

Executive Manager: Jan-Robert Riise  
**Director of Corporate Services: Christine Ferguson**

Governance & Law  
**Corporate Services Department**  
Montfield  
Burgh Road  
Lerwick  
Shetland, ZE1 0LA

Telephone: 01595 744550  
Fax: 01595 744585  
administrative.services@shetland.gov.uk  
www.shetland.gov.uk

If calling please ask for  
**Lynne Geddes**  
Direct Dial: 01595 744592  
Email:  
lynne.geddes@shetland.gov.uk

Date: 16 April 2018

Dear Sir/Madam

You are invited to the following meeting:

**Education and Families Committee**  
**Council Chamber, Town Hall, Lerwick**  
**Monday 23 April 2018 at 10.00am**

Apologies for absence should be notified to Lynne Geddes at the above number.

Yours faithfully

Executive Manager – Governance and Law

Chair: Mr G Smith  
Vice-Chair: Mr T Smith

## **AGENDA**

- (a) Hold circular calling meeting as read.
- (b) Apologies for absence, if any.
- (c) Declarations of Interest – Members are asked to consider whether they have an interest to declare in relation to any item on the agenda for this meeting. Any Member making a declaration of interest should indicate whether it is a financial or non-financial interest and include some information on the nature of the interest. Advice may be sought from Officers prior to the meeting taking place.
- (d) Confirm minutes of meeting held on 5 March 2018 (enclosed).

## ITEM

*(Agenda item 1 relates to the giving of advice or the discharge of the Committee's function as an education authority)*

1. External Audit Report - Care Inspectorate Reports on:  
Aith Junior High School Nursery  
Bells Brae Primary School Nursery  
Foula Primary School Nursery  
Sound Primary School Nursery  
Brae High School Nursery  
CS-14-18



<b>Meeting(s):</b>	<b>Education and Families Committee</b>	<b>23 April 2018</b>
<b>Report Title:</b>	<b>External Audit Report – Care Inspectorate Reports on: Aith Junior High School Nursery Bells Brae Primary School Nursery Foula Primary School Nursery Sound Primary School Nursery Brae High School Nursery</b>	
<b>Reference Number:</b>	<b>CS-14-18-F1</b>	
<b>Author / Job Title:</b>	<b>Director of Children’s Services</b>	

**1.0 Decisions / Action required:**

- 1.1 That Education and Families Committee NOTE the content of the Care Inspectorate Reports on:
- Aith Junior High School Nursery;
  - Bells Brae Primary School Nursery;
  - Foula Primary School Nursery
  - Sound Primary School Nursery
  - Brae High School Nursery.

**2.0 High Level Summary:**

- 2.1 On 20 August 2014 a new policy and procedure for Audit Scotland and other external advisers’ reports as detailed in report IP-20-14-F was approved. (Min Ref: P&R 28/14).
- 2.2 All reports from Audit Scotland/external advisers will be directed to and considered by the relevant Committee in the first instance, and this will include reports where there are no specific issues relevant to the Council.
- 2.3 Children’s Services receives reports regarding education provision in schools from Education Scotland, which includes HM Inspectors of Education (HMIE), and regarding nurseries and hostel accommodation from the Care Inspectorate.
- 2.4 The purpose of this report is to highlight five such recent reports from the Care Inspectorate (Appendices 1 to 5) and to highlight any actions to be taken as a result of the reports.
- 2.5 The Aith Junior High School Nursery was inspected by the Care Inspectorate on the 10 January 2018 and the Inspection Grades were as follows:

Quality of care and support: very good

Quality of environment:	not assessed
Quality of staffing	not assessed
Quality of management and leadership:	very good

2.6 The Bell's Brae Primary School Nursery was inspected by the Care Inspectorate on 07 February 2018 and the Inspection Grades were as follows:

Quality of care and support:	very good
Quality of environment:	not assessed
Quality of staffing	not assessed
Quality of management and leadership:	very good

2.7 The Foula Primary School Nursery was inspected by the Care Inspectorate on 09 March 2018 and the Inspection Grades were as follows:

Quality of care and support:	very good
Quality of environment:	very good
Quality of staffing	very good
Quality of management and leadership:	very good

2.8 The Sound Primary School Nursery was inspected by the Care Inspectorate on 01 March 2018 and the Inspection Grades were as follows:

Quality of care and support:	very good
Quality of environment:	not assessed
Quality of staffing	not assessed
Quality of management and leadership:	very good

2.9 The Brae High School Nursery was inspected by the Care Inspectorate on 19 February 2018 and the Inspection Grades were as follows:

Quality of care and support:	very good
Quality of environment:	very good
Quality of staffing	not assessed
Quality of management and leadership:	not assessed

### **3.0 Corporate Priorities and Joint Working:**

3.1 This report links to the Corporate Plan objective "Children and young people, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential."

### **4.0 Key Issues:**

4.1 The Care Inspectorate commented on the following strengths in the Aith Junior High School Nursery:

- Children were happy, secure, and settled.
- Staff were helpful, approachable by parents and children, and enthusiastic.
- Staff knew the children well, and there was a care plan for each child.

- Planning was curriculum-based and took account of the children's interests, and children could make choices about their activities.
- Children were active and healthy and had a wide range of resources in their outdoor area.
- The service was very good at self-evaluation and was working within the whole school's Improvement Plan with a focus on health and wellbeing, numeracy and literacy.

4.2 There were no recommended actions or required actions for Aith Junior High School Nursery.

4.3 The Care Inspectorate commented on the following strengths in the Bell's Brae Primary School Nursery:

- The school had a warm and caring atmosphere.
- Staff knew the children well and were enthusiastic and keen to ensure children's safety and happiness.
- Children with additional support needs were very well cared for with excellent partnership working between the early years staff and the additional support unit.
- There was an ethos of improvement within the school as a whole.

4.4 There were no recommended actions or required actions for Bell's Brae Primary School Nursery.

4.5 The Care Inspectorate commented on the following strengths in the Foula Primary School Nursery:

- Children were cared for by kind and caring staff, committed to the children.
- Staff had positive relationships with the parents.
- Staff were aware of children's individual needs and could describe the care each child needed.
- Children had access to healthy lifestyles with staff regularly promoting outdoor play and exercise.
- Staff were aware of their roles in protecting children and keeping them safe.

4.6 There were no recommended actions or required actions for Foula Primary School Nursery

4.7 The Care Inspectorate commented on the following strengths in the Sound Primary School Nursery:

- Children were busy, happy and having fun.
- Children were well cared for by the warm and friendly staff.
- Staff were sympathetic to the needs of the newly started children and children with additional support needs were supported by staff as well as visiting professionals.
- Staff recorded children's individual learning and development and planned each child's progression at their own level.
- Positive relationships were established with parents and carers.
- Children could experience healthy lifestyles within the setting.
- Staff worked hard to ensure the safety of children.

	<ul style="list-style-type: none"> <li>The service was well-managed with staff who were supported by the senior staff team.</li> </ul>
4.8	There were no recommended actions or required actions for Sound Primary School Nursery.
4.9	<p>The Care Inspectorate commented on the following strengths in the Brae High School Nursery:</p> <ul style="list-style-type: none"> <li>The setting had a friendly, happy atmosphere.</li> <li>Children’s individual learning and development was recorded and planned progression was at their own level.</li> <li>Children with additional support needs were well supported with staff employed to help specific children.</li> <li>Children were encouraged to try things for themselves and to be independent.</li> <li>Healthy lifestyles were promoted especially access to fresh air.</li> </ul>
4.6	<p>There were no required actions for the Brae High School Nursery. There were three recommendations:</p> <ol style="list-style-type: none"> <li>Attention must be given to the children's care plans. These must be reviewed every six months or sooner should the child's needs change.</li> </ol> <p>Work is ongoing regarding children’s care plans, which will be fully implemented within the next Improvement Plan period.</p> <ol style="list-style-type: none"> <li>Attention must be given to the outside door into the play area. This must be made safe in order to ensure the safety of the young children who use the service.</li> </ol> <p>Shetland Islands Council, Building Services have been notified and will undertake the necessary work.</p> <ol style="list-style-type: none"> <li>Staff should review how they store spare clothing. This should not be in an open container in the toilet.</li> </ol> <p>An alternative storage area has been found for spare clothing.</p>

**5.0 Exempt and/or confidential information:**

5.1	None.
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**6.0 Implications:**

<b>6.1 Service Users, Patients and Communities:</b>	These reports are available to the general public through the Care Inspectorate website, and parents of pupils at the school have been made aware of the contents.
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<b>6.2 Human Resources and Organisational Development:</b>	There are no human resource implications arising from this report.
<b>6.3 Equality, Diversity and Human Rights:</b>	There are no equality, diversity or human rights implications arising from this report.
<b>6.4 Legal:</b>	There are no legal implications arising from this report.
<b>6.5 Finance:</b>	There are no financial implications arising from this report.
<b>6.6 Assets and Property:</b>	There are no asset or property implications arising from this report.
<b>6.7 ICT and new technologies:</b>	There are no ICT implications arising from this report.
<b>6.8 Environmental:</b>	There are no environmental implications arising from this report.
<b>6.9 Risk Management:</b>	In accordance with Section 4.6.2, Building Services have been notified of the work required to the door to the Brae High School outdoor play area. Positive action has been taken to manage the potential health and safety risks for this area.
<b>6.10 Policy and Delegated Authority:</b>	In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for functional areas relating to children and families, schools, pre-school and lifelong learning. This report is related to the function of an education authority. This report is for noting only, and no decisions are sought at this time.
<b>6.11 Previously considered by:</b>	N/A

#### Contact Details:

Peter Haviland, Jerry Edwards and Robin Calder  
Quality Improvement Officers – Children's Services  
01595 744000  
[peter.haviland@shetland.gov.uk](mailto:peter.haviland@shetland.gov.uk), [jerry.edwards@shetland.gov.uk](mailto:jerry.edwards@shetland.gov.uk),  
[robin.calder@shetland.gov.uk](mailto:robin.calder@shetland.gov.uk)

**Report Finalised:** 11 April 2018

**Appendices:**

Appendix 1: Care Inspectorate Report on Day Care at Aith Junior High School Nursery

Appendix 2: Care Inspectorate Report on Bells Brae Primary School Early Learning and Child Care Day Care

Appendix 3: Care Inspectorate Report on Foula Primary School Nursery Day Care for Children

Appendix 4: Care Inspectorate Report on Sound Primary School Early Learning and Child Care Day Care

Appendix 5: Care Inspectorate Report on Brae High School Nursery Day Care for Children

**Background Documents:** None

**END**

## Aith Early Years Day Care of Children

Aith Junior High School  
Aith  
Shetland  
ZE2 9NB

Telephone: 01595 807400

Type of inspection: Unannounced  
Inspection completed on: 10 January 2018

**Service provided by:**  
Shetland Islands Council

**Service provider number:**  
SP2003002063

**Care service number:**  
CS2003016125

## About the service

The early years service operated from a classroom situated within the Aith Junior High School, on the west side of mainland Shetland. The service had a separate entrance used by parents, an open plan playroom with children's toilets and storage area. There was a door leading directly into an enclosed outdoor play area. The service shared the outdoor area with the lower primary. Children had the use of the dining area within the school for physical play sessions and the adjacent leisure centre for weekly gym sessions, the library as well as the school grounds. At present the service provided both a morning and an afternoon session.

Included within the school's mission statement was:

"We aim to provide a safe, caring, stimulating environment which will give pupils confidence to achieve their full potential."

We intend to achieve this by:

- ensuring our school is safe, caring, well-ordered and interesting and
- providing a balanced curriculum which creates opportunities for all pupils to achieve their full potential".

The Care Inspectorate check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC); Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with services that can help them. There are eight wellbeing indicators at the heart of Getting it right for every child: safe; healthy; achieving; nurtured; active; respected; responsible; and included.

## What people told us

There were 11 children present during the morning session and 15 children attended during the afternoon session. We talked with eight of the parents during the inspection and asked them for their views of the service. We found that they thought very highly of the staff, considered the environment to be safe and secure and especially liked that children were encouraged to play outdoors daily. Parents told us there was always an interesting choice of activities provided and parents felt they were regularly updated about how their child was progressing at Aith Early Years.

Before the inspection we sent out eight care standards questionnaires (CSQs) to parents using the service, and we received three completed CSQs. We emailed parents who supplied an email address. From looking at these questionnaires and the written comments we found parents were very happy with the service provided.

Included within the written comments was:

"We are extremely happy with the care our children receive. It's a fantastic peerie nursery - a bright and fun environment".

We found the staff had the children's best interests at heart and put the children at the centre of all they did. We saw staff had friendly, happy relationships with the children, asking for their thoughts and opinions. We heard them gently encourage them to try things for themselves and offered help when needed. We saw they had positive relationships with the parents who told us they valued the effort staff made and described them as: "good with the bairns".

We talked with the children who were happy to talk with us - mostly the children in the afternoon session. They told us they liked coming to play at Aith Early Years and had good fun. When asked what they liked best we heard a range of their favourite activities which included dressing up, playing outside, stories and playing with the babies. We observed the children throughout the day and saw they were familiar with the routines, relaxed and happy with the staff and engrossed in their play.

We shared feedback with the head teacher and principal teacher during the feedback session at the end of the afternoon.

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their quality assurance processes and how they were monitoring the quality of the provision within the service.

## From this inspection we graded this service as:

<b>Quality of care and support</b>	5 - Very Good
<b>Quality of environment</b>	not assessed
<b>Quality of staffing</b>	not assessed
<b>Quality of management and leadership</b>	5 - Very Good

## What the service does well

Children were happy, secure and settled throughout both sessions. They were supported very well by friendly and enthusiastic staff. Staff had formed positive relationships with the children and their families. We saw staff were kind, caring and nurturing as they worked with the children. As a result children had formed strong attachments to staff. They approached staff readily and were comfortable and relaxed, enjoying their time at Aith Early Years.

Children and parents were welcomed into the playroom. We heard a good exchange of information between staff and parents which helped staff to meet the needs of children. Parents told us they thought the staff were: "just great" describing them as helpful and approachable. Several told us they were confident to discuss any issues with them.

We found the staff were a key strength of this service, happy in their work and providing good role models for the children regarding behaviour, manners and kindness. Staff were qualified and registered with the Scottish Social Services Council (SSSC) and the modern apprentice was fully supported. The SSSC is responsible for registering people who work in social services and regulating their education and training.

All staff were enthusiastic and keen to make improvements. The principal teacher had regular planning meetings with the staff team, which provided opportunities for them to put forward their ideas and be involved with the care and learning provided.

Staff knew the children well, they were aware of their individual needs, preferences and personalities. Each child had a care plan containing information which supported staff to meet the needs of all children. Children with additional support needs had support from an additional worker which ensured their needs were fully met.

Procedures were in place to safeguard children. Staff attended regular child protection training. Staff spoken with had a good understanding of child protection and were confident with the procedure to follow in the event of any concerns.

Children were encouraged to make choices about which activities to play with. Planning was curriculum based and included the children's interests. Staff were very good at evaluating each child's learning and providing activities they expressed an interest in. Staff had created an interesting and stimulating learning environment.

Children were supported to be active and healthy with wellbeing a focus throughout the school. Children played outdoors at each session. All-weather suits were provided for the Shetland weather. The outdoor areas held a wide range of resources for children to explore and investigate, which children greatly enjoyed. Healthy eating was promoted and children were encouraged to develop their independence by washing their dishes and taking turns in helping to prepare snack.

The service was very good at self-evaluation and were working on the current 'Improvement Plan', which had a focus on health and wellbeing, numeracy and literacy. Overall there was an ethos of improvement within the whole school and early years was fully included.

## What the service could do better

We discussed the children's learning stories during the feedback session. We had noted some were in need of updating. However, the principal teacher was aware of this and this was an area they were working on. She was keen for all staff to be more involved with adding information and updates.

Another area they were enthusiastic about was continuing to improve all areas of their service. This was evident within the 'Improvement Plan' and also through discussion with the senior staff. We agreed working on their plans to further develop their service would support children.

We also discussed the implementation of the extended hours. At present the service would not be able to cater for the number of children in their existing setting as it stands. There are plans in place to extend the early years unit and we agreed that they would keep the Care Inspectorate fully informed about such changes. The head teacher stated these were exciting times for early years and they were keen to get it right and provide an environment which would meet the care and learning needs of the children.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings								
19 Nov 2014	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									
13 Dec 2011	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>Not assessed</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>Not assessed</td> </tr> </table>	Care and support	5 - Very good	Environment	Not assessed	Staffing	5 - Very good	Management and leadership	Not assessed
Care and support	5 - Very good									
Environment	Not assessed									
Staffing	5 - Very good									
Management and leadership	Not assessed									
7 Oct 2009	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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## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

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یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

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

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## Bell's Brae Primary School Nursery Day Care of Children

Gilbertson Road  
Lerwick  
Shetland  
ZE1 0QJ

Telephone: 01595 743720

Type of inspection: Unannounced  
Inspection completed on: 7 February 2018

**Service provided by:**  
Shetland Islands Council

**Service provider number:**  
SP2003002063

**Care service number:**  
CS2003016115

## About the service

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011. The service operates from areas within Bell's Brae Primary School in Lerwick, Shetland.

The service is registered to provide a care service to a maximum of 28 children at any one time aged from three years to those not yet attending primary school. The service has two classes operating Monday to Friday during school term time. The service currently provides morning sessions in the two classes, one of which is extended to allow children to stay until 12.40 pm.

Bell's Brae has a vision statement which states:

"Bell's Brae strives to create an ethos of achievement and enjoyment where everyone feels safe, supported, valued and respected in order to develop life skills, reach their full potential and gain happy memories".

The Care Inspectorate regulates care services in Scotland. Information in relation to all care services is available on our website at [www.scswis.com](http://www.scswis.com).

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

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

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

## What people told us

We sent out 24 Care Standards Questionnaires (CSQs) and 16 were returned to us before the inspection. We emailed eight parents who supplied their email address and received one reply. These showed us parents were very happy with the service. When asked about the overall quality of care their child received at the service parents told us their children were well cared for and happy to attend. Parents who had children with additional support needs (ASN) told us the care given to their children was "excellent". They were very pleased that the early years and ASN department worked in partnership allowing children to access early years with a support worker.

Included in the written comments from parents were:

"Staff are always so friendly and welcoming, they take great care in making sure all children participate in activities and respect the children's choices to what I've seen being in the nursery. My daughter loves attending the nursery and regularly doesn't want to leave she's having so much fun. I've also noticed she's learning a great deal and feel the nursery is bringing out the best of her abilities".

"As parents of a child with complex needs we feel he is very well looked after and all his needs are met by the very caring and professional teachers and carers".

From discussions with parents during the inspection, and a telephone conversation following the inspection, we found parents were very happy with the service provided. They told us their children enjoyed their time at Bell's Brae, accessed a wide range of activities and played outdoors most days, weather permitting. All parents thought very highly of the staff describing them as: "friendly and helpful", "lovely", and "just great".

We talked with several of the children during our inspection. When asked if they liked coming to Bell's Brae they confirmed they did. When asked what they liked about the service they generally described their favourite activities, which ranged from playing in the snow to stories, having snack and dressing-up.

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We no longer ask services to do this. We looked at their quality assurance processes during the inspection. The acting depute head teacher emailed a copy of the school Improvement Plan 2017-18. This plan outlined their priorities for improvement and how they would be monitoring the quality of the provision within the service.

## From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

## What the service does well

Bell's Brae had a warm and caring atmosphere where we saw busy children engrossed in their play with happy, smiling faces. Staff are kind, caring and nurturing and obviously enjoyed their role as educators. Planning was curriculum-based and staff recorded children's individual learning and development and planned how to ensure they progressed at their own level. Parents received a weekly email showing what the children had been learning that week and what they planned to look at the next week.

Staff knew the children well and could describe how they met their individual care needs. We saw staff were enthusiastic about the children and keen to make sure they were happy and safe. Staff promoted healthy lifestyles with children and provided opportunities for outdoor play. We noted very good infection control procedures were in place, which showed us staff were aware of their role in keeping children safe, secure and happy.

Children with additional support needs were very well cared for with excellent partnership working between the early years staff and the additional support unit. Clear and detailed care plans were in place which ensured all staff were aware of the additional care needs of specific children. Parents of these children were completely happy with the high level of care and support given by the professional staff.

There was an ethos of improvement with the school as a whole. We saw strong teamwork by staff who were dedicated to the service and keen to improve. Staff were well supported by the senior team describing Bell's Brae as: "a super place to work". Since the previous inspection the environment had been renovated creating a bright, child-friendly area where children could learn through their play. We saw children investigating, exploring and playing with their friends. It was nice to see them taking turns, sharing and being encouraged to be considerate of others.

## What the service could do better

Each child had a care plan which had been regularly reviewed. However, these had not been reviewed with parents, which was an area we discussed and staff stated their intent to look at this.

We looked at quality assurance and discussed the need to ensure parents had opportunities to comment on the service provided and we talked about methods they used and the need to continue with this.

We shared feedback gained from parents during the inspection which they stated they would look at.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings
26 Jan 2015	Unannounced	Care and support 4 - Good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
21 Feb 2012	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing 5 - Very good Management and leadership Not assessed
4 Feb 2010	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 5 - Very good Management and leadership 4 - Good

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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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## Foula Primary School Nursery Day Care of Children

Foula Primary School  
Foula  
Shetland  
ZE2 9PN

Telephone: 01595 745026

Type of inspection: Unannounced  
Inspection completed on: 9 March 2018

**Service provided by:**  
Shetland Islands Council

**Service provider number:**  
SP2003002063

**Care service number:**  
CS2004065020

## About the service

The service has been registered with the Care Inspectorate since 1 April 2011. The service operates from a small primary school on the island of Foula, situated off the west of mainland Shetland. The building also houses the island's community hall. Accommodation consists of an entrance area, a larger school classroom, a nursery room, separate office, and toilets within the building.

The service uses the community hall for physical play sessions. They also have shared use of the kitchen/dining area. There is a fully enclosed outdoor play area which a selection of outdoor apparatus and a large 'polycrub' (polytunnel) they use for planting and growing as well as housing the mud kitchen complete with outside tap.

The service was registered to provide a care service to a maximum of six children aged three years to those not attending primary school during term time.

The service has been inactive due to there being no children requiring early learning and childcare. However, there are now two children of that age, therefore, the service restarted last year (2017).

Included within the school vision, aims and values are:

"We believe that the starting point for learning is a positive ethos and climate of respect and trust based upon shared values across our school community. We work hard to ensure that Foula Primary School and ELC Centre is a safe, welcoming, inclusive, child-centred, happy place to learn and work".

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

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

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

## What people told us

We sent out two Care Standards Questionnaires (CSQs) and two were returned to us before the inspection. We email parents who supply their email address asking if they had further comments, and received no replies. When asked about the overall quality of care their child received at Foula Primary School the parents told us they were happy with the service provided.

Included in the written comments from parents were:

"It is a privilege for our son to be able to attend this service".

We met with two parents (one of whom worked in the service). We interviewed one parent and found he was very happy with the quality of care and support given to the children as well as the safety of the environment and the very good selection of activities available. He told us that the children played outdoors daily and enjoyed walks within the community.

We talked with the children during our inspections. When asked if they liked coming to play here they confirmed they did. When asked what they liked best they generally described their favourite activities. This included: 'The Utilise' (boat they had made), painting, playing outside and going for walks.

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We no longer ask services to do this. We looked at their quality assurance processes. During the inspection we discussed the need to develop an improvement plan which outline their priorities for development and how they would monitoring the quality of the provision within the service.

## From this inspection we graded this service as:

<b>Quality of care and support</b>	5 - Very Good
<b>Quality of environment</b>	5 - Very Good
<b>Quality of staffing</b>	5 - Very Good
<b>Quality of management and leadership</b>	5 - Very Good

## Quality of care and support

### Findings from the inspection

Children were cared for by kind and caring staff who were committed to the children and put them at the heart of their service. Staff were interested in the children's views, news and stories and valued their opinions. We saw children were comfortable with staff and happy in their care. We saw a nurturing and positive atmosphere within the service with happy children busy with their chosen activities.

Staff had positive relationships with the parents on the island and parents told us they were very happy with the service. They said communication was excellent and they felt welcome within the service.

We saw staff were aware of the children's individual needs and could describe the care each child needed. Care plans were sensitively written and regularly updated.

Children had free choice of all activities and we saw them choosing from the selection provided. Planning was curriculum based and child-led with their suggestions and ideas recorded. Staff regularly observed and planned next steps which they fed back to parents. We noted they had started using an electronic system for recording the children's learning and were finding this easy to use and popular with parents.

Children had access to healthy lifestyles with staff promoting outdoor play and exercise and regularly used the wonderful natural environment of Foula. Healthy eating was promoted and healthy snacks and lunches provided. We shared lunch with the children and other visitors to the school and enjoyed home-bakes the children had prepared.

We observed staff as they cared for the children. Staff were good role models regarding behaviour and manners, showing them by example how to share and take turns. Staff gave clear and simple explanations regarding behaviour. We heard them remind the children of the 'rules' and to be considerate of their friends. We noted staff praised the children's efforts naturally with: "well done" used frequently.

Staff were aware of their role in protecting children and keeping them safe. Staff had attended training in child protection awareness and first aid, which was refreshed on a rolling-programme. We saw there was a suitable method in place to record accidents and incidents with appropriate first aid equipment available.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

## Quality of environment

### Findings from the inspection

Children were cared for in premises that were safe, secure, warm, well-ventilated and child-friendly. Furniture and equipment were in a good clean condition. The premises were decorated throughout with samples of the children's art and craft-work, which showed us that children's creative efforts were valued and celebrated.

Since the last inspection there was a 'polycrub' in the outside area (poly-tunnel made locally in Shetland and designed to withstand the weather). This was shared with the community with several people growing fruit trees, plants and flowers. It was nice to see the mud kitchen in here with access to water which allowed children to play here daily. The island is very remote and winters are fierce so this was a very good use of the resource. Parents we spoke with said that the premises were: "great" and there were always interesting activities for the children. Parents were happy with the security and thought that the setting, was welcoming and: "a "great place for da bairns".

Children had access to a wide and varied range of activities appropriate for their age and stage of development. They had great fun playing in "The Utilise" which they had made themselves and named after a local fishing boat.

Staff were keen to promote fresh air and exercise and to use the natural environment as a resource for learning. Parents told us they liked that outdoor play was promoted with children regularly going for walks. We noted children had opportunities to experience other learning environments and were taken off island to visit other schools and interact with larger groups. Credit must be given to the staff who: "thought outside the box" to ensure children at Foula experienced other environments which supported their learning and development.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

## Quality of staffing

### Findings from the inspection

We found children were cared for by friendly, kind and caring staff who were very responsive towards the children's needs. Staff were warm and caring and obviously enjoyed their role as educators. We saw positive relationships had been developed between the staff and children and parents.

Staff worked well together as a team with regular meetings where they planned and discussed all aspects of the service. We observed the staff as they went about their duties and noted they treated each in a friendly and respectful way valuing each other's opinions and views. When asked staff told us they thoroughly enjoyed working at Foula and were well supported by the school's service.

We noted staff had been safely recruited following the Shetland Islands Council's safe recruitment practice. We looked at staff registration with the Scottish Social Services Council (SSSC), and noted this had been applied for and a risk-assessment had been completed to support staff whilst the registration was being processed.

We looked at staff training and saw that, at times due to the remote location, it was difficult for staff to travel to attend training. This was an area they were working on and an issue for all small remote island schools. We noted that core training included first aid, child protection awareness and food handling. Staff had opportunities to attend the local authority in-service training and strived to attend this.

Staff must have an annual review which will support them in their role. We reminded the head teacher this was due now and noted he had identified this on his workload. He had recently taken up post in December 2107, therefore, the early years service had been operational for a short time. Senior staff would complete the review for the teacher.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

Grade: 5 - very good

## Quality of management and leadership

### Findings from the inspection

We looked at how the service was operating since it had reopened and found it was well organised. The staff were committed to ensuring the children received a high standard of early learning and childcare.

The new teacher provided strong leadership and had worked hard, along with the early years worker, to ensure the children had access to a wide range of learning opportunities. The teacher had a positive attitude to improvement and told us he was enjoying the role combining teaching in the early years with the primary.

We looked at quality assurance and evaluation. We saw the school Improvement Plan 2017/18 was displayed within the entrance area. We noted work was progressing well on the areas identified for development, for example, they had been working on better communication with parents and we noted the iPad was used daily and information was up-to-date. Every Friday the iPad was displayed for parents to see what the children had been learning that week. The service used other tools to evaluate for example "How Good is Our Early Learning and Childcare". The quality Improvement team from the local authority visited the school to support staff with their work.

Children were encouraged to evaluate their learning throughout the session in various ways, including recording themselves on the iPad, which was then shared with parents. The 'Learning Stories' were displayed within the setting and viewed by parents regularly. Children were helped to complete child questionnaires and we saw "the Blydeness Tree" where they noted what they could like to do and what made them happy. We heard them eager to make suggestions and noted staff listening and valuing their input.

There were areas the service was working on including re-establishing a parents committee now that the school was fully staffed.

We reminded them to add the contact centre details to all Care Inspectorate documents (0345 600 9527)

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

Grade: 5 - very good

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

### Previous requirements

There are no outstanding requirements.

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

### Previous recommendations

There are no outstanding recommendations.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Enforcement

No enforcement action has been taken against this care service since the last inspection.

## Inspection and grading history

Date	Type	Gradings	
24 Jan 2011	Announced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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11 Riverside Drive  
Dundee  
DD1 4NY

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## Sound Early Learning and Childcare Day Care of Children

Sound Primary School  
Sound  
Lerwick  
Shetland  
ZE1 0LY

Telephone: 01595 744982

Type of inspection: Unannounced  
Inspection completed on: 1 March 2018

**Service provided by:**  
Shetland Islands Council

**Service provider number:**  
SP2003002063

**Care service number:**  
CS2003054387

## About the service

The service operated from a purpose-built unit situated in the grounds of the Sound Primary School in Lerwick, Shetland. During the operating times the service had exclusive use of the early years building, outside areas, shared use of the music room, the gym hall and areas within the school and grounds.

The service was registered to provide a care service to a maximum of 30 children aged 3 years to those not yet attending primary school. The care service provides two sessions per day, Monday to Friday, during term time only.

Included with the Sound early learning and child care aims were:

- "to provide a welcoming, safe, caring and happy environment",
- "to provide high quality learning and teaching experiences, encouraging each child to develop an early positive attitude towards lifelong learning",
- "to work in close partnership with parents/carers and the wider community".

The Care Inspectorate check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC); Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with services that can help them. There are eight wellbeing indicators at the heart of Getting it right for every child: safe; healthy; achieving; nurtured; active; respected; responsible; and included.

## What people told us

There were 25 children present during the morning session and 16 for the afternoon session. We talked with 10 of the parents from both sessions and asked their opinion of the service at Sound. We found they thought very highly of the staff, considered the premises were safe and secure, and felt they were kept up-to-date about how their child was progressing. Parents told us there was always a good choice of activities available for the children and they liked that they could use the school gym which helped them become familiar with the main school building.

Before the inspection we sent out 12 care standards questionnaires (CSQs) to parents using the service, and we received a very high return of 11 completed CSQs. We emailed parents who supplied an email address and received two replies. From looking at the written comments we found parents were very happy with the service provided at Sound Early Learning and Childcare.

Included within the written comments were:

"Both the staff and the setting are excellent. Friendly and welcoming with a range of activities too. They are great at getting the children outside to play in all weathers. My child has been attending for a year now and from the very beginning has really enjoyed it and her learning and social skills have come on greatly".

"Each morning at least one member of staff (and often all members of staff) will welcome my child to the sessions. My child has not once not wanted to go to nursery, so I feel that she is happy, settled and appreciated there. I always feel well-informed about diet, teeth cleaning and activities. Sound Early Learning and Childcare feels like a second home".

We talked with the children from both sessions who were happy to talk with us. They told us they liked coming to Sound and enjoyed their time there. When asked what they liked best we received various replies. Children told us about their favourite activities which included having snack, painting, playing outside, dressing-up and playing with their friends. During the day we observed the children and saw they were happy and settled, familiar with the routines and had very positive relationships with all staff. We saw children were engrossed in their play and had access to a large and varied selection of activities.

We shared feedback with the head teacher, depute head teacher and three members of staff during the feedback session at the end of the inspection.

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their quality assurance processes and how they were monitoring the quality of the provision within the service.

## From this inspection we graded this service as:

<b>Quality of care and support</b>	5 - Very Good
<b>Quality of environment</b>	not assessed
<b>Quality of staffing</b>	not assessed
<b>Quality of management and leadership</b>	5 - Very Good

## What the service does well

We saw busy, happy children who were having great fun at Sound Early Learning and Childcare. We saw children investigating, exploring and playing with their friends. Children were relaxed and familiar with routines.

Children were well cared for by the warm and friendly staff. Staff clearly enjoyed their role as educators and put the needs of children first. Staff could describe the care and support they provided for each child and kept the children's personal plans up-to-date. We found staff had a sound knowledge of allergies and medical conditions and knew how to support children with this. Children were relaxed and happy with staff and comfortable in their care.

We noted several newly started children and saw staff were forging positive relationships and sympathetic to their needs. Children with additional support needs were supported by support staff as well as visiting professionals, for example speech therapists. Staff regularly attended training and kept up-to-date with best practice and current childcare initiatives in order to better support the children.

Staff recorded children's individual learning and development and planned each child's progression at their own level. Planning was curriculum-based and regularly evaluated. Children's learning and "I can" achievements were recorded on a 'petal' which was placed on their 'flower' displayed within the setting.

We saw positive relationships were established with parents and carers. Parents told us they felt very welcome at Sound and that staff were very good at keeping them informed and updated on how their child was progressing. They liked the website as well as the 'blog' and those who had attended a play session had enjoyed the experience stating they had a better insight into how the children learned through play.

Children could experience healthy lifestyles within the setting and had regular access to fresh air and exercise. Parents liked that the children could play outdoors in all weathers. During this inspection they did not go outdoors but they had a very busy day. This was 'World book Day' and they were dressed as story characters, as well as enjoying a gym session with a specialist teacher. Healthy eating was promoted and on a Thursday they had a together-snack and were learning how to use cutlery.

Staff worked hard to ensure everyone was safe and happy. This was true of all aspects of the service with children being encouraged to be independent and to try things for themselves. We saw them taking turns, sharing, helping tidy and being considerate of their friends. Children were reminded to be aware of danger and keep themselves safe. We saw very good infection control procedures were in place, which also showed us staff were aware of their role in keeping children safe, secure and happy.

We saw a well-managed service with staff who were strongly supported by the senior staff team. We noted there was an ethos of improvement within the service with regular self-assessment using tools such as 'How Good is our Early Learning and Childcare'. Since the previous inspection the service had worked on ways to further involve the parents and carers with their child's learning and had introduced 'play days' encouraging parents to stay and play, which had proved successful.

## What the service could do better

We noted care plans were due to be reviewed in March 2018. We discussed this with staff during the inspection and found they were planning this. We discussed how care plans were a working document for staff, and were regularly updated when the children's needs changed.

The depute head teacher told us they planned to continue to look at ways to further involve the parents and carers with their service, describing this as important for the children's learning and development.

We reminded the service of the need to keep the Care Inspectorate informed of any changes to the service. We pointed out the contact details of the Care Inspectorate had changed and they need to ensure the telephone number 0345 600 9527 was on all relevant documentation.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

Inspection and grading history

Date	Type	Gradings	
5 Nov 2014	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
8 Dec 2011	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
30 Apr 2008	Announced (short notice)	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	5 - Very good

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## Brae High School Nursery Day Care of Children

Brae High School  
Brae  
Shetland  
ZE2 9QG

Telephone: 01595 745600

Type of inspection: Unannounced  
Inspection completed on: 19 February 2018

**Service provided by:**  
Shetland Islands Council

**Service provider number:**  
SP2003002063

**Care service number:**  
CS2003016128

## About the service

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011. The service operates from areas within Brae High School in the village of Brae, Shetland.

The service operated from a purpose-built extension to the Brae High School consisting of the nursery class area with its own entrance area and designated toilets. The nursery had shared use of the gym hall, outdoor play area and occasional use of the leisure centre and open plan area within the primary section of the school. The nursery was integrated with the primary one class for part of the session. Since the previous inspection there has been work completed on the nursery making the area more open and created more playspace.

The service was registered to provide a care service to a maximum of 30 children aged three years to those not yet attending primary school. The service operated over two sessions, Monday to Friday during term time.

Included within the aims of Brae High School Nursery was:

"We aim to create a happy, safe learning environment which meets the needs of all individuals and gives them time to develop".

The Care Inspectorate regulates care services in Scotland. Information in relation to all care services is available on our website at [www.scswis.com](http://www.scswis.com).

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

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve.

Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

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

## What people told us

We sent out 15 Care Standards Questionnaires (CSQs) and 10 were returned to us before the inspection. We emailed four parents who supplied their email address and received two replies. From this we found that parents were very happy with the service. When asked about the overall quality of care their child received at Brae parents told us their children were excited to attend and very well cared for by the friendly staff. They liked that children were encouraged to play outside daily in all weathers and told us there was always a wide choice of activities provided.

Included in the written comments from parents were:

- "The quality of service provided by Brae Nursery has far exceeded my expectations. Excellent."
- "Nursery at Brae is fantastic and my son really enjoys it. He needs structure and loves practical tasks and 'jobs' that give him a sense of achievement."
- "The Brae Nursery has lovely, experienced and enthusiastic staff who provide a fantastic environment for our daughter to learn and play. We are looking forward to the extension of the nursery hours and the increased flexibility this will bring."

From short interviews with parents during the inspection they told us they were very happy with the service provided. They liked the staff describing them as: "easy to talk to", "so good with the bairns", and "really helpful." They all commented on the changes made to the environment stating it was now so spacious and bright.

We talked with several of the children from both sessions. When asked if they liked coming to play at nursery they told us they did. When asked what they liked about the service they generally described their favourite activities, which included playing outside, drawing and playing with the big board. Among the children's comment were: "I like the painting easel" and "I like eating snack".

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We no longer ask services to do this. We looked at their quality assurance processes during the inspection.

## From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

## What the service does well

Children enjoyed their time at Brae Nursery which had a friendly, happy atmosphere. We heard the busy 'hum' of children occupied with their chosen activities. We saw the happy, smiling faces of the children and the staff. Staff clearly enjoyed their role as educators and put the children at the heart of all they did. Planning was curriculum-based and regularly evaluated.

Staff recorded children's individual learning and development and planned each child's progression at their own level. We saw each child had a 'learning story' which was kept in the individual drawer so parents had access to this daily. Parents received regular updates on how their child was progressing via the weekly email, which they told us they really appreciated. We saw positive relationships were established with parents and carers.

Children with additional support needs were well supported with additional support staff employed to help specific children. We found that staff knew the children individually and were forging strong relationships with newly started children. Staff described how they cared for and supported individual care needs. We found staff had a sound knowledge of allergies and medical conditions and knew how to support children with this. Children were relaxed and happy with staff and comfortable in their care.

Children were encouraged to try things for themselves and be independent. We saw them taking turns, sharing and being encouraged to be considerate of others. Children were gently reminded to be aware of danger and keep themselves safe. Staff were enthusiastic about the children and worked hard to ensure everyone was safe and happy. We noted very good infection control procedures were in place, which also showed us staff were aware of their role in keeping children safe, secure and happy. We saw strong teamwork with staff well supported by the senior staff.

We liked that healthy lifestyles were promoted especially access to fresh air and exercise with children playing outdoors daily. Parents liked that they had outdoor suits so could get outside in all weathers.

Since the previous inspection work had been completed on the environment. Walls had been removed and one entrance changed. The result was a spacious and more open area where children could learn through their play. We saw children investigating, exploring and playing with their friends. Children were relaxed and familiar with routines.

## What the service could do better

Though each child had a care plan we found some of these held limited information. Some had not been reviewed since March 2017. We discussed this with staff during the inspection, reminding them care plans must, by law, be reviewed every six months with parents - **see recommendation 1**. We discussed how care plans were a working document for staff, and should be updated as the children's needs changed.

We noted the entrance door was, at times, caught by the wind and snatched out of the adults hands causing it to slam (the day of inspection was very windy). We asked the service to risk-assess the door and make this safer for the children - **see recommendation 2**.

We noted spare clothes stored in the children's toilet area. This is an infection control risk and attention should be given to this and clothing moved from the toilet or placed in appropriate containers - **see recommendation 3**.

We discussed the plans in place to pilot the extended hours and provide 1140 hours of free early learning and childcare to the children and families who use the service. The depute head teacher had previously consulted the Inspector regarding this, describing the plans in place and had applied for a variation to increase the number of children attending so they could provide this service. We discussed the proposals during the telephone feedback and we stated that the nappy change area would need to be in place and an additional toilet for the children's use before this would be suitable.

We also discussed the importance of a cosy corner and sleep area to allow children to rest and sleep when they needed to. Children should have individual bedding which would be laundered regularly.

We noted they had created a cosy corner with a sofa and cushions but during a together session the sun was shining in the children's eyes. We agreed a blind would be beneficial.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 3

1. Attention must be given to the children's care plans. These must be reviewed every six months or sooner should the child's needs change.

**Reference: National Care Standards early education and childcare up to the age of 16.**  
**Standard 3: health and wellbeing; standard 6: support and development.**

2. Attention must be given to the outside door into the play area. This must be made safe in order to ensure the safety of the young children who use the service.

**Reference: National Care Standards early education and childcare up to the age of 16.  
Standard 2: a safe environment; standard 3: health and wellbeing.**

3. Staff should review how they store spare clothing. This should not be in an open container in the toilet.

**Reference: National Care Standards, early education and childcare up to the age of 16.  
Standard 2: a safe environment; standard 3: health and wellbeing.**

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings
20 Jan 2015	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 4 - Good
15 Feb 2012	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing 5 - Very good Management and leadership Not assessed
28 Jan 2010	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good

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## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

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