

City Chambers
DUNDEE
DD1 3BY

9th March, 2010

Membership

Councillor Kevin Keenan
Councillor Richard McCready
Bailie Derek Scott
Councillor Fraser Macpherson
Councillor Bob Duncan
Bailie Willie Sawers
Councillor Craig Melville
Councillor Stewart Hunter

All other Members

Agenda and papers for information

Dear Sir or Madam

SCRUTINY COMMITTEE

Please attend the **SCRUTINY COMMITTEE** to be held in Committee Room No 1, 14 City Square, Dundee on Wednesday, 17th March, 2010 at 2.00 pm. Substitute members are allowed.

Yours faithfully

DAVID K DORWARD

Chief Executive

Members are reminded that, in terms of The Councillors Code, it is their responsibility to make decisions about whether to declare an interest in any item on this agenda and whether to take part in any discussions or voting.

This will include all interests, whether or not entered on your Register of Interests, which might be perceived as influencing your opinion/vote on any matter.

1 NEWFIELDS PRIMARY SCHOOL AND NURSERY CLASS

(Report No 21-2010 enclosed).

2 ST JOHN'S HIGH SCHOOL

(Report No 170-2010 enclosed).

3 WOODLEA CHILDREN'S CENTRE

(Report No 145-2010 enclosed).

REPORT TO: SCRUTINY COMMITTEE - 17 MARCH 2010

REPORT ON: HMIE INSPECTION OF NEWFIELDS PRIMARY SCHOOL AND NURSERY CLASS

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 21-2010

1.0 PURPOSE OF REPORT

1.1 The purpose of this report is to report on the findings of the HMIE Inspection of Newfields Primary School and Nursery Class.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Scrutiny Committee:

- i) notes the contents of this report; and
- ii) instructs the Director of Education to monitor progress towards meeting the areas for improvement contained in the report

3.0 FINANCIAL IMPLICATIONS

3.1 None

4.0 MAIN TEXT

4.1 Newfields Primary School and Nursery Class were inspected by Her Majesty's Inspectorate of Education (HMIE) in October 2009. The school includes an enhanced provision for pupils with a range of additional support needs. They published a report on their findings on 8 December 2009. At the time of the inspection the roll was 211, including 26 in the nursery.

4.2 HMIE identified the following key strengths of the school:

- caring and supportive ethos that includes all children
- confident and happy children who enjoy their learning
- the Head Teacher's leadership in school improvement
- teamwork of all staff
- staff support to parents and families

4.3 The following areas for improvement were agreed with the school and education authority:

- improve children's learning experiences and progress in the nursery
- continue to improve attainment
- continue to develop the curriculum in line with Curriculum for Excellence

4.4 Quality Indicators

4.4.1 HMIE reports use a six-point scale for reporting performance:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

4.4.2 The following quality indicators from "How Good Is Our School 3" (HGIOS 3) were evaluated:

Quality Indicator	Nursery	Primary
Improvements in performance	Satisfactory	Good
Learners' experiences	Satisfactory	Very good
Meeting learning needs	Satisfactory	Very good
The curriculum	Good	Good
Improvement through self-evaluation	Good	Good

4.5 The School Improvement Plan (2009-2012) includes a focus on these areas for improvement. These will be regularly reviewed, monitored and evaluated in line with both the school and authority quality improvement calendar.

4.6 HMIE have indicated that they are confident that the school will be able to make the necessary improvements in light of the inspection findings. As a consequence, they will make no more visits to Newfields Primary School following this inspection. The school and education authority will inform parents about the progress in improving the quality of education within 2 years of the publication of the report.

5.0 **POLICY IMPLICATIONS**

5.1 This report has been screened for any implications in respect of Sustainability, Strategic Environment Assessment, Anti-Poverty and Equality Impact Assessment and Risk Management.

5.2 There are no major issues.

6.0 **CONSULTATION**

6.1 This report has been subject to consultation with the Chief Executive, Depute Chief Executive (Support Services), Depute Chief Executive (Finance) and Head of Finance.

7.0 BACKGROUND PAPERS

- 7.1** The following Background Papers were relied upon in preparation of this Report:
HMIE Report: Newfields Primary School and Nursery Class, Dundee City Council,
8 December 2009.

JIM COLLINS
Director of Education

March 2010

JC/LW

Newfields Primary School and Nursery Class Dundee City Council

8 December 2009

HM Inspectorate of Education (HMIE) inspects schools in order to let parents¹, children and the local community know whether their school² provides a good education. Inspectors also discuss with school staff how they can improve the quality of education.

At the beginning of the inspection, we ask the headteacher and staff about the strengths of the school, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we go into classes and join other activities in which children are involved. We also gather the views of children, parents, staff and members of the local community. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well children are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. We also comment on how well the school works with other groups in the community, including services which support children. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

If you would like to learn more about our inspection of the school, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns from children, parents and staff. We will not provide questionnaire analyses where the numbers of returns are so small that they could identify individuals. Where applicable, you will also be able to find descriptions of good practice in the school.

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1. The school

Newfields Primary School is a non denominational school with a nursery class. It serves the north east area of Dundee. The roll was 211, including 26 in the nursery, when the inspection was carried out in October 2009. The school has an enhanced provision for children with a range of additional support needs. Children's attendance was in line with the national average in 2007/2008.

2. Particular strengths of the school

- Caring and supportive ethos that includes all children.
- Confident and happy children who enjoy their learning.
- The headteacher's leadership in school improvement.
- Teamwork of all staff.
- Staff support to parents and families.

3. Example of good practice

- Breaking down barriers to learning.

4. How well do children learn and achieve?

Learning and achievement

In the nursery class, children are happy and settled. They are learning their simple routines. Children are becoming confident when choosing toys and making decisions when playing. All children are learning to form friendships, play together and to share and take turns. Staff recognise they now need to increase children's independence in learning. Across the primary classes, children benefit from stimulating learning experiences. Almost all children work very well together in pairs and small groups. They are motivated and eager to learn. Children are becoming more independent and can take on responsibility for their learning. At all stages, children are active in their learning. They are identifying targets to improve their own work. Across the school, children are successfully planning aspects of their class topic work. In the enhanced provision, almost all children are motivated and on task. They enjoy a wide range of learning experiences which are set in meaningful contexts.

In the nursery class children enjoy using computers. They experiment with simple percussion instruments to create their own music. Children can talk about planting and growing as part of their interest in "Jack and the Beanstalk". Across the primary classes, children achieve well both inside and outside the classroom. At P1, they are developing a good awareness of people who help them. At all stages, children achieve success in music and have used their musical skills to perform in the Dundee Arts Festival. Children can explain what they need to do to keep healthy. They talk positively about their work, for example on positive relationships and personal safety. In the enhanced provision, children are learning to name different fruits

effectively. Across the school, children are developing a positive awareness of environmental issues. For example, children at P6 show good knowledge of renewable energy following a visit to Pitlochry Dam. Children participate successfully in a wide range of sporting events. They show positive skills in citizenship and raise money for several charities. Children are developing qualities of leadership through serving as members of the pupil council and eco committee, and as health assistants. They are developing good skills in enterprise and have used them to organise large-scale events such as the ‘Cheeky Monkey Marathon’.

In the nursery class, children are making satisfactory progress in their learning and development. Most can recognise their name. A few can choose books to read independently. Most children listen carefully during group activities and story times. Children in the enhanced provision are making appropriate progress in their learning. In primary classes over recent years, standards of attainment have improved in reading and mathematics. Staff have identified correctly the need to strengthen attainment, particularly in writing. Most children attain appropriate national levels in reading and mathematics and a majority do so in writing. Standards in listening and talking are good. In English language, children listen and talk confidently to each other when working in groups. For example, at P1 children engage in high-quality discussions as they learn through play. At all stages, children can discuss books which they enjoy reading and describe what makes a good story. Most show an interest in reading and enjoy reading for pleasure. At most stages, children can produce some good pieces of writing although they need to write more frequently to improve their skills. This should include a greater focus on the structure of their written work. In mathematics, most children are confident in their work on number and money. They can recognise the properties of shapes, and interpret information from charts and graphs. Children can identify and use appropriate problem solving strategies effectively.

Curriculum and meeting learning needs

In the nursery class, staff plan a curriculum based on national guidance. They provide a satisfactory range of activities and experiences. Literacy and numeracy need to be further developed across the curriculum. Nursery staff have built positive relationships with children but do not yet know them well enough as learners. Across the primary classes and enhanced provision, children experience a broad curriculum. Teachers are making a positive start to taking account of *Curriculum for Excellence*. They are helping children to work more independently and become actively engaged in their learning. At the early stages, active learning through suitably planned play is used well to enhance children’s skills. At P6 and P7, staff develop children’s social skills with a well-planned residential visit to Ardeonaig. Staff broaden children’s learning through a wide range of clubs and activities at lunchtime and after school. In the enhanced provision, staff help children develop life skills very effectively. The school is working towards providing two hours of good quality physical education each week.

In the nursery, staff record observations of children’s learning. They understand that they need to use this information more effectively to plan what children will learn next. Staff work well with a range of other agencies to provide extra support for children when they need it. Across the primary classes, staff meet the learning needs of children very well. They involve children in planning their own learning targets and what they want to learn. In all lessons, well-planned activities help meet the needs of all children. Almost all teachers give children clear explanations and check their understanding at the end of lessons. They explain the purposes of lessons to children and give them useful advice on their next steps in learning. Teachers set an appropriate range of homework tasks. Children with additional support needs receive effective support from the learning support and support staff which helps them make

appropriate progress. In the enhanced provision, staff have a very good understanding of children's needs. They use a broad range of resources and activities to ensure that the learning needs of children are met effectively.

5. How well do staff work with others to support children's learning?

The school works effectively with a supportive Parent Council. Parents support the school well through fundraising and attending school events. Staff keep parents well informed through newsletters, informative progress reports and the use of Glow. In the nursery class, staff use e-mail to keep parents informed about children's progress. The school actively seeks parents' views and almost all parents feel that the school listens to their views. The school consults parents about developments in the curriculum and sensitive health education issues. The school has appropriate procedures in place to respond to complaints. Staff provide valuable support to parents and families. The school has developed positive links with the local community. For example, children regularly make visits to Whitfield library to select their own books. Children's citizenship skills are enhanced through effective partnerships with Ballumbie Nursing Home. In partnership with the school, the Active Schools coordinator arranges a wide range of sporting activities. Children's skills in sport are further developed through visits from Dundee City Disability Sports. Children are well supported as they move from nursery to P1. Effective and supportive links with Braeview Academy help P7 children to transfer easily to secondary school.

6. Are staff and children actively involved in improving their school community?

Children are positive about taking on responsibilities around the school. Children at P6 and P7 enjoy acting as buddies for children at P1 and in the nursery class. Across the school, children express their views well through the pupil council. Children can make suggestions or express concerns in the 'bubble box' in each class. Staff are very reflective about their work and have taken steps to share good practice to improve learning and teaching. In the primary classes and enhanced provision, effective strategies are used to monitor the quality of education, including learning and teaching and children's progress. In the nursery class, similar strategies are not well developed.

7. Does the school have high expectations of all children?

Children, parents and staff are proud of their school. Relationships are based on mutual respect and trust. Almost all children are well behaved. Staff recognise and celebrate children's achievements at assemblies and through 'Newfields TV' in the entrance hall. Staff are well informed about child protection and take appropriate action to ensure children are safe and well looked after. Children talk positively about the way their school promotes healthy living through, for example, organising health days. They are consulted about the activities to be included on health days. Children feel the school deals well with any instances of bullying. They are confident that they are treated fairly and that if they have concerns these will be acted upon effectively. Staff actively promote equality and diversity through the very inclusive ethos within the school. Children learn about different cultures through their work on world religions.

8. Does the school have a clear sense of direction?

All staff share the school's aims and values. Staff work very well together as a team to provide an improving quality of education for the children. The headteacher provides very strong leadership in taking forward the school's vision and providing high-quality pastoral care. She is well respected by staff and in the local community. She is ably supported by a deputy headteacher. Newfields Primary School, with the support of the education authority, is well placed to go on improving.

9. What happens next?

We are confident that, with support from the education authority, the school will be able to make the necessary improvements in light of the inspection findings. As a result, we will make no more visits in connection with this inspection. The school and the education authority will inform parents about the school's progress in improving the quality of education.

We have agreed the following areas for improvement with the school and education authority.

- Improve children's learning experiences and progress in the nursery.
- Continue to improve attainment.
- Continue to develop the curriculum in line with *Curriculum for Excellence*.

At the last Care Commission inspection there was one requirement which has been addressed. In addition, two recommendations were made which have been addressed.

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How good is our school?* and *The Child at the Centre*. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools and nursery classes are doing.

Here are the evaluations for Newfields Primary School and Nursery Class.

Primary school

Improvements in performance	good
Learners' experiences	very good
Meeting learning needs	very good

Nursery class

Improvements in performance	satisfactory
Children's experiences	satisfactory

Meeting learning needs	satisfactory
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We also evaluated the following aspects of the work of the school and nursery class.

The curriculum	good
Improvement through self-evaluation	good

HM Inspector: Alan Urquhart

8 December 2009

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

excellent	means outstanding, sector leading
very good	means major strengths
good	means important strengths with some areas for improvement
satisfactory	means strengths just outweigh weaknesses
weak	means important weaknesses
unsatisfactory	means major weaknesses

If you would like to find out more about our inspections or get an electronic copy of this report, please go to www.hmie.gov.uk.

Please contact us if you want to know how to get the report in a different format, for example, in a translation, or if you wish to comment about any aspect of our inspections. You can contact us at HMIEenquiries@hmie.gsi.gov.uk or write to us at BMCT, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

Text phone users can contact us on 01506 600 236. This is a service for deaf users. Please do not use this number for voice calls as the line will not connect you to a member of staff.

You can find our complaints procedure on our website www.hmie.gov.uk or alternatively you can contact our Complaints Manager, at the address above or by telephoning 01506 600259.

Where the school has a nursery class, you can contact the Complaints Coordinator, Headquarters, Care Commission, Compass House, Riverside Drive, Dundee DD1 4NY, telephone 0845 603 0890.

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HM Inspectorate of Education

Footnotes

1. Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.
2. The term 'school' includes the nursery class or classes where appropriate.

REPORT TO: SCRUTINY COMMITTEE - 17 MARCH 2010
REPORT ON: HMIE INSPECTION ST JOHN'S HIGH SCHOOL
REPORT BY: DIRECTOR OF EDUCATION
REPORT NO: 170-2010

1.0 PURPOSE OF REPORT

1.1 The purpose of this report is to report on the findings of the HMIE Inspection of St John's High School.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Scrutiny Committee:

- i) notes the contents of this report; and
- ii) instructs the Director of Education to monitor progress towards meeting the areas for improvement contained in the report

3.0 FINANCIAL IMPLICATIONS

3.1 None

4.0 MAIN TEXT

4.1 The school was inspected in November 2009 as a part of HMIE's standard planned inspection pattern. The roll was 880 when the inspection was carried out. The school has enhanced provision for a small number of young people with more complex support needs drawn from across the city. Young people's attendance was in line with the national average in 2007/2008.

4.2 HMIE identified the following key strengths of the school:

- The strong caring Catholic ethos.
- High-quality support for vulnerable young people.
- Strong partnerships which are extending young people's learning and achievements.
- Polite young people who have a sense of pride in their school.

4.3 The following areas for improvement were agreed with the school and education authority:

- Leadership across the school as staff implement *Curriculum for Excellence*.

- Self-evaluation which leads to better learning and achievement for all young people.
- More effective planning by teachers to provide more appropriate tasks and activities which meet the needs of all learners.

4.4 Quality Indicators

4.4.1 HMIE reports use a six-point scale for reporting performance:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

4.4.2 The following quality indicators from "How Good Is Our School 3" (HGIOS 3) were evaluated:

Quality Indicator	Level
Improvements in performance	Satisfactory
Learners' experiences	Satisfactory
Meeting learning needs	Satisfactory
The curriculum	Good
Improvement through self-evaluation	Weak

4.5 The School Improvement Plan (2009-2012) includes a focus on these areas for improvement. These will be regularly reviewed, monitored and evaluated in line with both the school and authority quality improvement calendar.

4.6 HMIE have indicated that they are confident the school, with support from the Education Authority will be able to make the necessary improvements in light of the inspection findings. As a consequence, they will make no more visits to the school following this inspection. The District Inspector will maintain contact with the Education Authority to monitor improvements in learner's achievement.

5.0 POLICY IMPLICATIONS

5.1 This report has been screened for any implications in respect of Sustainability, Strategic Environment Assessment, Anti-Poverty and Equality Impact Assessment and Risk Management.

5.2 There are no major issues.

6.0 CONSULTATION

6.1 This report has been subject to consultation with the Chief Executive, Depute Chief Executive (Support Services) and Director of Finance.

7.0 BACKGROUND PAPERS

7.1 The following Background Papers were relied upon in preparation of this Report: HMIE Report: St John's High School, Dundee City Council, 19 January 2010.

JIM COLLINS
Director of Education

JC/PC/LB
March 2010

St John's High School Dundee City Council

19 January 2010

HM Inspectorate of Education (HMIE) inspects schools in order to let parents¹, young people and the local community know whether their school provides a good education. Inspectors also discuss with school staff how they can improve the quality of education.

At the beginning of the inspection, we ask the headteacher and staff about the strengths of the school, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we go into classes and join other activities which young people are involved in. We also gather the views of young people, parents, staff and members of the local community. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well young people are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and young people work together and how they go about improving the school. We also comment on how well the school works with other groups in the community, including services which support young people. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

If you would like to learn more about our inspection of the school, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns from young people, parents and staff, and details about young people's examination performance. We will not provide questionnaire analyses where the numbers of returns are so small that they could identify individuals. Where applicable, you will also be able to find descriptions of good practice in the school and a report on the learning community surrounding the school.

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1. The school

St John's High School is a denominational school which serves the west and central areas of the city of Dundee. The roll was 880 when the inspection was carried out in November 2009. The school has enhanced provision for a small number of young people with more complex support needs drawn from across the city. Young people's attendance was in line with the national average in 2007/2008.

2. Particular strengths of the school

- The strong caring Catholic ethos.
- High-quality support for vulnerable young people.
- Strong partnerships which are extending young people's learning and achievements.
- Polite young people who have a sense of pride in their school.

3. Example of good practice

- Impact of the 'Community Enterprise Project' on young people's achievement.

4. How well do young people learn and achieve?

Learning and achievement

Most young people are well behaved and keen to learn. Increasingly, they are taking on more responsibility for their own learning, for example through the use of learning logs. Young people in S1 are developing a better understanding of how they learn through the *Learning to Learn* project. In a number of subjects, teachers successfully engage young people actively in their learning. This good practice is not consistent enough across the school. Young people are not always clear about their strengths as learners and how they can improve their work. They do not have enough opportunities to develop the skills they need to become independent learners.

Many young people are developing skills and achieving well in community projects and in activities both within and beyond class. Many of these activities are run jointly by school staff and local partners. Young people develop confidence and creative skills through taking part in performances, for example in the recent 'Homecoming' production. Senior students show high levels of responsibility as peer supporters, prefects, school captains and members of the 'Respect' group. A number of young people in S5/S6 are achieving success through The Duke of Edinburgh's Award Scheme. Staff should extend opportunities for young people across the school to develop their leadership skills. The school is a caring community, built on strong Catholic values and promotes citizenship skills well. Young people raise funds for a number of local, national and international charities. The school is supporting a community

in Uganda. Young people with additional needs achieve well with support, for example gaining certificates through 'Dynamic Youth' and the John Muir Award for community service. The school is aware of the need to plan, track and record young people's achievements more effectively to ensure that they all benefit from the opportunities available.

By the end of S2, the majority of young people achieve national levels in reading and mathematics and a good number exceed them. Attainment in writing has declined, with less than half achieving national levels. At S1/S2, the school does not track young people's progress across other subject areas closely enough to show improvement. Most of the small number of young people with more complex needs are making good progress from their prior levels of attainment in listening, talking, reading and writing. At S4 to S6, overall results in national examinations have been variable in recent years. They are mostly below national averages. In a few subjects, there is an improving pattern of performance. The proportion of young people achieving five or more Highers by the end of S6 has also improved. However, a notable number of young people at S5/S6 do not achieve an overall award in one or more of the subjects they have studied. Too many young people do not achieve minimum standards in English and mathematics by the end of S4. The school is taking action to address this issue. On leaving school, most young people move on to higher or further education, training or employment. The proportion has improved steadily over the last three years and is above the national average.

Curriculum and meeting learning needs

At all stages, a good range of courses and programmes enable young people to progress well in their learning. A carefully planned religious and moral education programme, liturgical events and regular religious services help them develop their faith. Young people in S1/S2 have two hours of high-quality physical education each week, but not those in S3 to S6. Staff work with a range of partners to put in place programmes to meet the needs of more vulnerable young people requiring additional support. For example, young people are increasing their fitness levels and developing skills for life by working with the Disability Sports Team. Dundee College, Ancrum Outdoor Centre, Grey Lodge and Fairbridge also provide individual programmes for a number of young people. Staff need to monitor and evaluate these programmes and approaches closely to ensure that young people gain sufficient benefit from them and do not miss other important educational experiences. Staff have started to engage more actively with *Curriculum for Excellence*. They are currently looking at ways to develop literacy, numeracy and health and wellbeing more effectively across all areas of young people's learning. Staff are helping young people make more connections in their learning through recently introduced community enterprise projects like the 'Homecoming'.

Across the school, staff do not always plan effectively enough to ensure that all young people progress as well as possible. At S1/S2 in particular, tasks and activities are too often the same for all young people in the class. This can mean they are too difficult for some and not challenging enough for others. Homework is not used consistently across the school to support and extend young people's learning. Young people with additional needs are well supported as they transfer from primary through into secondary school. Staff work together successfully to identify, plan and meet their individual needs. Specialist support for learning teachers and assistants help these young people access appropriate courses and make good progress. They work well with them in class and through individual and small group tuition. They provide subject teachers with helpful information and advice on appropriate strategies to meet their needs.

5. How well do staff work with others to support young people's learning?

Parents' evenings and reports provide helpful information on young people's progress. The school responds effectively to any complaints or concerns raised by parents. The active Parent Council supports the school well. It is a useful forum for discussion, for example about the building refurbishment and the religious life of the school. Almost all parents are happy with the school. However, less than half of them feel that the school asks for, or takes account of their views. The school needs to involve all parents more effectively in evaluating the life and work of the school. Staff work closely with the chaplain and the local diocese to foster the Catholic ethos and provide regular opportunities for young people to practice their faith. They work effectively with a range of agencies including the bilingual support service, social work services, speech therapy and other local health services. Staff from leisure and community services and local businesses provide invaluable help and support to young people in enterprise projects. These community partners also support after-school clubs and health-promoting activities.

6. Are staff and young people actively involved in improving their school community?

Young people participate well in the life of the school and are very positive about the opportunities they have. The pupil council has a say in some decisions, for example about school refurbishment and support for charities. Just over half of young people feel the school council is effective in improving the school. They would like to have a greater say in improving learning. The school does not gather or take account of young people's views in a regular and systematic way. Staff take part in a range of approaches to evaluate the work of the school. They analyse results in national examinations, review programmes of work and discuss new approaches to learning and other whole-school projects. However, only just over half of staff feel they have a real say in agreeing areas for improvement. Teachers are encouraged to improve their practice in the classroom but, improvements in practice are not monitored or evaluated systematically or regularly. As a result, new and more effective approaches to learning have not been consistently applied. Overall, approaches to evaluating the quality of education are not robust enough and do not involve all staff, young people, parents and partners. They do not have sufficient impact on improving learning and achievement.

7. Does the school have high expectations of all young people?

Staff provide strong pastoral care and are fully aware of their responsibilities to protect young people. Young people are encouraged to live healthy lives through classwork and projects like the weekly drop-in session run by the school nurse and community support workers. The school recently achieved a silver award for health promotion from the local council. Most young people are happy at school and think that staff deal effectively with bullying. Most feel they are treated fairly and with respect. Young people with more complex needs are included well in the life of the school. Although most staff have high expectations of young people's behaviour, low level disruption disturbs learning in a few classes. Staff celebrate young people's successes well but their expectations of what they can achieve are not always high enough. The school needs to do more to address late coming and its impact on learning.

8. Does the school have a clear sense of direction?

The headteacher is highly committed to the school and its young people and has worked hard to establish a strong caring Catholic ethos. He is well supported in this by his hard working senior management colleagues. Together they now need to focus on providing a clearer sense of direction for the school. All staff need to take on more responsibility for improving the school, so that young people learn more effectively and achieve more highly. In rising to the challenges of implementing *Curriculum for Excellence*, all staff and young people need to be actively involved in leading the school forward.

9. What happens next?

We are confident that, with support from the education authority, the school will be able to make the necessary improvements in light of the inspection findings. As a result, we will make no more visits in connection with this inspection. The school and the education authority will inform parents about the school's progress in improving the quality of education. Our District Inspector will maintain contact with the education authority to monitor improvements in learners' achievement.

We have agreed the following areas for improvement with the school and education authority.

- Leadership across the school as staff implement *Curriculum for Excellence*.
- Self-evaluation which leads to better learning and achievement for all young people.
- More effective planning by teachers to provide more appropriate tasks and activities which meet the needs of all learners.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the HMIE publication *How good is our school?*. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for St John's High School.

Improvements in performance	satisfactory
Learners' experiences	satisfactory
Meeting learning needs	satisfactory

We also evaluated the following aspects of the work of the school.

The curriculum	good
Improvement through self-evaluation	weak

HM Inspector: Mairi Timmons

19 January 2010

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

excellent	means	outstanding, sector leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
weak	means	important weaknesses
unsatisfactory	means	major weaknesses

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Text phone users can contact us on 01506 600 236. This is a service for deaf users. Please do not use this number for voice calls as the line will not connect you to a member of staff.

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HM Inspectorate of Education

Footnotes

1. Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

REPORT TO: SCRUTINY COMMITTEE - 17 MARCH 2010

REPORT ON: CARE COMMISSION INSPECTION OF WOODLEA CHILDREN'S CENTRE

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 145- 2010

1.0 PURPOSE OF REPORT

1.1 The purpose of this paper is to report on the findings of the Care Commission following an inspection at Woodlea Children's Centre.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Scrutiny Committee:

- i) notes the contents of this report; and
- ii) instructs the Director of Education to monitor progress towards meeting the areas for improvement contained in the report.

3.0 FINANCIAL IMPLICATIONS

3.1 None.

4.0 MAIN TEXT

4.1 Woodlea Children's centre was inspected by the Scottish Commission for the Regulation of Care (Care Commission) in November 2009. They published a report on their findings in January 2010. At the time of the inspection 170 children aged between two and five years were being offered a service on both a part-time and full day basis.

4.2 Within the Inspection Focus Areas of this particular inspection, the Care Commission identified the following strengths of the nursery:

- The service was found to have an excellent performance in relation to the participation of service users in improving the quality of care and support.
- There was an excellent range of communication methods to ensure effective liaison and engagement with parents and carers.
- The service was found to perform very well in relation to supporting parents and carers as participants in the assessment of the quality of staffing.

4.3 The following areas for improvement were agreed with the nursery school and education authority:

- The nursery will encourage parents to form a parents' focus group.
- The nursery will further develop opportunities for children to exercise choice and to express their opinions.
- The nursery will improve the supervision of children within toilet areas.
- The nursery will further consider how parents and children can comment and participate in assessing and improving the quality of staff within the nursery.

4.4 Quality Indicators

4.4.1 The Care Commission reports using a six-point scale for reporting performance:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
adequate	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

4.4.2 The following quality evaluations were given at this inspection:

Quality Indicator	Nursery
Quality of Care and Support Statement 1 - Parental participation	Excellent
Quality of Care and Support Statement 4 - Communication with parents	Excellent
Quality of Staffing Statement 1 - Parental participation	Very Good
Quality of Staffing Statement 2 - Safe recruitment	Good

4.5 Woodlea Children's Centre's School Improvement Plan (2009-2012) includes a focus on the identified areas for improvement. These will be regularly reviewed, monitored and evaluated in line with both the school and the authority quality improvement calendars.

5.0 POLICY IMPLICATIONS

5.1 This report has been screened for any implications in respect of Sustainability, Strategic Environment Assessment, Anti-Poverty and Equality Impact Assessment and Risk Management.

5.2 There are no major issues.

6.0 CONSULTATION

6.1 This report has been subject to consultation with the Chief Executive, Depute Chief Executive (Support Services), Director of Finance.

7.0 BACKGROUND PAPERS

7.1 The following Background Papers were relied upon in preparation of this Report:

- Care Commission: Final Inspection Report on Woodlea Children's Centre, Dundee City Council - January 2010.

JIM COLLINS
Director of Education

15th February 2010

Inspection report

Woodlea Children's Centre Day Care of Children

45 Harefield Road
Dundee
DD2 3JY
01382 436710

Inspected by: Patricia Mackay
(Care Commission officer)

Type of inspection: Unannounced

Inspection completed on: 18 November 2009

Contents

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Service provided by:

Dundee City Council

Service provider number:

SP2003004034

Care service number:

CS2003015785

Contact details for the Care Commission officer who inspected this service:

Patricia Mackay
Telephone 01382 207200 Lo-Call: 0845 6008331
Email enquiries@carecommission.com

Easy read summary of this inspection report

We grade all the Quality Statements for a service at each inspection.

Each grade describes how well we think the service is doing based on what we inspected.

We can choose from six grades:

Quality of Care and Support Excellent
Quality of Environment N/A
Quality of Staffing Good
Quality of Management and Leadership N/A

We gave the service these grades:

This inspection report and grades are our assessment of the quality of how the service is performing in the areas we examined during this inspection.

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

What the service does well

Provides a safe and stimulating environment for children. In addition to services for children it provides an excellent range of flexible support services to meet individual family and children's needs. Staff work hard to provide an environment where all feel welcome and valued.

What the service could do better

The Head Teacher is extremely pro-active and has identified areas for development across all aspects of the nursery. The development of a user's focus group would formalise and build upon an already active participation strategy.

What the service has done since the last inspection

A recent come and play day was very successful for all who participated. Comments which were made by those who attended demonstrated their satisfaction with the work of the service. A Full sized monitor is now situated within the entrance foyer of the nursery where parents can view their children's daily activities.

Conclusion

This nursery provides and excellent all round service to children and families. All who use the service expresses their extreme satisfaction with all aspects of the nursery and staff.

Who did this inspection

Lead Care Commission Officer:

Patricia Mackay

Other Care Commission Officers

Not Applicable.

Lay Assessor

N/A

Please read all of this report so that you can understand the full findings of this inspection.

About the Care Commission

We were set up in April 2002 to regulate and improve care services in Scotland.

Regulation involves:

- registering new services
- inspecting services
- investigating complaints
- taking enforcement action, when necessary, to improve care services.

We regulate around 15,000 services each year. Many are childminders, children's daycare services such as nurseries, and care home services. We regulate many other kinds of services, ranging from nurse agencies to independent healthcare such as hospices and private hospitals.

We regulate services for the very young right through to those for the very old. Our work can, therefore, affect the lives of most people in Scotland.

All our work is about improving the quality of care services.

We produce thousands of inspection reports every year; all are published on our website: www.carecommission.com. Reports include any complaints we investigate and improvements that we ask services to make.

The "Care services" area of our website also:

- allows you to search for information, such as reports, about the services we regulate
- has information for the people and organisations who provide care services
- has guidance on looking for and using care services in Scotland.
- You can also get in touch with us if you would like more detailed information.

About the National Care Standards

The National Care Standards (NCS) set out the standards that people who use care services in Scotland should expect. The aim is to make sure that you receive the same high quality of service no matter where you live.

Different types of service have different National Care Standards. When we inspect a care service we take into account the National Care Standards that the service should provide.

The Scottish Government publishes copies of the National Care Standards online at: www.scotland.gov.uk

You can get printed copies free from:

Blackwells Bookshop
53-62 South Bridge Edinburgh
EH1 1YS
Telephone: 0131 662 8283
Email: Edinburgh@blackwells.co.uk

What is inspection?

Our inspectors, known as Care Commission Officers (CCOs), check care services regularly to make sure that they are meeting the needs of the people in their care.

One of the ways we check on services is to carry out inspections. We may turn up without telling the service's staff in advance. This is so we can see how good the care is on a normal day. We inspect some types of services more often than others.

When we inspect a service, typically we:

- talk to people who use the service, their carers and families, staff and managers
- talk to individuals and groups
- have a good look around and check what quality of care is being provided
- look at the activities happening on the day
- examine things like records and files, if we need to
- find out if people get choices, such as food, choosing a key worker and controlling their own spending money.

We also use lay assessors during some inspections. These are volunteers who have used care services or have helped to care for someone who has used care services.

We write out an inspection report after gathering the information. The report describes how things are and whether anything needs to change.

Our work must reflect the following laws and guidelines:

- the Regulation of Care (Scotland) Act 2001
- regulations made under this Act
- the National Care Standards, which set out standards of care that people should be able to expect to receive from a care service.

This means that when we register or inspect a service we make sure it meets the requirements of the 2001 Act. We also take into account the National Care Standards that apply to it.

If we find a service is not meeting these standards, the 2001 Act gives us powers that require the service to improve.

Recommendations, requirements and complaints

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

- 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 Act and Regulations or Orders made under the Act, or a

- condition of registration. Where there are breaches of the Regulations, Orders or conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Commission.
- Complaints: We have a complaints procedure for dealing with any complaint about a registered care service (or about us). Anyone can raise a concern with us - people using the service, their family and friends, carers and staff.

We investigate all complaints. Depending on how complex it is, a complaint may be:

- upheld - where we agree there is a problem to be resolved
- not upheld - where we don't find a problem
- partially upheld - where we agree with some elements of the complaint but not all of them.

How we decided what to inspect

Why we have different levels of inspection

We target our inspections. This means we spend less time with services we are satisfied are working hard to provide consistently high standards of care. We call these low-intensity inspections. Services where there is more concern receive more intense inspections. We call these medium or high intensity inspections.

How we decide the level of inspection

When planning an inspection, our inspectors, or Care Commission Officers (CCOs) carefully assess how intensively each service needs to be inspected. They do this by considering issues such as:

- complaints
- changes to how the service provides care
- any notifications the service has given us, such as the absence of a manager
- what action the service has taken in response to requirements we have made.

The CCO will also consider how the service responded to situations and issues: for example how it deals with complaints, or notifies us about incidents such as the death of someone using the service.

Our inspections take account of:

- areas of care that we are particularly interested in (these are called Inspection Focus Areas)
- the National Care Standards that the service should be providing
- recommendations and requirements that we made in earlier inspections
- any complaints and other regulatory activity, such as enforcement actions we have taken to improve the service.

What is grading?

We grade each service under Quality Themes which for most services are:

- Quality of Care and support: how the service meets the needs of each individual in its care
- Quality of environment: the environment within the service (for example, is the service clean, is it set out well, is it easy to access by people who use wheelchairs?);
- Quality of staffing: the quality of the care staff, including their qualifications and training
- Quality of management and leadership: how the service is managed and how it develops to meet the needs of the people it cares for
- Quality of information: this is how the service looks after information and manages record keeping safely.
- Each of the Quality Themes has a number of Quality Statements in it, which we grade.

We grade each heading as follows:

We do not give one overall grade.

How grading works.

Services assess themselves using guidance that we given them. Our inspectors take this into account when they inspect and grade the service. We have the final say on grading.

The Quality Themes for this service type are explained in section 2 The Inspection.

About the service we inspected

Woodlea Children's Centre has been registered with the Care Commission since 2002. The centre is registered to care for a maximum of 85 children under the age of 12 years. At the time of this inspection 170 children were being offered a service, both on a part-time and a full- time basis subject. The service is provided from a modern detached building situated in the west side of Dundee city, close to the Lochee area. Fully enclosed outdoor play areas are available for children.

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

Quality of Care and Support 6 - Excellent
Quality of Environment N/A
Quality of Staffing 4 - Good
Quality of Management and Leadership N/A

This inspection report and grades are our assessment of the quality of how the service is performing in the areas we examined during this inspection.

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

You can use the "Care services" area of our website (www.carecommission.com) to find the most up-to-date grades for this service.

How we inspected this service

What level of inspection did we make this service

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 activities did we undertake during the inspection

The inspection was carried out by one Care Commission Officer (CCO) over one morning.

During the inspection evidence was gathered from a number of sources including:

- discussion with the manager;
- informal discussion with nursery staff;
- general inspection of the premises;
- observation of interaction between children and nursery staff;
- review of photographs of children's activities;
- examination of a range of policies, procedures and other relevant documentation
- including: Parent/carer survey questionnaire following a recent 'come and play' day.

Inspection Focus Areas (IFAs)

Each year we identify an area, or areas, we want to focus on during our inspections. We still inspect all the normal areas of a care service; these are extra checks we make for a specific reason.

For 2009/10 we will focus on:

- Meaningful activity for all adult services
- How care services assess the health of people with learning disabilities
- Involving parents for children's services
- Medication for looked after children for residential accommodation for children
- How care services make sure they have safe recruitment procedures for staff for all services except childminders.

You can find out more about these from our website www.carecommission.com.

Fire safety issues

The Care Commission no longer reports on matters of fire safety as part of its regulatory function. Where significant fire safety issues become apparent, we will alert the relevant Fire and Rescue service to their existence in order that it may act as it considers appropriate. Care service providers can find more information about their legal responsibilities in this area at: www.infoscotland.com/firelaw

Actions Taken on Recommendations Outstanding

The following recommendations were made during the previous inspection of the nursery. How they addressed them are detailed below each one:

The service should ensure that all accidents are recorded appropriately, that entries are made in ink if done by hand, and signed by parents. National Care Standards, Early Education and Childcare up to the age of 16 - Standard 3; Health and Wellbeing - This was addressed by the Head Teacher.

The Head teacher should review the monitoring systems for the children's toilet area, in the light of comments made by parents regarding toileting of children and privacy for children using the toilet. National .Care Standards, Early Education and Childcare up to the age of 16 - Standard 3; Health and Wellbeing .

Improvements could still be made here. This was again raised during this years inspection.

3. The service could further improve its approach to enabling children and parents and carers to participate in assessing and improving the quality of staffing by developing a participation strategy which clarifies how they can be involved in this process, and how the nursery will use their input to develop and improve the service. Early Education and Childcare up to the age of 16 - Standard 13.1: Improving the Service -A participation strategy has been put into place.

The annual return

We use annual returns (ARs) to:

- make sure we have up-to-date, accurate information about care services; and
- decide how we will inspect services.

By law every registered care service must send us an annual return and provide us with the information we have requested. The relevant law is the Regulation of Care Act (Scotland) 2001, Section 25(1). These forms must be returned to us between 6 January and 28 February 2009.

Annual Return Received

Yes - Electronic

Comments on Self Assessment

Very well completed document detailing many areas for development and improvement.

Taking the views of people using the care service into account

The children who were present during the inspection appeared happy, confident and at ease with their surroundings and staff.

Taking carers' views into account

17 Questionnaire responses were received from parents and carers who used the service. All were either happy or very happy with the service being provided to them and their child. Written comments included:

"I have compared this specific nursery with others in my area before applying for a place here and would say that the facilities are good and staff here are exceptionally friendly towards the children, but are professional with it"

"I feel that Woodlea is an excellent childcare provider and I would struggle to find one that comes close. It has an excellent balance of staff and I cant fault anything!"

"All the staff have really helped my child.they are extremely helpful and friendly"

"This is an excellent facility and my child is very happy. The staff are very helpful, positive and caring."

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 6 - Excellent

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

This service was found to have an excellent performance in relation to this statement.

Each child was treated as an individual and much thought was put into providing for the wide age range of children with their different interests and abilities.

The policies for the service were available to parents as is the last inspection report.

A notice board in the hall kept parents informed of the daily plans and of the week's snack menu. Additional information for parents included take home information for parents on a range of activities which their child takes part in the nursery.

An extensive range of photographs were available to share with parents allowing them to see their children at play and to encourage topics for discussion with their children. They included pictures of children outside, making music, and taking part in activities. These are now relayed on to a wide screen television in the entrance hall which parents can view.

Daily interaction with parents and carers was a high priority within the nursery. Parents were clear about staff roles and the responsibilities of staff.

Participation was actively and continuously encouraged from the initial enquiry for a nursery place, through the induction period with the "Assessment and Starting nursery report" booklets completed in the under 3s room. Fortnightly information on what children are learning within the curriculum, to parent and carer's involvement in the development of the children's profiles. The Head Teacher and staff had developed a range of curriculum leaflets and suggestions for parents on how they could extend learning into their own home.

Children took part in a wide range of stimulating activities in every playroom included planting bulbs and watering the tubs, as well as cleaning up when much of the soil went on the floor!

Most of the activities were child led, and children were seen leading adults through the playrooms involving them in their games. The atmosphere within the whole nursery was that of activity and learning. The children played with each other with staff facilitating and supervising the fun which was being had. Within the Care

Commission Questionnaire one parent stated "Excellent range of educational resources, equality and diversity play a key role. Everyone -parents, carers and children are treated fairly with respect" another said "Head teacher and staff are so supportive of the child's needs balanced with the families and parents needs. They are a credit to the council"

The atmosphere in this excellent provision is that of security for children and a welcoming and enabling environment for everyone who comes through the front door.

Areas for Improvement

The nursery had considered the development of a parent's focus group. (See Recommendation 1.)

Grade awarded for this statement

6 - Excellent

Number of requirements

0

Number of recommendations

1

Recommendations

1.

The development of a parent's focus group would further enhance and formalise communication with parents. National Care Standards, Early Education and Childcare up to the age of 16 - Standard 13 :Improving the service.

Statement 4

We use a range of communication methods to ensure we meet the needs of service users.

Service Strengths

As previously stated within this report, there was an excellent range of communication methods used throughout each day, including the nursery's open door policy for parents, daily diaries for children with additional needs in picture form for parents. One parent commented on these picture diaries "my child is able to communicate with me with regards to what he has been doing during the day, before he couldn't tell me which was frustrating for both him and me"

Children were seen leading staff to activities through their individual board maker to activities which they wished to take part in. Staff took time to listen and follow children despite the extremely busy nursery environment. Excellent interactions were witnessed with staff throughout the observed session. Small differences between children were resolved with extreme skill and patience. Children were listened to and

not rushed to complete any activity. Nursery routines came second within this learning environment. Staff reacted and interacted when they needed to, but generally the whole of the observed session was led by children.

Circle time was very important with experiences from home being incorporated into the curriculum. Short daily meetings were held with staff in order to communicate staff and to discuss individual needs. Use of floor books were used to record children's thoughts and preferences, ideas and opinions which supported communication between them and staff.

A room had been developed by staff where they could provide additional opportunities to communicate with children. Coloured lights in motion provided a calming oasis away from the bustle and activities of the nursery.

The head teacher had developed numerous communication information for parents and children. Questionnaire results had been collated and the results, with any improvements being relayed back to parents. A few parents had made suggestions and these had been promptly acted upon.

Areas for Improvement

As the nursery floor is so busy, at times children were not being adequately supervised within the toilet areas. (See Recommendation 1)

The head teacher had identified many areas for development for her service including;

Continuing to extend the use of the floor books.

To further develop children's voting system for selecting resources.

To continue to develop staff /child interactions through individual video work.

Grade awarded for this statement

6 - Excellent

Number of Requirements

0

Number of Recommendations

1

Recommendations

1.

Staff should ensure that children are adequately supervised in this area. National Care Standards, Early Education and Childcare up to the age of 16 - Standard 3: Health and Wellbeing.

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 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

Having sampled some of the documentation provided by the Head Teacher service was found to have a very good performance in relation to this statement.

Questionnaires for parents and children encouraged user participation and the Head Teacher and staff acted quickly on any suggestions which in turn lead to improved facilities for the children. Within the nursery's participation strategy it described how staff should respond to parents and children, and that views and suggestions were welcomed regarding the effectiveness of staff deployment.

Daily meetings and formal staff meetings provided opportunities for evaluation of the service incorporating suggestions from the children and parents. Staff did their utmost to ensure parent's wishes were met each day.

Several parents highlighted within the Care Commission Questionnaire the strengths of the staff team, their ability to 'listen' to them.

There had been no complaints to the Care Commission or within the service about staff.

Areas for Improvement

Although there were opportunities for parents to comment on staff with the H.T. and within questionnaires, this did not usually involve discussions on the quality of staff or staffing levels within the nursery and how these are maintained. (See Recommendation 1).

Grade awarded for this statement

5 - Very Good

Number of Requirements

0

Number of Recommendations

1

Recommendations

1.

The nursery should further consider how parents and children can comment on and participate in assessing and improving the quality of staff within the nursery, and how parents could comment on staffing. National Care Standards for Early Education and Childcare up to the Age of 16 - Standard 13 - Improving the service.

Statement 2

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

Service Strengths

A separate audit of the service's safer recruitment policies and procedures has been carried out by the Care Commission and found to be satisfactory.

Generally the provider had taken time to prepare for the visit and files were well organised and presented.

The staff selection procedure was comprehensive and covered a range of issues such as application procedures, checking of fitness and the interview selection process.

There were good systems in place to manage situations where Disclosure Scotland Checks raised issues.

The audit of 100 files indicated that practice within the service ensured that an application form was completed, appropriate references and checks were requested and the aims and values of the service were explained.

There was evidence of very good processes in relation to assessing the medical fitness of prospective employees and the checking of references, particularly from the last employer .

Areas for Improvement

The provider does not currently undertake three yearly Disclosure Checks for all employees but is planning to systematically introduce this over a period of time.

In some of the files examined, although it was recorded that a Disclosure Scotland check had been completed, it was unclear whether the Disclosure Scotland check required further action. The provider advised in these circumstances the information was considered by a recruitment panel and a decision was made in relation to the suitability of the applicant.

In some of the files examined there were no Disclosure checks for ancillary staff. The provider advised they had sought guidance from Enhanced Disclosure Scotland who indicated these were not necessary. However, the decision to obtain Enhanced

Disclosure rest with the employing authority who should consider this in relation to the protection of vulnerable adults and children. There was also no evidence of risk assessments for those employees who had not had a Disclosure check.

There were some examples where staff had not completed additional application(s) forms when moving to other posts within the organisation notably from permanent contracts to supply posts. (See Recommendation 1).

The organisation could improve consistency in their practice in relation to evidencing staff skills. For example some files contained photocopies of qualifications whilst others did not.

There was some evidence that staff skills had been identified for those who had transferred within the organisation. However, the information held was not consistent and in some cases there was no information. (See Recommendation 2)

In some of the files examined identification information such as utility bills and passport information had been unnecessarily retained.

Safer Recruitment - Inspection Focus Area (IFA) outcome

The requirements and/or recommendations below reflect our view of the providers performance in meeting its legal responsibilities when recruiting staff and its compliance with best practice. This is as a result of an audit of the providers recruitment files.

Grade awarded for this statement

4 - Good

Number of Requirements

0

Number of Recommendations

2

Safer Recruitment - Inspection Focus Area (IFA) outcome

The requirements and/or recommendations below reflect our view of the providers performance in meeting its legal responsibilities when recruiting staff and its compliance with best practice. This is as a result of an audit of the providers recruitment files.

Recommendation

1.

It is recommended that the provider ensure that a formal application process is followed for each period of employment.

Scottish Social Services Council Code of Practice - Employer 'Make sure people are suitable to enter the workplace

1.1 National Care Standards Early Education and Childcare up to the age of 16
Standard 12.1 Confidence in Staff.

Recommendation

2.

It is recommended that the provider audits the procedures for the recording of staff skills and qualification records. Scottish Social Services Council Code of Practice - Employer 'Make sure people are suitable to enter the workplace.

1.1 National Care Standards Early Education and Childcare up to the age of 16
Standard 12.1 Confidence in Staff.

Other Information

Complaints

No complaints have been received regarding this service.

Enforcements

No enforcement action has been taken against this service.

Additional Information

None.

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

Summary of Grades

Quality of Care and Support - 6 - Excellent
Statement 1 6 - Excellent
Statement 4 6 - Excellent
Quality of Environment - Not Assessed
Quality of Staffing - 4 - Good
Statement 1 5 - Very Good
Statement 2 4 - Good
Quality of Management and Leadership - Not Assessed
Inspection and Grading History

Date Type Gradings 10 Dec 2008
Unannounced Care and support 6 - Excellent
Environment 5 - Very Good
Staffing 5 - Very Good
Management and
Leadership 5 - Very Good

Terms we use in our report and what they mean

Action Plan - When we inspect a service, or investigate a complaint and the inspection report highlights an area for improvement; either through recommendations or requirements, the action plan sets out the actions the service will take in response.

Best practice statements/guidelines -This describes practices that have been shown to work best and to be achievable in specific areas of care. They are intended to guide practice and promote a consistent and cohesive approach to care.

Care Service -A service that provides care and is registered with us.

Complaints - We have a complaints procedure for dealing with any complaint about a registered care service or about us. Anyone can raise a concern with us - people using the service, their family and friends, carers and staff.

We investigate all complaints which can have more than one outcome. Depending on how complex the complaint is, the outcomes can be:

- upheld - where we agree there is a problem to be resolved
- not upheld - where we don't find a problem
- partially upheld - where we agree with some elements of the complaint but not all of them.

Enforcement - To protect people who use care services, the Regulation of Care (Scotland) Act 2001 gives the Care Commission powers to enforce the law. This means we can vary or impose new conditions of registration, which may restrict how a service operates. We can also serve an improvement notice on a service provider to make them improve their service within a set timescale. If they do not make these improvements we could issue a cancellation notice and cancel their registration.

Disclosure Scotland-Disclosure Scotland provides an accurate and responsive disclosure service to enhance security, public safety and protect the vulnerable in society. There are three types or levels of disclosure (i.e. criminal record check) available from Disclosure Scotland; basic, standard and enhanced. An enhanced check is required for people whose work regularly involves caring for, training, supervising or being in sole charge of children or adults at risk; or to register for child minding, day care and to act as foster parents or carers.

Participation - This describes processes that allow individuals and groups to develop and agree programmes, policy and procedures.

Personal Plan -This is a plan of how support and care will be provided. The plan is agreed between the person using the service (or their representative, or both of them) and the service provider. It is sometimes called a care plan mostly by local authorities or health boards when they commission care for people.

How you can use this report

Our inspection reports give care services detailed information about what they are doing well and not so well. We want them to use our reports to improve the services they provide if they need to.

Care services should share our inspection reports with the people who use their service, their families and carers. They can do this in many ways, for example by discussing with them what they plan to do next or by making sure our report is easily available.

People who use care services, their relatives and carers.

We encourage you to read this report and hope that you find the information helpful when making a decision on whether or not to use the care service we have inspected. If you, or a family member or friend, are already using a care service, it is important that you know we have inspected that service and what we found. You may find it helpful to read previous inspection reports about his service.

The Care Commission

We use the information we gather from all our inspections to report to Scottish Ministers on how well Scotland's care services are performing. This information helps us to influence important changes they may make about how care services are provided.

Reader Information

This inspection report is published by the Care Commission. It is for use by the general public.

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Translations and alternative formats

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