Testing) had been completed in January 2013 for electrical equipment. A Health and Safety Policy was in place with a named member of staff as Health and Safety Co-ordinator. Appropriate fire drill records were in place.

First aid boxes were available in each playroom. Five members of staff had their first aid certificates.

The children's toilets had recently been refurbished. They were clean with sensor-activated soap dispensers and paper towels. Children were encouraged to wash their hands at appropriate times and for the required length of time by singing handwashing songs.

Baby changing facilities were in place for both younger and older children. Staff wore disposable gloves and aprons, as appropriate. Nappy bins were in place. Parents provided children's nappies which were stored in children's individual bags. Nappy charts and toilet cleaning/monitoring sheets were completed by staff at the relevant times throughout the day. Individual blankets and mats were available for sleeping children in the older playrooms. A section of the room was partitioned off for this. Cots were in place for younger babies to access easily, as and when required.

The service had achieved a silver flag within the Eco Schools Programme. They were currently involved in recycling textiles and printer cartridges and growing their own vegetables.

The bright and informative foyer area provided a large amount of information for parents/carers and visitors. There were leaflets on health and local community information with contact details for parents to access. A computer screen displayed a variety of photographs of the children participating in various activities, indoors and outdoors.

Areas for improvement

The floor in the 3-5 room was worn in places. This had been temporarily repaired but presented a possible tripping hazard and would be difficult to ensure it was thoroughly clean. (See Recommendation 1)

The children's toilets had a bin for paper towels. However, this was not pedal-activated. The baby changing mat in the 2-5 nappy changing area was torn at the edges and corners. (See Recommendation 2)

The outdoor area for the 2-5 year olds was in the process of being further developed. The younger children in the 0-2 room had access to a separate area. This was a large area which was mainly grassed. The playroom door led straight into the garden. This was particularly muddy and therefore limited access for the younger children all year round. This valuable outdoor facility should be developed to ensure that the younger children can access this area as an extension of the playroom in all weathers. (See Recommendation 3)

All first aid boxes should be checked to ensure that they contain the required list of items.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 3

Recommendations

1. The flooring in the 3-5 playroom should be replaced.

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

2. A pedal-activated lidded bin should be placed in the toilets. A new baby changing mat should be purchased for the 2-5 year old nappy changing area.

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

3. The garden for the 0-2 year old children should be further developed to ensure the younger children have access to an appropriate outdoor area more often and in all weathers.

National Care Standards Early Education and Childcare up to the age of 16 -
Standard 3: Health and Wellbeing.

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

Methods to involve children and families in assessing and improving the quality of staffing in the service are outlined under Quality Theme 1, Statement 1.

Additionally, parents and staff had been consulted on devising possible interview questions for potential nursery staff and discussed the skills required. Suggestions were:

"Someone who is enthusiastic and willing to learn."

"What activities would you provide to support children's development?"

"How would you comfort a child who was settling-in?"

Suggestions and comments were discussed and a list of skills and possible questions were devised for future recruitment. This was an area recommended for improvement at the last inspection.

Parents had also been given questionnaires on staff training and development, staff/parent relationships, the value of having keyworkers in place or not, National Care Standards and relevant Quality Indicators. They were then asked to comment and grade using the familiar wording of the Care Inspectorate's grading system. Comments included:

"I can't get over the improvement in communication. It's great."

"Would like more feedback on my child's learning development."

"Would like my child to bring home more paintings. However, I'm not sure if they are in his folder or not?"

"Staff seem really up-to-date with things."

"We see their certificates on the wall and they tell us when they go on courses. I think they are well-trained."

"Sometimes there are students. They seem to get a good training here too. Some have stayed on."

Comments and suggestions were collated and fed back to parents on the noticeboard and website.

Areas for improvement

The service should continue to maintain the very good progress made in involving children and families in assessing and improving the quality of staffing within the service.

The service should date all questionnaires and consultations from children, parents/ carers and staff to ensure an accurate record of all participation is kept.

Grade awarded for this statement: 5 - Very Good

Number of recommendations: 0

Number of requirements: 0

Statement 3

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

Service strengths

Eight members of staff and one student were present in the three playrooms during the inspection. This was in line with staff/child ratio requirements. Staff were deployed to meet the needs and numbers of children attending. Most staff had worked together for a long time and had established a close working relationship.

Staff had individual roles as Child Protection Co-ordinator, Health and Safety Officer, Literacy Officer and Numeracy Officer. They spoke confidently of their roles and responsibilities.

All staff were qualified and registered with the Scottish Social Services Council (SSSC) and were aware of their responsibility in ensuring their registration was kept up-to-date. Staff photographs and positions held were displayed for parents' /carers' information.

A keyworker system was in place. Staff worked closely with parents either through daily verbal discussions or daily information sheets. This consultation and interaction with parents was observed throughout the day of the inspection. A parent we spoke to confirmed:

"I know my child's keyworker really well. I can ask her anything and she tells me how she's been that day. I feel I could approach any of the staff for advice or to pass on information. Nothing is too much trouble."

A Recruitment Policy and Induction Procedures for new and senior staff were in place.

All staff had a very good knowledge of the service's policies, procedures and National Care Standards. They were observed working well as a team. They interacted very well with individual children and groups of children, supporting their needs and extending their play experiences.

Staff confirmed that they had good working relationships with management and were well-supported in their role. They had regular opportunities for training and were given regular supervisions throughout the year. Professional Development and Review Meetings took place annually with individual members of staff to meet their professional development needs and personal interests. Staff records were clearly laid out and identified individual staff development and training needs, action plans for staff and evaluations of training undertaken. This addressed a recommendation made at the last inspection.

All staff were attending training from the National Cot Death Society this month.

All six of the parents/carers who responded to our Care Standards Questionnaires "strongly agreed/agreed" that "I am confident that staff have the skills and experience to care for my child and support their learning and development" and "my child appears happy and confident with the staff."

Comments included:

"My daughter settled in immediately and has formed excellent relationships with all members of staff."

"Clever Clogs is a fantastic nursery. I feel so confident in their ability to care for my son. The staff are so friendly and easy to talk to. They are able to tell me everything my child does throughout the day. Sending my son to nursery was a very nervous time for me and they have made it so pleasurable for both of us."

Areas for improvement

As highlighted by the manager in the self assessment; "Developing the qualifications of senior staff and management" is an area for improvement.

The service should maintain the very good standards evident for this statement.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 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

Methods to involve children and families in assessing and improving the quality of the management and leadership of the service are outlined under Quality Theme 1, Statement 1.

Additionally, parents/carers and staff were consulted on the self assessment, improvement plan and standards and quality report through discussions, questionnaires and mind maps. Parents' comments included:

"I can't believe the improvement with communication through text messages and using the hallway for events, photos etc. It's great."

Staff comments included:

"Looks good and shows the good practice we have."

"Looks good and informs everyone."

Areas for improvement

The service should continue to maintain the very good progress made in involving children and families in assessing and improving the quality of the management and leadership within the service.

The service should date all questionnaires and consultations from children, parents/carers and staff to ensure an accurate record of all participation is kept.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 4

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

Service strengths

Parents/carers had access to the aims, values and vision of the service, policies and procedures, curriculum and general information through the nursery handbook, noticeboards and the website which was updated regularly.

Information on the Care Inspectorate and complaints procedure were available in the foyer area.

Management evaluated the quality of the service using the Child At the Centre 2 guidance, involving staff, parents/carers and children. The Improvement Plan was also highlighted to parents and carers. It confirmed the areas of development the staff were currently involved in. The outcome was published in the Quality and Standards Report. Staff confirmed that they discussed previous staff consultations and the proposed developments at staff meetings.

Playroom Monitoring Sheets were completed by senior staff and management to evaluate and improve practice.

Staff confirmed that management were supportive and approachable.

Management and nursery staff confirmed that regular staff meetings took place, where daily issues and improvement matters were discussed. These were informal at times. Some minutes of meetings were available to view.

Individual staff files were very detailed and informative. A training overview was completed for all staff with due dates for refresher or updated training.

Both managers were currently studying for a degree.

Areas for improvement

Agendas and minutes of staff meetings should be kept for all meetings.

As highlighted in the service's self assessment an area for improvement is "to further develop our quality assurance procedures within nursery life and to involve people who use the service more in the process."

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

4 Other information

Complaints

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

Enforcements

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

Additional Information

N/A

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 SCSWIS re-grading the Quality Statement within the Management and Leadership Theme as unsatisfactory (1). This will result in the Quality Theme for Management and Leadership being re-graded as Unsatisfactory (1).

5 Summary of grades

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

6 Inspection and grading history

Date	Type	Gradings
16 Jun 2011	Unannounced	Care and support 3 - Adequate Environment 4 - Good Staffing 3 - Adequate Management and Leadership 3 - Adequate
13 Aug 2009	Unannounced	Care and support 3 - Adequate Environment 3 - Adequate Staffing 2 - Weak Management and Leadership 4 - Good
13 Oct 2008	Unannounced	Care and support 3 - Adequate Environment 3 - Adequate Staffing 3 - Adequate Management and Leadership 3 - Adequate

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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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