

Care service inspection report

Great Western Pre-School @ Kingswells

Day Care of Children

Kingswells Village Centre

Kingswood Mews

Kingswells

Aberdeen

AB15 8TB

Type of inspection: Unannounced

Inspection completed on: 22 April 2015



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Contents

	Page No
Summary	3
1 About the service we inspected	6
2 How we inspected this service	8
3 The inspection	15
4 Other information	38
5 Summary of grades	39
6 Inspection and grading history	39

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Lorndale Aberdeen Limited

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Care service number:

CS2013321322

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Summary

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

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

What the service does well

We found that the service continues to be very good at involving the parents and carers and the children with all aspects of nursery life. We noted the managers and staff worked hard to provide a welcoming and stimulating environment for the babies and children in their care.

The parents and carers who we asked, told us the nursery had a lot of staff changes. However, they thought that there was a happy, caring atmosphere within the service and a wide range of activities provided. They said it was good that the children went outdoors most days and they liked the large garden and good range of outdoor activities provided. Several also commented on the new menus and thought the home cooked meals were better planned now.

We found the manager on duty whilst we inspected to be very enthusiastic about the work of the nursery and noted she was keen to hear and take forward any points raised during the inspection.

What the service could do better

There were some areas we asked the service to look at following our inspection:

- the manager and staff to look at the care plans to detail how they will meet individual needs
- to look at the hand-washing regime and ensure all staff followed the guidelines
- to monitor the nappy changing routine to ensure all staff are aware of the correct procedures
- to obtain blinds for the windows in 'Bozee Bears' to ensure sleeping children are protected from sun and overheating during nap times
- to continue with plans to repaint areas within the premises
- to continue to roll out staff reviews with all staff.

What the service has done since the last inspection

Since the last inspection a new manager has been appointed who manages the service jointly with another manager. We only met the new manager as the other was on annual leave.

We noted the service had reviewed the menu for meals and snacks and included the parents and carers as well as the children with this.

The service has introduced a planned assessment regime where staff now focus on a particular area and assess children every two weeks.

The service have also reviewed the pre-school provision on the upper floor and now provide 'free-flow' play between all areas instead of the former two separate rooms.

The service had introduced a new CPD regime (continuous professional development) and we noted there was an individual folder for each staff member.

We noted there had been a change in how the Great Western nursery group was managed. This had involved all such childcare services de-registering under their previous organisation and applying for a new registration. This had been completed and the new management structure was working well.

Conclusion

At Great Western Pre-school @ Kingswells we found that the new manager was very enthusiastic about the service and was keen to make improvements which would benefit the children in their care. We noted that though there had been staff changes the current staff were committed to the service, and to all ages of babies and children who attended. The staff were very warm and caring and had created a welcoming and stimulating environment for the babies and pre-school children in their care.

Parents and carers told us they were very happy with the service and were kept informed about their child's time at the nursery. Several told us they liked the online portal particularly the photographs of the children enjoying the wide range of activities.

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 operated from a purpose built unit over two floors. The upper floor has two playrooms for pre-school children with toilets and storage. The ground floor had two entrance areas and consisted of three playrooms leading off from one another, children's toilets and nappy changing area, office, kitchen and staff room.

The premises had a separate decked outdoor area for the babies as well as an interesting outdoor garden area where the older aged children could play.

The service was registered to provide a care service to a maximum of 100 children under 16 years of age. Within this a maximum of 20 of these places may be used to provide an out of school care service. The service operates between the times of 6 am to 8 pm, Monday to Friday.

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

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

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

Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Act, its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

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

Quality of Care and Support - Grade 5 - Very Good

Quality of Environment - Grade 5 - Very Good

Quality of Staffing - Grade 5 - Very Good

Quality of Management and Leadership - Grade 5 - Very Good

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com 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 which took place over three days. This was carried out by one Inspector from the Care Inspectorate. We gave feedback to the Manager, and the General Manager of the Great Western Pre-school group at the end of the third day.

During the inspection visit the number of children varied from area to area. We noted there were always enough staff which showed us that the service was aware of working within the conditions of their registration, and maintaining appropriate adult/child ratios per session. The age of children ranged from babies to children not yet attending primary school.

As part of the inspection, we took account of the completed annual return that we asked the service to complete and submit to us. We also took account of the information within the service's self assessment and documents we looked at within the nursery.

We sent out 38 care standards questionnaires for the service to distribute to parents, and seventeen parents sent us a completed questionnaire before the inspection. We received two questionnaires following the inspection visit which have been considered during the inspection process.

We emailed 10 of the parents who had supplied an email address and we received two replies. From this we learned that overall the parents and carers were very happy with the care and support provided at Great Western Pre-school @ Kingswells. Comments from these will be included within the body of this report.

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

Talking with:

- the new manager
- the general manager responsible for all Great Western services
- the staff on duty in each room
- the cook who made all meals
- eleven parents and carers over the three inspection days
- children from all areas, some of these were informal chats or asking what they liked to do at Kingswells.

We looked at the:

- aims of the service
- the completed self-assessment
- welcome information given to parents and carers
- certificate of registration
- liability insurance
- planning and observation regime in both areas
- floor books
- children's online learning diary format (ILD)
- care plans in all area
- various surveys and audits completed with parents and carers
- actions plans
- development plan
- complaints policy
- child protection policy and procedures
- medication policy and system of administration of medicines
- risk assessment regime
- accident and incident regime
- first aid
- infection prevention and control procedures
- staff meetings
- staff training
- staff files and record of continuous professional development (CPD)
- staff annual review system

- staff registration with the Scottish social Services Council (SSSC)
- the environment
- children's engagement and enjoyment of activities
- 'Puddlestompin at Great Western' interactive website.

We also observed:

- how staff work
- three members of staff changing nappies during two days
- the sleeping regime and monitoring of sleeping babies and children
- the snack, lunch and tea sessions in both areas
- the equipment and resources
- how staff ensure children get fresh air and exercise and
- outdoor play.

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

This is the first inspection since the new registration was completed.

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.

This was completed to a very good standard and gave a description of the service provided. We also noted the service outlined areas they were working on and improvements they planned to make.

Taking the views of people using the care service into account

During the three days we were present in the nursery we talked informally with children in all areas. We noted children of all ages were happy, confident and familiar with the staff and the nursery routines.

We talked with pre-school aged children in the upper floor. When asked if they enjoyed coming to nursery, they confirmed that they did. When asked what they thought was nice about the nursery they described their favourite activities, various toys and games they liked playing with. Everyone told us they loved playing in the garden and going for walks in the nearby woodland area. We saw that all the children were relaxed and happy in the care of the staff and enjoyed playing with their friends.

There were younger children present in the ground floor playrooms, two of these rooms cared for those aged between 2 - 3 years. We saw these children playing happily indoors and out, in a happy and carefree way.

The babies and toddlers were too young to be interviewed so we took time to observe them during the inspection. We saw that they had a wide variety of activities to choose from, including treasure baskets, singing and stories. We saw them enjoy outdoor play in the garden with staff during the time we inspected.

Taking carers' views into account

During the inspection process we try to talk with parents and carers and use a range of methods.

We contacted parents:

- by sending out care standards questionnaires
- by email if they supplied their email address
- face-to face interviews during the inspection days.

During the inspection we talked with eleven of the parents and carers who arrived to collect or drop off children. We talked with parents and carers from all areas within the nursery which ensured we gained their opinions of the care provided for all ages of babies and children. We emailed 10 parents and received two replies. This allowed us to gain an insight into how the parents and carers viewed the service.

Those we asked told us they were very happy with the service provided, though the majority said there had been a lot of staff changes this past year. They said the new manager was very friendly and helpful. They told us the staff were helpful and caring.

They told us they thought the area was safe, secure, warm and clean. They considered there to be a wide range of activities for the children and they liked that all the children got out to play. Several mentioned that they were aware the garden was to be upgraded and they had looked at the participation display in the porch area.

From looking at the care standards questionnaires we found these overall reflected what parents and carers had told us during the inspection.

There were many written comments and included within these were:

- "In general I am happy with the service but there have been several staff changes in the months since my child started"
- "Great Western Pre-school at Kingswells have been excellent at accommodating my child's dietary requirements. Staff are always willing to help and are approachable. However, there has been a lot of changes in staff over my child's time at nursery".

3 The inspection

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

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

Statement 1

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

Service strengths

As part of the inspection process we look at how the management team and staff involve the parents, carers and the children with the service. We found that the Great Western Pre-school @ Kingswells was performing to an excellent standard in relation to this.

Parental Involvement

We talked with the new manager when we arrived at the nursery. The joint manager was on annual leave so we did not meet with her. The manager told us they were continuously looking at participation and how they involved the parents and carers with the care and support provided to their child/children. She said it was important to consult them about all aspects of their child's care and support. The main ways they did this was through daily conversations and via "Puddlestompin" (an interactive website). She told us the website was easy to maintain and staff found it very effective as a way of sharing information. This was confirmed by most of the parents and carers we talked with during the inspection days.

The manager told us participation was high on their agenda and an area they were always looking at. We talked about the increasing use of IT technology - how the parents and carers could access this both at home, at work, and through use of mobile devices such as phones.

We saw there was a participation area in the front porch. At present they were consulting with parents and carers on the upgrade of the garden area. We saw posters with 'We Asked, You said, We did', which showed parents' suggestions (or questions asked) and information as to what the nursery had done, or planned to do, to meet these.

We looked at how the nursery communicated with the parents and carers. We saw several notice boards containing information about the nursery, staff information as well as policies and procedures placed throughout the premises. There was a suggestion's box in the entrance area, as well as a complaints policy displayed for parents and carers.

We noted other methods used by the nursery to involve and communicate with parents and carers included:

- daily sheets for babies and toddlers
- daily conversations and updates
- emails
- parents' curricular evenings
- social events (eg Christmas concert)
- telephone
- children's learning journeys (folders in the rooms)
- children's interactive learning diary on the website and
- 'stay and play sessions' (for parents to spend time in nursery playing with their child).

We viewed the website and looked the children's online learning diaries used by the Great Western Pre-school group and noted this was used well by parents and carers. Some parents we talked with said they did not use this as they were not keen on computers, however, they said the updates given by staff were detailed and very regular, which met their needs.

The manager told us they also encouraged parents and carers to be involved with fundraising, working in the garden, and other outdoor projects, as well as making suggestions for improvements. We saw various audits and surveys completed with parents and carers, which we have reported on within Quality Theme 4:4.

We looked at planning and noted some staff had attended training on planning and had further developed the planning and evaluation regime after this. We saw that the service gathered information from home and used this as a knowledge base to plan the care and support for each individual child. The staff used large floor books to plan with the children, which were shared with parents and carers.

We also saw that the staff in the baby room planned together, and we heard them discuss the stage of development for individual babies - and they planned activities which the babies liked to extend their play.

We looked at the children's learning journeys online in the pre-school area with staff via the staff 'tablets'. We looked at the paper copies (folders) and noted these accompanied each child as they progressed from room to room. We saw that the staff were very good at assessing these and keeping them up to date. This showed us that parents and carers were given up to date information about their child's care and learning. We saw there were photographs, as well as art and craft samples, and also what they were learning, current topics and themes.

During our inspection of Great Western Pre-school @ Kingswells we talked with parents and carers who arrived to collect or drop off their child/children in all areas. We contacted some by email and received positive replies. When we asked the parents and carers if they were given information about their child, they confirmed they were. One told us they liked the daily updates in the baby and younger children's rooms. They all said they felt comfortable to talk with staff for further information.

One parent/carer told us she had used the service for a long time and that she thought they had always been good at sharing information, but they were even better now and went on to talk about the interactive website. Several liked when staff shared descriptions and stories about their child's day. From this we saw that staff were aware of the importance of involving parents and carers with their child's care and learning at Kingswells.

We looked at the settling-in regime and saw they had a very good system in place. New parents and carers received a welcome pack with information about the nursery. They asked parents and carers to complete a registration form, to share information about their baby or child and to complete various consent forms. This information allowed the staff to gain an awareness of each child's needs so they could plan the care and support beforehand. We saw they shared information about fees and the help available for parents and carers with childcare costs.

When we asked some of the parents and carers if they had received information before their child started they told us that they had. The parents and carers told us that they had visited with their child to view the premises and meet the staff. They told us staff had asked about their child's routine and they had discussed the child's needs and the childcare they would provide. We asked what their first impressions of the nursery had been and they all told us they had been welcomed and had liked the garden and the indoor areas.

We asked the parents/carers how they had found the settling-in process, and they said the staff had been "super", "so helpful and reassuring" when they were settling their child at nursery. This had made the settling-in easier for them as parents, as well as the baby. This showed us staff were aware of the anxieties of separation of child from parent and how they worked hard to make this less stressful for everyone.

During the inspection we observed how the staff approached and worked with parents and carers who arrived to pick up or drop off their child. They were welcoming and friendly and had built up positive relationships with them. We saw staff in all areas taking time to talk with parents and carers and share information.

We looked at the feedback the nursery had gained from parents, carers.

We found that they had various audits, surveys including:

- 'Annual better place to be;
- staff surveys and
- 'Help us assess our service, Please.'

We looked at the feedback we gained from the returned care standards questionnaires and the emails we received. The written comments on our care standards questionnaires, as well as the emails we received showed us how happy parents and carers were.

From this we learned that overall parents and carers were very happy with the service they received, some issues were discussed with the manager during our inspection and will be reported on within the other quality themes.

Among the comments we received were:

- "Yes, we have been very much kept up to date with our child's progress. Every day when we go to nursery to collect our daughter we are told what activities she has been doing, how many times she has had her nappy changed, what she has eaten and how she has been that day (in the first month or so of starting at the nursery she was very upset at being left). Our daughter also has an 'Interactive Learning Diary', which we have access to and the staff regularly put up information and photos on what's been happening in nursery." and
- "the staff are very welcoming and do listen".

Children's Involvement

We found during our inspection that the service worked hard at ensuring they were involving the children. We looked at the methods the manager and staff used to involve the babies and young children, - how they planned and monitored the systems in place.

Through observation in the baby room we noted the staff had created a positive ethos and were warm and caring towards the babies and knew them well. Staff were noted to play with them on the floor, and were always aware when they needed comfort or a cuddle. We saw the babies respond well to staff, and saw they had happy, smiling faces.

Staff nurtured the babies well and we saw staff spontaneously laughing with them, or singing and clearly enjoying caring for these very young children. Staff made good use of praise for their efforts, which allowed them to feel important and valued. All staff had built up positive relationships and demonstrated that they were aware of their individual needs. This was consistent within staff across all the playrooms within the nursery.

We noted that the staff in the other downstairs rooms worked in the same caring way with the children. Staff were very good role models for behaviour and manners, showing them by example how to act, how to share, and how to be kind towards their friends. During our time at Kingswells we noted staff asked the children for suggestions and ideas, what they would like to do next, and encouraged them to choose new activities.

We noted the older children were involved with the floor book planning, in line with their learning needs. We saw displays of what the children were learning, and how they enjoyed their activities. We noted the nursery had children questionnaires which parents helped with.

The pre-school aged children were cared for upstairs and again we noted staff worked well with the children and were aware that the older age needed more challenging activities and planned for their needs. The staff said that the children were keen to offer their suggestions for the current theme and generally the theme came from them. This showed us staff were aware of the age and stage of development of the children in their care.

We noted that the children's ideas were included in the planning. We noted the planning regime was curriculum based and regularly evaluated. We saw the staff completed 'brain storming' and 'mind mapping' with the children within the floor books. Evaluations were regularly noted down and next steps identified. This was shared with parents and carers via the online system.

Areas for improvement

During the feedback session with the general manager and the nursery manager they told us they regularly reviewed their methods of communication and how they kept parents and carers informed and involved. They are keen to make sure staff are trained and kept abreast of new initiatives. They plan to continue with the 'Puddlestompin' website, the online learning diaries, and look for new ideas and methods.

The manager also told us that although she had recently returned to work and was new to Kingswells, she planned to monitor how the service was operating and was keen to learn and try out new initiatives.

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

During this inspection we found that Great Western Pre-school @ Kingswells had very good systems and processes in place to ensure the health, wellbeing and the needs of the children were met. As part of this inspection we also looked at how the nursery had promoted children's health and wellbeing through infection prevention measures.

We noted key policies and procedures were in place. These informed staff and parents of best practice in relation to the health and wellbeing of the children. These had been reviewed and updated by the management team and were shared with parents and carers. We noted these were placed in the entrance area and were available at any time. The interactive website also held information for parents and carers and was another way the service could share information about how they cared for the children's health and wellbeing.

We noted that all the children were happy, confident, and settled within the nursery. All children were supported well by the caring and kind staff. Staff in each area demonstrated that they knew the children in their care. New staff were supervised by the experienced carers, who readily shared their knowledge about the children so that these staff members became confident in their role. We heard staff praising the children for their efforts for example "good sharing" and "thank you for helping". We saw that this boosted children's self-esteem and confidence and showed us that staff understood the children well.

We saw that staff were aware that the babies and toddlers preferred to play on their own at times, and needed to be reminded to share. This is normal for children of that age and we saw staff understood the ages and stages of development of the younger children. All staff supervised their areas very well. They gently reminded the children to play nicely and to be considerate of their friends.

We looked at children's files and noted information about their care needs, which had been shared from home. This included information about the child, family, emergency contacts, allergies, medical requirements, likes and dislikes and fears as well as additional support needs. We looked at care plans and chronologies and noted these were held within each room. The chronologies were new since the previous inspection. There was one for each child and these were updated regularly - **see area for improvement.**

We looked at how the service administered medication and found this was safely organised. Medication was taken in by parents and carers daily if needed and there was a signing-in and out system, which everyone was familiar with. Appropriate systems were in place to record the administration of medication. We discussed the importance of making sure all staff were aware of how to give, and record administration of medication. The manager told us they all received training as part of their induction.

We looked at how staff made sure children were kept free from harm, abuse, bullying and neglect. We found that the staff had attended child protection training and updated this on a rolling programme. New staff were introduced to the service's own child protection policy during their Induction period. We asked staff how they would act if they were concerned about a child. Those we asked demonstrated that they were aware of who to approach if they had concerns of this nature. This showed us that the service was actively working to safeguard the children on all levels.

We looked at how accidents and incidents were managed and saw there was a suitable method in place to record any that happened within the nursery. All staff had received training in first aid, and appropriate first aid equipment was held within the nursery; and there were sets available to take when out for walks or outings. New staff would attend training as soon this could be arranged.

We looked at nutrition during this unannounced inspection. The nursery promoted healthy eating and shared information regarding healthy eating with parents and carers. We noted information about the new 'Allergen within Food' had been shared with parents and carers. The nursery provided all snacks and meals which were prepared by the cook in the fully equipped kitchen. The cook used nutritional guidelines and appropriate food preparation procedures.

The service had recently updated the menu and had involved the parents and carers as well as children in choosing foods. There was now a six-weekly rolling menu. We asked some of the parents and carers if they liked the new menu. They told us it was better now and that food generally varied and they catered for parents' wishes too.

Some parents had commented on the food choices on the care standards questionnaires, which we shared with the manager and general manager during the feedback session. We noted water was available in each room for the children should they be thirsty.

Snacks and meals were served in the playrooms. Staff encouraged good table manners and reminded them to eat up to grow strong and healthy. Children could eat by themselves but were offered help when needed. Diluted fruit juice was offered with the meal. We noted the meal time regime was different from room to room depending on the age of the children. It was nice to see the "helpers" in the pre-school rooms where children took turns at being a helper and served their friends with lunch.

We asked about babies' milk bottles. The baby room had a food preparation area where milk was made up by staff. We noted there were suitable chairs for staff so the baby could have their bottle in a comfy and relaxed way.

We looked at the sleeping regime in the baby room. There was a separate sleeping room outwith the baby room with cots and bedding. We saw this room was warm, cosy with a viewing window for ease of supervision, and had a baby monitor. Once a child woke from a nap, the bedding was placed in a laundry bin and the cot was wiped down ready for the next time it was needed. In the 'Bozzy Bears' (1 -2 years) we noted all children were encouraged to have a rest on the small beds after lunch. They prepared an area of the playroom by the french windows for naps, with staff sitting on the floor soothing the toddlers.

We saw those who did not sleep could play in the other half with staff supervision. This was well managed, and we saw staff gently comfort or stroke foreheads to help the child to settle to sleep. Staff were very good at monitoring sleeping children. The same regime was used in the other downstairs rooms.

We looked at how the staff managed control of infection and overall we found this was managed well. Staff promoted hand washing and we saw children washing their hands before eating, after messy and outdoor play, and after using the toilet or at nappy change. We saw liquid soap and paper roll for drying was available, and we saw staff helping children to wash their hands - **see also area for improvement.**

We observed nappy changing in three rooms downstairs including the baby room. We found that the staff treated the babies and children with respect, and maintained their privacy and dignity overall. We saw staff talking with the babies and singing rhymes during the nappy changes, and we saw children relaxed and happy, which showed us they were comfortable with staff.

Access to fresh air and exercise was very good with children from all areas outside playing during our three days at Kingswells. We noted that sunscreen was applied during the unseasonably warm sunny weather. It was nice to see the children in the 2-3 years room have free-flow play between indoors and outdoors.

We heard children ask each other "do I need a jacket" and saw that the staff allowed them to make decisions about whether they needed one, or not. This promoted their independence and allowed them to risk assess situations. We saw children go out for walks to the woodland area nearby as well as play in the garden area.

Areas for improvement

We looked at the care plans and found that there was one for each child with information about the child but we found that the service needed to outline how they would care for, and meet the individual needs in more detail.

We looked at the chronologies which the Great Western Pre-school Group had introduced to their nurseries. We noted that staff had added information into these which showed us they were looking at each child's needs. However in the action section they had not clearly outlined what care and support was needed or how they planned to monitor needs.

We made a recommendation that the action section of the care plans should include clear information about how they planned to meet the care needs of each child - **see Recommendation 1**

We discussed specific cases with the manager confidentially before we left at the end of the first day. We noted the manager had given attention to these immediately and the next day could share how she had spoken with parents, and what they now planned to do. This showed us the service had the children's best interests at heart and worked quickly to meet needs.

We noted that staff encouraged all babies and children to wash their hands. However we saw that this was not always done following current procedures. We noted some staff put liquid soap directly on to the child's hand then encouraged them to rub together and rinse off under running water. Hands should be wetted first before soap applied.

It was good that babies were encouraged to wash hands after nappy change but again this should be done correctly - **see Recommendation 2.**

There were clear written nappy change procedures displayed in the nappy change areas. However, we saw some staff did not follow the nappy changing procedures correctly. Therefore, we made a recommendation that staff follow the written procedures correctly - **see Recommendation 3**

The service was asked to look at is the lunch time regime in some areas. In the baby room we saw staff sitting to assist babies with eating. However, one member of staff stood whilst she assisted baby with eating. We discussed the need for staff to sit at eye level as this made for a social and enjoyable experience for the child.

We noted some of the toddlers using their fingers to push food onto their fork. This is an indication they are ready for two implements. We have made a recommendation that the lunch time regime be reviewed - **see Recommendation 4.**

We looked at how the service promoted the Scottish Government's policy, 'Getting it Right for Every Child' (GIRFEC). We saw that the manager was aware of the importance of the service's role in supporting children in their care to achieve their full potential. She told us that some of the staff had attended Girfec training but not all. We saw that Girfec was included on the staff 'Reading List', and staff were aware of the need to read this. The manager was aware that all staff should become familiar with the Girfec guidelines and attend this training as soon as this was available.

We also shared comments made by parents on health and wellbeing in the care standards questionnaires with the manager during our inspection. We informed the manager about two parents who had not felt as welcome as they could have and the manager immediately told us this was something she would look at.

We observed the manager in her office by the entrance and noted she was very open and friendly and quick to greet people as they came into nursery.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 4

Recommendations

1. Attention should be given to the care plans to make sure these are regularly updated, that they clearly outline how the service plan to care for each child and meet their individual needs.

**National care standards, early education and childcare up to the age of 16.
Standard 4: engaging with children; standard 3: health and wellbeing.**

2. The hand-washing regime should be reviewed to ensure all staff are aware of and followed the correct hand-washing procedures with the children.

**National care standards, early education and childcare up to the age of 16.
Standard 2: a safe environment.**

3. The manager should monitor staff to ensure they are following the nappy changing procedures within the nursery. This is to ensure the control of infection is maintained and the children are not at risk of cross infection.

**National care standards, early education and childcare up to the age of 16.
Standard 2: a safe environment.**

4. The manager and staff to review mealtimes with a view to ensuring those children are given appropriate cutlery when ready. Staff should ensure they are sitting and engaging with babies at mealtimes.

**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

Please refer to the previous Quality Statement 1:1.

We did see an excellent example of involvement which was a consultation ongoing currently about the upgrade of the outdoor area. There was a participation area in the entrance for parents and carers. During the second day we saw the manager come into the garden and draw a map of the garden with the children. They talked about what would be good in the new garden and what they would like to see there. The children were given pens and drew what they wanted to see in the garden.

We were also told about plans to introduce a 'fire pit', which had been a suggestion by a parent. The manager and staff had researched into 'fire pits', especially the safety aspect, and shared this with parents and carers. The parents and carers had been involved throughout this audit.

The service had given thought as to how they could ensure parents and carers were included with the environment. The interactive 'Puddlestompin' website was one way. We noted they involved the children naturally during the session

Areas for improvement

The manager told us how they had involved parents and carers in the past, and also how they planned to maintain this high level of involvement. She said they were planning to ask for help with work in the garden areas.

One parent told the inspector that some areas within the premises could "do with a lick of paint". We shared this with the manager during the feedback session, and she told us they had an rolling programme of maintenance and improvements within the Great Western Pre-school Group. One example was when workmen arrived to work on the window area, and we saw them prepare to plaster this area to prevent leaks.

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

When we first arrived we were welcomed in a friendly yet respectful manner. During our time at Kingswells we found this same welcome was given to everyone who arrived, both adults and children alike. We noted this welcoming and happy atmosphere existed within the service throughout the day, and saw staff take time to say goodbye to each child as they left. We saw that the children cared for in all areas were noted to be relaxed, happy, and busy playing with the activities both indoors and outside.

The premises at Kingswells is a purpose built building over two floors with spacious outdoor areas surrounding the nursery. We found that overall the premises were well maintained though some areas were due to be repainted, for example the stairway. We saw that the premises were well ventilated, and had natural light from the windows. The premises were decorated throughout with examples of the children's art and craft, including the baby room. We also noted photographs and displays related to topics and events.

The nursery had a secure entrance, which remained locked at all times. We saw that the manager's office was situated by the entrance, and noted the manager was quick to smile and greet people who arrived or left. When we asked parents and carers if they were happy with security, they said they were and liked that the door was locked and they had to use a code to enter. One told us this allowed her to have "peace of mind". This assured us that the service was a safe area for the babies and young children who attended.

The ground floor had four main playrooms; three of these had doors leading directly outside. Good use was made of their outdoor area, with the doors open at times so children could go out and in as they liked. We noted one of the rooms had french doors which remained open all day. This worked well as there was a varied and interesting selection of activities on the decked area outside.

We saw the children chose where to play, decide whether they needed their coats or not, and noted they were good at taking care when going in and out the doorway. This showed us the staff promoted independence, and allowed the children to risk assess, be aware of the environment and their own wellbeing.

The baby room had a lovely calm and caring atmosphere. This was of open plan design with a food preparation area where staff could prepare milk feeds. We noted snacks and meals were served here. We noted the baby room was laid out to allow crawling and floor play which was suitable for their age and stage of development. The staff told us the planning was 'baby-led' and they watched the babies and found what they liked so could plan to provide this. We saw they had displayed the toys and activities on low shelves, to allow children to see what there was to play with. It was nice to see 'ordinary' household items as well as toys provided. There were several treasure baskets used, and we saw the babies absorbed and engaging with staff whilst discovering the contents of the basket.

Staff put babies to sleep in a separate sleep room with viewing window, and appropriate baby alarm. This sleep room could be used by the next door toddler room also. Staff were noted to regularly check sleeping children.

We noted the nappy changing room was shared with the 1-2 age groups and this was well equipped with hand-basins. Other toilet areas and changing rooms were available for the 2-3 age-groups and situated near their playrooms.

The playrooms on the upper floor were for the pre-school aged children. Since the last inspection the staff had looked at the two rooms and had decided to have 'free-flow' play where the children now had use of both rooms and could choose where they wished to play. The corridor area had been opened up and had a quiet 'writing area'. Staff told us this was working well and we saw the children playing happily, moving freely from room to room. One room had more art and craft and messy play whilst the other had other activities including role play, construction and a relaxing book corner.

The children had access to a wide selection of toys and activities including physical play activities in all rooms. Staff had made good use of available space to provide a very good range of play experiences for children. The children had ample space to play with their chosen activities. Each room was designed to allow children to choose to play together in the larger group, or in a smaller group. We noted staff had created 'corners' for this.

We found that staff supervised their rooms well. We observed each room was organised, had storage areas and staff encouraged children to put things away once they had finished playing with them. There were other storage outdoors for the outside equipment. Children were encouraged to take care of their toys and equipment and to tidy up as they went.

The children in all rooms were familiar with the routines as well as 'nursery rules'. Staff were good role models for behaviour and manners, showing the children how to play nicely and reminding the children to show care and consideration to their friends as well as the toys and equipment. We saw staff reminding the children to be careful on the climbing frame and not to walk in front of the swing.

We saw that the furniture was appropriate and well maintained, suitable for the needs of the age group attending in each room. All furniture and was in a good clean condition.

Overall we noted a high standard of hygiene and cleanliness with the premises. We saw staff tidy as they went, wipe up spills when any occurred and clean floors after snacks and meals. We did not inspect the kitchen but noted there was a good level of hygiene and cleanliness. The meals were cooked in-house but and safely transported from the kitchen to the playrooms.

We looked at the outdoor area available for the children. It was nice to see all the children outdoors playing, including the babies and toddlers. We noted the older children playing on more challenging apparatus whilst the younger children played with toys suitable for their age and stage of development.

We noted the outdoor areas were well used and had a wide range of outdoor toys, activities and play equipment. We saw staff supervised this area well. We noted staff used a 'walkie-talkie' between the garden and the upper floors, which allowed the children to go in and out with a degree of independence.

Fire safety was in line with current fire law.

Areas for improvement

We noted that in 'Bozee Bears' (1-2 years) the children settled down on beds in front of the french window to sleep. However, there were no blinds and the sun was beating down on the children near the window.

This was not best practice, so we recommended that a blind be obtained, and installed as soon as possible to allow the young children to sleep comfortably - **see Recommendation 5**. The manager told us that one has now been ordered.

The outdoor area was undergoing an upgrade. A joiner was present during our time at Kingswells and was making a start on the work. He had been building low fences and he told us there was a mud kitchen as well as other natural resources planned for the area. We saw plans being drawn with the children and parents' suggestions. This will be a lovely area once the work is complete.

One parent had noted on the care standards questionnaire that she was concerned that children might open the door to the stairs. We discussed this with the manager who assured us that staff were aware of this but that this was not a risk to children as if they came downstairs they could not leave the building. She stated she would discuss this with the staff team and they would continue to be vigilant regarding this area.

The manager also shared their plans to install a traffic light system for pre-school children to allow them to go from upstairs into the garden by themselves. They are waiting for the electrician to install these lights and it will work a "Green means go - Amber get ready (put on coat or line up to go back indoors) - Red means wait".

We look forward to seeing this in practice at the next inspection.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. The manager and staff must make sure the sleeping arrangement in 'Bozee Bears' are appropriate - young children should be shaded from full sun.

**National care standards, early education and childcare up to the age of 16,
Standard 2: A safe environment.**

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 2

We are confident that our staff have been recruited, and inducted, in a safe and robust manner to protect service users and staff.

Service strengths

We looked at staff recruitment during this inspection. We found that the Great Western Pre-school group had a very good system in place for safely recruiting staff, which was practiced by the service at Kingswells.

We saw that there were suitable written recruitment policies and procedures in place.

The procedures included:

- advertising for staff
- submission of CV during the application process
- short-listing prior to interviewing applicants
- pre-employment checks including PVG
- checks with registration bodies.

We noted the service had a very good induction regime in place for new staff which ensured that all staff understood their roles within Great Western Pre-school @ Kingswells. We asked one of the new members of staff how she had been recruited and she described the above process. She told us she had received an induction pack and was currently "reading through this just now".

She also told us that the manager and staff were very helpful, and had supported her well whilst she was settling in, and that she was learning such a lot from observing staff at work.

Areas for improvement

Whilst the safe recruitment procedures are robust and followed correctly, several parents and carers we talked with told us they felt there had been too many staff changes - often new staff were in place, and they were not aware who they were. Two thought some of the staff young and inexperienced, but they all thought the staff very friendly and caring.

We did note there had been quite a high turnover of staff recently, and several of the parents and carers had noted this in the care standards questionnaires and emails we received before the inspection. The manager agreed this had been the case and indeed they were recruiting currently, but she stressed they did inform people via the website and via staffing info at each room entrance. This was an area she planned to look at to make sure parents and carers were fully informed about staff changes.

We also discussed ways of seeking the views of parents, carers and the children during staff recruitment.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Recommendations

1. The management should continue with plans to ensure all staff have an annual review which is recorded.

**National care standards, early education and childcare up to the age of 16.
Standard 12: confidence in staff**

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

This has been reported on within the previous Quality themes, in particular Quality Theme 1:1.

In addition we noted the nursery had an 'open door' policy and we saw this working in practice. The manager's office was situated by the entrance and we noted she was quick to welcome parents and carers and their children when they arrived in an open, friendly way. We noted several of the children stop, and say goodbye to the manager when they left. We saw parents and carers stop to chat. It was nice to see the positive atmosphere within the service.

Parents and carers who were interviewed told us they felt both the managers were very approachable, and they would readily talk with a manager should they need to do so. One parent described how the new manager had been very helpful recently and had resolved a worry quickly and professionally.

The general manager of the Great Western Pre-school Group shared information about feedback she had gained from staff about the managers - this had been conducted as part of the managers' appraisal. We found staff felt both managers were "approachable" and "supportive".

Areas for improvement

The manager and general manager told us that improvement was a key focus of their service and that they worked with other nurseries in the Great Western group to ensure they were managing their service appropriately. Again they stressed that participation was also a focus area which they were continuously working on.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 4

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

Service strengths

We looked at the quality assurance regime during this inspection process. The manager shared the results of various surveys they had completed with parents and carers recently. We found that quality assurance was an area the service was keen to progress and had worked hard on this as well as looking for new or different ways to encourage the parents and carers to become involved with assessing their service.

We noted they did this regularly, in an informal way, as well as more formally through various ways. The manager told us she liked to hear suggestions and comments from parents, carers and the children so as they knew they were meeting their needs, and providing what they wanted to see in the nursery.

We noted one of the main ways of consulting parents and carers was via the interactive website 'Puddlestompin'. The manager said that overall most of the parents and carers used and liked this method. She was a working parent herself and told us she fully understood the difficulties faced by parents and carers to find the time to read paperwork or be involved. She told us they looked for ways that were easy for parents and carers to use.

Several of the parents told us they liked the online communication methods and how it suited them. We noted this included various surveys including 'Better place to be' and 'Help us Assess our Service Please'.

The other methods they used to look at the quality of the service they provided included:

- the Care Inspectorate self-assessment document
- annual return
- evaluation using child at the centre
- regular staff meetings
- monitoring regime (by the managers)
- development plans
- voting sessions by parents and carers on 'Puddlestompin'
- regular parents' evenings and events
- participation displays and audits on specific topics e.g. the garden
- monitoring visits by the general manager
- visits by development workers and a Teaching Advisor to assess and work with staff
- observations of children and next steps in their care and learning
- suggestion's box.

We discussed how the inspection regime was one form of quality assurance. The service received inspections from Education Scotland as well as the Care Inspectorate. Previous inspection reports were displayed for parents and carers. The general manager told us that any recommendations made or areas they needed to look at were looked at not only at Kingswells - but also across all the childcare services managed by the Great Western group. They would identify action points from the report and then these were discussed at the full staff meetings, where they planned how they would work on this to make improvements or changes needed.

We interviewed and asked the parents and carers if they had opportunities to comment on or make suggestions about the service. They told us that the service was very good at asking for their views and welcomed suggestions. They felt they were regularly consulted and given opportunities to have their say.

They told us the notice boards were well maintained and regularly updated. Again they told us they could "look at the website as well as at the online diaries". They told us "staff informed them of day to day events" and "reminded them about items to take to nursery; or if their child needed anything".

We found that the parents and carers thought the nursery was organised, and well managed. We also asked if they could approach the service if they had any issues and did they think this would be dealt with. The parents and carers we asked told us that they would talk with the managers or the staff and felt confident their concerns would be dealt with. Three parents told us they had done so in the past, and had been given advice and support from the staff at those times.

From this we learned that parents and carers had opportunities to share their views both formally and informally. The manager told us that audits completed with the parents and carers, were an important part of making sure they were getting it right.

The manager told us returned audits were collated, discussed and action planned when needed. The service shared the results with parents and carers and highlighted what they planned to do now. This was confirmed by the parents and carers we talked to during the inspection and also within the care standards questionnaires.

We noted that there were several positive comments within the care standards questionnaires, as well as the emails sent by parents and carers.

Two of which were:

- "Cheeky Monkeys" - stimulating learning experiences, clear leadership, my child loves his time in this room".
- I find Great Western Pre-school (Kingswells) are conducting a better pre-school curriculum than that of the school nursery my daughter also attends, especially where writing and numbers is concerned".

Areas for improvement

We looked at the collated results on the service's 'Better Place To Be' audit. We noted some honest and frank comments from parents and carers which the manager had shared on the notice boards in the entrance hall. This showed us that the service operated in an open and honest way, and accepted and worked on all comments and opinions from the parents and carers.

Again the manager and general manager highlighted how important it was to regularly evaluate the service. We talked about the importance of looking for new methods, and ways to ensure they continued to assess the quality of service they provided.

The managers both told us that quality assurance was continuous and monitoring would continue to be done by outside agencies on a rolling programme.

The manager of the service said the input from the general manager was very helpful.

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

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 - 5 - Very Good	
Statement 1	6 - Excellent
Statement 3	5 - Very Good
Quality of Environment - 5 - Very Good	
Statement 1	6 - Excellent
Statement 2	5 - Very Good
Quality of Staffing - 5 - Very Good	
Statement 2	5 - Very Good
Quality of Management and Leadership - 5 - Very Good	
Statement 1	6 - Excellent
Statement 4	5 - Very Good

6 Inspection and grading history

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