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Council Building
2 High Street
Perth
PH1 5PH

23/08/2023

A hybrid meeting of the **Executive Sub-Committee of the Learning and Families Committee** will be held in the **Council Chamber** on **Monday, 28 August 2023** at **13:00**.

If you have any queries please contact Committee Services on (01738) 475000 or email Committee@pkc.gov.uk.

THOMAS GLEN
Chief Executive

Those attending the meeting are requested to ensure that all notifications are silent on their device and other devices are in silent mode.

Please note that the meeting will be broadcast online and recorded. The recording will be publicly available on the Council's website following the meeting.

Members:

Councillor John Rebbeck (Convener)
Councillor Steven Carr (Vice-Convener)
Councillor Michelle Frampton (Vice-Convener)
Councillor Liz Barrett
Councillor Dave Cuthbert
Councillor Noah Khogali
Councillor Caroline Shiers

Executive Sub-Committee of the Learning and Families Committee

Monday, 28 August 2023

AGENDA

MEMBERS ARE REMINDED OF THEIR OBLIGATION TO DECLARE ANY FINANCIAL OR NON-FINANCIAL INTEREST WHICH THEY MAY HAVE IN ANY ITEM ON THIS AGENDA IN ACCORDANCE WITH THE COUNCILLORS' CODE OF CONDUCT.

- 1 WELCOME AND APOLOGIES**
- 2 DECLARATIONS OF INTEREST**
- 3 MINUTES OF MEETING OF EXECUTIVE SUB-COMMITTEE OF THE LEARNING AND FAMILIES COMMITTEE 15 MAY 2023** **5 - 6**
(copy herewith)
- 4 STANDARDS AND QUALITY IN SCHOOLS, LEARNING COMMUNITIES AND PRE-SCHOOL CENTRES/DAY CARE OF CHILDREN** **7 - 100**
Report by Executive Director (Education and Children's Services)
(copy herewith 23/231)

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EXECUTIVE SUB-COMMITTEE OF THE LEARNING AND FAMILIES COMMITTEE

Minute of Meeting of the Executive Sub-Committee of the Learning and Families Committee held virtually on Monday 15 May 2023 at 1.00pm.

Present: Councillors J Rebbeck, S Carr, M Frampton, L Barrett, D Cuthbert, N Khogali and Councillor C Shiers.

In Attendance: S Johnston, Head of Education and Learning, H Robertson, B Martin-Scott, D McCluskey, J Chiles, G Doogan, G Knox, S Cowmeadow (all Education and Children's Services) and D Williams, M Pasternak, and R Ramsay (Corporate and Democratic Services).

Councillor J Rebbeck, Convener, Presiding.

1. WELCOME AND APOLOGIES

The Convener welcomed all those present to the meeting. There were no apologies for absence.

2. DECLARATIONS OF INTEREST

There were no declarations of interest made in terms of the Councillors' Code of Conduct.

3. MINUTE OF PREVIOUS MEETING

The minute of meeting of the Executive Sub-Committee of Learning and Families of 20 March 2023 was submitted, approved as a correct record, and authorised for signature.

4. EDUCATION REFORM IN SCOTLAND CONSULTATIONS UPDATE

There was submitted a report by the Executive Director (Education and Children's Services) (23/142) (1) providing the Executive Sub-Committee of the Learning and Families Committee with an update on the professional responses provided thus far on aspects of the education reform activity currently underway, and also (2) providing some detail of how education officers, children and young people, parents and school staff are engaging with the range of consultations and activities which are being undertaken relating to the education reform agenda.

Councillor L Barrett proposed that the Committee second recommendation in Report 23/142, be removed.

Resolved:

- The responses provided on the National Discussion, and Phases One, Two and Three of the Hayward Review; be noted.

Councillor C Shiers registered her dissent at this decision.

5. SUMMARY REPORT ON CARE INSPECTORATE AND EDUCATION SCOTLAND INSPECTIONS

There was submitted a report by the Executive Director (Education and Children's Services) (23/117) (1) providing an overview of the performance of Education and Children's Services inspected and reported over the past year by the Care Inspectorate and Education Scotland, since the previous report of this type in 2022, and (2) setting out the Service's approach to implementing improvement actions arising out of inspections, as well as the wider school improvement framework.

Resolved:

The contents of the report 23/117, be noted.

6. STANDARDS AND QUALITY IN SCHOOLS, LEARNING COMMUNITIES AND PRE-SCHOOL CENTRES/DAY CARE OF CHILDREN

There was submitted a report by the Executive Director (Education and Children's Services) (23/141) setting out the key findings following inspections of schools and nurseries by Education Scotland/HM Inspectors of Education (HMIE) and of early learning and childcare (ELC) settings undertaken by the Care Inspectorate in the day care of children. Reporting is of inspections reported since the Executive Sub-Committee of Learning & Families Committee on 20 March 2023

Resolved:

The contents of the report 23/141, be noted.

PERTH AND KINROSS COUNCIL

EXECUTIVE SUB-COMMITTEE OF LEARNING & FAMILIES COMMITTEE

28 AUGUST 2023

STANDARDS AND QUALITY IN SCHOOLS, LEARNING COMMUNITIES AND PRE-SCHOOL CENTRES/DAY CARE OF CHILDREN

**Report by Executive Director (Education and Children's Services)
(Report No. 23/231)**

1. PURPOSE

- 1.1 This report sets out the key findings following inspections of schools and nurseries by Education Scotland/HMIE and of early learning and childcare (ELC) settings undertaken by the Care Inspectorate in the day care of children. Reporting is of inspections reported since the Executive Sub-Committee of Learning & Families Committee on 15 May 2023.

2. RECOMMENDATION

- 2.1 It is recommended that the Committee:
- Considers and comments as appropriate on the contents of the report.

3. STRUCTURE OF REPORT

- 3.1 This report is structured over the following sections:

- Section 4: Background
- Section 5: Recently Published Reports
- Section 6: Performance Summary
- Section 7: Conclusion
- Appendices

4. BACKGROUND

4.1 Education Scotland/His Majesty's Inspectorate of Education (HMIE) Inspections

- 4.1.1 Education Scotland's programme of routine inspections was paused in March 2020 in response to COVID-19. Inspections resumed in September 2022 across all local authorities, selecting early years settings and schools for inspection on a proportionate basis as previously, using a sampling approach. As required for the National Improvement Framework, HMIE will report on and provide grades for the following Quality Indicators (QIs) as part of full model inspections:

- QI 1.3 – leadership of change;
- QI 2.3 – learning, teaching and assessment;
- QI 3.1 – ensuring wellbeing, equality and inclusion; and
- QI 3.2 – raising attainment and achievement.

Short model inspections focus on QIs 2.3 and 3.2.

4.2 ELC Inspections

4.2.1 ELC settings are subject to inspections from the Care Inspectorate and Education Scotland and can experience joint inspections where both scrutiny bodies evaluate the quality of the provision.

4.2.2 An updated [quality framework](#) for day care of children, childminding and school aged childcare was published by the Care Inspectorate in July 2021 and was used in test inspections, without published grades, before full implementation. This framework is now in place for inspections carried out since 1 June 2022.

4.2.3 The framework is framed around four key questions. Each of these include a number of QIs for actual inspection which are:

- How good is our care, play and learning?
- How good is our setting?
- How good is our leadership?
- How good is our staff team?

The final key question is: What is our overall capacity for improvement? This requires a global judgement based on evidence and evaluations from all of the other key areas but is not evaluated specifically.

4.2.4 Each QI is graded on a 6-point scale in which 1 = unsatisfactory, 2 = weak, 3 = adequate, 4 = good, 5 = very good and 6 = excellent, and the overall key question evaluation is based on the lowest QI rating if more than one is completed. Following the publication of *Funding Follows the Child* and the *National Standard for Early Learning and Childcare Providers: Principles and Practice*, all ELC settings must gain evaluations of good or better to be able to provide funded ELC in partnership with the local authority.

4.2.5 Recommendations and requirements may follow an inspection.

- **Recommendations:** statements that set out actions the care service provider should take to improve or develop the quality of the service; and
- **Requirements:** statements which set out what is required of the care service provider to comply with relevant legislation.

- 4.2.6 Care service providers must submit an action plan to the Care Inspectorate addressing any requirements and recommendations identified. Progress against the action plan is monitored by the Care Inspectorate through annual return and self-assessment forms submitted by the care service provider, and through subsequent inspection.

5. RECENTLY PUBLISHED REPORTS

5.1 Education Scotland/HMIE Inspections

- 5.1.1 Since the Executive Sub-Committee of Learning & Families Committee on 15 May 2023, the following reports have been published by Education Scotland¹:

- **Ratray Primary School**

Ratray Primary School and Nursery was inspected in February 2023 by Education Scotland. This was a full model inspection, and the evaluations against the QIs are shown in Appendix 1. At the time of the 2023 pupil census, the school had 229 primary school children and 45 nursery children enrolled. The primary school had a staffing complement of 13.65 full time equivalent (FTE) teachers. The detailed [Summarised inspection findings for Ratray Primary School](#) is available online.

- **Invergowrie Primary School and Nursery**

Invergowrie Primary School and Nursery was inspected in March 2023 by Education Scotland. This was a full model inspection, and the evaluations against the QIs are shown in Appendix 2. At the time of the 2023 pupil census, the school had 168 primary school children and 25 nursery children enrolled. The primary school had a staffing complement of 10.2 FTE teachers. The detailed [Summarised inspection findings for Invergowrie Primary School](#) is available online.

- **Auchtergaven Primary School and Nursery**

Auchtergaven Primary School and Nursery was inspected in April 2023 by Education Scotland. This was a full model inspection, and the evaluations against the QIs are shown in Appendix 3. At the time of the 2023 pupil census, the school had 124 primary school children and 14 nursery children enrolled. The primary school had a staffing complement of 7.82 FTE teachers. The detailed [Summarised inspection findings for Auchtergaven Primary School](#) is available online.

- **Pitlochry High School**

Pitlochry High School was inspected in April 2023 by Education Scotland. This was a full model inspection, and the evaluations against the QIs are shown in Appendix 4. At the time of the 2023 pupil census, the school had 192 primary school children and 116 secondary pupils enrolled. The school had a staffing complement of 28.8 FTE teachers. Gradings were given for the entire school and not separately for primary and secondary.

¹ As at 26 Jun 2023

The detailed [Summarised Inspection findings for Pitlochry High School](#) is available online.

The Pitlochry High School Nursery class was not inspected during this visit, as it had been inspected by Care Inspectorate in November 2022 and included in the Executive Sub-Committee of Learning & Families Committee on 20 March 2023.

5.2 Care Inspectorate Inspections - Day Care of Children

- 5.2.1 A total of 13 inspections have been undertaken and published² by the Care Inspectorate since the Executive Sub-Committee of Learning & Families Committee on 15 May 2023.
- 5.2.2 Of these reports, three required to be reported as an exception (where any grading has been awarded an evaluation of unsatisfactory, weak, or excellent). Goodlyburn and City of Perth Early Childhood Centre was inspected in March 2023 and awarded one weak quality grading for 'How good is our setting evaluation'. A follow up inspection will be carried out during 2023. Changes to the toilet facilities have been actioned by Property Services and there have been additional changes to ensure the environment is meeting standards. The inspection report is included as Appendix 5.
- ABC Day Nursery, a private provider in partnership with Perth and Kinross Council (PKC) was inspected in May 2023 and awarded one weak grading for 'How good is our care, play and learning' and one unsatisfactory grading for 'How good is our leadership'. A new manager has been appointed and the Early Years Quality Improvement Officer and Education Support Officer continue to work with the setting and the Care Inspectorate on addressing the action required. The inspection report is included as Appendix 6.
- 5.2.3 The inspection of Inchtute Primary School Nursery in March 2023 is notable for receiving an excellent grading for the area of 'How good is our Leadership'. The inspection report is included as Appendix 7.
- 5.2.4 For the 13 published inspections, of the 52 indicators inspected; 1 received an 'unsatisfactory' grading, 2 received 'weak', 3 received 'adequate', 20 received 'good', 25 received 'very good' and 1 received 'excellent'.

5.3 Care Inspectorate Inspections - Childminding Services

- 5.3.1 From academic year 2019/20, childminders commenced providing funded hours within the ELC expansion plan for 1140 hours. All registered childminders are inspected by the Care Inspectorate using the updated [quality framework](#). One childminder inspection has been undertaken and published² by the Care Inspectorate since the Executive Sub-Committee of Learning & Families Committee on 15 May 2023.

² As at 26 June 2023

- 5.3.2 Inspections of those childminders that have funded places in partnership with PKC will be included in this report by exception, as for other childcare settings. No inspections require reporting in this way to date.

Performance/benchmarking information will be developed as numbers of these increase. For the 1 published inspection, all 4 indicators inspected received a 'very good' grading evaluation.

6. PERFORMANCE SUMMARY

6.1 Inspections: Education Scotland/HMIE

- 6.1.1 This section provides a summary of the performance of ELC settings and schools since August 2018 in inspections undertaken by Education Scotland.
- 6.1.2 14 ELC providers and 19 primary schools have been inspected in the last five years since the beginning of academic session 2018/19. There have been 3 secondary school inspections carried out in the same period.
- 6.1.3 Table 1 below gives a summary of the evaluations for each QI for all ELC, primary and secondary school inspections.

Table 1: Number of QI Evaluations – 2018/19 to date.

Note: Short model inspections focus on QIs 2.3 and 3.2.

ELC					
QI Grading	1.3 Leadership of change	2.3 Learning, teaching & assessment	3.2 Securing children's progress	3.1 Ensuring wellbeing, equality & inclusion	All QIs
Excellent	-	-	-	-	-
Very Good	2	3	4	3	12
Good	5	5	5	6	21
Satisfactory	2	5	2	-	9
Weak	-	1	3	-	-
Unsatisfactory	-	-	-	-	-
Total	9	14	14	9	46

Primary Schools					
QI Grading	1.3 Leadership of change	2.3 Learning, teaching & assessment	3.2 Raising attainment & achievement	3.1 Ensuring wellbeing, equality & inclusion	All QIs
Excellent	-	-	-	-	-
Very Good	5	3	4	4	16
Good	3	9	9	7	28
Satisfactory	3	6	4	-	13
Weak	-	1	2	-	3
Unsatisfactory	-	-	-	-	-
Total	11	19	19	11	60

Secondary Schools					
QI Grading	1.3 Leadership of change	2.3 Learning, teaching & assessment	3.2 Raising attainment & achievement	3.1 Ensuring wellbeing, equality & inclusion	All QIs
Excellent	-	-	-	-	-
Very Good	-	-	-	-	-
Good	-	-	1	1	2
Satisfactory	2	3	1	1	7
Weak	-	-	1	-	1
Unsatisfactory	-	-	-	-	-
Total	2	3	3	2	10

- 6.1.4 In Perth and Kinross, there is an expectation that ELC provision and schools meet “good” evaluations in all QIs. This is higher than the national “satisfactory” expectation. Therefore, where a school or ELC setting receives less than a “good” evaluation, the Quality Improvement Officer for the school/setting works with the Headteacher/Manager to develop an action plan which will secure improvement in the areas of identified need.
- 6.1.5 Benchmarking data for ELC and primary school inspections up to June 2023, using national and comparator authority information, is shown in Appendix 8. There is not currently sufficient data available on secondary school inspections to allow for useful benchmarking.
- 6.1.6 For all ELC QIs evaluated from 2018/19 to date, 72% were graded as Good or better. This compares with 58% for our comparator authorities and 60% nationally.
- 6.1.7 For all primary school QIs evaluated from 2018/19 to date, 73% were graded as Good or better. This compares with 58% for our comparator authorities and 64% nationally.

6.2 Inspections: Day Care of Children

- 6.2.1 This section provides a summary of the performance of ELC settings in inspections carried out by the Care Inspectorate. A total of 34 day care services across Perth and Kinross have been inspected by the Care Inspectorate since the beginning of the financial year 2022/23.
- 6.2.2 Table 2 below gives a summary of the evaluations for each Key Question. A summary list of inspections as well as benchmarking over a longer time period (since financial year 2022/23) against national and comparator data can be found in Appendix 9. This also includes an analysis of overall evaluation statistics to give the current position of inspections.

Table 2: Number of Day Care of Children Evaluations Received in PKC From 2022/23 to date.

QI Grading	How good is our care, play and learning	How good is our setting	How good is our staff team	How good is our leadership	All QIs
Excellent	0	0	1	0	1
Very Good	15	20	10	22	67
Good	14	10	19	7	50
Satisfactory	4	3	2	5	14
Weak	1	1	1	0	3
Unsatisfactory	0	0	1	0	1
Total	34	34	34	34	136

7. CONCLUSION

- 7.1 Inspection reports provide further information on the standards and quality in PKC schools, nurseries and funded partners providing ELC. This report sets out the outcomes of Education Scotland and Care Inspectorate reports of schools and ELC settings inspected and published since 15 May 2023. The overall performance of schools and ELC settings in inspections is strong, and where necessary, action plans put in place provide evidence of continuous improvement.

Author

Name	Designation	Contact Details
Sharon Johnston	Head of Education and Learning	ECSCCommittee@pkc.gov.uk 01738 475000

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	18 August 2023

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ANNEX

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes/None
Community Plan/Single Outcome Agreement	None
Corporate Plan	None
Resource Implications	
Financial	None
Workforce	None
Asset Management (land, property, IST)	None
Assessments	
Equality Impact Assessment	None
Strategic Environmental Assessment	None
Sustainability (community, economic, environmental)	None
Legal and Governance	None
Risk	None
Consultation	
Internal	None
External	None
Communication	
Communications Plan	None

1. Strategic Implications

Community Plan/Single Outcome Agreement

- 1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (i)

Corporate Plan

- 1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (i)

- 1.3 The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority area:

- Best Start

2. Resource Implications

Financial

- 2.1 N/A

Workforce

- 2.2 N/A

Asset Management (land, property, IT)

- 2.3 N/A

3. Assessments

Equality Impact Assessment

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

- (i) Assessed as **not relevant** for the purposes of EqIA.

Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals. The proposals have been considered under the Act; however, no action is required as the Act does not apply to the matters presented in this report. This is because the Committee are requested to note the contents of the report only and the Committee are not being requested to approve, adopt or agree to an action or to set the framework for future decisions.

Sustainability

- 3.3 Under the provisions of the Local Government in Scotland Act 2003, the Council has to discharge its duties in a way which contributes to the achievement of sustainable development. Under the Climate Change (Scotland) Act 2009 the Council also has a duty relating to climate change and, in exercising its functions must act:

- In the way best calculated to delivery of the Act's emissions reduction targets.
- In the way best calculated to deliver any statutory adaption programmes.
- In a way that it considers most sustainable.

3.3.1 N/A

Legal and Governance

3.4 N/A

3.5 N/A

Risk

3.6 N/A

4. Consultation

Internal

4.1 Service Managers within Education and Children's Services have been consulted in the preparation of this report.

External

4.2 N/A

5. Communication

5.1 N/A

2. BACKGROUND PAPERS

6.1 No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report.

3. APPENDICES

- 3.1 Appendix 1 - Rattray Primary School
 Appendix 2 - Invergowrie Primary School
 Appendix 3 - Auchtergaven Primary School and Nursery Class
 Appendix 4 - Pitlochry High School
 Appendix 5 - Goodlyburn and City of Perth Early Childhood Centre Inspection Report
 Appendix 6 - ABC Day Nursery Inspection Report
 Appendix 7 - Inchtute Primary School Nursery Inspection Report
 Appendix 8 - Summary of Education Scotland Inspections
 Appendix 9 - Summary of Care Inspectorate Day Care of Children Inspections

25 April 2023

Dear Parent/Carer

In February 2023, a team of inspectors from Education Scotland visited Rattray Primary School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff. Rattray Primary School nursery class was inspected by Care Inspectorate within the past 18 months. Therefore, we have agreed with the local authority and school that the nursery class is not part of this inspection.

The inspection team found the following strengths in the school's work.

- The very well-respected headteacher who is providing strong and supportive leadership to staff and the school community. She is creating a strong culture for school improvement which is effective and sensitively led.
- The highly committed staff team that demonstrates leadership, works well together and has a strong understanding of the needs of the school community.
- The quality of learning and teaching that has a positive impact on children's attainment. Staff provide opportunities for children to achieve, succeed and celebrate success. Staff create an inclusive school that values the contribution of children.
- Children who succeed in making the school a place where their rights are respected. Children work well together and participate in school life to create positive changes across the school.
- A school that meets the needs of young carers very well. This is developing a positive school environment for young carers to learn, succeed and feel supported. This is improving outcomes for children and families.

The following areas for improvement were identified and discussed with the headteacher and a representative from Perth and Kinross Council.

- Continue to develop approaches to assessment. This will support all staff to know how well children are progressing with their learning.
- Continue to focus on improving attainment for children, including those areas of literacy and stages of the school affected by the COVID-19 pandemic.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Rattray Primary School

Quality indicators	Evaluation
Leadership of change	very good
Learning, teaching and assessment	good
Ensuring wellbeing, equality and inclusion	good
Raising attainment and achievement	good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

[Reports page](#) | [Inspection reports](#) | [Education Scotland](#)

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Perth and Kinross Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

David M^cKellar
HM Inspector

23 May 2023

Dear Parent/Carer

In March 2023, a team of inspectors from Education Scotland visited Invergowrie Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The headteacher is well-respected and valued across the school and nursery community. She has made a very positive start to leading the school with a focus on how the school can improve. As a result, the staff team and community are invested in improving the work of the school.
- Practitioners in the nursery work well together to improve how they support children. They undertake research and share with each other effective approaches that have a positive impact on outcomes for children.
- Practitioners in the nursery work well to create stimulating surroundings in which children learn. They provide children with learning activities that challenge them and help them learn through play. As a result, children make very good progress with their learning and development.
- Children in the school are polite, friendly and enthusiastic to learn. They are proud of their achievements and engage well with their learning. This is leading to children maintaining good levels of attainment.
- Staff across the school and nursery provide a caring and nurturing environment for children to learn in. They ensure the values of ready, respectful, and safe are embedded within the life of the school. As a result, relationships across the school community are positive. This is supporting children to improve their wellbeing.

The following areas for improvement were identified and discussed with the headteacher and a representative from Perth and Kinross Council.

- Senior leaders should continue to improve their approaches to identifying how well the school and nursery are improving. This will help them check that changes made improve outcomes for all children.
- Teachers should develop further their use of assessment to inform planning and provide increased levels of challenge with learning. This should support all children make appropriate progress with their learning.
- Staff should ensure that all children have opportunities to increase their participation in activities and the work of the school. This will increase children's opportunities to develop further their skills for learning, life and work.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Invergowrie Primary School and Nursery Class

Quality indicators for the primary stages	Evaluation
Leadership of change	satisfactory
Learning, teaching and assessment	satisfactory
Ensuring wellbeing, equality and inclusion	good
Raising attainment and achievement	good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Leadership of change	very good
Learning, teaching and assessment	very good
Ensuring wellbeing, equality and inclusion	very good
Securing children's progress	very good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:
[Reports page | Inspection reports | Education Scotland](#)

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Perth and Kinross Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

David M^cKellar
HM Inspector

20 June 2023

Dear Parent/Carer

In April 2023, a team of inspectors from Education Scotland visited Auchtergaven Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- Across the school and nursery children are friendly and enthusiastic and proud of their achievements. They benefit from the very positive relationships and the caring approach of all staff.
- The whole school community collaborate very well to foster a love of reading. Staff, children and families enjoy sharing books and participating in reading challenges. Children play an important role in leading this area of school improvement.
- Staff, at the early level, provide high-quality play experiences that encourage children to explore, discover and be creative. This is supporting children to make good progress in their learning.

The following areas for improvement were identified and discussed with the headteacher and a representative from Perth and Kinross Council.

- Senior leaders and staff should develop consistently high-quality approaches to learning and teaching. This should include increased opportunities for children to lead their own learning.
- Staff should improve how they demonstrate children's progress in their learning. It will be helpful to have clearer measurable targets to check that approaches and interventions are leading to improvements for children who require additional support.
- Senior leaders should support staff to continue to develop a shared understanding of achievement of a level across curriculum for excellence. Staff should continue to raise attainment across the curriculum, with a particular focus on talking and listening, writing and numeracy.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#) Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Auchtergaven Primary School

Quality indicators for the primary school	Evaluation
Learning, teaching and assessment	satisfactory
Raising attainment and achievement	satisfactory
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	satisfactory
Securing children's progress	satisfactory
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Reports page | Inspection reports | Education Scotland](#)

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Perth and Kinross Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Gillian Whitford
HM Inspector

27 June 2023

Dear Parent/Carer

In April 2023, a team of inspectors from Education Scotland visited Pitlochry High School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The calm, positive and inclusive environment for learning. This is supported by senior leaders and all staff who provide a warm and caring ethos, shown clearly in the interactions between all members of the school community.
- Children and young people are polite and respectful. They enjoy being at the school and are attaining and achieving well.
- All staff's ongoing commitment to monitoring and evaluating the work of the school. This is improving learners' experiences across the school.
- The work of the whole school community to ensure children and young people are knowledgeable about their rights, and the rights of others.

The following areas for improvement were identified and discussed with the headteacher and a representative from Perth and Kinross Council.

- Continue with plans to involve the whole school community in refreshing the vision, values and aims at Pitlochry High School.
- Senior leaders should continue to develop approaches to improvement planning. They should continue to work with all staff to develop a shared understanding of how they show the impact of their work in improving experiences for children and young people.
- Staff should continue to improve the consistency of high-quality learning and teaching across the school. They should ensure appropriate tasks and activities are set at the right level of difficulty.
- Staff should increase the pace of improvements in curriculum development. As part of this work, staff should ensure all children and young people can make continued progress in all areas of the curriculum.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Pitlochry High School

Quality indicators	Evaluation
Leadership of change	satisfactory
Learning, teaching and assessment	satisfactory
Ensuring wellbeing, equality and inclusion	good
Raising attainment and achievement	good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Details | Find an inspection report | Find an inspection report | Inspection and Review | Education Scotland](#)

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Perth and Kinross Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Stuart Cathro
HM Inspector



Goodlyburn and City of Perth Early Childhood Centre

Day Care of Children

Goodlyburn Primary School
Crieff Road
Perth
PH1 2NT

Telephone: 01738 454 230

Type of inspection:
Unannounced

Completed on:
6 March 2023

Service provided by:
Perth & Kinross Council

Service provider number:
SP2003003370

Service no:
CS2003017333



About the service

Goodlyburn and City of Perth Early Childhood Centre is a day care of children service located within Goodlyburn Primary School. It is situated close to parks and shops and is accessible by public transport. The service is registered to provide care to a maximum of 97 children aged two years to not yet attending primary school.

The nursery setting comprises of four playrooms, toilet and nappy changing facilities and a cloakroom. One playroom offers direct access to the nursery garden. Children access a large, secure outdoor play area and woodland through the main nursery entrance.

About the inspection

This was an unannounced inspection which took place on 2 March 2023 between 08:50 and 17:00 and on 3 March 2023 between 08:45 and 16:30. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with children using the service
- gathered feedback from eight families
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

Key messages

- A strong leader and committed staff team demonstrated motivation and passion to provide high quality experiences for children and their families.
- Children experienced nurture, compassion and care from staff which supported them to feel safe, secure, and loved.
- Children were supported to achieve and develop through skilful staff interactions.
- Families had genuine involvement in supporting, developing, and improving the service.
- Poor toilet facilities posed risk to children's safety and wellbeing.
- Staff worked well together as a team. However, children would benefit from additional staff to enable them to ensure high quality experiences are consistent.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	5 - Very Good
How good is our setting?	2 - Weak
How good is our leadership?	4 - Good
How good is our staff team?	3 - Adequate

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

1.1 Nurturing care and support

Children experienced warm, caring and nurturing interactions which supported them to feel safe, happy and relaxed. Staff understood the importance and value of positive attachments and as a result had built strong relationships with children and families to meet their holistic and wellbeing needs. Children were cared for and nurtured throughout their daily experiences by staff who were compassionate, respectful, and attuned to their individual needs. For example, where possible, children were encouraged to be independent during nappy changing and were supported in a respectful, calm and sensitive manner. This experience was relaxed and fun as staff sang with the children.

Children experienced relaxed and sociable mealtimes which offered opportunities for them to develop their independence. Where children needed support, this was offered in an encouraging and respectful way, enabling them to experience mealtimes at a pace which was right for them. Staff sat with children, chatted, and played games such as "I spy..." which created a positive social experience and encouraged children's language development. Children would benefit from staff eating with them to promote and role model good eating habits.

A key strength of the setting was the proactive and positive relationships developed with families and other professionals to ensure each child's needs were met. Genuine partnership working enabled children to be effectively supported using strategies tailored to their individual needs including using Makaton, and visual supports. Staff were very knowledgeable about each child and supported them to regulate their emotions, problem solve challenges with their peers and engage in experiences which were relevant to their individual needs and interests. There were some missed opportunities to support children due to challenges around staff deployment (see key question four).

Children's medical needs were understood by staff and where appropriate, children were supported to recognise when medication was needed, increasing their confidence and independence in managing their medical condition. Medication was audited to ensure it was in date and still required, however it was unclear if medication permissions were reviewed as part of the audit. Some permission forms lacked detail and we suggested this is reviewed and updated to enhance the safety of the management of medication.

1.3 Play and learning

Children had fun as they experienced a range of high quality planned and spontaneous play opportunities which supported their development in language, literacy, and numeracy. Opportunities for learning were naturally woven into children's daily experiences, for example, children developed their understanding of concepts such as size during snack. Planned learning opportunities were effective in offering children challenge and supported them to extend their thinking. For example, some children participated in a small group experience exploring children's rights through interesting and stimulating activities. This experience promoted rich discussion which supported children to learn about their right to make friends, problem solve and develop their emotional resilience.

Play and learning was tailored to meet children's individual needs. Staff were skilled in supporting children through highly effective use of language, questioning, pace, and communication strategies to enable children to have appropriate time to think and respond. Children often participated in voting to make collective decisions. For example, children voted on books to read then created graphs. This demonstrated how staff listened to children's voice and extended their learning. Children had opportunities to develop through schematic play experiences. Staff knowledge about children's development enabled them to offer opportunities which were relevant to their needs and interests. For example, children's sensory needs were fulfilled by the meaningful use of resources such as rockers.

Planning approaches were child centred and responsive to children's interests. Children's comments, drawings, photos, and ideas were captured within floorbooks which demonstrated their involvement in the planning process. There were inconsistencies in the quality of floorbooks, the majority captured examples of children's learning, however, one floorbook we looked at did not. Children's learning across the curriculum could be further developed in floorbooks to demonstrate their progression and breadth of learning.

Children were central to the recording of their observations which were individualised and personal to them. As a result, they were progressing well, happy, and confident. Next steps were developed in partnership with families and recorded in a format accessible to children. Staff were very knowledgeable about each child's stage of development and confidently used this knowledge to support high quality play and learning experiences enabling children to achieve.

Partnership working with families had been well established. Staff recognised the importance of engaging with children and their families at the earliest possible stage and built positive, nurturing relationships. Ongoing opportunities such as 'book bug', and 'eat well, play well' sessions provided meaningful experiences for families to engage in. This contributed to supporting the holistic needs of each child and their family to improve their wellbeing.

How good is our setting?

2 - Weak

We made an evaluation of weak for this key question. Whilst we identified some strengths, these were compromised by significant weaknesses.

2.2 Children experience high quality facilities

Children experienced spaces indoors which were comfortable, homely, and well ventilated. Effective use of natural and soft lighting created a relaxing environment. Some areas of the nursery would benefit from being upgraded or refreshed. For example, a kitchen in one playroom had been partially upgraded however, the existing area required to be refreshed and upgraded. The facilities did not consistently give a strong message that children matter.

Children had fun and were able to make independent choices about their play indoors. Resources were easily accessible and developmentally appropriate. For example, children were able to independently make playdough using a recipe. One playroom lacked resources to promote children's development in language, literacy, and numeracy. For example, limited resources in the home corner meant that children did not engage in this area.

Children were involved in keeping themselves safe using the SIMOA campaign. They were involved in activities such as counting the number of children before going outside. This supported children to develop skills to understand and manage risks.

Children were engaged and challenged outdoors. The outdoor environment provided exciting opportunities for risky, active, and energetic play. Children were curious and creative with loose parts and had fun sliding down a ladder in tubs, riding bikes down a hill and climbing trees. Children had opportunities to explore a natural environment and participated in den building and exploration in the woods. These experiences increased children's confidence in managing risks. Opportunities for free flow play were limited due to the challenging layout of the building. Staff recognised the benefits of outdoor play; however, children were not always able to access the garden. At times, this impacted negatively on children's experience indoors with the environment becoming noisy and overstimulating.

Significant concerns were identified around the toilets. Whilst these concerns had been identified by the service, they had not yet been actioned by the provider. Some children accessed toilets shared by the primary school children which meant they did not get appropriate support. Staff told us they were unable to accompany children and that there were not appropriate aids such as steps to enable children to easily access the toilet and sink. This did not promote children's independence and dignity. The toilets were not well maintained, for example, one toilet had a broken toilet seat, and some areas of the floor were unable to be effectively cleaned. This put children at risk and had the potential to cause a spread of infection (**see requirement 1 and 2**). We saw younger children had to wait in the corridor to access the nappy changing facilities. This meant that children did not experience a smooth transition to support their care. At the time of writing this report, an action plan had been developed to carry out remedial work on the toilets.

Requirements

1. By 17 April 2023, the provider must ensure children experience toilet facilities which support their health, safety and welfare needs. To do this, the provider must, at a minimum ensure:

- a) toilet facilities are clean, hygienic, and well maintained
- b) children can easily access the facilities, including the sinks, toilets, toilet tissue, soap, and paper towels
- c) children are effectively supported and supervised by staff to ensure they are safe and their personal care needs are met.

This is to comply with Regulation 4(d) and Regulation 10 of the Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.22).

2. By 16 August 2023, the provider must ensure that there are sufficient nappy changing and toilet facilities to meet children's personal care needs. To do this, the provider must, at a minimum ensure:

- a) children requiring personal care are supported in a timely manner
- b) toilet facilities are not shared with school aged children to minimise the potential spread of infection.

This is to comply with Regulation 4(d) and Regulation 10 of the Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.22).

How good is our leadership?**4 – Good**

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

3.1 Quality assurance and improvement are led well

Significant changes had taken place, merging two services. The centre leader and staff team had a clear vision about the development of the service and were committed, motivated and passionate to achieve this. They created a positive ethos where children and families were respected, listened to, and valued. Children, families, and staff were working together to review the vision, values and aims of the setting. Strong leadership from the centre leader supported staff to have high aspirations and confidence in their capacity to support children and families to reach their full potential.

Children and families were key partners in the service and their involvement and contribution was highly valued. One family told us about how they felt they belonged as part of a community. They had informal opportunities to build relationships with staff through events such as 'coffee catch up'. Children and families were involved in the recruitment of new staff which enabled them to be included in actively improving and influencing the development of the service in a spirit of genuine partnership. Families told us they were well supported by the staff team with the merging of the two services. However, due to time constraints no consultation was carried out with families by the provider to enable their views, opinions and suggestions to be shared, listened to and acted on. This was a missed opportunity in truly involving and including families during a key development of the service.

Effective improvement planning supported the development of key areas of practice. This was demonstrated in practice through, for example, planned learning experiences to increase children's numeracy skills and the implementation of self-regulation strategies to support children's emotional wellbeing. A range of monitoring was carried out to evaluate staff practice. However, improvements identified were not fully followed up. Areas of concern around the environment which were identified by staff and management had not been formally monitored through self-evaluation and audits, for example, transitions to outside. We suggested that formally monitoring these aspects would provide robust evidence to understand the impact on children's experience and help to identify changes to support improvement.

How good is our staff team?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

4.3 Staff deployment

Children and families experienced a warm welcome as staff greeted them on arrival at nursery. Positive relationships with children and families supported effective and detailed handovers. This meant that important information was shared and supported positive transitions between home and nursery.

Staff communicated well and worked together as a team. They provided effective support and mentored each other in a respectful, supportive and constructive manner.

Staff breaks were well planned around children's needs, for example, key staff supported children during mealtimes providing children with familiarity and consistency. Staff skills were carefully considered and planned for across the rooms to meet children's needs. For example, staff with specific outdoor training were spread across the setting to ensure all children regularly experienced woodland adventures and outdoor learning.

Absences were well managed, as children were familiar with supply staff and had formed positive, nurturing relationships. This supported the continuity of children's care. Families told us that they were informed and introduced to new staff in the setting. This supported families and staff to build positive connections.

Children's needs were not consistently met throughout the day. At times, there were not enough staff to ensure children received the right support, this included staff not having sufficient time to use individual children's strategies of support. The provider had allocated additional staffing which meant that the service was operating above the minimum staffing ratios. However, due to staff absences and the configuration of the environment, we observed that staff were unable to consistently meet the needs of all children. For example, after lunch in one room, children were unable to go outside as there was not enough staff to safely supervise children both indoors and out. This resulted in some children becoming disengaged. Staff tried hard to ensure all children's needs were met, however, despite their best efforts, at times they were unable to provide this (**see requirement 1**). At the time of writing this report, the provider advised that additional staff hours had been allocated to the service. The impact of this will be assessed at the next inspection.

Requirements

1. By 1 May 2023, the provider must ensure there are sufficient staff to meet all children's needs throughout the day and provide them with consistently high quality experiences.

This is to comply with Regulation 15(a) of the Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'My needs are met by the right number of people' (HSCS 3.15).

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	2 - Weak
2.2 Children experience high quality facilities	2 - Weak
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	3 - Adequate
4.3 Staff deployment	3 - Adequate

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ABC Day Nursery Day Care of Children

12 Rose Terrace
Perth
PH1 5HA

Telephone: 01738 623 291

Type of inspection:
Unannounced

Completed on:
12 May 2023

Service provided by:
ABC Children's Services Limited

Service provider number:
SP2010011116

Service no:
CS2003010080



About the service

ABC Day Nursery is a day care of children service registered to provide a care service to a maximum of 70 children at any one time.

The service is provided from a terraced two storey Victorian building in the city centre of Perth. The upper floor consists of three playrooms; two play rooms for babies (0-2 years) and one play room for younger children (2-3 years), toilet and nappy changing facilities, and a kitchen. The lower floor has two playrooms for older children (3-5 years), toilets, and an office space. Direct access to the nursery garden to the rear of the property is available from a playroom on the lower floor. The building overlooks a large green space and is close to shops and parks.

About the inspection

This was an unannounced inspection which took place on 9 May 2023 between 09:00 and 16:15 and 10 May 2023 between 09:15 and 15:00. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with children using the service
- spoke with two families
- received questionnaire feedback from 12 families
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

Key messages

- Most children experienced interactions which were kind, caring and nurturing. However, some children's cues were not always recognised or responded to which meant their emotional needs were not always met.
- Children were put at risk as child protection and wellbeing concerns were not acted on appropriately.
- Children's safety, wellbeing and welfare was at risk due to ineffective management of medication, poor knowledge of choking prevention and a lack of awareness of children's individual needs.
- Older children and babies experienced positive play and learning opportunities which supported them to develop. However, younger children did not experience an environment which was challenging, stimulating, or exciting. They lacked choice in their play and were not empowered to be leaders of their own learning.
- Children were put at risk as quality assurance processes were ineffective.
- Most staff worked well together as a team. However, some staff were task focused and this impacted negatively on children's experiences.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	2 - Weak
How good is our setting?	3 - Adequate
How good is our leadership?	1 - Unsatisfactory
How good is our staff team?	3 - Adequate

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

2 - Weak

We made an evaluation of weak for this key question. Whilst we identified some strengths, these were compromised by significant weaknesses.

Quality Indicator 1.1 - Nurturing care and support

Children experienced inconsistent interactions across the nursery. Most children experienced interactions which were kind, caring and nurturing. However, some staff did not always listen to children and acknowledge and respond to their needs or cues. For example, at times, some younger children were crying and did not receive the comfort and reassurance they needed. As a result, children's emotional needs were not always met. Babies experienced warm, comforting, and sensitive interactions which supported them to feel safe and secure. Older children were supported by staff who were particularly attentive to their needs and interests. They consistently got down to children's level when speaking with them and offered them support in a respectful way.

Ineffective use of personal planning resulted in children not always receiving the right care. Where information was recorded in personal plans, often, this was no longer current and did not include strategies of support. As a result, some children did not get the support they needed as staff were unclear on strategies to support children to regulate their emotions. Some children did not have a personal plan in place which put them at risk as staff did not have basic information to meet their health, safety, and welfare needs (**see requirement 1**).

Babies experienced personal care in a sensitive and gentle manner. Positive interactions promoted children's dignity and supported them to be nurtured through daily experiences. However, attachments between younger children and staff were not always considered resulting in children experiencing personal care with staff who were less familiar to them. Staff lacked an understanding of the importance of attachments and relationships as they focused on carrying out the task rather than considering the experience for the child.

Children experienced inconsistencies in the quality of mealtimes. Most children were able to eat at a pace which was right for them. This supported children to have a relaxed and unhurried mealtime. However, younger children had to wait for lengthy periods when they were finished their lunch despite expressing that they wanted to return to play. This did not demonstrate that children were listened to and respected. Some children were encouraged to be independent, for example, pouring their own drinks and serving food which supported them to be responsible. However, this was not consistent for all children. Some staff sat with children which promoted discussion and social opportunities, however, others did not. This meant that some children experienced mealtimes which did not support their development of social skills or language.

Children were at risk of harm as not all staff were knowledgeable in preparing food to minimise potential choking risks. For example, a child was given whole grapes and staff were not aware that these should be sliced. Staff were not confident in how to respond if a child was choking which put children at risk (**see requirement 2**).

Allergies were not consistently well managed. Most staff were aware of children's allergies and dietary preferences. However, on one occasion, staff were unaware of a child's allergy and the management of this, including their potential need for emergency medication. This had the potential to cause significant harm **(see requirement 3)**.

Babies and younger children experienced a peaceful and calm sleep where staff offered them comfort and warmth. However, staff did not effectively consider the sleeping arrangements to meet all younger children's needs. As a result, one child who wanted to sleep was unable to as they were told that there were no beds available. We observed that the child was later sleeping on the sofa in the playroom which compromised their safety, emotional security and wellbeing. This did not respect the child's wishes and did not promote a comfortable and safe sleep **(see area for improvement 1)**.

Children were put at risk of harm due to ineffective systems in place to record and action child protection and wellbeing concerns. Poor record keeping including significant gaps in the information recorded, meant children were not kept safe. We identified on one occasion that staff did not take appropriate action to raise concerns with the relevant agencies. As a result, children's safety and wellbeing was not protected **(see requirement 4)**.

Children were put at risk as medication was ineffectively managed **(see requirement 5)**. There was a lack of understanding and knowledge regarding the management and administration of medication. For example, a large stock of medicine was kept in the setting to be administered 'as required'. During the inspection, action had begun to be taken to address this. Medical permissions were not in place to ensure children's medical needs were safely managed. Medication was inconsistently stored and labelled, and administration records lacked detail. These serious concerns put children's health needs at risk and increased the potential for children to receive the incorrect medication or dosage.

Quality Indicator 1.3 - Play and learning

Older children experienced a balance of planned and spontaneous play opportunities in response to their interests. Children's language development was well supported using 'Word Aware'. This programme supported staff to reflect on their practice and enable them to demonstrate consistently positive interactions, for example, giving children eye contact. Opportunities to develop numeracy and mathematical concepts were woven naturally into conversations, daily routines and children's play experiences. Staff supported children to extend their learning, through open ended questions and discussion. A range of opportunities promoted children's thinking and development in numeracy and literacy. Opportunities to explore and promote curiosity were not available throughout the day as core provision. Children would benefit from being able to access these resources throughout the day to increase play opportunities and experiences.

Younger children were not empowered to make decisions about their play and learning. A significant lack of resources did not provide younger children with a fun, exciting play space. As a result, they did not experience challenge, stimulation or an environment which promoted curiosity and wonder **(see area for improvement 2)**. Children's choice was restricted due to the lack of resources available. For example, younger children only had three pens to draw with and this resulted in children having to wait lengthy periods of time to participate. As a result, children were disengaged and spent time wandering around the room.

There were very limited opportunities for younger children to develop their skills in language, literacy, and numeracy. Many of the resources throughout the younger children's playroom did not inspire children's imagination, creativity, or schematic play. Where children did show an interest in their play, these cues were not always recognised or responded to. As a result, there were missed opportunities to support and extend children's play and learning.

Babies' development was supported through schematic play and opportunities to promote and encourage communication. For example, the use of song bags promoted choice and turn taking. Staff in the baby room were responsive and planning reflected children's interests. This meant that staff were able to adapt the environment and resources to support their play experiences.

Limited messy and sensory play experiences were available for babies and younger children. This should be developed to increase opportunities for babies and young children to explore, investigate and be curious.

A lack of effective planning limited opportunities for younger children to access outdoor play and experiences in their local community. There were missed opportunities to enable younger children to access the outdoors to promote physical, active play opportunities and learn about the world around them. Older children had free flow access between the indoors and nursery garden which enabled them to choose where they played. Older children were engaged outdoors as they experienced activities which were fun and playful.

Observations were inconsistent across the nursery. Most were personal to each child, however only some captured significant learning. Staff were all familiar with children's next steps and these were agreed with families to support learning between nursery and home. However, children did not consistently experience quality play and learning experiences to support them to achieve their potential.

Requirements

1. By 7 July 2023, the provider must ensure children's care, welfare and development needs are met by developing children's personal plans and ensuring staff use this information effectively. To do this, the provider must, at a minimum, ensure:

- a) personal plans set out children's current needs and how they will be met
- b) all staff are aware of and understand the information within the personal plans, including support strategies, and use this to effectively meet each child's needs
- c) personal plans are regularly reviewed and updated in partnership with families and other agencies where appropriate.

This is to comply with Regulation 5(2)(a) and (b) (Personal plans) of the Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15) and 'My care and support meets my needs and is right for me' (HSCS 1.19).

2. By 2 June 2023, the provider must ensure that children are protected from harm. To do this, the provider must, at a minimum ensure:

- a) staff are competent, skilled and knowledgeable in relation to 'Good practice guidance: prevention and management of choking episodes in babies and children'
- b) staff apply their learning into practice.

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/210) 4(1)(a) - Requirements to make proper provision for the health and welfare of service users.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14) and 'I experience high quality care and support based on relevant evidence, guidance and best practice (HSCS 4.11).

3. By 30 May 2023, the provider must ensure that children are kept safe. To do this, the provider must, at a minimum ensure:

- a) All staff are aware of children's allergies
- b) Where necessary, children with allergies have medical protocols in place
- c) All staff are confident, competent and knowledgeable in responding to an allergic reaction, including following medical protocols

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/210) 4(1)(a) - Requirements to make proper provision for the health and welfare of service users.

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4. By 14 July 2023, the provider must ensure that children are safeguarded and protected from harm. To do this, the provider must, at a minimum ensure:

- a) staff are competent, skilled and knowledgeable in relation to local and national child protection guidance relevant to their role
- b) staff apply their learning into practice.

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/210) 4(1)(a) - Requirements to make proper provision for the health and welfare of service users.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

5. By 30 May 2023, the provider must ensure children's medical needs are safely managed. To do this, the provider must, at a minimum ensure:

- a) medical permission forms are fully completed by parents and carers prior to the administration of medication
- b) medication administered is accurately recorded
- c) staff are knowledgeable and competent in relation to the recording of medication and follow the 'Management of Medication in Day Care of Children and Childminding Services' guidance.
- d) staff apply their learning to practice.

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/210) 4(1)(a) - Requirements to make proper provision for the health and welfare of service users.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

Areas for improvement

1. To support and meet children's wellbeing needs, staff should at a minimum ensure:

- a) children's wishes and preferences about sleep and rest are respected
- b) children experience an environment which is safe and comfortable to sleep and rest
- c) they are competent, skilled and knowledgeable in relation to safer sleep guidance and apply their learning into practice

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices' (HSCS 5.21).

2. To enable all children to be cared for in an environment that meets their needs and supports them to reach their full potential, the manager and staff should as a minimum ensure play spaces offer a range of resources and materials to effectively challenge and stimulate children and reflect their current interests and curiosities.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity (HSCS 2.27).

How good is our setting?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Quality Indicator 2.2 - Children experience high quality facilities

Children experienced a setting which was clean and welcoming. The setting and equipment were safe and well maintained. Furniture was appropriate for children's stages of development, for example, small tables supported babies to hold on when moving around the room. However, the setting lacked homely touches to create a nurturing and comfortable environment.

Playrooms for babies and older children took account of children's stages of development. These playrooms had resources which supported and enabled them to make choices about their play and learning. However, the playroom for younger children was not set up to create a developmentally appropriate space. Some play spaces were uninviting due to poorly presented resources and other areas were not well resourced. This did not give children the message that they mattered and that they had a right to play. As a result, children were not interested and stimulated to play in these areas. There was a lack of cosy and quiet spaces for children to rest and relax. Children would benefit from the environment being softened and more homely.

Children were well supported to wash their hands which minimised the potential spread of infection. However, nappy changing and toilet facilities did not follow current best practice guidance. The babies' nappy changing facility was located within the sleep room and was not fully enclosed. A further nappy changing area and toilets, located opposite the kitchen, had a curtain covering the entrance rather than a door. These were serious infection prevention and control risks with the potential to cause significant harm in the event of an illness outbreak (**see requirement 1**).

Arrangements for the storage of children's personal information was not consistently followed. Most information was stored securely, however, some sensitive and confidential information was accessible to people visiting the playroom.

Requirements

1. By 1 September 2023, the provider must ensure children experience nappy and toilet facilities which support their health, safety and welfare needs. To do this, the provider must, at a minimum ensure:

- a) Nappy changing facilities for babies are fully enclosed
- b) Nappy changing and toilet facilities are enclosed with a door to the entrance of the toilets to minimise the potential spread of infection

This is to comply with Regulation 4(d) and Regulation 10 of the Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'If I require intimate personal care, there is a suitable area for this, including a sink if needed' (HSCS 5.4).

How good is our leadership?**1 - Unsatisfactory**

We were very concerned about aspects of the care being provided and we evaluated the service as delivering an unsatisfactory level of care for this key question.

Quality Indicator 3.1 - Quality assurance and improvement are led well

The vision, values and aims had recently been reviewed and refreshed with staff. However, not everyone involved in the service had been included in reviewing these to ensure they reflected their expectations and aspirations for the service.

Children and families had opportunities to share their views and most families told us they felt involved in the service. Different methods were used to gather their feedback which supported children and families to feel included. The culture of self-evaluation for improvement was at an early stage of development and had not yet resulted in improvements.

Quality assurance processes were ineffective (**see requirement 1**). Some auditing systems had been developed; however, they did not have a positive impact on improving outcomes for children. For example, auditing systems had been implemented to review personal plans and medications however, we identified significant concerns in these areas. There were also significant gaps in the areas covered by the quality assurance systems such as a lack of monitoring around staff practice to effectively support and challenge staff to raise standards. As a result, significant concerns, as noted within the inspection report, had not been identified or addressed which compromised children's safety and wellbeing.

There was no effective system in place to record, monitor or review child protection and wellbeing concerns. As a result, staff, including the management team, did not follow appropriate procedures to act on concerns to protect children from harm (**see requirement 2**).

The service had undergone a recent period of staff changes. This meant that the manager did not have sufficient time to undertake their responsibilities (**see requirement 3**). They recognised the current improvement plan was too ambitious and were working through an action plan, developed with support from the local authority. Some issues identified within the inspection report had been raised by the local authority three months previously, however, no action had been taken to address these. Progress lacked urgency and as a result, positive change had been too slow to make improvements to children's experiences and to protect them from harm. The manager has agreed to take up the offer for the Care Inspectorate to provide improvement support and intends to keep the Care Inspectorate up to date with the progress.

Requirements

1. By 1 September 2023, the provider must ensure improved outcomes for children by implementing effective and robust quality assurance processes. To do this the provider must, at a minimum, ensure:

- a) regular, effective, and focused monitoring is carried out across the setting
- b) robust audits are developed and implemented, and any actions are addressed promptly
- c) clear and effective plans are developed to maintain and improve the service
- d) the management team effectively monitors the work of each member of staff and the service as a whole

This is to comply with Regulation 3 Principles and Regulation 15 (a) and (b) Staffing of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

2. By 30 May 2023, the provider must ensure that children are safe and protected and their wellbeing needs are met. To do this, the provider must, at a minimum ensure:

- a) a full audit of child protection and wellbeing concerns in the service is undertaken
- b) findings of the audit are assessed
- c) appropriate action is taken as a result of the audit
- d) the Care Inspectorate is provided with a summary of the audit including the findings and assessment including any action taken.

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/210) 4(1)(a) - Requirements to make proper provision for the health and welfare of service users.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

3. By 1 September 2023, to support the effective running of the service, the provider must ensure that the manager has sufficient time to effectively manage and lead the service.

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/210) 4(1)(a) - Requirements to make proper provision for the health and welfare of service users.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which states that: 'I use a service and organisation that are well led and managed' (HSCS, 4.23).

How good is our staff team? 3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Quality Indicator 4.3 - Staff deployment

Most staff worked well together as a team. However, this was inconsistent across the nursery. Some staff in the younger children's playroom were task focused and did not always communicate well with other staff. This meant that at times, there were not enough staff in the playroom, to provide support and effectively supervise children. As a result, children's emotional needs were not always met promptly, and on one occasion, a child had an accident which was unobserved (**see requirement 1**).

Staff breaks were well managed across the day to ensure children's routines were not interrupted. For example, staff had their breaks after the children's lunch to provide continuity to the children during this time. Where staff absences occurred, the manager supported staff within the playrooms which provided children with familiarity and consistency of care.

Families told us they felt well informed about staff changes. Families went into the setting during drop off and pick up which helped them to get to know the staff caring for their child. Effective communication during handovers between staff and families supported them to experience positive transitions.

Requirements

1. By 23 June 2023, the provider must ensure that children are effectively supported by staff who have the right skills and qualities. They must, as a minimum:

- a) review the skill mix of staff across the setting
- b) define clear roles and responsibilities for staff and management team
- c) review and make appropriate changes to staff deployment to improve experiences for children.

This is to comply with Regulation 4(1)(a) (Welfare of users) of the Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	2 - Weak
1.1 Nurturing care and support	2 - Weak
1.3 Play and learning	3 - Adequate
How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
How good is our leadership?	1 - Unsatisfactory
3.1 Quality assurance and improvement are led well	1 - Unsatisfactory
How good is our staff team?	3 - Adequate
4.3 Staff deployment	3 - Adequate

To find out more

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অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

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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Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.



ABC Day Nursery Day Care of Children

12 Rose Terrace
Perth
PH1 5HA

Telephone: 01738 623 291

Type of inspection:
Unannounced

Completed on:
12 May 2023

Service provided by:
ABC Children's Services Limited

Service provider number:
SP2010011116

Service no:
CS2003010080



About the service

ABC Day Nursery is a day care of children service registered to provide a care service to a maximum of 70 children at any one time.

The service is provided from a terraced two storey Victorian building in the city centre of Perth. The upper floor consists of three playrooms; two play rooms for babies (0-2 years) and one play room for younger children (2-3 years), toilet and nappy changing facilities, and a kitchen. The lower floor has two playrooms for older children (3-5 years), toilets, and an office space. Direct access to the nursery garden to the rear of the property is available from a playroom on the lower floor. The building overlooks a large green space and is close to shops and parks.

About the inspection

This was an unannounced inspection which took place on 9 May 2023 between 09:00 and 16:15 and 10 May 2023 between 09:15 and 15:00. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with children using the service
- spoke with two families
- received questionnaire feedback from 12 families
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

Key messages

- Most children experienced interactions which were kind, caring and nurturing. However, some children's cues were not always recognised or responded to which meant their emotional needs were not always met.
- Children were put at risk as child protection and wellbeing concerns were not acted on appropriately.
- Children's safety, wellbeing and welfare was at risk due to ineffective management of medication, poor knowledge of choking prevention and a lack of awareness of children's individual needs.
- Older children and babies experienced positive play and learning opportunities which supported them to develop. However, younger children did not experience an environment which was challenging, stimulating, or exciting. They lacked choice in their play and were not empowered to be leaders of their own learning.
- Children were put at risk as quality assurance processes were ineffective.
- Most staff worked well together as a team. However, some staff were task focused and this impacted negatively on children's experiences.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	2 - Weak
How good is our setting?	3 - Adequate
How good is our leadership?	1 - Unsatisfactory
How good is our staff team?	3 - Adequate

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

2 - Weak

We made an evaluation of weak for this key question. Whilst we identified some strengths, these were compromised by significant weaknesses.

Quality Indicator 1.1 - Nurturing care and support

Children experienced inconsistent interactions across the nursery. Most children experienced interactions which were kind, caring and nurturing. However, some staff did not always listen to children and acknowledge and respond to their needs or cues. For example, at times, some younger children were crying and did not receive the comfort and reassurance they needed. As a result, children's emotional needs were not always met. Babies experienced warm, comforting, and sensitive interactions which supported them to feel safe and secure. Older children were supported by staff who were particularly attentive to their needs and interests. They consistently got down to children's level when speaking with them and offered them support in a respectful way.

Ineffective use of personal planning resulted in children not always receiving the right care. Where information was recorded in personal plans, often, this was no longer current and did not include strategies of support. As a result, some children did not get the support they needed as staff were unclear on strategies to support children to regulate their emotions. Some children did not have a personal plan in place which put them at risk as staff did not have basic information to meet their health, safety, and welfare needs (**see requirement 1**).

Babies experienced personal care in a sensitive and gentle manner. Positive interactions promoted children's dignity and supported them to be nurtured through daily experiences. However, attachments between younger children and staff were not always considered resulting in children experiencing personal care with staff who were less familiar to them. Staff lacked an understanding of the importance of attachments and relationships as they focused on carrying out the task rather than considering the experience for the child.

Children experienced inconsistencies in the quality of mealtimes. Most children were able to eat at a pace which was right for them. This supported children to have a relaxed and unhurried mealtime. However, younger children had to wait for lengthy periods when they were finished their lunch despite expressing that they wanted to return to play. This did not demonstrate that children were listened to and respected. Some children were encouraged to be independent, for example, pouring their own drinks and serving food which supported them to be responsible. However, this was not consistent for all children. Some staff sat with children which promoted discussion and social opportunities, however, others did not. This meant that some children experienced mealtimes which did not support their development of social skills or language.

Children were at risk of harm as not all staff were knowledgeable in preparing food to minimise potential choking risks. For example, a child was given whole grapes and staff were not aware that these should be sliced. Staff were not confident in how to respond if a child was choking which put children at risk (**see requirement 2**).

Allergies were not consistently well managed. Most staff were aware of children's allergies and dietary preferences. However, on one occasion, staff were unaware of a child's allergy and the management of this, including their potential need for emergency medication. This had the potential to cause significant harm **(see requirement 3)**.

Babies and younger children experienced a peaceful and calm sleep where staff offered them comfort and warmth. However, staff did not effectively consider the sleeping arrangements to meet all younger children's needs. As a result, one child who wanted to sleep was unable to as they were told that there were no beds available. We observed that the child was later sleeping on the sofa in the playroom which compromised their safety, emotional security and wellbeing. This did not respect the child's wishes and did not promote a comfortable and safe sleep **(see area for improvement 1)**.

Children were put at risk of harm due to ineffective systems in place to record and action child protection and wellbeing concerns. Poor record keeping including significant gaps in the information recorded, meant children were not kept safe. We identified on one occasion that staff did not take appropriate action to raise concerns with the relevant agencies. As a result, children's safety and wellbeing was not protected **(see requirement 4)**.

Children were put at risk as medication was ineffectively managed **(see requirement 5)**. There was a lack of understanding and knowledge regarding the management and administration of medication. For example, a large stock of medicine was kept in the setting to be administered 'as required'. During the inspection, action had begun to be taken to address this. Medical permissions were not in place to ensure children's medical needs were safely managed. Medication was inconsistently stored and labelled, and administration records lacked detail. These serious concerns put children's health needs at risk and increased the potential for children to receive the incorrect medication or dosage.

Quality Indicator 1.3 - Play and learning

Older children experienced a balance of planned and spontaneous play opportunities in response to their interests. Children's language development was well supported using 'Word Aware'. This programme supported staff to reflect on their practice and enable them to demonstrate consistently positive interactions, for example, giving children eye contact. Opportunities to develop numeracy and mathematical concepts were woven naturally into conversations, daily routines and children's play experiences. Staff supported children to extend their learning, through open ended questions and discussion. A range of opportunities promoted children's thinking and development in numeracy and literacy. Opportunities to explore and promote curiosity were not available throughout the day as core provision. Children would benefit from being able to access these resources throughout the day to increase play opportunities and experiences.

Younger children were not empowered to make decisions about their play and learning. A significant lack of resources did not provide younger children with a fun, exciting play space. As a result, they did not experience challenge, stimulation or an environment which promoted curiosity and wonder **(see area for improvement 2)**. Children's choice was restricted due to the lack of resources available. For example, younger children only had three pens to draw with and this resulted in children having to wait lengthy periods of time to participate. As a result, children were disengaged and spent time wandering around the room.

There were very limited opportunities for younger children to develop their skills in language, literacy, and numeracy. Many of the resources throughout the younger children's playroom did not inspire children's imagination, creativity, or schematic play. Where children did show an interest in their play, these cues were not always recognised or responded to. As a result, there were missed opportunities to support and extend children's play and learning.

Babies' development was supported through schematic play and opportunities to promote and encourage communication. For example, the use of song bags promoted choice and turn taking. Staff in the baby room were responsive and planning reflected children's interests. This meant that staff were able to adapt the environment and resources to support their play experiences.

Limited messy and sensory play experiences were available for babies and younger children. This should be developed to increase opportunities for babies and young children to explore, investigate and be curious.

A lack of effective planning limited opportunities for younger children to access outdoor play and experiences in their local community. There were missed opportunities to enable younger children to access the outdoors to promote physical, active play opportunities and learn about the world around them. Older children had free flow access between the indoors and nursery garden which enabled them to choose where they played. Older children were engaged outdoors as they experienced activities which were fun and playful.

Observations were inconsistent across the nursery. Most were personal to each child, however only some captured significant learning. Staff were all familiar with children's next steps and these were agreed with families to support learning between nursery and home. However, children did not consistently experience quality play and learning experiences to support them to achieve their potential.

Requirements

1. By 7 July 2023, the provider must ensure children's care, welfare and development needs are met by developing children's personal plans and ensuring staff use this information effectively. To do this, the provider must, at a minimum, ensure:

- a) personal plans set out children's current needs and how they will be met
- b) all staff are aware of and understand the information within the personal plans, including support strategies, and use this to effectively meet each child's needs
- c) personal plans are regularly reviewed and updated in partnership with families and other agencies where appropriate.

This is to comply with Regulation 5(2)(a) and (b) (Personal plans) of the Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15) and 'My care and support meets my needs and is right for me' (HSCS 1.19).

2. By 2 June 2023, the provider must ensure that children are protected from harm. To do this, the provider must, at a minimum ensure:

- a) staff are competent, skilled and knowledgeable in relation to 'Good practice guidance: prevention and management of choking episodes in babies and children'
- b) staff apply their learning into practice.

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/210) 4(1)(a) - Requirements to make proper provision for the health and welfare of service users.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14) and 'I experience high quality care and support based on relevant evidence, guidance and best practice (HSCS 4.11).

3. By 30 May 2023, the provider must ensure that children are kept safe. To do this, the provider must, at a minimum ensure:

- a) All staff are aware of children's allergies
- b) Where necessary, children with allergies have medical protocols in place
- c) All staff are confident, competent and knowledgeable in responding to an allergic reaction, including following medical protocols

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/210) 4(1)(a) - Requirements to make proper provision for the health and welfare of service users.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I am protected from harm because people are alert and respond to signs of significant deterioration in my health and wellbeing, that I may be unhappy or may be at risk of harm' (HSCS 3.21).

4. By 14 July 2023, the provider must ensure that children are safeguarded and protected from harm. To do this, the provider must, at a minimum ensure:

- a) staff are competent, skilled and knowledgeable in relation to local and national child protection guidance relevant to their role
- b) staff apply their learning into practice.

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/210) 4(1)(a) - Requirements to make proper provision for the health and welfare of service users.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

5. By 30 May 2023, the provider must ensure children's medical needs are safely managed. To do this, the provider must, at a minimum ensure:

- a) medical permission forms are fully completed by parents and carers prior to the administration of medication
- b) medication administered is accurately recorded
- c) staff are knowledgeable and competent in relation to the recording of medication and follow the 'Management of Medication in Day Care of Children and Childminding Services' guidance.
- d) staff apply their learning to practice.

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/210) 4(1)(a) - Requirements to make proper provision for the health and welfare of service users.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

Areas for improvement

1. To support and meet children's wellbeing needs, staff should at a minimum ensure:

- a) children's wishes and preferences about sleep and rest are respected
- b) children experience an environment which is safe and comfortable to sleep and rest
- c) they are competent, skilled and knowledgeable in relation to safer sleep guidance and apply their learning into practice

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices' (HSCS 5.21).

2. To enable all children to be cared for in an environment that meets their needs and supports them to reach their full potential, the manager and staff should as a minimum ensure play spaces offer a range of resources and materials to effectively challenge and stimulate children and reflect their current interests and curiosities.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity (HSCS 2.27).

How good is our setting?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Quality Indicator 2.2 - Children experience high quality facilities

Children experienced a setting which was clean and welcoming. The setting and equipment were safe and well maintained. Furniture was appropriate for children's stages of development, for example, small tables supported babies to hold on when moving around the room. However, the setting lacked homely touches to create a nurturing and comfortable environment.

Playrooms for babies and older children took account of children's stages of development. These playrooms had resources which supported and enabled them to make choices about their play and learning. However, the playroom for younger children was not set up to create a developmentally appropriate space. Some play spaces were uninviting due to poorly presented resources and other areas were not well resourced. This did not give children the message that they mattered and that they had a right to play. As a result, children were not interested and stimulated to play in these areas. There was a lack of cosy and quiet spaces for children to rest and relax. Children would benefit from the environment being softened and more homely.

Children were well supported to wash their hands which minimised the potential spread of infection. However, nappy changing and toilet facilities did not follow current best practice guidance. The babies' nappy changing facility was located within the sleep room and was not fully enclosed. A further nappy changing area and toilets, located opposite the kitchen, had a curtain covering the entrance rather than a door. These were serious infection prevention and control risks with the potential to cause significant harm in the event of an illness outbreak (**see requirement 1**).

Arrangements for the storage of children's personal information was not consistently followed. Most information was stored securely, however, some sensitive and confidential information was accessible to people visiting the playroom.

Requirements

1. By 1 September 2023, the provider must ensure children experience nappy and toilet facilities which support their health, safety and welfare needs. To do this, the provider must, at a minimum ensure:

- a) Nappy changing facilities for babies are fully enclosed
- b) Nappy changing and toilet facilities are enclosed with a door to the entrance of the toilets to minimise the potential spread of infection

This is to comply with Regulation 4(d) and Regulation 10 of the Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'If I require intimate personal care, there is a suitable area for this, including a sink if needed' (HSCS 5.4).

How good is our leadership?**1 - Unsatisfactory**

We were very concerned about aspects of the care being provided and we evaluated the service as delivering an unsatisfactory level of care for this key question.

Quality Indicator 3.1 - Quality assurance and improvement are led well

The vision, values and aims had recently been reviewed and refreshed with staff. However, not everyone involved in the service had been included in reviewing these to ensure they reflected their expectations and aspirations for the service.

Children and families had opportunities to share their views and most families told us they felt involved in the service. Different methods were used to gather their feedback which supported children and families to feel included. The culture of self-evaluation for improvement was at an early stage of development and had not yet resulted in improvements.

Quality assurance processes were ineffective (**see requirement 1**). Some auditing systems had been developed; however, they did not have a positive impact on improving outcomes for children. For example, auditing systems had been implemented to review personal plans and medications however, we identified significant concerns in these areas. There were also significant gaps in the areas covered by the quality assurance systems such as a lack of monitoring around staff practice to effectively support and challenge staff to raise standards. As a result, significant concerns, as noted within the inspection report, had not been identified or addressed which compromised children's safety and wellbeing.

There was no effective system in place to record, monitor or review child protection and wellbeing concerns. As a result, staff, including the management team, did not follow appropriate procedures to act on concerns to protect children from harm (**see requirement 2**).

The service had undergone a recent period of staff changes. This meant that the manager did not have sufficient time to undertake their responsibilities (**see requirement 3**). They recognised the current improvement plan was too ambitious and were working through an action plan, developed with support from the local authority. Some issues identified within the inspection report had been raised by the local authority three months previously, however, no action had been taken to address these. Progress lacked urgency and as a result, positive change had been too slow to make improvements to children's experiences and to protect them from harm. The manager has agreed to take up the offer for the Care Inspectorate to provide improvement support and intends to keep the Care Inspectorate up to date with the progress.

Requirements

1. By 1 September 2023, the provider must ensure improved outcomes for children by implementing effective and robust quality assurance processes. To do this the provider must, at a minimum, ensure:

- a) regular, effective, and focused monitoring is carried out across the setting
- b) robust audits are developed and implemented, and any actions are addressed promptly
- c) clear and effective plans are developed to maintain and improve the service
- d) the management team effectively monitors the work of each member of staff and the service as a whole

This is to comply with Regulation 3 Principles and Regulation 15 (a) and (b) Staffing of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

2. By 30 May 2023, the provider must ensure that children are safe and protected and their wellbeing needs are met. To do this, the provider must, at a minimum ensure:

- a) a full audit of child protection and wellbeing concerns in the service is undertaken
- b) findings of the audit are assessed
- c) appropriate action is taken as a result of the audit
- d) the Care Inspectorate is provided with a summary of the audit including the findings and assessment including any action taken.

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/210) 4(1)(a) - Requirements to make proper provision for the health and welfare of service users.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

3. By 1 September 2023, to support the effective running of the service, the provider must ensure that the manager has sufficient time to effectively manage and lead the service.

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/210) 4(1)(a) - Requirements to make proper provision for the health and welfare of service users.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which states that: 'I use a service and organisation that are well led and managed' (HSCS, 4.23).

How good is our staff team? 3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Quality Indicator 4.3 - Staff deployment

Most staff worked well together as a team. However, this was inconsistent across the nursery. Some staff in the younger children's playroom were task focused and did not always communicate well with other staff. This meant that at times, there were not enough staff in the playroom, to provide support and effectively supervise children. As a result, children's emotional needs were not always met promptly, and on one occasion, a child had an accident which was unobserved (**see requirement 1**).

Staff breaks were well managed across the day to ensure children's routines were not interrupted. For example, staff had their breaks after the children's lunch to provide continuity to the children during this time. Where staff absences occurred, the manager supported staff within the playrooms which provided children with familiarity and consistency of care.

Families told us they felt well informed about staff changes. Families went into the setting during drop off and pick up which helped them to get to know the staff caring for their child. Effective communication during handovers between staff and families supported them to experience positive transitions.

Requirements

1. By 23 June 2023, the provider must ensure that children are effectively supported by staff who have the right skills and qualities. They must, as a minimum:

- a) review the skill mix of staff across the setting
- b) define clear roles and responsibilities for staff and management team
- c) review and make appropriate changes to staff deployment to improve experiences for children.

This is to comply with Regulation 4(1)(a) (Welfare of users) of the Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	2 - Weak
1.1 Nurturing care and support	2 - Weak
1.3 Play and learning	3 - Adequate
How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
How good is our leadership?	1 - Unsatisfactory
3.1 Quality assurance and improvement are led well	1 - Unsatisfactory
How good is our staff team?	3 - Adequate
4.3 Staff deployment	3 - Adequate

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

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Inchture Primary School Nursery Day Care of Children

Main Street
Inchture
Perth
PH14 9RT

Telephone: 01738 454 466

Type of inspection:
Unannounced

Completed on:
20 March 2023

Service provided by:
Perth & Kinross Council

Service provider number:
SP2003003370

Service no:
CS2003016077



About the service

Inchture Primary School Nursery is a daycare for children provided by Perth and Kinross Council. The service is registered to provide care to 58 children aged two years to those not yet attending primary school.

The service operates from a purpose built facility, within the grounds of Inchture Primary School, Inchture. Accommodation consists of one large play space, large cloakroom area, children's toileting facilities and a garden area. The nursery is close to local amenities within the village and on a bus route for access to nearby towns.

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In making our evaluations of the service we:

- observed children using the service.
- spoke with parents face to face and received feedback via email
- spoke with the staff and senior management team
- observed practice
- reviewed documents
- spoke with visiting professional

Key messages

- Partnership working with families had been well established, this contributed to supporting the holistic needs of each child and their family to improve their wellbeing.
- Children were key partners in developing and improving their service, they were empowered to make decisions and form future developments through highly effective practices.
- Highly effective self-evaluation and reflection on practice enabled the senior leadership team and staff to clearly identify what was working well and what could be improved.
- Children were cared for by staff who were warm, compassionate and nurturing, supporting their wellbeing, play and learning.
- The passionate, solution focused team were committed to delivering high quality experiences for children and families resulting in improved outcomes for children and their families.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	6 - Excellent
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality key question as very good.

1.1 Nurturing care and support

Children experienced nurturing and compassionate care. Interactions between children and staff were respectful, supporting children to feel safe and well cared for. Strong attachments with staff contributed to children remaining very happy and relaxed in the service. Staff were in tune to children and their needs, responding to children's requests and picking up on their cues. Children were provided with comfort and reassurance which contributed to positive relationships being formed and supported them to feel loved.

Children's wellbeing was enhanced through effective personal planning. Children received consistent care and support. Information recorded in plans was updated regularly and ensured that children's care was individual. Positive relationships with families meant children received care which was tailored to meet their individual needs. As a result, families felt meaningfully involved in their child's care.

Children experienced an unhurried, calm, and sociable lunch time. Staff had created a homely experience for children with the use of centre pieces, real crockery and cutlery which contributed to the positive lunch time experience. Staff joined children at lunch time, modelling good eating habits and promoted meaningful conversations and provided children with an opportunity to talk about their day at nursery. This contributed to the sociable experience for children and allowed an opportunity for emerging language skills to be developed.

Partnership working with families had been well established. Staff recognised the importance of engaging with children and their families at the earliest possible stage implementing a transition program with the local playgroup. Ongoing opportunities such as 'book bug', 'PEEP' and 'Nursery Natter' sessions provided meaningful experiences for families to engage in. One parent told us, "I feel incredibly welcome in the nursery and am regularly invited to different sessions to engage in play and learning with my child which provides me with a wide range of experiences and help me support their play and learning better". This contributed to supporting the holistic needs of each child and their family to improve their wellbeing.

Staff implemented infection, prevention and control routines to minimise the potential spread of infection. Children were encouraged to wash hands frequently and at appropriate times. Established routines meant children were supported to be healthy.

1.3 Play and learning

Children benefited from a well organised environment where a range of activities supported their learning and development. We saw children use their imagination, curiosity, and investigation. Staff used open questions to support children to talk about their learning and used their ideas to develop their play. As a result, we saw that children were busy and fully engaged in a wide variety of learning experiences, both indoors and outdoors.

Children were having fun while leading their own play. They moved freely between the indoor and outdoor environments to explore and develop their imaginations. Children were highly engaged in play within the art and craft area where they developed their creativity and critical thinking skills. One child excitedly demonstrated how their 'suction pipe' worked and told us they were going to be an engineer when they grew up.

Numeracy and literacy were naturally incorporated into most play areas within the nursery. Children had the opportunity to develop their numeracy and literacy skills and mathematical language using visual recipes to make playdough. Books were on offer throughout the nursery and real life resources supported numeracy and literacy in the construction area. Story sharing and group times offered further fun experiences where numeracy and literacy were naturally embedded throughout the children's play and learning. As a result, children were happy, confident and were making progress. The service had identified that they could further develop opportunities for curiosity and enquiry with the use of loose parts, open ended and real resources.

Responsive planning was in place which supported and extended children's interests and play through a balance of planned and spontaneous learning opportunities. As a result, children were happy, engaged in their play and progressing well. One parent commented, "I feel like (child) interests are listened to, the learning is child led and the children are challenged too". Staff accurately recorded specific observations of play and learning which were displayed in the children's online learning portfolios and shared with families. These were enhanced by the effective use of digital technology. For example, children were confident and competent at recording their voice to describe their learning. This supported children to take ownership of their play and learning. Children captured their learning and interests in a detailed floor book, staff were proactive in planning and implementing further experiences to enhance and widen children's learning. We saw evidence of children revisiting prior learning within the floor book. This demonstrated children's depth and breadth of learning across the curriculum. Effective tracking of progress ensured that all children were supported on an individual basis. As a result, children were effectively supported to learn and progress.

How good is our setting?**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality key question as very good.

2.2 Children experience high quality facilities

The premises offered a calm, warm and welcoming environment. It was clean, tidy and a well-maintained space that had plenty of natural light for children to play, learn and relax.

The nursery was welcoming and inviting for children and families. Children's artwork and photographs from home were displayed to ensure children felt valued and respected. Natural furnishings and resources provided a calming and nurturing environment for children to play and learn. Furniture was all of an appropriate size to support the age and stage of development of children. The environment was well considered and supported quality play and learning experiences.

Children had access to resources that were clean, well-organised, which encouraged exploration, enquiry and fun. The continuous provision indoors and outdoors had been well considered to include age and stage appropriate resources, and interesting, open ended and natural resources. The committed staff team ensured that areas were well resourced, set up and supported children to be independent and lead their own learning. As a result, children were enabled to explore opportunities which promoted and challenged their curiosity and imagination. We observed children following their own interests within the play spaces and staff supported this very well.

Staff recognised the benefits of outdoor play and provided children with daily opportunities for free flow access between the indoor and outdoor nursery areas. This enabled children to be independent, direct their own play and supported them to be active and healthy. The outdoor space was an interesting and exciting space for children and provided a range of play opportunities to extend learning, follow interests and be immersed in nature. Outdoors, children had access to a range of loose parts including, tyres, plastic pipes and sticks. Areas to climb, run and explore also provided opportunities for children to develop their gross motor skills.

Staff were aware of the 'Keeping Children Safe - Look, Think, Act Campaign' to support awareness raising of potential risks in their setting. Staff used this knowledge to effectively engage with children to identify and managing risks. Children were supported to sign in independently each day, and were actively encouraged throughout the nursery day or, during transition times, to take head counts and use 'SIMOA' the elephant to identify risks in their play. This supported children to develop an awareness of safety and build self-confidence in identifying and managing risk.

How good is our leadership?**6 - Excellent**

We evaluated this key question as excellent, where performance was sector leading with outstanding high outcomes for children.

3.1 Quality assurance and improvements are led well

Leaders were highly effective at promoting and sustaining a shared vision for the setting that reflected the aspirations of children, families and the wider community. In consultation with all stakeholders, vision, values and aims had been developed that clearly reflected the service. This meant that all staff worked in unison to uphold and deliver this in their daily practice, as a result children were experiencing a service that was tailored towards the needs of them and their families. This demonstrated their commitment and passion to delivering improved outcomes for children and families. One parent told us, "The service seems to have strong leadership, but the staff are all nurturing and involved".

Children, families and staff were at the heart of ongoing improvements within the service, one parent told us, "It is so clear that the culture is one of learning and listening to the children and parents and it is so refreshing". High quality practice and improving outcomes for children was at the forefront of the centre improvement plan. Priorities were measurable, realistic, and resulted in the best outcomes for children attending. Staff were meaningfully and actively involved in reviewing and evaluating the improvement plan as part of their regular meetings. These opportunities ensured that everyone working in the service felt valued and listened to as part of the service's ongoing improvement work. As a result, staff were fully invested in ensuring the service delivered consistently high-quality outcomes for all children. Leadership at all levels was firmly embedded in practice. The staff team had specific roles within improvement priorities which ensured that they were led well and impacted positively on the development of the service. As a result, children benefitted from a service that continually improved. This further contributed to the shared aspirations of the whole team, creating a positive team ethos and a sense of shared purpose and vision.

The service had developed meaningful and innovative ways to actively involve children in their self-evaluation and journey of improvement. Highly effective questions and discussions which were directly linked to the centre improvement plan empowered children to shape the direction of the service. Parents told us, "I think they do a fantastic job of giving the children a voice in making decisions. My child is always telling me about the ways the children are planning events e.g. Christmas party or how to improve things e.g. the garden. It makes my child so happy to be listened to and get to make decisions". This enabled children to have ownership of their service and created opportunities to work in genuine partnership to improve their nursery experiences.

Highly effective use of digital technology provided opportunities for the service to gather views, ideas and opinions from children and families. QR codes were used to allow families to access children's new and prior learning with ease. This in turn, meant that parents could meaningfully contribute to self-evaluation using MS Forms. The service had carefully considered the questions used to ensure that feedback given could inform and develop practice to improve outcomes for children and their families. The service shared 'you said, we did' very effectively to engage with families and created conditions where everyone felt valued and could influence change. This contributed to the genuine partnership working between the service and families, creating an ethos of inclusion, respect and unity.

Extensive and robust formal and informal quality assurance processes allowed focussed and meaningful opportunities for the management team and staff to review and monitor various aspects of the service. This meant that areas for improvement were identified promptly, shared with staff and actions taken to make positive changes to children's experiences. This resulted in significant positive impacts on children's learning and experiences.

Strong, inspiring leadership resulted in staff who had high aspirations and confidence in their capacity to support children and families to reach their full potential. There was a clear cycle of reflection and improvement within the service. The management team should continue to embed and sustain the sector leading practices to ensure children and families continue to experience high quality care and support.

How good is our staff team?**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality key question as very good.

4.3 Staff deployment

Positive working relationships had been formed between staff which meant they were all meaningfully contributing to the inclusive and positive ethos of trust and respect. The staff team worked collaboratively and supported each other very well. Regular staff meetings empowered staff to take part in professional discussions, reflect as a team, and discuss children's learning. The leadership ensured that all staff were meaningfully included in this process. As a result, the staff team were fully involved in the development and running of the service, which contributed to the shared aspirations of the whole team. This meant that staff felt valued and empowered to grow professionally and provided children with a happy, secure and supportive environment.

The passionate, solution focused team were committed to delivering high quality experiences for children and families. There was very good communication throughout the team, which ensured consistent approaches and a shared understanding of the priorities of the service. This was echoed by parents who told us, "All the staff clearly care a great deal about the children and making sure they are happy, learning and developing" and, "The staff leave no stone unturned in their practice. They are a strong, dedicated team".

Effective staff deployment across the service meant that the right number of staff were meeting children's individual needs, consistently throughout the day. Staff were proactive in recognising any gaps and ensuring effective supervision and quality engagement with children. Staff placed themselves thoughtfully during busier times to ensure all children's individual needs were well considered. As a result, children benefitted from a very calm and positive experience. Transitions were well managed throughout the day, such as at drop off or pick up times. One parent told us, "the nursery staff are always available and approachable at drop off and pick up for smaller chats and questions". This further contributed to the highly effective relationships that had been established between families and the service.

Staff were highly motivated and clear about their roles. They worked very well as a team by sharing ideas and communicating effectively. Staff were confident in their leadership roles and regularly shared best practice with their peers and families. One parent commented, "Nursery information is also communicated in the nursery walls through displays in the cloakroom which show the nursery development priorities, trainings and progress". Staff told us they were listened to, felt valued and were fully aware of the improvement plan and their role in implementing this. Staff values, skills, experience and knowledge resulted in high quality experiences for children.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	6 - Excellent
3.1 Quality assurance and improvement are led well	6 - Excellent
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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Telephone: 01738 454 466

Type of inspection:
Unannounced

Completed on:
20 March 2023

Service provided by:
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Service provider number:
SP2003003370

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CS2003016077



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- observed practice
- reviewed documents
- spoke with visiting professional

Key messages

- Partnership working with families had been well established, this contributed to supporting the holistic needs of each child and their family to improve their wellbeing.
- Children were key partners in developing and improving their service, they were empowered to make decisions and form future developments through highly effective practices.
- Highly effective self-evaluation and reflection on practice enabled the senior leadership team and staff to clearly identify what was working well and what could be improved.
- Children were cared for by staff who were warm, compassionate and nurturing, supporting their wellbeing, play and learning.
- The passionate, solution focused team were committed to delivering high quality experiences for children and families resulting in improved outcomes for children and their families.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	6 - Excellent
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality key question as very good.

1.1 Nurturing care and support

Children experienced nurturing and compassionate care. Interactions between children and staff were respectful, supporting children to feel safe and well cared for. Strong attachments with staff contributed to children remaining very happy and relaxed in the service. Staff were in tune to children and their needs, responding to children's requests and picking up on their cues. Children were provided with comfort and reassurance which contributed to positive relationships being formed and supported them to feel loved.

Children's wellbeing was enhanced through effective personal planning. Children received consistent care and support. Information recorded in plans was updated regularly and ensured that children's care was individual. Positive relationships with families meant children received care which was tailored to meet their individual needs. As a result, families felt meaningfully involved in their child's care.

Children experienced an unhurried, calm, and sociable lunch time. Staff had created a homely experience for children with the use of centre pieces, real crockery and cutlery which contributed to the positive lunch time experience. Staff joined children at lunch time, modelling good eating habits and promoted meaningful conversations and provided children with an opportunity to talk about their day at nursery. This contributed to the sociable experience for children and allowed an opportunity for emerging language skills to be developed.

Partnership working with families had been well established. Staff recognised the importance of engaging with children and their families at the earliest possible stage implementing a transition program with the local playgroup. Ongoing opportunities such as 'book bug', 'PEEP' and 'Nursery Natter' sessions provided meaningful experiences for families to engage in. One parent told us, "I feel incredibly welcome in the nursery and am regularly invited to different sessions to engage in play and learning with my child which provides me with a wide range of experiences and help me support their play and learning better". This contributed to supporting the holistic needs of each child and their family to improve their wellbeing.

Staff implemented infection, prevention and control routines to minimise the potential spread of infection. Children were encouraged to wash hands frequently and at appropriate times. Established routines meant children were supported to be healthy.

1.3 Play and learning

Children benefited from a well organised environment where a range of activities supported their learning and development. We saw children use their imagination, curiosity, and investigation. Staff used open questions to support children to talk about their learning and used their ideas to develop their play. As a result, we saw that children were busy and fully engaged in a wide variety of learning experiences, both indoors and outdoors.

Children were having fun while leading their own play. They moved freely between the indoor and outdoor environments to explore and develop their imaginations. Children were highly engaged in play within the art and craft area where they developed their creativity and critical thinking skills. One child excitedly demonstrated how their 'suction pipe' worked and told us they were going to be an engineer when they grew up.

Numeracy and literacy were naturally incorporated into most play areas within the nursery. Children had the opportunity to develop their numeracy and literacy skills and mathematical language using visual recipes to make playdough. Books were on offer throughout the nursery and real life resources supported numeracy and literacy in the construction area. Story sharing and group times offered further fun experiences where numeracy and literacy were naturally embedded throughout the children's play and learning. As a result, children were happy, confident and were making progress. The service had identified that they could further develop opportunities for curiosity and enquiry with the use of loose parts, open ended and real resources.

Responsive planning was in place which supported and extended children's interests and play through a balance of planned and spontaneous learning opportunities. As a result, children were happy, engaged in their play and progressing well. One parent commented, "I feel like (child) interests are listened to, the learning is child led and the children are challenged too". Staff accurately recorded specific observations of play and learning which were displayed in the children's online learning portfolios and shared with families. These were enhanced by the effective use of digital technology. For example, children were confident and competent at recording their voice to describe their learning. This supported children to take ownership of their play and learning. Children captured their learning and interests in a detailed floor book, staff were proactive in planning and implementing further experiences to enhance and widen children's learning. We saw evidence of children revisiting prior learning within the floor book. This demonstrated children's depth and breadth of learning across the curriculum. Effective tracking of progress ensured that all children were supported on an individual basis. As a result, children were effectively supported to learn and progress.

How good is our setting?**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality key question as very good.

2.2 Children experience high quality facilities

The premises offered a calm, warm and welcoming environment. It was clean, tidy and a well-maintained space that had plenty of natural light for children to play, learn and relax.

The nursery was welcoming and inviting for children and families. Children's artwork and photographs from home were displayed to ensure children felt valued and respected. Natural furnishings and resources provided a calming and nurturing environment for children to play and learn. Furniture was all of an appropriate size to support the age and stage of development of children. The environment was well considered and supported quality play and learning experiences.

Children had access to resources that were clean, well-organised, which encouraged exploration, enquiry and fun. The continuous provision indoors and outdoors had been well considered to include age and stage appropriate resources, and interesting, open ended and natural resources. The committed staff team ensured that areas were well resourced, set up and supported children to be independent and lead their own learning. As a result, children were enabled to explore opportunities which promoted and challenged their curiosity and imagination. We observed children following their own interests within the play spaces and staff supported this very well.

Staff recognised the benefits of outdoor play and provided children with daily opportunities for free flow access between the indoor and outdoor nursery areas. This enabled children to be independent, direct their own play and supported them to be active and healthy. The outdoor space was an interesting and exciting space for children and provided a range of play opportunities to extend learning, follow interests and be immersed in nature. Outdoors, children had access to a range of loose parts including, tyres, plastic pipes and sticks. Areas to climb, run and explore also provided opportunities for children to develop their gross motor skills.

Staff were aware of the 'Keeping Children Safe - Look, Think, Act Campaign' to support awareness raising of potential risks in their setting. Staff used this knowledge to effectively engage with children to identify and managing risks. Children were supported to sign in independently each day, and were actively encouraged throughout the nursery day or, during transition times, to take head counts and use 'SIMOA' the elephant to identify risks in their play. This supported children to develop an awareness of safety and build self-confidence in identifying and managing risk.

How good is our leadership?**6 - Excellent**

We evaluated this key question as excellent, where performance was sector leading with outstanding high outcomes for children.

3.1 Quality assurance and improvements are led well

Leaders were highly effective at promoting and sustaining a shared vision for the setting that reflected the aspirations of children, families and the wider community. In consultation with all stakeholders, vision, values and aims had been developed that clearly reflected the service. This meant that all staff worked in unison to uphold and deliver this in their daily practice, as a result children were experiencing a service that was tailored towards the needs of them and their families. This demonstrated their commitment and passion to delivering improved outcomes for children and families. One parent told us, "The service seems to have strong leadership, but the staff are all nurturing and involved".

Children, families and staff were at the heart of ongoing improvements within the service, one parent told us, "It is so clear that the culture is one of learning and listening to the children and parents and it is so refreshing". High quality practice and improving outcomes for children was at the forefront of the centre improvement plan. Priorities were measurable, realistic, and resulted in the best outcomes for children attending. Staff were meaningfully and actively involved in reviewing and evaluating the improvement plan as part of their regular meetings. These opportunities ensured that everyone working in the service felt valued and listened to as part of the service's ongoing improvement work. As a result, staff were fully invested in ensuring the service delivered consistently high-quality outcomes for all children. Leadership at all levels was firmly embedded in practice. The staff team had specific roles within improvement priorities which ensured that they were led well and impacted positively on the development of the service. As a result, children benefitted from a service that continually improved. This further contributed to the shared aspirations of the whole team, creating a positive team ethos and a sense of shared purpose and vision.

The service had developed meaningful and innovative ways to actively involve children in their self-evaluation and journey of improvement. Highly effective questions and discussions which were directly linked to the centre improvement plan empowered children to shape the direction of the service. Parents told us, "I think they do a fantastic job of giving the children a voice in making decisions. My child is always telling me about the ways the children are planning events e.g. Christmas party or how to improve things e.g. the garden. It makes my child so happy to be listened to and get to make decisions". This enabled children to have ownership of their service and created opportunities to work in genuine partnership to improve their nursery experiences.

Highly effective use of digital technology provided opportunities for the service to gather views, ideas and opinions from children and families. QR codes were used to allow families to access children's new and prior learning with ease. This in turn, meant that parents could meaningfully contribute to self-evaluation using MS Forms. The service had carefully considered the questions used to ensure that feedback given could inform and develop practice to improve outcomes for children and their families. The service shared 'you said, we did' very effectively to engage with families and created conditions where everyone felt valued and could influence change. This contributed to the genuine partnership working between the service and families, creating an ethos of inclusion, respect and unity.

Extensive and robust formal and informal quality assurance processes allowed focussed and meaningful opportunities for the management team and staff to review and monitor various aspects of the service. This meant that areas for improvement were identified promptly, shared with staff and actions taken to make positive changes to children's experiences. This resulted in significant positive impacts on children's learning and experiences.

Strong, inspiring leadership resulted in staff who had high aspirations and confidence in their capacity to support children and families to reach their full potential. There was a clear cycle of reflection and improvement within the service. The management team should continue to embed and sustain the sector leading practices to ensure children and families continue to experience high quality care and support.

How good is our staff team?**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality key question as very good.

4.3 Staff deployment

Positive working relationships had been formed between staff which meant they were all meaningfully contributing to the inclusive and positive ethos of trust and respect. The staff team worked collaboratively and supported each other very well. Regular staff meetings empowered staff to take part in professional discussions, reflect as a team, and discuss children's learning. The leadership ensured that all staff were meaningfully included in this process. As a result, the staff team were fully involved in the development and running of the service, which contributed to the shared aspirations of the whole team. This meant that staff felt valued and empowered to grow professionally and provided children with a happy, secure and supportive environment.

The passionate, solution focused team were committed to delivering high quality experiences for children and families. There was very good communication throughout the team, which ensured consistent approaches and a shared understanding of the priorities of the service. This was echoed by parents who told us, "All the staff clearly care a great deal about the children and making sure they are happy, learning and developing" and, "The staff leave no stone unturned in their practice. They are a strong, dedicated team".

Effective staff deployment across the service meant that the right number of staff were meeting children's individual needs, consistently throughout the day. Staff were proactive in recognising any gaps and ensuring effective supervision and quality engagement with children. Staff placed themselves thoughtfully during busier times to ensure all children's individual needs were well considered. As a result, children benefitted from a very calm and positive experience. Transitions were well managed throughout the day, such as at drop off or pick up times. One parent told us, "the nursery staff are always available and approachable at drop off and pick up for smaller chats and questions". This further contributed to the highly effective relationships that had been established between families and the service.

Staff were highly motivated and clear about their roles. They worked very well as a team by sharing ideas and communicating effectively. Staff were confident in their leadership roles and regularly shared best practice with their peers and families. One parent commented, "Nursery information is also communicated in the nursery walls through displays in the cloakroom which show the nursery development priorities, trainings and progress". Staff told us they were listened to, felt valued and were fully aware of the improvement plan and their role in implementing this. Staff values, skills, experience and knowledge resulted in high quality experiences for children.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	6 - Excellent
3.1 Quality assurance and improvement are led well	6 - Excellent
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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

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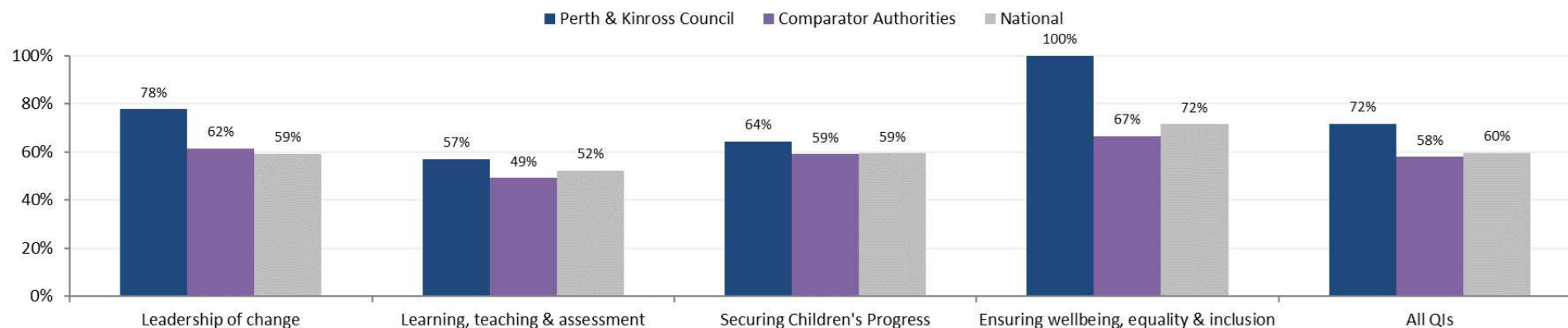
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Appendix 8: Summary of Education Scotland Inspections

National and Comparator Authority¹ Benchmarking 2018/19 to 2022/23

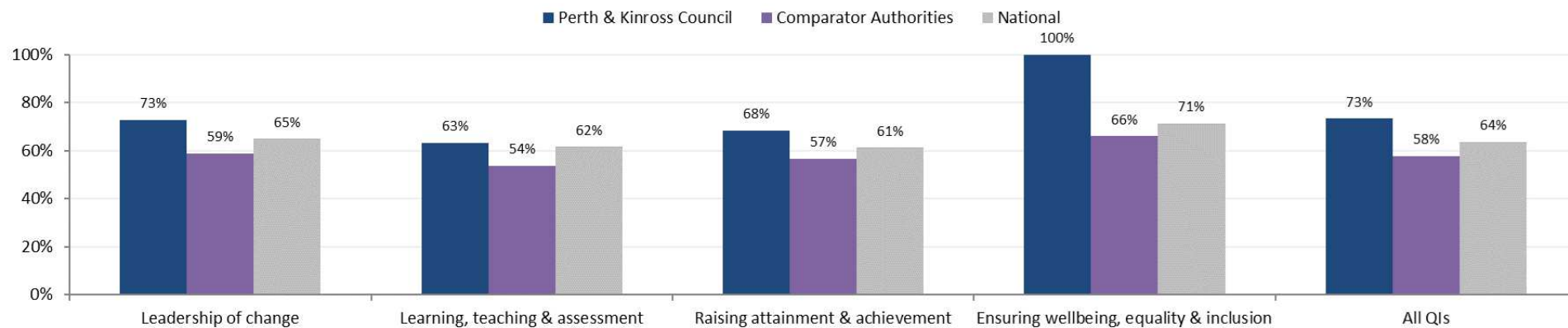
Pre-School Inspections

Quality Indicators (QIs) - Good or better (%)



Primary Inspections

Quality Indicators (QIs) - Good or better (%)



¹ Comparator local authorities are Aberdeenshire, Argyll & Bute, Highland, Scottish Borders and Stirling.

Inspections from 2018/19 to date

Pre-School Inspections

Academic Year	Name of School/Partner Provider	Type	Inspection Date	Publication Date	Leadership of change	Learning, teaching and assessment	Securing children's progress	Ensuring wellbeing, equality and inclusion	Self-evaluation for self-improvement
2018/19	Letham Primary School	Full	Sep-18	Oct-18	Satisfactory	Weak	Weak	Good	-
2018/19	Kinross Primary School	Full	Oct-18	Jan-19	Very Good	Very Good	Very Good	Very Good	-
2018/19	Newhill Primary School	Full	Jan-19	Mar-19	Good	Good	Good	Very Good	-
2018/19	Goodlyburn Primary School	Full	Apr-19	Jun-19	Good	Satisfactory	Satisfactory	Good	-
2018/19	Methven Primary School	Short	May-19	Sep-19	-	Very Good	Very Good	-	-
2019/20	Braco Primary School	Short	Oct-19	Dec-19	-	Very Good	Very Good	-	-
2019/20	Inchture Primary School	Full	Dec-19	Feb-20	Good	Good	Good	Good	-
2019/20	North Muirton Primary School	Short	Nov-19	Mar-20	-	Satisfactory	Weak	-	-
2019/20	St Madoes Primary School	Full	Feb-20	Mar-20	Good	Good	Good	Good	-
2022/23	Crieff Primary School	Short	Nov-22	Jan-23	Good	Good	Good	Good	-
2022/23	St Ninian's Episcopal Primary School	Full	Dec-22	Jan-23	-	Satisfactory	Weak	-	-
2022/23	*Auchtergaven Primary School	Full	Apr-23	Jun-23	-	Satisfactory	Satisfactory	-	-
2022/23	*Invergowrie Primary School	Full	Mar-23	May-23	Very Good	Very Good	Very Good	Very Good	-

Primary Inspections

Academic Year	Name of School	Type	Inspection Date	Publication Date	Leadership of change	Learning, teaching and assessment	Raising attainment and achievement	Ensuring wellbeing, equality and inclusion	Self-evaluation for self-improvement
2018/19	Letham Primary School	Full	Sep-18	Oct-18	Satisfactory	Satisfactory	Weak	Good	-
2018/19	Kinross Primary School	Full	Oct-18	Jan-19	Very Good	Very Good	Very Good	Very Good	-
2018/19	Newhill Primary School	Full	Jan-19	Mar-19	Good	Good	Good	Good	-
2018/19	Cleish Primary School	Short	Mar-19	May-19	-	Good	Very Good	-	-
2018/19	Goodlyburn Primary School	Full	Apr-19	Jun-19	Good	Good	Satisfactory	Very Good	-
2018/19	Burrelton Primary School	Short	May-19	Jun-19	-	Very Good	Very Good	-	-
2018/19	Logiealmond Primary School	Full	May-19	Sep-19	Good	Good	Good	Good	-
2018/19	Glendelvine Primary School	Short	Jun-19	Sep-19	-	Good	Good	-	-
2018/19	Methven Primary School	Short	May-19	Sep-19	-	Satisfactory	Satisfactory	-	-
2019/20	Braco Primary School	Short	Oct-19	Dec-19	-	Good	Good	-	-
2019/20	Inchture Primary School	Full	Dec-19	Feb-20	Very Good	Good	Good	Very Good	-
2019/20	North Muirton Primary School	Short	Nov-19	Mar-20	-	Weak	Weak	-	-
2019/20	St Madoes Primary School	Full	Feb-20	Mar-20	Satisfactory	Satisfactory	Good	Good	-
2022/23	Crieff Primary School	Short	Nov-22	Jan-23	Very Good	Good	Good	Good	-
2022/23	St Ninian's Episcopal Primary School	Full	Dec-22	Jan-23	-	Satisfactory	Satisfactory	-	-
2022/23	*Auchtergaven Primary School	Full	Apr-23	Jun-23	-	Satisfactory	Satisfactory	-	-
2022/23	*Invergowrie Primary School	Full	Mar-23	May-23	Satisfactory	Satisfactory	Good	Good	-
2022/23	*Pitlochry High School ²	Full	Apr-23	Jun-23	Satisfactory	Satisfactory	Good	Good	-
2022/23	*Ratray Primary School	Full	Feb-23	Apr-23	Very Good	Good	Good	Good	-

² Graded as All Through school – results are the same for Primary & Secondary.

Secondary Inspections

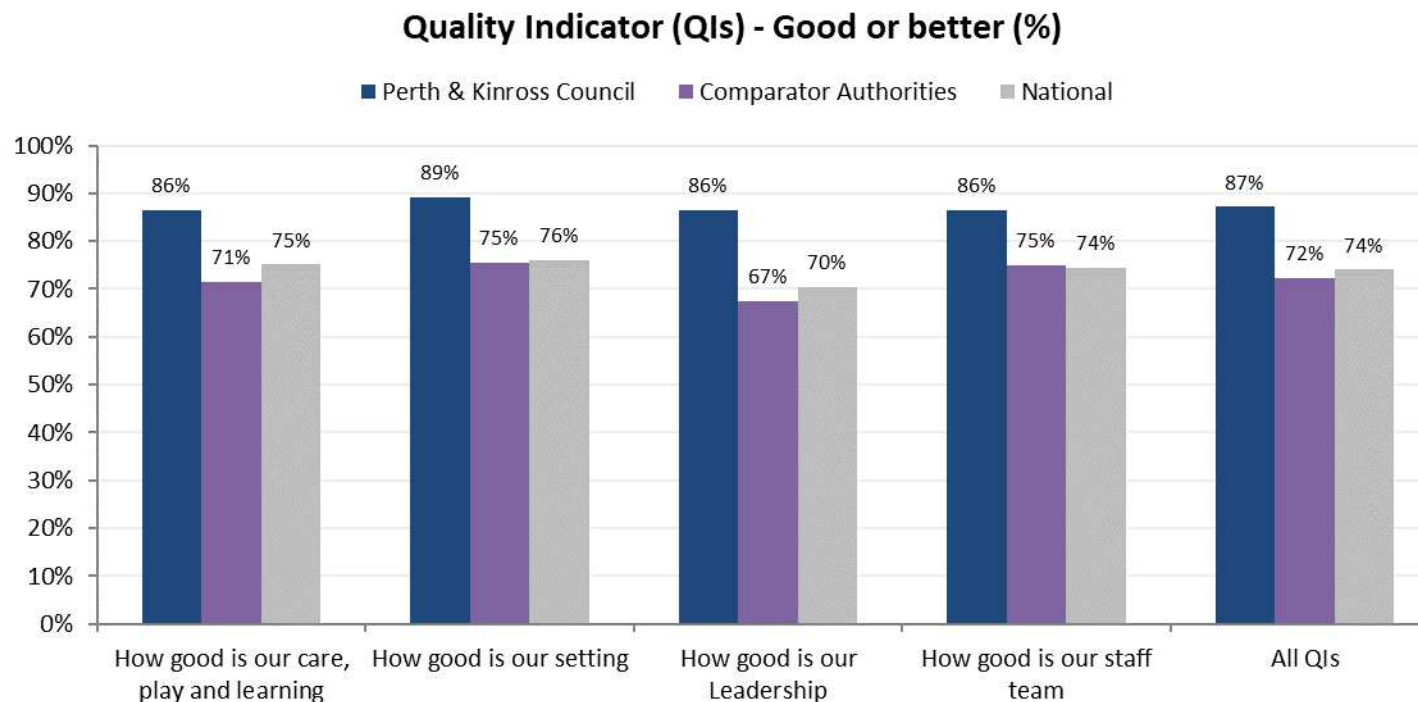
Academic Year	Name of School	Type	Inspection Date	Publication Date	Leadership of change	Learning, teaching and assessment	Raising attainment and achievement	Ensuring wellbeing, equality and inclusion	Self-evaluation for self-improvement
2018/19	Perth High School	Full	Nov-18	Jan-19	Satisfactory	Satisfactory	Satisfactory	Satisfactory	-
2019/20	Perth Grammar School	Short	Nov-19	Jan-20	-	Satisfactory	Weak	-	-
2022/23	* *Pitlochry High School ³	Full	Apr-23	Jun-23	Satisfactory	Satisfactory	Good	Good	-

* Denote the inspections undertaken since the last report in March 2023

³ Graded as All Through school – results are the same for Primary & Secondary

Appendix 9: Summary of Care Inspectorate Day Care of Children Inspections

National and Comparator Authority Benchmarking 2021/22 to date (Comparator and National Data as of 31 May 2023*)



*All data supplied by Care Inspectorate Data Store and covers published inspections from 05/01/2022 to 31/05/2023. This includes PKC Partner Provider settings for PKC and non-local authority supplied settings for Comparator Authorities/ National.

Overall, most ELC settings perform well. PKC perform consistently better than comparator authorities, and at national level when inspected by Care Inspectorate. Almost all inspections show that ELC settings provide high quality provision for the children under 'How good is our setting'. Most inspections are good or better for the 'How good is our care, play and learning', 'How good is our staff team' and 'How good is our leadership'.

Under the new grading system, we are now scoring above our comparator authorities and at national level. A continued focus on embedding the Experiences and Spaces Document and Family Mealtime Experience audit are both having a very positive impact on the grading for How good is our setting. The ELC Leadership programme continues to support the How good is our Leadership grading with mentions of the high standard of Quality Assurance, robust Self Evaluation and Improvement Planning. Settings have taken cognisance of the recent guidance on Supervision which supports staff deployment under the grading How good is our staff team.

It should be noted that the Early Years Team are currently working with a number of settings to take forward action plans to address the outcomes of these inspections. Where evaluations are adequate or weak, a 'team around the setting' approach is taken in order to secure improvements. Currently, action plans are in for 4 settings which are supported by relevant officers. These are regularly monitored and reviewed with a final report on improvements being presented to parents.

Inspections in Financial Year 2021/22 and Later under the new grading system

*New inspections since the last report to Executive Sub-Committee of Learning & Families Committee on 15 May 2023.

Local Authority

Service Name	Inspection Date	Publication Date	How good is our care, play and learning	How good is our setting	How good is our staff team	How good is our Leadership
Guildtown Primary School Nursery	22/11/2021	05/01/2022	Very Good	Very Good	Good	Very Good
Luncarty Nursery Class and Wrap Around Care	28/02/2022	26/04/2022	Good	Good	Adequate	Good
Balhousie and North Muirton ELC	04/03/2022	22/04/2022	Excellent	Very Good	Very Good	Very Good
Milnathort Primary School Nursery	26/04/2022	10/06/2022	Very Good	Very Good	Good	Very Good
Logierait Primary School Nursery	06/05/2022	06/07/2022	Very Good	Very Good	Good	Very Good
Newhill Primary School Nursery	12/05/2022	21/07/2022	Very Good	Very Good	Good	Very Good
Dunbarney Primary School Nursery	25/05/2022	04/07/2022	Good	Good	Very Good	Good

Service Name	Inspection Date	Publication Date	How good is our care, play and learning	How good is our setting	How good is our staff team	How good is our Leadership
Longforgan Primary School Nursery	09/06/2022	15/09/2022	Very Good	Very Good	Good	Very Good
Oakbank Primary School Nursery	16/06/2022	01/09/2022	Very Good	Very Good	Good	Very Good
Coupar Angus Primary School Nursery	13/09/2022	08/11/2022	Good	Very Good	Good	Very Good
Errol Primary School Nursery	27/09/2022	23/11/2022	Good	Very Good	Good	Very Good
*Luncarty Nursery Class and Wrap Around Care	04/11/2022	19/01/2023	Very Good	Very Good	Good	Very Good
Pitlochry High	17/11/2022	19/01/2023	Good	Very Good	Good	Very Good
Robert Douglas Memorial Primary School Nursery	18/11/2022	12/01/2023	Very Good	Very Good	Very Good	Very Good
Royal School of Dunkeld Primary School Nursery	25/11/2022	13/01/2023	Very Good	Good	Very Good	Very Good
Ratray Early Childhood Centre	09/12/2022	19/01/2023	Good	Very Good	Good	Very Good
*Letham Primary School Early Childhood Centre	21/02/2023	05/04/2023	Very Good	Very Good	Very Good	Very Good
*Goodlyburn and City of Perth Early Childhood Centre	06/03/2023	28/04/2023	Very Good	Weak	Good	Adequate
*Fossway Primary School Nursery	09/03/2023	25/04/2023	Good	Good	Very Good	Very Good
*Inchture Primary School Nursery	20/03/2023	02/05/2023	Very Good	Very Good	Excellent	Very Good
*Inch View Primary School Nursery and Wrap Around Care Service	22/03/2023	10/05/2023	Good	Good	Good	Good
*Comrie Primary School Nursery	02/05/2023	04/06/2023	Good	Very Good	Very Good	Very Good
*Murthly Primary School Nursery	15/05/2023	16/06/2023	Very Good	Very Good	Very Good	Very Good

Partner Providers

Service Name	Inspection Date	Publication Date	How good is our care, play and learning	How good is our setting	How good is our staff team	How good is our Leadership
FossoPLAY Outdoor Nursery	03/05/2022	14/06/2022	Very Good	Very Good	Good	Very Good
Bright Starts Nursery	20/05/2022	18/07/2022	Adequate	Good	Adequate	Adequate
Morrison's Academy Nursery	01/06/2022	01/08/2022	Good	Good	Good	Good
Thrive Childcare and Education Corner House Perth	23/06/2022	17/08/2022	Adequate	Adequate	Adequate	Adequate
Fair City Munchkins Day Nursery	05/08/2022	29/09/2022	Adequate	Good	Good	Good
Ardvreck Nursery	23/08/2022	07/10/2022	Good	Very Good	Good	Good
Daisy Chain Nursery School Perth LTD	23/09/2022	15/02/2023	Adequate	Adequate	Weak	Adequate
Lauriston Nursery @ Kinross	06/10/2022	15/11/2022	Good	Very Good	Very Good	Very Good
*Swansacre Playgroup	06/02/2023	23/03/2023	Good	Good	Good	Very Good
*Shona Sinclair Childminding	17/02/2023	10/03/2023	Very Good	Very Good	Very Good	Very Good
*Auchlone Nature Kindergarten	25/04/2023	06/06/2023	Very Good	Very Good	Very Good	Very Good
*ABC Day Nursery	12/05/2023	15/06/2023	Weak	Adequate	Unsatisfactory	Adequate
*Bright Starts Nursery	23/05/2023	26/06/2023	Good	Good	Good	Good
*Daisy Chain Nursery School Perth LTD	26/05/2023	15/06/2023	Good	Good	Good	Good

Current Position

The chart shown is an illustration of the individual results of the most recent inspection for each setting. Some settings will be inspected more than once during this period, and some Quality Indicators are not covered in every inspection.

The accumulated result of all these inspections is the position of all Early Learning and Childcare services in Perth & Kinross.

This chart summarises the proportion of settings that have a **good or better rating**, based on the latest inspection for each indicator, and therefore reflects the current gradings of Early Learning and Childcare services in PKC.

