

# Care service inspection report

## Mid Annandale Playcare

### Day Care of Children

Harcourt Place  
Lockerbie  
DG11 2AH

Inspected by: Allison Tyson

Type of inspection: Unannounced

Inspection completed on: 20 June 2013



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### **Service provided by:**

Mid Annandale Playcare Ltd

### **Service provider number:**

SP2003002738

### **Care service number:**

CS2007143645

### **Contact details for the inspector who inspected this service:**

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## Summary

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

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

### We gave the service these grades

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

### What the service does well

There is a kind and friendly staff team, who have developed open and trusting relationships with parents and children. Staff know the children in their care very well and they use their knowledge and observations to meet the needs of the children. Children are cared for in a safe and inviting environment. They enjoy a variety of activities and games which support their growth and development and help them to learn new skills. Children are able to play outside in all weathers and enjoy the games and activities provided.

### What the service could do better

The service should continue to develop the variety of opportunities for children and parents to be involved in assessing and improving the quality of the service. They should continue to review and develop the way meals are offered and the range and balance of food provided across the nursery day, so that it meets the nutritional guidance for all children.

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

The service has continued to develop the way meals are offered so that lunchtime is a more sociable experience, especially for the younger children. They have improved monitoring systems including maintenance of the building.

## **Conclusion**

Mid Annandale Playcare provides a very good quality of care for children and their families. Staff are friendly and professional. They know the children in their care very well and have developed open and trusting relationships with children and parents, so that they can care for the children effectively. Children enjoy coming to the nursery. They like having fun with their friends and playing in the garden.

## **Who did this inspection**

Allison Tyson

# 1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Prior to 1 April 2011, this function was carried out by the Care Commission. Information in relation to all care services is available on our website at [www.careinspectorate.com](http://www.careinspectorate.com).

The Care Inspectorate will award grades for services based on findings of inspections. Grades for this service may change after this inspection if we have to take enforcement action to make the service improve, or if we uphold or partially uphold a complaint that we investigate.

The history of grades which services have been awarded is available on our website. You can find the most up-to-date grades for this service by visiting our website, by calling us on 0845 600 9527 or visiting one of our offices.

## Requirements and recommendations

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

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

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

Mid Annandale Playcare provides daycare for a maximum of 86 children, aged under 16 years;

of whom 9 children are aged from 0 to under 2 years, 15 children aged 2 to 3 years, 32 children who are not yet attending primary school from age 3 years and upwards - 30 children attending primary or secondary school.

The service is in partnership with the local authority to deliver preschool education.

The service is operated by a voluntary Board of Directors.

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

**Quality of Care and Support - Grade 5 - Very Good**

**Quality of Environment - Grade 5 - Very Good**

**Quality of Staffing - Grade 5 - Very Good**

**Quality of Management and Leadership - Grade 5 - Very Good**

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website [www.careinspectorate.com](http://www.careinspectorate.com) or by calling us on 0845 600 9527 or visiting one of our offices.

## 2 How we inspected this service

### **The level of inspection we carried out**

In this service we carried out a high intensity inspection. We carry out these inspections where we have assessed the service may need a more intense inspection.

### **What we did during the inspection**

We wrote this report following an unannounced inspection visit which took place on Monday 17 June and Tuesday 18 June 2013. The inspection was completed by an Inspector, called Allison Tyson.

Before we inspected the service we sent out questionnaires for parents and staff, which gave us their opinions of the nursery. We also looked at the service's self assessment and annual return information.

During our inspection, we gathered information from a variety of sources, including:

- information for parents and children including the website, welcome pack and feedback from questionnaires,
- children's records including personal care plans and learning plans,
- service records including medication, maintenance and cleaning
- photographs
- notice boards
- talking to parents, staff and children

and observing how the staff interacted with the children, each other and with parents.

## **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](http://www.firelawscotland.org)

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

### The requirement

Management should now develop a maintenance log system to record identified equipment defects and maintenance issues. The Regulation of Care (Requirements as to Care Services) (Scotland) Regulations 2002/ 114, 19. (3) (e) Timescale for implementation - within one week of receipt of this report .

### What the service did to meet the requirement

The service had developed its record keeping systems so that they had a record of maintenance issues.

**The requirement is:** Met

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

We made 13 recommendations at our last inspection and found that the service had taken the following actions:

1. Management should obtain information from parents/carers on "triggers" and obtain written permission from parents/carers prior to staff administering non prescribed or prescribed medication.

Action taken: management had developed their medication procedures so that they followed good practice guidance.

2. Management should implement the reviewed procedure for the disposal of waste.

Action taken: staff followed the correct procedures during our visit.

3. Management should review the deployment of staff over the baby's lunch time period and implement changes which will allow the babies to have an enjoyable, pleasant and calming experience during lunch. Pre birth to three training should be made available to staff who work within the baby area.

Action taken: management had reviewed the way lunchtime was provided and continued to monitor this area. They planned to continue to improve the way meals were provided. Staff working with babies were aware of good practice guidance.

4. Management should review their menus to ensure that children have a well balanced diet over the course of a day.

Action taken: menus had been reviewed however further work was needed in this area, and this recommendation will remain in the report.

5. Management should review the faulty fridge thermometers to ensure the fridge temperatures do not go above 5 degrees. Management should now provide a baby monitor within the baby's sleep room. Management should ensure the fire door is opened easily in case of evacuation.

Action taken: Appropriate action had been taken for all of these.

6. Management should review the mixture of fluids procedure and make sure it is in line with the manufacturer's guidance. Management should review their risk assessments to incorporate the manufacturers guidance and COSSH regulations.

Action taken: appropriate action had been taken and staff were aware of good practice.

7. Management should introduce a regular formal monitoring and observation process for all staff.

Action taken: a system for monitoring the work practice of staff had been introduced.

8. Management should make available refresher training on the Pre Birth to Three guidance for all staff.

Action taken: The relevant staff had received support and guidance.

9. Management should ensure staff record their own professional developments in accordance with SSSC Codes of Practice and Requirements of Registration.

Action taken: we discussed this and whilst staff were recording training, management should encourage them to reflect more on their learning and how it influences their practice.

10. Management should develop a collective staff training plan for the whole service.

Action taken: management maintained a training plan for the service.

11. Management should review their current practice when obtaining verbal/phone call reference information for the recruitment of new staff.

Action taken: management followed verbal references with a request for a written reference.

12. The board of directors and management should ensure that monitoring and evaluation of staff work within the play setting continues on a formal basis.

Action taken: There were appropriate procedures for monitoring and evaluation with both management and the Board used to ensure the quality of the service.

13. Management should continue to develop methods and processes which will involve parent, children, staff and stakeholders in the process of assessing the quality of the service.

Action taken: Management were continuing to develop their quality assurance procedures so that everyone could have a say in improving the service.

### **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 provided us with an assessment of its strengths and identified some areas for improvement.

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

We observed the children and we spoke to them during our visit. Children enjoyed coming to the nursery and they liked playing outside, where they could take part in a variety of activities and games. Children spoke to us about their experiences with confidence and they thought that the nursery was "cool" and they did "cool things" at nursery.

## **Taking carers' views into account**

Parents were very happy with quality of the service they received at the nursery. They said that they "feel very comfortable and safe as a parent". "MAP has a high standard of childcare services and has made a great difference to my child's life". Parents said that "MAP is a lovely nursery, which my child has used and really enjoyed".

Parents told us "the quality of skills of all staff are excellent" and that they felt they and their child had been well supported. They described the staff as "very warm and welcoming". They said that "MAP is a first class childcare provider - all the staff are superb".

One parent said that the nursery "is a fantastic facility. The staff are welcoming, polite and friendly and they quickly develop a great relationship with children and parents".

## 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

During our visits we talked to members of the management committee (the Board); the manager, staff, children and parents; we looked at policies & procedures; information for parents; children's records and observed how the staff worked with both the children and the parents. At this inspection we found that the quality of this statement is graded as 5 - very good.

Examples of evidence and outcomes for the children and families using Mid Annandale Playcare (MAP) childcare, which support our findings include:

Management and staff at MAP Childcare are committed to working in partnership with parents and the wider community to provide a high quality of care and support for children and families. They valued the opinions of parents and children and offered a variety of ways of involving them in the life of the service.

A Board of Directors, made up of a voluntary committee of parents and other interested people from the community, provides the service. They meet regularly, and have a vision for the service which aims to "provide a quality, affordable, provision, easily accessed by the whole community" and to "offer play services, care and preschool education within a safe, creative, stimulating and home from home environment". All parents are invited to join the Board and minutes of meetings are on display in the reception area of the building.

The Board are involved in all areas of the nursery, including the quality of staffing. Members of the Board are involved in recruiting new members of staff by participating in all stages of interviews. They are involved in monitoring playroom practice. The board seek the views of parents about staffing, and other aspects of the service including the quality of the environment and discuss these at their meetings.

The nursery had developed an informative welcome pack for parents and children. This gave them useful information about the service and what they could expect. Parents were given a tour of the building, which included a history of the project and were shown how the nursery works. There was a pictorial information booklet for preschool children and additional information and photographs were on the nursery website. Parents felt well informed about the nursery and were confident about speaking to staff and asking questions.

Management and staff continued to keep parents up to date with what was happening in the service. Both management and individual areas of the nursery wrote regular newsletters, and this included newsletters written by the Out of School group (OSCA). They used display space in the nursery to inform parents about activities and planning, and they encouraged parents to add comments by writing on flags which were displayed, like bunting on noticeboards. Parents made comments about a variety of topics and had commented that "the children's newsletter was impressive".

Management and staff welcomed feedback and sought parents' opinions regularly. Parents could use comments and suggestions boxes, which were located around the nursery. Staff provided questionnaires and surveys regularly and included how supportive families had felt settling in had been, as well as a full survey about the service as a whole. Management had developed the way they provided feedback to parents about the results of surveys, and now provided a leaflet which gave their response to parents and actions which they had taken.

The service had an open door policy and provided parents with a variety of opportunities to meet with staff, to talk about their child's care and to learn about the service. These had included open evenings, and an audience with the staff, which had also been attended by representatives from the local authority Early Years team. Parents were welcome to take part in activities in the nursery including trips. The service also provided home link activities like CAPER, which is where Children And Parents Enjoy Reading together by taking story sacks home and sharing their thoughts about the activity.

Staff knew the children in their care very well. They gathered information about children using a variety of ways, including registration and All About Me forms, Strengths & Difficulties Questionnaires for preschool children, daily conversations with parents, talking to the children and observing them. Staff made sure that they were up to date, and they regularly reviewed children's care with parents.

Staff used handover times effectively, and had warm and friendly relationships with parents. Staff and parents shared information both verbally and by using home link daily diaries. Staff shared this information with each other verbally at handover times, and also by using communications books and diaries. Staff used wall space to share important information about the needs of the younger children, for example how they liked to sleep and this meant that all staff members could check that they were meeting children's needs. Staff ensured that information was up to date by talking to parents regularly and updating the written information as necessary.

All preschool children in the service, including the under 3s, had a folder or a personal learning plan, which included information about their needs, routines and achievements. Parents were able to look at these and take them home regularly. Parents liked that they could take folders home and share them with other family members, like Granny. They were able to add comments about children's achievements at home, as well as their thoughts about their child's progress.

Staff enabled children to develop independence and self-confidence by encouraging them to make choices and express their opinions. Toys and resources were stored so that children could choose what they wanted to play with, and children made decisions about what they wanted to do and where they wanted to play. Most children chose to play outdoors during our visit, and told us that they enjoyed playing on the tractors and bikes.

Staff involved preschool children in planning their own learning by using Big Book planning and a planning wall, where children could add their own comments and suggestions. They used together times, like circle time and small group times to find out what children thought. The preschool part of the service had developed an evaluation book, where they recorded children's comments about what they had been doing. Staff used these suggestions when planning activities and learning, and this meant that activities and learning were child led and supported the needs of the children.

OSCA children were involved in planning what happened in their part of the service. They could add to the planning list on the notice board and staff talked to them and asked them what they would like to do.

### **Areas for improvement**

We discussed a variety of ways of developing this statement further, including continuing to develop the way wall space is used and further development of electronic forms of communication, like the website.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

### **Statement 3**

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

### **Service strengths**

During our visits we talked to members of the management committee (the Board); the manager, staff, children and parents; we looked at policies & procedures; information for parents; children's records and observed how the staff worked with both the children and the parents. At this inspection we found that the quality of this statement is graded as 5 - very good.

Examples of evidence and outcomes for the children and families using MAP childcare, which support our findings include:

Staff and children had formed warm and nurturing relationships. Small children were confident about cuddling into staff and using them, as they learned to stand up and to walk. Staff praised children and encouraged them to do things for themselves, for example take off their jumpers and hang them up by themselves.

Staff knew the children and their needs very well. They supported them to develop new skills and to practise what they had learned by providing them with support and,

as appropriate, resources, for example young children were learning to feed themselves.

Children were learning about healthy lifestyles and how to look after themselves. The service had recently started taking part in the Childsmile toothbrushing programme and were working with the Childsmile team to make sure that they were doing this properly. Children knew about good handwashing practice, and were encouraged to wash their hands before eating.

Children enjoyed being outdoors and played active and energetic games. They liked playing on bikes and tractors, and many of the preschool children were confident enough on the bikes to go without stabilisers. Children on the bikes knew that they should wear a helmet. Children were enjoying digging in the garden and looking for worms. They had been learning about minibeasts and the children enjoyed giving their butterflies their freedom.

All children using the service had a form of care plan. For younger children these included All About Me information, information about needs, routines and interests from parents, and information from other professionals working with children, including paediatricians, Educational Visitors and Speech Therapists. Staff used this information to meet the needs of the children and support their development.

Children liked looking at their personal learning folders. One child told us "you can look at my cool folder - I've been doing lots of cool things". Staff involved children and parents in setting learning targets and next steps, in preschool, by using an "I want to learn" format, which parents could complete, and which staff used when planning. They involved parents in the under 3s by using diaries and by talking to parents and carrying out regular reviews of their care.

Parents could choose whether to provide a packed lunch for their child or to take a hot meal, which was provided by the local primary school kitchen. Packed lunches were stored in a fridge in the kitchen. The service had reviewed the way lunches were provided, so that children were better supported and meal times were more sociable. Children enjoyed being able to have their lunch with younger brothers and sisters. Staff were aware of children's allergies and dietary preferences and made sure that food was safe for children to eat. Children had some involvement in planning the snack menu, and staff involved in planning the menu were aware of and used good practice guidance, like the Early Years Nutritional guidance.

Children enjoyed their snack. They liked their panscone and butter, and many were good at spreading butter by themselves. Staff encouraged children to try their food and they respected their feelings, if they didn't want to eat their meal.

Children experienced a balanced range of activities during their day, which meant that children could take part in active games or rest when they needed to. There was a sleep room for younger children and parents were given the choice of whether their child could sleep in a cot or buggy. Staff said that they advised parents of the risks of sleeping in buggies and found that many children were using cots. The service had a quiet sensory room, as well as suitable furniture for older children to "chillax", when they came back from school. Suitable spaces had been identified for children who wanted to do their homework, for example they could use the training room, the soundproof room, or a table and chairs which were provided in the OSCA room.

The service had a policy and procedures for safe sun. Where appropriate, staff supported children to put sunscreen on for themselves. Children were able to ask for drinks of water throughout the day.

Children played together well. Many had formed friendships and they looked forward to being with their friends at nursery. Parents told us that their children enjoyed coming to nursery, and often didn't want to leave.

### Areas for improvement

We discussed our observations of snack and meal times with the management and have agreed that the service will continue to review and develop the food provided to children. The service should continue to monitor: the amount of food children need during the nursery day so that they are receiving sufficient calories, for example the portion size for school age children should be bigger than that given to babies. They should ensure that children are given sufficient quantities from each of the food groups during their time at nursery, for example fruit should be served with a carbohydrate like a pancake or toast. See recommendation.

Whilst lunchtime was a more social and relaxed time for children, we discussed further improvements with the management of the service, who advised us that they were continuing to look at how mealtimes could be improved for babies, so that they were better supported by staff.

The service should continue to develop care plans so that they have a format for drawing all of the information, like health care plans, together, to form one plan and which informs all people working with children of where relevant information is kept.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 1

### Recommendations

1. Management should review their menus to ensure that children have a well balanced diet over the course of a day, and which comply with the Early Years Nutritional Guidance. National Care Standards for 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

This statement is graded as 5 - very good and comments made under Statement 1.1 are relevant to this statement.

### Areas for improvement

Please refer to Statement 1.1.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 2

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

### Service strengths

During our visits we talked to members of the management committee (the Board); the manager, staff, children and parents; we looked at policies & procedures; information for parents; children's records and observed how the staff worked with both the children and the parents. At this inspection we found that the quality of this statement is graded as 5 - very good .

Examples of evidence and outcomes for the children and families using MAP childcare, which support our findings include:

Mid Annandale Playcare is based in a recently constructed purpose built facility. Entry to the building is secure and visitors are monitored. The service has a cctv facility, so that all areas of the building can be observed.

The building has a wide range of facilities, which are used by the community, including the Health Visitor service and other similar services who run Baby Massage classes, the Breastfeeding group, who all use rooms in the building. The nursery has a room where nursing mothers can go to feed their babies.

The premises provide a pleasant and welcoming environment for everyone using the service. The building has appropriate heating, lighting and ventilation. Most areas have windows and access to natural light. Air-conditioning has recently been installed. Playrooms open to the outdoors and children move freely from inside to outside. We saw that the nursery was clean and there were appropriate procedures for maintaining the quality of the environment.

Furniture and toys are appropriate and suitable for the ages and stages of the children. Children are able to take part in a variety of activities and have opportunities to explore, investigate and make sense of the world around them. Activities include messy play, active games, role play and quieter activities like reading and jigsaws. Space in the nursery is planned and organised, so that children are encouraged to move freely around the nursery and make decisions about what they want to do independently, where appropriate.

Staff understood their responsibilities for protecting children and keeping them safe. Staff ensured that children were supervised, and that they had a safe environment to learn and play in. The service had procedures for protecting children, which all staff had been informed of and trained in. They completed regular risk assessments to ensure that the environment and equipment remained in good condition.

Staff used wall space as a way of communicating with each other and monitoring children, for example they used a wipeable whiteboard to record when children went to sleep and when they were checked, so that all staff were making sure that children were safe.

A member of the Board had responsibility for Health & Safety in the building and ensured that management and staff were aware of good practice, for example ensuring the water sources were regularly checked, so as to prevent legionella.

Children had opportunities to learn about and use their local area. They regularly went to local parks and play areas, and they visited other places of interest, including a trip to the supermarket to see where their snack came from. Members of the community visited the nursery and shared their skills with the children, for example the police had visited.

### **Areas for improvement**

We talked about the behaviour of the children in OSCA and agreed that staff would continue to involve children in reviewing the golden rules; encourage them to be aware of the safety of other children playing in the area and involve them in risk assessments.

We talked about the storage of furniture in the accessible toilet, and agreed that the service would discuss this with the local Infection Control team. We also advised that there is no need to use air freshener devices throughout the nursery.

Whilst children knew that they should wear a helmet when on bikes, many of them didn't have them on properly and staff should ensure that bike helmets fit and are sitting on their heads properly. They should also consider whether it would be good practise for children to wear a helmet on tractors, especially on the steep part of the play area.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

### Statement 1

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

### Service strengths

This statement is graded as 5 - very good and comments made under Statement 1.1 are relevant to this statement.

### Areas for improvement

Please refer to Statement 1.1.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 3

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

### Service strengths

During our visits we talked to members of the management committee (the Board); the manager, staff, children and parents; we looked at policies & procedures; information for parents; children's records and observed how the staff worked with both the children and the parents. At this inspection we found that the quality of this statement is graded as 5 - very good.

Examples of evidence and outcomes for the children and families using MAP childcare, which support our findings include:

The staff team are enthusiastic, professional and committed to providing the best quality of care and experience for children and their families. They work together, with each member of the team sharing roles and responsibilities, and this means that children enjoy smoothly run sessions because staff are clear about what they are doing.

Staff know the nursery procedures well and put these into practice consistently. Staff are skilled and experienced in meeting the individual needs of children and their professional development and attendance at training is actively encouraged by the nursery management. Staff, in the preschool, attended cluster group meetings, when they had an opportunity to discuss practice with colleagues from other nurseries.

Management valued and supported their staff. They had introduced regular sessions when they met with each member of staff to support them and to discuss their practice and needs. There was a mentoring system in place so that staff were supported and could seek guidance, when appropriate. Management of the service encourage staff members to take responsibility for developing areas of the nursery, for example healthy eating as well as for their work practice, for example how they use their non-contact time.

Management were encouraging staff to develop reflective practice, so that they could identify their own strengths and areas for improvement. They kept a record of training attended and had a training plan for the service as a whole. They ensured that staff had training opportunities, including in-house training and team meetings. Staff meet regularly and are involved in self evaluation and improvement planning in the nursery.

All staff are qualified and registered with the Scottish Social Services Council. Staff have annual appraisals, and they are supervised and supported by the nursery management team. Most staff are working towards additional qualifications and they ensure that they keep up to date with current good practice.

### **Areas for improvement**

Management should ensure that staff are aware of and understand their responsibilities for maintaining a reflective diary for training, and how it has influenced their practice.

All staff were now registered with the Protection of Vulnerable Groups (PVG) register however we discussed whether the nursery had yet developed a procedure to cover if they received an unsatisfactory notification about an existing member of staff from the PVG and agreed that they would now develop this.

We agreed that staff would benefit from opportunities to visit and spend time in other nurseries so that they could see other practice.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

### Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.

### Service strengths

This statement is graded as 5 - very good and comments made under Statement 1.1 are relevant to this statement.

### Areas for improvement

Please refer to Statement 1.1.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 4

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

### Service strengths

During our visits we talked to members of the management committee (the Board); the manager, staff, children and parents; we looked at policies & procedures; information for parents; children's records and observed how the staff worked with both the children and the parents. At this inspection we found that the quality of this statement is graded as 5 - very good .

Examples of evidence and outcomes for the children and families using MAP childcare, which support our findings include:

Management and staff of Mid Annandale Playcare are open to suggestions and welcome feedback from parents, children and other professionals visiting their service. Management and staff are committed to continuous improvement and work together to deliver a high quality of experience for the children in their care.

The management of the nursery have a vision for the service. Staff meet regularly and discuss their practice, plan for the children's interests and needs and evaluate the work of the nursery.

All staff have annual appraisals and training plans. The manager and members of the Board take responsibility for monitoring the nursery and regularly assess the quality of the children's experience. The manager maintains a record of training attended and training needed including First Aid, Food Hygiene and Child Protection. This information is used to ensure that staff are up to date and have the necessary skills to meet the needs of the children using the service.

Management of the service had continued to develop the way they monitored the quality of staff practice and improvements in the nursery. They had completed a restructure of staffing and had developed new job descriptions for all members of staff, and they were using these as a basis for discussion at staff appraisals and supervision times.

Staff had opportunities to meet and to evaluate the work of the service. They had recently completed a self evaluation of the service, which management had found a useful exercise.

The service have developed procedures for parental involvement which ensure that parents are regularly consulted and involved in improving the nursery and ensuring that their children's needs are met. Parents are invited to be members of the Board; they are invited into the nursery to see what is happening and both the staff team

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and the management team seek parents' opinions formally using questionnaires and verbally at meetings and handover times. Feedback is given in feedback leaflets, where parents can clearly see how the service has responded to their suggestions.

Staff respect and value the opinions of the children using their service and they consult with them about their learning and involve them in decisions about the nursery, like the purchase of new toys and resources. They use discussions at together times, their observations and Big Book planning to record children's views and take these into account when planning for the nursery. Children are involved in evaluations of the nursery, and their comments are on display in the Big Books.

The nursery is in partnership with the Local Education Authority, so that it can provide funded preschool education for children in their preschool years. Education Department development staff visit regularly and give feedback, which staff use to improve their practice.

The management of the service have developed an improvement plan for the nursery, which is based on self-evaluation procedures which involve staff, parents, children and other professionals. Improvement plans are displayed in the service reception area, so that everyone can share in the vision for the

### **Areas for improvement**

Whilst management did have a calendar for events in the service, we thought that they could develop this further so that it forms an organisational plan/monitoring programme which sets out clearly when monitoring events will take place, so that monitoring becomes systematic and routine.

Whilst management were aware of and had made notifications to the Care Inspectorate, we have asked the management of the nursery to make sure that the appropriate procedures, as set out on our website, were updated so that they included when notifications to the Care Inspectorate should be made.

**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

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

## 6 Inspection and grading history

Date	Type	Gradings	
26 Jun 2012	Unannounced	Care and support	5 - Very Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and Leadership	4 - Good
1 Mar 2012	Re-grade	Care and support	2 - Weak
		Environment	1 - Unsatisfactory
		Staffing	Not Assessed
		Management and Leadership	1 - Unsatisfactory
25 Nov 2010	Unannounced	Care and support	5 - Very Good
		Environment	Not Assessed
		Staffing	Not Assessed
		Management and Leadership	Not Assessed

## Inspection report continued

18 Mar 2010	Unannounced	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Care and support</td> <td style="width: 30%;">5 - Very Good</td> </tr> <tr> <td>Environment</td> <td>5 - Very Good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very Good</td> </tr> <tr> <td>Management and Leadership</td> <td>5 - Very Good</td> </tr> </table>	Care and support	5 - Very Good	Environment	5 - Very Good	Staffing	5 - Very Good	Management and Leadership	5 - Very Good
Care and support	5 - Very Good									
Environment	5 - Very Good									
Staffing	5 - Very Good									
Management and Leadership	5 - Very Good									
21 Jan 2009		<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Care and support</td> <td style="width: 30%;">5 - Very Good</td> </tr> <tr> <td>Environment</td> <td>4 - Good</td> </tr> <tr> <td>Staffing</td> <td>4 - Good</td> </tr> <tr> <td>Management and Leadership</td> <td>3 - Adequate</td> </tr> </table>	Care and support	5 - Very Good	Environment	4 - Good	Staffing	4 - Good	Management and Leadership	3 - Adequate
Care and support	5 - Very Good									
Environment	4 - Good									
Staffing	4 - Good									
Management and Leadership	3 - Adequate									

All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.

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ہے بایتسرد می م وونابز رگی د روا ولکش رگی د رپ شرازگ تعاشا ہی

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

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