

# Care service inspection report

Full inspection

## Craigclowan Preparatory School Pre School Day Care of Children

Edinburgh Road  
Perth

Service provided by: Craigclowan Preparatory PreSchool

Service provider number: SP2003003587

Care service number: CS2003016198

Inspection Visit Type: Unannounced

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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

Children were well supported by caring staff who had their interest of the children at the centre of their plans. Children's expressions and their happy chats showed us that they were enjoying their time within the service.

### What the service could do better

The management and staff continue to achieve very good grades at inspection and should aim to maintain and develop this standard through their on-going improvement agenda.

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

The nursery has increased the outdoor learning opportunities for the children.

## Conclusion

The service provides a warm and welcoming and supportive environment for children and parents. The staff team work hard to provide children with a range of stimulating activities that promote their learning and development.

# 1 About the service we inspected

Craigclowan Pre-school is based within Craigclowan Preparatory School, a co-educational, independent day school, situated on the edge of Perth. The preschool centre is registered to care for a maximum of 50 children, aged three years to those not yet attending primary school. The pre-school centre can provide children with either morning or full day session.

The pre-school centre aims are detailed in the pre-school brochure and are as follows:

- To create a welcome and happy atmosphere with planned activities to stimulate children.
- To encourage each child to develop as an individual and to fulfil his/her potential.
- To provide an extensive pre-school curriculum which caters for the child's individual needs.
- To encourage children to respect their peers, teachers and property.
- To maintain a balance between free choice and teacher-directed learning.
- To develop confidence and self-esteem in each child.
- To work co-operatively with parents and the community.
- To enable all children to develop their capacities as successful.

## 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 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 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

This report was written following an unannounced inspection visit to the service on 14 March 2016. The inspection was carried out by one inspector from the Care Inspectorate. Feedback was given to the nursery teacher following the inspection.

As part of the inspection process, evidence was gathered from a number of sources.

We sent care standards questionnaires (CSQs) to the service for distribution.

We examined policies, procedures, records and other documentation, including the following:

- supporting evidence sampled from the up to date self-assessment that we asked the provider to complete and submit to us
- records maintained for individual children that told us how their health and well-being needs were being met
- certificate of registration
- certificate of public liability insurance.

We spoke with:

- the nursery teacher and nursery staff
- children and parents
- we inspected the general environment and equipment used in the provision of the service
- we observed the interaction between staff and children.



To assess how well the service had been providing care to the children using the service we gathered evidence from a range of sources. The Getting It Right For Every Child (GIRFEC) quality indicators were used to ensure a holistic approach. More information about the GIRFEC approach can be found at [www.hub.careinspectorate.com](http://www.hub.careinspectorate.com).

The Inspector sampled areas evidence taking the above into account and reported on how the service was meeting specific statements under the Quality Themes of Care and Support, Quality of Environment and Quality of Staffing and Quality of Management.

## **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.

We did not receive a completed self assessment document from the service provider. The service provider should identify what they thought they did well, some areas for development and any changes they planned.

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

Children were very busy throughout the inspection process. They were deeply involved in their play. Some of the girls told us that they liked playing in the home area where we observed some very imaginative role play. Others told us that they liked outdoors. They told us all about great fun they had making food in the mud kitchen.

## Taking carers' views into account

Ten of the Care Inspectorate parent/carer questionnaires sent to the nursery for distribution were completed and returned for inclusion in the inspection process.

An audit of these indicated that parents/carers were very happy with the service provision. We have noted some of the comments from parents/carers within the body of the report. Other comments included:

"Our child is extremely happy at Craigclowan and his development over the past year has been fantastic. I cannot praise the staff highly enough. They are doing a fantastic job."

"Craigclowan provide a very happy, safe, nurturing environment and my children thoroughly enjoy their time there."

"We have been absolutely delighted with Craigclowan preschool. Each child is treated as an individual and given a really tailored and nurturing environment in which to learn and grow. 5 Stars all the way."

"Staff appear to have a genuine enthusiasm in their approach to their work. This is evident in the atmosphere as soon as you walk into the preschool."

"Craigclowan is a fantastic preschool and I am delighted with all the staff which Mrs Hay leads in a very professional manner. I feel my child is thriving and will start school with all the benefits of a superb preschool education. Staff need particular praise for their work."

"Craigclowan provides an excellent environment in which our child can develop and learn through a very well balanced curriculum and stimulating surroundings. In my mind it is entirely due to Mrs Hay and her very caring and professional team."

### 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

Overall, we found the nursery to be very good at ensuring children and their families participated in assessing and improving the quality of the service. There were many different ways for children and their families to contribute their ideas and suggestions.

We found the staff team to be friendly and approachable and we saw staff taking time to have discussions with parents when they were collecting their children. We heard staff discuss what children had been doing throughout the day and what their achievements were. This ensured that parents and carers were kept up to date with their children's progress. Parents and carers were invited to attend consultation meetings twice per year which offered an opportunity to talk formally with staff about their child's progress. The nursery operated an open door policy at all other times.

The nursery provided a wealth of information on display throughout the nursery for parents and carers, including information about "Curriculum for Excellence", which supported them to understand what and how their children were learning.

The nursery had a very effective email system which allows parents to communicate with staff daily. We noted that the nursery teacher was very efficient with her responses to parents and clearly found this to be a useful

communication system. Parents were provided with questionnaires twice per year. The questionnaire was thorough and asked about all aspects of the nursery. Feedback from this was provided to parents through the nursery newsletters. This ensured that parents and carers were kept informed about how their comments and views had been used.

The nursery provided free play for children, meaning that they could choose what they wanted to do. We observed through the use of floor books, thinking books, mind maps and wall displays that the children had been exploring the theme of night and day. Staff told us that this had been picked up from the children's comments about coming to nursery when it was dark outside.

Group time discussions allowed for children's ideas to be discussed which meant that they had the opportunity to be involved with the planning of their learning. Voting systems helped to evidence why specific suggestions had been taken forward over others. We observed that these together times allowed for children to share their news. We noted for example, that a child's achievement on gaining a skiing certificate was proudly shared with others. This meant that children were learning to recognise and respect the achievements of the others.

Based on the findings of this inspection the service has been awarded the following grade: Quality Statement 1.1 - Very good

## Areas for improvement

The service should continue to build on their current high quality participation strategy by seeking new, innovative systems for children, parents and carers to participate in the improvement agenda.

## 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

We looked at this statement as it was important to find out if children were being supported to achieve their potential. To help us to assess this we spoke with the nursery staff team and observed the interaction between staff and children. We also talked with children. We also reviewed written documents and considered outcomes for children.

Children were cared for by staff who were nurturing and responded to them in a sensitive manner. We noted that all staff knew the children well which allowed for continuity of care and learning for the children. The affection between staff and children was clear. Praise was given appropriately and children were proud when this was shared with others at group time.

There were sufficient numbers of staff in place to meet the needs of the children. Some children were able to benefit from the smaller adult/child ratios of a support member of staff and the inclusive nature of the care service. We found that the nursery had very good links with various external agencies, such as occupational health and speech and language herapists. This provided children who required additional support with quick access to services and supported the nursery overall with aspects of their transitions processes.



Children's development was supported by staff who listened to them and took their learning forward through relevant questioning. They encouraged the children to be independent through verbal explanations and visual step by step guidance such as those available for hand washing. Children were encouraged to take on various responsibilities within the service such as table monitors. Staff encouraged the children to build good relationships, be kind and help one another. The children clearly respected each other and valued their friendships. They shared resources well, taking turns when required.

The nursery teacher spoke passionately about the importance of play and the hidden learning opportunities for the children. Children enjoyed their play. They were polite, sociable and confident. The nursery had developed good links with home creating an inclusive learning package, promoting shared time. Children had educational profiles which assessed their learning and development outcomes and identified their next steps. Daily discussions with parents allowed for the sharing of areas of development that the parents were working with at home and could be continued within the nursery.

Most children attended for the full day. Lunch was served in the main school dining hall along with the children from the lower primary classes. Children were able to choose from hot cooked meals or from the salad bar. Children with specific dietary needs were very well catered for. Nursery and dining hall staff all knew what the food requirements of the individual children. The nutritious meals were attractively presented and greatly enjoyed by the children. Lunch also allowed for the children to meet up with their older siblings who would make time to come and have a chat with them. The use of the school dining hall and gym hall also supported the transition for the children who would be moving on to the primary classes.

Parents told us "Each child is treated as an individual and given a really tailored and nurturing environment in which to learn and grow. 5 Stars all the way. "We saw an email from a parent that stated "We are delighted with his confidence and happiness. These are hallmarks of the time spent in the preschool."

Based on the findings of this inspection the service has been awarded the following grade: Quality Statement 1.2 - Excellent

### **Areas for improvement**

The service should continue to develop their excellent practice in this theme by building on their assessments of children's holistic needs through the Scottish Governments Getting it Right for Every Child's SHANARRI principles.

### **Grade**

6 - Excellent

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

### Statement 3

“The environment allows service users to have as positive a quality of life as possible.”

#### Service Strengths

We looked at this statement as it is essential that all children are cared for in an environment where they feel safe and protected and promoted a positive quality of life. To help us in our assessment we observed the nursery environment and spoke with the nursery team. We also reviewed written documents and considered outcomes for children.

Overall, we saw that the nursery environment was safe and secure and that there were policies and procedures in place to support the protection of the children attending the nursery. We found the environment to be bright and airy and children's art and project work decorated the walls, demonstrating their learning well.

We observed the children inside the nursery playrooms and outside in the recently developed garden areas. Very good use was made of the indoor areas to benefit the needs of individual children and to keep them safe. We noted for example that the children could safely make use of the woodwork tools as careful consideration had been taken to place this where the risk of harm was reduced. We found the nursery to be laid out well, with furniture at child height and many accessible resources for the children. Free play in the gym hall at the start of the morning was one of the strategies implemented to help settle some of the children.

Outdoors we found that the children made excellent use of the gardens. We noted that they had built a den where they enjoyed stretching their imaginations during their camping activity. We heard how the fairy garden had to be moved due to some destruction but that it was now safe situated close to the wooded area. Children were busy baking and cooking in the mud kitchen throughout the outdoor play sessions. The formation of the rainforest and the secret gardens had extended the learning opportunities for the children. The use of the large playing fields and the gym hall together with coaching from visiting sports specialists promoted the children's physical health and well being.

Children were kept safe as staff completed room safety checks on the indoor and outdoor play areas on a daily basis. We saw children pushing chairs into the table as they finished their snack which meant that they were learning to take responsibility for their environment and making it a place where all children could be included in the play.

We looked at the records the service help relating to accidents and incidents and found these to be in order. We looked at the medication records for the children. We noted that these were completed in an appropriate manner with parental permission gained prior to staff administering medication. We noted that there was information within the kitchen area about children who had allergies. Staff knew these children and were able to provide appropriate foods that supported their health care needs.

Based on the findings of this inspection the service has been awarded the following grade: Quality Statement 2.3 -Very good

## Areas for improvement

The service should continue with their identified interests for outdoor developments to further enhance the learning opportunities for the children.

## Grade

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 3

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

#### Service Strengths

We looked at this statement as it is important to know that staff have the knowledge and skills to support the children with their learning and development and that staff are supported in their personal development. To help us in our assessment we spoke with the nursery team about training opportunities and how this impacted on outcomes for children.

We found the staff to be trained and motivated. Observing them we saw interactions with the children and parents were professional, nurturing and supportive. Children approached staff for help and reassurance throughout the session which demonstrated that they had developed trusting relationships. This ensured that the nursery values and ethos was consistently delivered in practice as everyone was listened to, felt valued and included in decisions made about children. One parent told us "Staff appear to have a genuine enthusiasm in their approach to their work. This is evident in the atmosphere as soon as you walk into the preschool."

We found that there was a strong commitment from staff to continuous professional development which they did through attending training and research. We saw how staff had used their learning on 'Forest Schools' and outdoor learning to improve the range of experiences available for children. 'Talk, Listen and Communicate' training helped support children's individual needs which had a positive outcome for their learning and well-being.

We spoke to staff about their knowledge of protecting children and were told about an annual update on safeguarding. They were confident that their skills and knowledge would help them to identify concerns and take the appropriate course of action required.

We found that staff were aware of providing challenge within the daily opportunities for the children. Further GIRFEC and "Building the ambition" training embedded the SHANARRI indicators into staff's practice. We saw that staff had a very good understanding of the children's emotional wellbeing and how to support children. We found that staff used their learning from all training to enrich the already positive outcomes for children.

Staff had been able to visit various childcare facilities which helped with sharing good practice. Discussion between the staff team allowed for cascading of information gained from these external visits and formation of actions that could be taken to support practice within the nursery environment. The evaluation of training provided reassurance on the quality and benefits of the training ensuring that future training focused on the professional development needs of staff.

The nursery teacher's knowledge of the nursery meant that she was able to identify good practice and share this between staff. Cluster group and external meetings raised awareness of good practice within similar services which may be implemented within the nursery.

Based on the findings of this inspection the service has been awarded the following grade: Quality Statement 3.3 -Very good

## Areas for improvement

Consideration could be given to team members undertaking peer review observations of practice within the nursery environment and feeding back to staff, in order to support their ongoing professional learning and development.

## Grade

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 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

Overall, we found that the nursery had very good systems in place for ensuring the quality of the service they were providing. The nursery teacher demonstrated a clear, confident vision for the development and improvement of the service. The service had clear policies and procedures, which offered guidance to staff and allowed parents and carers to be clear about what to expect from the service.

The nursery teacher led the staff team well and demonstrated good leadership skills. She had a clear overview of the nursery, staff and children. She worked closely with staff to ensure that outcomes for children were positive. We found that she nurtured a service that valued and respected the children and their families.

She was committed to staff accessing training and extending knowledge to improve the service. Staff were supported to be reflective practitioners. Regular meetings allowed the staff team to meet to discuss developments, plans and share learning. Staff who attended training cascaded their learning during the staff meetings which meant that all staff were updated on good practice guidance and new developments. Appraisal sessions and informal discussions helped to identify the interests and professional learning needs of staff, and key interests.

There were strong systems of quality throughout the pre-school and the main school. This included monitoring of practice through management and peer

monitoring. This was a consistent approach with regular reviews to ensure improvements had taken place.

Based on the findings of this inspection the service has been awarded the following grade: Quality Statement 4.4 -Very good

### **Areas for improvement**

Management should continue to build on the systems of monitoring practice regularly and effectively to assess and improve the overall quality of the service.

### **Grade**

5 - Very 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								
17 Dec 2012	Unannounced	<table> <tr> <td>Care and support</td> <td>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									
1 Mar 2010	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very Good</td> </tr> <tr> <td>Environment</td> <td>5 - Very Good</td> </tr> <tr> <td>Staffing</td> <td>4 - Good</td> </tr> <tr> <td>Management and Leadership</td> <td>4 - Good</td> </tr> </table>	Care and support	5 - Very Good	Environment	5 - Very Good	Staffing	4 - Good	Management and Leadership	4 - Good
Care and support	5 - Very Good									
Environment	5 - Very Good									
Staffing	4 - Good									
Management and Leadership	4 - Good									

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