

# Care service inspection report

Full inspection

## **Kool Kidz (Scotland) Ltd** **Day Care of Children**

34 Winchester Avenue  
Denny



HAPPY TO TRANSLATE

Service provided by: Kool Kidz (Scotland) Ltd

Service provider number: SP2006008430

Care service number: CS2005111290

Inspection Visit Type: Unannounced

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and set out improvements that must be made. We also investigate complaints about care services and take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

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## Summary

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

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

### We gave the service these grades

Quality of care and support	4	Good
Quality of environment	4	Good
Quality of staffing	4	Good
Quality of management and leadership	4	Good

### What the service does well

We recognised the effort and effectiveness of involving parents and children in the service as a strength.

The management team have developed effective systems to evaluate and identify areas for improvement in the service.

Children were cared for in a nurturing environment meeting their health, wellbeing and safety needs.

### What the service could do better

The service should continue to reflect on the quality of the experiences and the environment so that children are stimulated and challenged to achieve their potential.

The staff team should continue to develop relationships and practice through shared learning and research so that outcomes for children continue to improve.

We would encourage the manager to further develop quality assurance to cover observation of practice, monitoring and tracking of individual learning and progress and evaluation of the quality of the service as a whole so that outcomes for children continue to improve.

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

The service has been affected by staff changes since the last inspection. As a result they continue to develop relationships as a staff team and to build relationships with families.

### **Conclusion**

We concluded that the service continues to improve and develop the service so that children benefit from a nurturing environment and staff who provided support to families and experiences that help children to achieve their potential. Most importantly children were having fun.

# 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](http://www.careinspectorate.com)

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

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure 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 for every child is 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 wellbeing indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

Kool Kidz (Scotland) Ltd is a private nursery providing day care for children aged from birth up to those not yet attending school. The service operates from 7am until 7pm Monday to Friday throughout the year and is registered to provide care for up to 68 children.

The nursery is located in Denny near Falkirk. The purpose built accommodation is a self-contained single storey building comprising of three separate playrooms. In addition there is a separate kitchen for preparing meals, children's toilets, a staff room and an office. There is outdoor space adjacent to

each playroom that is fully enclosed and sectioned off to allow children direct access to the outdoor space.

The premises are fully accessible, well maintained and of a suitable size for the number of children attending. The nursery is bright and well presented providing a safe environment meeting the health, wellbeing and safety needs of the children. During our visit we observed the space being developed allowing children to explore through access to sensory activities and heuristic play. This enabled children to discover and learn for themselves using their natural curiosity and developing cognitive, social and emotional, physical, creative and linguistic skills. Children benefitted from arts and crafts and outdoor experiences enabling them to explore their environment and extend their learning as a result.

The service aims took account of the principles of curriculum for excellence and birth to three and outline the steps that the nursery will take to enable children to become successful learners, confident individuals, responsible citizens and effective contributors. Commitment is being made to building and maintaining effective partnerships between the nursery, external agencies and the wider community. A full statement of aims and objectives is available via the service.

## **Recommendations**

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

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

## **Requirements**

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

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

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

**Quality of care and support - Grade 4 - Good**

**Quality of environment - Grade 4 - Good**

**Quality of staffing - Grade 4 - Good**

**Quality of management and leadership - Grade 4 - Good**

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website [www.careinspectorate.com](http://www.careinspectorate.com) or by calling us on 0345 600 9527 or visiting one of our offices.

## 2 How we inspected this service

### The level of inspection we carried out

In this service we carried out a 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. The inspection was carried out by one Care Inspectorate inspector. The inspection took place from Tuesday 10 November 2015 between 8:45am and 4:30pm and Wednesday 11 November 2015 between 8:30am and 5pm. We provided feedback to the manager at the end of the inspection process.

As part of the inspection, we took account of the completed annual return and self assessment forms that we asked the provider to complete and submit to us.

We sent 20 care standards questionnaires to the service to distribute to parents/carers on our behalf. Ten questionnaires were completed and returned to us. We also talked to eight parents during our inspection. We asked them for their views about the service and about how this benefitted their children.

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

We spoke with:

- The manager.
- Seven early years staff.
- Eight parents.
- Several children.

We looked at:

- Information held about children using the service, including; personal plans,



online learning journeys and medication records.

- Records of consultation with parents and children, including; questionnaires, evaluation forms, minutes of consultation group meetings and mind maps.
- Health and safety policies, procedures and records, including; risk assessment and cleaning and maintenance logs.
- The environment and equipment used in the service.
- Information for parents, including newsletters, social media site and notice boards.
- Planning and evaluation records, including mind maps.
- Staff training records.
- Minutes of staff meetings.
- Quality assurance documents.
- How the staff worked with the children in their care during the inspection.
- How the staff interacted with parents during the inspection.

### **Grading the service against quality themes and statements**

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

### **Inspection Focus Areas (IFAs)**

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

### **Fire safety issues**

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may

consider what action to take. You can find out more about care services' responsibilities for fire safety at [www.firescotland.gov.uk](http://www.firescotland.gov.uk)

## The annual return

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

**Annual Return Received:** Yes - Electronic

## Comments on Self Assessment

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

The service submitted a fully completed self assessment document to us before we carried out our inspection. They told us what they thought they did well, some areas for improvement and how they planned to take these forward. The sources of evidence given by the service provided a useful starting point for our inspection.

## Taking the views of people using the care service into account

Children were observed as relaxed, confident and happy in the service. They told us about the activities they enjoyed for example, they were enjoying a range of sensory and craft activities. The children showed us Percy's park that was being set up in the home corner and told us about the animals that lived in the park. We saw children enjoying singing and playing games that encouraged them to think about staying safe. Relationships with staff were positive and children were nurtured through the comfort and cuddles given and through their needs being met.

## Taking carers' views into account

We received feedback about the service through talking with eight parents during our visit and through receiving ten completed care standards questionnaires. Parents told us that they felt staff were supportive and approachable but that some staff were less experienced than others. Changes of staff in the playrooms had resulted in the need for relationships being

developed. Parents said that they were informed about children's progress through meetings and daily chats. Comments included:

"My children have settled into this nursery very well and as a parent I am always welcomed and asked for ideas and feedback."

"Lovely environment staff who I know are lovely. Some different faces in baby room will take time to get used to changes..."

"Every member of staff who deals with my child has genuine care and affection for them. When dealing with a recent illness diagnosis the staff were nothing short of fantastic with us and took extra measures to ensure my child was safe and provided some extra information for us. I really can't stress how brilliant they have been."

"I go to work knowing that my two children are in a safe and happy environment. I have never had any issues in the past two years, but I have no doubt that if I did they would be dealt with quickly and efficiently."

"Not too sure if all staff are trained but know who some of them are different people from before."

"Very happy with quality of care provided by nursery it would be good to know more about the activities my child is involved with each day as she is too young to say."

## 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

Based on the evidence we sampled at this inspection, we graded the service as very good in this quality statement. We concluded this after we talked to parents and staff, observed how staff worked with children, looked at a range of records and reviewed relevant evidence given in the self assessment.

Effective communication was used to engage parents in consultation about the quality of the service and to keep them informed of any developments. Recent changes within the staff team were communicated in various ways including letters to parents and information displayed on the notice board. Parents had been consulted about the development of the menus and informed about the need for some carbohydrates being included in children's diets to provide them with energy. The staff had sign posted parents to best practice guidance 'setting the table' as a result. Other methods used to engage with parents included daily chats with key staff and formal meetings to discuss children's progress. Parents said that staff were approachable that they listened to their views and that they were involved in agreeing how children's individual needs were met. The service made effective use of ICT to share information and seek the views of parents. For example, parents said they found the online learning

journeys easy to access and were able to comment on the children's experiences.

Children were involved in making suggestions and in planning activities. The floor books and mind maps used in the three to fives room showed how they made suggestions about the topics covered. Children had shown an interest in 'Percy the Park Keeper' stories. Consultation about the stories had prompted a decision to turn the home corner into Percy's shed with children playing imaginatively and extending their knowledge about autumn and the animals that live in the countryside. Children's learning and development benefitted from the activities provided and they were involved in evaluating their learning. Children told us that a game called 'hot or not' had taught them that candles could cause a fire and the steam from the kettle would burn you.

### Areas for improvement

The service had identified areas for improvement through the self assessment. They included:

- Look at restructuring our parents evening to try and encourage more parents to attend.
- Encourage parents to participate in stay and play sessions.
- Encourage parents to participate in a parents group meeting held within the nursery a few times per year.

The involvement of children in planning the programme of activities and developing the service should be extended further and shown using the recording methods already in use in some areas.

Parent involvement in the development of children's personal plans was confirmed. However, the service should consistently obtain parent signatures on the recording formats to formalise involvement and review of each plan.

We discussed the need to review and develop records of significant consultation with families. For example, there had been consultation with parents to determine whether the service should continue to provide the 'enjoy a ball'

activity for children. The service could have recorded the outcome to the consultation.

The service had used a survey monkey to consult with parents about the quality of the service. We would encourage the service to record any response to suggestions or areas for improvement provided as a result of the survey.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 2

"We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential."

### Service Strengths

Based on the evidence we sampled at this inspection, we graded the service as good in this quality statement. We concluded this after we talked to parents and staff, observed how staff worked with children, looked at a range of records and reviewed relevant evidence given in the self assessment.

Children made choices in the service around activities and during snack and lunch. At snack children chose the fruit they preferred and either milk or water to drink. Older children in the three to fives room used various tools including mind maps and floor books to show the choices they made and their involvement in suggesting and choosing topics they wanted to explore. In the two to threes room planning took some account of children's interests.

We saw some good examples of children learning and exploring through their play. For example, during a painting activity one child in the two to threes room decided to paint themselves exploring the feel of the paint and enjoying the reaction of the other children and staff. Some staff we talked with had knowledge of the reasons why children exhibit 'schemas' through their play to make sense of the world they live in.

Staff effectively interacted with children supporting their learning and to achieve their potential. They talked with children about colour using some good examples of effective questioning; they supported children to become independent through, for example, support with toilet training and eating and support with developing literacy skills through reading books that children had chosen. The service had involved visitors in the service to support children's learning including Police, Fire service and a Lollipop person. Children learned about the people who helped them and about staying safe through these visits and other activities.

Staff linked with external professionals to support children's individual needs. Staff attended meetings to share information about children and sought advice to find out the best way to support children's individual needs.

Children were supported to make healthy lifestyle choices through the 'Childsmile' tooth brushing initiative and the nursery healthy eating policy. Children enjoyed healthy food for snack and lunch including cereal and fruit and chicken and pasta bake.

Children were nurtured in the service through effective processes that supported them when they were settling in and making transitions in the service. Staff had worked in partnership with parents to ensure that children had made visits to their primary school prior to moving into Primary 1. Parents commented positively about the transition process into older playrooms and the benefits for their children as a result.

### Areas for improvement

Through the self assessment the service identified areas for improvement. They included:

- Continue to support staff development using 'curriculum for excellence' and 'pre birth to three' documents.
- Continue to build up working relationships with other professionals.



- Look at ways in which we can get our parents more involved in their child's learning journey.

We discussed with the service the need for staff to improve children's experiences through developing activities further to challenge children to reach their potential. For example, they could expand the levels of heuristic and sensory play and support children to develop skills giving them a sense of responsibility. Children could extend their skills through helping to prepare snack and staff could extend the opportunities for children to explore their environment through extending the provision of natural resources.

We discussed how staff could develop opportunities for children to lead their own learning through the use of observation and scaffolding children's learning. The development of this practice would further support children to achieve their potential.

### **Grade**

4 - Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 2: Quality of Environment

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 environment within the service."

#### Service Strengths

Please refer to Quality Theme 1, Statement 1 for information on the range of ways that children and families had been involved in influencing the quality of the service. This had included aspects of the quality of the environment. The grade of 5 - Very Good is applied across all participation statements in this report.

The service was continuing to engage parents and children in improving the quality of the environment when delivering the service. For example, parents and children had been consulted about the development of the outdoor area, the installation of a security window in the office and the purchase of new resources for the service.

#### Areas for improvement

Please refer to Quality Theme 1, Statement 1 Areas for Improvement.

#### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

### Statement 5

"The accommodation and resources are suitable for the needs of the service users. "

## Service Strengths

Based on the evidence we sampled at this inspection, we graded the service as good in this quality statement. We concluded this after we talked to parents and staff, looked around the environment and observed how staff worked with children in the areas available. We also looked at a range of records and reviewed relevant evidence given in the self assessment.

The service ensured that children were cared for in a safe environment. Systems and processes included regular health and safety checks to identify the need for any maintenance to the property and to ensure that safety equipment was in place to protect children. The cleanliness and safety of the environment was ideal and there were regular checks to ensure that safety measures were in place to minimise hazards and meet children's individual needs and stages of development. A visit from environmental health confirmed that the kitchen area was safe and training for staff ensured that they were aware of good practice when preparing food for children. The service had a buzzer system linked to each playroom and a security window between the entrance and the office allowing the manager to monitor people entering and leaving the building keeping children safe. Children were supported to become risk aware keeping themselves and others safe. They told us that candles could start fires and the steam from the kettle could burn you.

Staff were aware of best practice guidance 'Infection prevention and control in childcare settings' and had attended recent training to develop their knowledge and understanding of infection control. Systems and processes in place ensured that the environment was clean and that practice prevented the spread of infection. For example, we saw good use of personal protective equipment (PPE) when changing children and when preparing food and systems in place to ensure that children's bedding was laundered after each use. We could see that toys and equipment were clean, well maintained and suitable for the ages and stages of children in the service. A programme of purchasing new toys and equipment ensured that children had access to a range of stimulating experiences.

The playrooms were all on the one level with a baby room, a two to three room and a three to five room. Each room had an outdoor space directly adjacent to it allowing children easy access to outdoor play opportunities. Older children

accessed toilets that were positioned outside the playroom. Staff managed supporting children to access the toilet well and balanced the need to respect privacy and dignity and the need for children to be supported well.

The baby room had space to allow the children to move around freely and explore their environment. A range of sensory and heuristic play was extended for children following some discussion with staff enabling children to take part in activities that facilitated their learning and development by stimulating curiosity. Changing facilities and the sleep area for babies were situated in the baby room. Children's needs were met through regular consultation with parents to identify changing needs. For example changes to sleep patterns.

The children aged from two to three years were accommodated in a playroom that allowed them to be creative, imaginative, active and to relax with quiet activities. Staff organised a quiet area in the playroom to accommodate sleeps ensuring that a calm restful space was available.

The three to five year old children were accommodated in a playroom that enabled them to learn and develop in a stimulating environment. Each group of children had their cloakroom area so that children had their own space to hang their jackets and bags and change their shoes giving them a sense of belonging. Toilets and a changing area was shared by the two to three and three to five year old children.

Parents were satisfied with the environment and with the outdoor space that allowed children to be active and access fresh air. Children were cared for in a warm and relaxed environment that contributed positively to building confidence and self-esteem.

### **Areas for improvement**

Through the self assessment the service identified areas for improvement. They included:

- Continue to build up resources in areas needed.

The flooring in the three to five room had started to lift. The manager had

identified this as a potential trip hazard. It had been reported to the provider and was awaiting action being taken. We would encourage the provider to action this as quickly as possible.

A range of sensory and heuristic play was available to enable children to take part in activities that facilitated their learning and development by stimulating curiosity. We would encourage the service to extend these experiences to all children.

In the main staff used personal protective equipment (PPE) however some staff did not use disposable gloves when serving snack. The service should refer to best practice guidance and reflect on and develop staff practice.

### **Grade**

4 - Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 4 - Good

### Statement 1

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

### Service Strengths

Please refer to Quality Theme 1, Statement 1 for information on the range of ways that children and families can be involved in influencing the quality of the service. This includes aspects of staffing in the service. The grade of 5 - Very Good is applied across all participation statements in this report.

The service was continuing to engage parents and children in improving the quality of staffing when delivering the service. Parents were informed about recent developments and changes within the staff team and were introduced to the staff based in the playrooms where children were accommodated. Staff chatted with parents on a daily basis and met regularly with them through arranged meetings to discuss children's progress and learning.

### Areas for improvement

Please refer to Quality Theme 1, Statement 1 Areas for Improvement.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

### Statement 4

"We ensure that everyone working in the service has an ethos of respect towards service users and each other."

## Service Strengths

Based on the evidence we sampled at this inspection, we graded the service as good in this quality statement. We concluded this after we talked to parents and staff, observed how staff worked with the children and looked at evidence of the systems and processes in place to support staff training and development.

There had been changes across the staff team since the last inspection. Staff recognised that the team dynamics had changed but felt that relationships were being built within the team and with families. Parents said that staff were lovely but recognised that there were some staff that were less experienced and that there was a need to build relationships with the new staff providing care for their children. A parent praised the staff team for reacting effectively when their child became ill ensuring that the child's health and wellbeing needs were met.

Staff met regularly as a team to discuss aspects of the service. They had reflected on the planning systems and processes taking account of learning through training in 'building the ambition'. Room meetings enabled staff to discuss improvements they wanted to make to the layout of the room and to the plan of activities. Staff had lead roles as key workers supporting children and families in the service. They showed respect towards one another and towards families and were motivated in the development of the service. Following professional dialogue with staff in the baby room about the strengths and areas that could be improved in the playroom so that it was more stimulating for children, staff had planned and developed the space as a result.

Staff developed their knowledge and skills through attending training events and through research into best practice guidance. Training ensured that they used good practice when preparing lunches and snacks. Individual supervision sessions supported staff with their professional development identifying their strengths and recognising their training needs. A newly appointed member of the team had experience in working in an outdoor nursery so had been tasked with further developing outdoor learning experiences for children.

Staff were appropriately registered with Scottish Social Services Council (SSSC)

respecting the need to be appropriately registered as practitioners attaining appropriate qualifications as required.

### Areas for improvement

Through the self assessment the service identified areas for improvement. They included:

- Regular room meetings to discuss children, routines, planning, observations etc.

The service should continue to support the staff team to further develop working relationships and use individual key strengths in the development of the service so that outcomes for children continue to improve.

We discussed how staff could further explore how children use schemas in their development and learning and provide activities and resources to support learning as a result.

The team should reflect on and develop the use of effective questioning in the service to extend children's learning.

### Grade

4 - Good

**Number of requirements - 0**

**Number of recommendations - 0**



## Quality Theme 4: Quality of Management and Leadership

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 management and leadership of the service."

#### Service Strengths

Please refer to Quality Theme 1, Statement 1 for information on the range of ways that children and families can be involved in influencing the quality of the service. This includes aspects of management and leadership in the service. The grade of 5 - Very Good is applied across all participation statements in this report.

The service was continuing to engage parents and children in improving the quality of management and leadership when delivering the service. For example, parents were involved in completing the self assessment identifying the strengths and areas for improvement in the service. They were consulted about current developments in the service and fully informed about changes.

#### Areas for improvement

Please refer to Quality Theme 1, Statement 1 Areas for Improvement.

#### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

### Statement 4

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

### Service Strengths

Based on the evidence we sampled at this inspection, we graded the service as good in this quality statement. We concluded this after we talked with parents, staff and the manager and looked at evidence of the systems and processes in place to support quality assurance.

The service was proactive in evaluating practice and developing it as a result. Menus for snacks and lunch had been developed in consultation with families taking account of best practice guidance 'setting the table'. Bottle feeding practice was developed as a result of the manager making contact with a health visitor. Professional dialogue about the practicalities and recognised best practice for bottle feeding babies resulted in practice being reviewed and developed accordingly.

As highlighted under Quality Theme 1, Statement 1 the service engages with children and parents to ask for their views about the quality of the service they have experienced. Parents said they have opportunities to give their views about the service through parent evenings, daily chats and through the use of ICT including survey monkeys. A recent survey monkey had included a request for feedback about relationships with staff and the management team. Parents had been asked for ideas to improve partnership working with comments and suggestions given as a result. The service had begun to consider how to implement some of the suggestions made in practice.

The manager maintained consistency in practise by using checklists to guide staff. For example, each child making a transition into another playroom had a checklist listing the records in their personal plan to be completed by staff. For example, a record of the meeting to consult with parents, introductions to staff in the new playroom, settling in visits and a record of progress. This process supported children and parents and provided opportunities for feedback about the child's progress.

Through the use of monitoring and involvement and participation of families and staff a development plan had been developed showing how the service aims to take improvements forward.

There was a clear complaints procedure should parents wish to raise any concerns in a formal way. Parents told us that they would be comfortable raising any concerns or issues with staff in the first instance and were confident these would be addressed.

As a result of the effective systems in place and the combined efforts of a motivated staff and management team, we concluded that, although in the early stages, approaches to quality assurance were directly contributing to good outcomes for children and families using the service.

### Areas for improvement

Through the self assessment the service identified areas for improvement. They included:

- Continue to develop the quality assurance scheme.

The manager had discussed with staff and parents how to include the use of the SHANARRI wellbeing indicators and Building the Ambition to evaluate the quality of the service. She aimed to continue to support staff in developing as a team through the use of team meetings, individual meetings and monitoring of practice.

We discussed the areas that staff could develop further including the use of reflective practice, the development of effective questioning and supporting children to lead their own learning.

We would encourage the manager to further develop quality assurance to ensure that there is a clear quality assurance monitoring calendar. This should cover observation of practice, monitoring and tracking of individual learning and progress and evaluation of the quality of the service as a whole so that outcomes for children continue to improve.

We would encourage the service to record any response or action taken as a result of suggestions or issues raised through feedback from parents and to inform them of any changes made as a result.

**Grade**

4 - Good

**Number of requirements - 0**

**Number of recommendations - 0**

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

**Previous requirements**

There are no outstanding requirements.

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

**Previous recommendations**

There are no outstanding recommendations.

## **6 Complaints**

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

## 7 Enforcements

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

## 8 Additional Information

There is no additional information.

## 9 Inspection and grading history

Date	Type	Gradings	
13 Nov 2013	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good
5 Jul 2012	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good
1 Sep 2010	Unannounced	Care and support	5 - Very Good
		Environment	Not Assessed
		Staffing	5 - Very Good
		Management and Leadership	Not Assessed
3 Sep 2009	Unannounced	Care and support	4 - Good
		Environment	5 - Very Good
		Staffing	4 - Good
		Management and Leadership	4 - Good
10 Sep 2008	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good

		Management and Leadership	4 - Good
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