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Council Building  
2 High Street  
Perth  
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13/03/2023

A hybrid meeting of the **Executive Sub-Committee of the Learning and Families Committee** will be held in the **Council Chamber** on **Monday, 20 March 2023** at **13:00**.

If you have any queries please contact Committee Services on (01738) 475000 or email [Committee@pkc.gov.uk](mailto: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 Noah Khogali  
Provost Xander McDade  
Councillor Caroline Shiers



**Executive Sub-Committee of the Learning and Families Committee**

**Monday, 20 March 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 MINUTE OF MEETING OF EXECUTIVE SUB-COMMITTEE OF LEARNING AND FAMILIES COMMITTEE OF 29 AUGUST 2022 FOR APPROVAL** **5 - 8**  
(copy herewith)
- 4 PRESENTATION**  
Presentation by Pam Anderson, Education Scotland
- 5 STANDARDS AND QUALITY IN SCHOOLS, LEARNING COMMUNITIES AND PRE-SCHOOL CENTRES/ DAY CARE OF CHILDREN** **9 - 70**  
Report by Executive Director (Education and Children's Services)  
(copy herewith 23/97)

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All Council Services can offer a telephone translation facility.



## **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 29 August 2022 at 10.00am.

Present: Councillors J Rebbeck, S Carr, M Frampton, L Barrett, N Khogali, B Leishman (substituting for Provost X McDade) and C Shiers.

In Attendance: S Johnston, Head of Education and Learning, A Carr, P Davidson, P Edwards, N Helm, B Martin-Scott, D Millar and L Richards (all Education and Children's Services) and D Williams (Corporate and Democratic Services).

Also in Attendance: A Brown and M Pasternak (all Corporate and Democratic Services)

Apologies: Provost X McDade

Councillor J Rebbeck, Convener, Presiding.

### **1. WELCOME AND APOLOGIES**

The Convener welcomed all those present to the meeting. An apology for absence was noted above.

### **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 the Lifelong Learning Committee of 1 November 2021 was submitted, approved as a correct record and authorised for signature.

### **4. 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) (22/194) setting out the key findings following inspections and evaluations of early learning and childcare settings undertaken by the Care Inspectorate on the day care of children since the Executive Sub-Committee of Lifelong Learning Committee on 20 January 2022. There were no Education Scotland/Her Majesty's Inspectorate of Education inspections of schools or learning communities to report at this time.

**Resolved:**

Having heard from the relevant officers on the key findings of the inspection reports and following consideration and questions from the sub-committee, the reports as appended to Report 22/194 be noted as follows:

- (a) Balhousie and North Muirton ELC (Appendix 1)
- (b) Summary of Care Inspectorate Day Care of Children's Inspections (Appendix 2)

S DEVLIN ENTERED THE MEETING AT THIS POINT

## **5. PRESENTATION BY CARE INSPECTORATE**

F Murray and D Watson, both Care Inspectorate, delivered a slide-based presentation to members regarding the quality framework of children, childminding and school-aged children and inspections.

The Convener thanked F Murray and D Watson for their presentation, and they both left the meeting at this point.

S DEVLIN LEFT THE MEETING AT THIS POINT

## **6. SUMMARY REPORT ON CARE INSPECTORATE AND EDUCATION SCOTLAND INSPECTIONS**

There was submitted a report by the Executive Director (Education and Children's Services) (22/195) providing an overview of the performance of Education and Children's Services inspected and reported over the past two years by the Care Inspectorate and Education Scotland, since the previous report of this type in 2020, and sets out the Service's approach to implementing improvement actions arising out of inspection. A report was not prepared in 2021 due to the Covid-19 pandemic which led to a pause in inspection activity.

### **Resolved:**

The contents of Report 22/195 and its appendices, be noted.

## **7. INSPECTIONS OF SERVICES FOR CHILDREN AND YOUNG PEOPLE BY THE CARE INSPECTORATE**

There was submitted a report by the Executive Director (Education and Children's Services) (22/196) setting out the key findings following inspections and evaluations of Services for Children and Young People undertaken by the Care Inspectorate, namely the Fostering Service, the Adoption Service and the Adult Placement Scheme.

### **Resolved:**

Having heard from the relevant officers on the key findings of the inspection reports and following consideration and questions from the sub-committee, the reports as appended to Report 22/58 be noted as follows:

- (a) Perth and Kinross Council - Fostering Services (Appendix 1)
- (b) Adoption Service (Appendix 2)
- (c) Supported Lodgings (Appendix 3)

## **8. COLLABORATIVE IMPROVEMENT PROGRAMME**

There was submitted a report by the Executive Director (Education and Children's Services) (22/197) (1) providing the Committee with the key findings of the Perth and Kinross Council (PKC) Collaborative Improvement Programme, (2) setting out the new approach to securing improvement within Education Services, through shared work involving staff from the local authority, Education Scotland and Association of Directors of Education Services (ADES), and (3) seeking to describe the process of collaborative improvement, to summarise the key findings for the PKC Education Service, and to outline the next steps to be taken as a result of this.

### **Resolved:**

- (i) The contents of Report 22/195 and its appendices, be noted.
- (ii) The Executive Director (Education and Children's Services) be requested to report on the impact of the actions detailed through the Education Report and Plan in August 2023.





## PERTH AND KINROSS COUNCIL

### Executive Sub-Committee Of Learning & Families Committee

20 March 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 23/97)

### 1. PURPOSE

- 1.1 This report sets 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 29 August 2022.

### 2. RECOMMENDATION

- 2.1 It is recommended that the Executive Sub-Committee of the Learning & Families 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/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.
- 4.1.2 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 Early Learning and Childcare 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?; and
- 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 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 29 August 2022, the following reports have been published by Education Scotland<sup>1</sup>:

- **Crieff Primary School and Nursery Class**

Crieff Primary School and Nursery Class was inspected in November 2022 by Education Scotland. Education Scotland will make no further visits in connection with this inspection. The evaluations against the QIs are shown in Appendix 1. At the time of the 2022 pupil census, the school had 387 primary school children and 54 nursery children enrolled. The primary school had a staffing complement of 23.8 full-time employees (FTE) teachers. The [Summarised inspection findings for Crieff Primary School](#) is available online.

- **Perth Grammar School**

Perth Grammar School was inspected in November 2019. A follow-through visit took place in November 2021 (both reported previously to the Executive Sub-Committee of Lifelong Learning Committee). Education Scotland requested a report on the school's progress, and this is included as Appendix 2 along with their final letter to parents. Education Scotland will make no further visits in connection with this inspection.

### **5.2 Care Inspectorate Inspections - Day Care of Children**

5.2.1 A total of 19 inspections have been undertaken and published<sup>2</sup> by the Care Inspectorate since the Executive Sub-Committee of Learning & Families Committee on 29 August 2022.

5.2.2 Of these reports, one required to be reported as an exception (where any grading has been awarded an evaluation of unsatisfactory, weak, or excellent). Daisy Chain Nursery School in Perth was initially inspected in May 2022 and awarded one 'Weak' quality grading. The first follow up inspection was carried out in September 2022, with a further follow up inspection carried out in January 2023. All three inspection reports are included as Appendix 3a, Appendix 3b and Appendix 3c.

5.2.3 The inspection of Robert Douglas Memorial Primary School Nursery in November 2022 is notable for receiving an excellent grading for the area of 'Nurturing Care and Support', although the overall grading for the Key Question; 'How good is our Care, Learning and Play' remained 'Very Good'.

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<sup>1</sup> As at 7 Feb 2023

5.2.4 For the 19 published inspections in total, of the 76 indicators inspected, 1 received a 'Weak' grading, 11 received an 'Adequate' grading, 29 received 'Good' evaluations & 35 received 'Very Good' evaluations.

### 5.3 Care Inspectorate Inspections - Childminding Services

5.3.1 From academic year 2019/2020, childminders commenced providing funded hours within the Perth and Kinross Council (PKC) ELC expansion plan for 1140 hours. All registered childminders are inspected by the Care Inspectorate using the updated [Quality Framework for Daycare of Children, Childminding and School-aged Childcare](#).

5.3.2 Inspections of those childminders that have funded places in partnership with the Council 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.

## 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 2016 in inspections undertaken by Education Scotland. Since August 2016, the inspection model has changed with QI 1.1 'self-evaluation for self-improvement' no longer being evaluated.

6.1.2 24 ELC providers and 27 primary schools have been inspected since the beginning of academic session 2016/2017. There have been two secondary school inspections carried out in the same period.

6.1.3 Tables 1a and 1b below gives a summary of the evaluations for each QI for all ELC and primary school inspections.

**Table 1a: Number of QI Evaluations - 2016/2017 to date - ELC**

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	1.1 Self-evaluation for self-improvement	All QIs
Excellent	-	-	-	-	-	-
Very Good	4	5	5	6	-	20
Good	8	9	12	9	1	39
Satisfactory	4	4	2	1	1	12
Weak	-	1	2	-	-	3
Unsatisfactory	-	-	-	-	-	-
Total	16	19	21	16	2	74

**Table 1b: Number of QI Evaluations - 2016/2017 to date – Primary Schools**

<b>Primary Schools</b>						
<b>QI Grading</b>	<b>1.3 Leadership of change</b>	<b>2.3 Learning, teaching &amp; assessment</b>	<b>3.2 Raising attainment &amp; achievement</b>	<b>3.1 Ensuring wellbeing, equality &amp; inclusion</b>	<b>1.1 Self- evaluation for self- improvement</b>	<b>All QIs</b>
<b>Excellent</b>	1	-	-	1	-	<b>2</b>
<b>Very Good</b>	5	5	9	6	3	<b>28</b>
<b>Good</b>	5	10	9	7	-	<b>31</b>
<b>Satisfactory</b>	3	4	4	-	1	<b>12</b>
<b>Weak</b>	-	1	2	-	-	<b>3</b>
<b>Unsatisfactory</b>	-	-	-	-	-	<b>-</b>
<b>Total</b>	<b>14</b>	<b>20</b>	<b>24</b>	<b>14</b>	<b>4</b>	<b>76</b>

- 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 inspections up to November 2022, using national and comparator authority information, is shown in Appendix 4. There is not currently sufficient data available on secondary inspections to allow for useful benchmarking.
- 6.1.6 For all ELC QIs evaluated from 2016/2017, to date, 80% were graded as Good or better. This compares with 52% for our comparator authorities and 63% nationally.
- 6.1.7 For all primary school QIs evaluated from 2016/2017, to date, 80% were graded as Good or better. This compares with 53% for our comparator authorities and 62% 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 19-day care services across Perth and Kinross have been inspected by the Care Inspectorate since the beginning of the financial year 2022/2023.
- 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 2022/2023) against national and comparator data, can be found in Appendix 5. 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 2022/2023 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	10	16	9	10	44
Good	9	5	10	9	34
Satisfactory	4	2	2	4	12
Weak	0	0	1	0	1
Unsatisfactory	0	0	0	0	0
<b>Total</b>	<b>23</b>	<b>23</b>	<b>23</b>	<b>23</b>	<b>92</b>

6.2.3 There is an expectation that ELC providers meet “Good” evaluations in all QIs. Therefore, where an ELC provider receives less than a “Good” evaluation, the Service Manager and Quality Improvement Officer for the ELC establishment works with the Headteacher/Manager/Leader to develop an action plan which will secure improvement in the areas of identified need.

6.2.4 Perth and Kinross settings perform consistently better than comparator authorities, and the national average, for Care Inspectorate inspections. The current position, for the latest inspection of all settings, is around 95% being rated as good or better, across the indicators inspected. Details are provided in Appendix 5.

## 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 29 August 2022.

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**

<b>Name</b>	<b>Designation</b>	<b>Contact Details</b>
Sharon Johnston	Head of Education and Learning	<a href="mailto:ECSCCommittee@pkc.gov.uk">ECSCCommittee@pkc.gov.uk</a> 01738 475000

**Approved**

<b>Name</b>	<b>Designation</b>	<b>Date</b>
Sheena Devlin	Executive Director (Education and Children's Services)	24 February 2023

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## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

2.1 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 - Crieff Primary School and Nursery Class Inspection Report  
 Appendix 2 - Perth Grammar School Education Scotland Inspection Letter and Perth and Kinross Council report  
 Appendix 3a - Daisy Chain Nursery School Perth Care Inspectorate report (May 2022)  
 Appendix 3b - Daisy Chain Nursery School Perth Care Inspectorate report (Sep 2022)  
 Appendix 3c - Daisy Chain Nursery School Perth Care Inspectorate report (Jan 2023)  
 Appendix 4 - Summary of Education Scotland Inspections  
 Appendix 5 - Summary of Care Inspectorate Day Care of Children Inspections

24 January 2023

Dear Parent/Carer

In November 2022, a team of inspectors from Education Scotland visited Crieff 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 highly experienced headteacher, who is providing very strong leadership and direction to the work of the school. She is supported well by the senior leadership team and is ambitious for children at the school, nursery and Intensive Support Provision (ISP).
- The strong sense of teamwork and positive relationships across the whole school community.
- The inclusive, nurturing practices and strong focus on emotional wellbeing across the school, nursery and ISP. This work is supporting all children to feel cared for and ready to learn.
- The wide range of partners who support the wellbeing of children and families. This is supporting children to improve attendance and engage in learning.

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

- Improve further the way teachers plan learning to ensure all children make progress across the curriculum in the school and nursery.
- Children need well-paced learning experiences that are matched carefully to their interests and needs. Senior leaders should support teachers to plan increased challenge for all learners.
- Teachers need to work together to improve the confidence and accuracy of their professional judgements about children's progress and attainment. They need to understand better where children are in their learning and what they need to do to improve.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#) 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 Crieff Primary School and Nursery Class

Quality indicators for the primary stages	Evaluation
<b>Leadership of change</b>	<b>very good</b>
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

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

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.

Liz Angus  
Managing Inspector





7 February 2023

Dear Parent/Carer

**Perth Grammar School  
Perth and Kinross Council**

In January 2020, Education Scotland published a letter on your child's school. The letter set out a number of areas for improvement, which we agreed with the school and Perth and Kinross Council. We published a further letter in December 2021.

As requested, Perth and Kinross Council has now provided us with a report on the school's progress. The progress report is available at:

[Final Perth Grammar School- Progress Report December 2022.pdf \(pkc.gov.uk\)](https://www.pkc.gov.uk/education-scotland/progress-report-december-2022.pdf).

After reviewing all of the evidence and in discussion with Perth and Kinross Council, we are now confident that the school has the capacity to continue to improve. We will therefore make no further visits in connection with the inspection letter of January 2020.

As part of its arrangements for reporting to parents on the quality of education, Perth and Kinross Council will inform parents about the school's progress.

HM Inspector



## Education & Children's Services

### Education Scotland – Follow through Procedures Progress Report to Parents

#### 1 Introduction:

**Perth Grammar School** was inspected in November 2019. The report on the inspection by Education Scotland was published in **January 2020**.

The school, with support from the Local Authority, prepared a full plan for improvement.

In December 2021 the school was inspected again, and it was reported that staff have been successful in addressing the recommendations made in the original inspection. However, the report stated that the school required more time to fully implement its priorities for improvement, due to the disruption of the pandemic.

Both the Head Teacher and staff have worked collaboratively with authority staff to take forward the areas identified as requiring improvement in both inspection reports, and this report summarises the progress made by the school in these areas.

#### 2 Areas for Improvement – Evaluation of Progress:

##### Area for Improvement 1:

**Actions from 2020:** Improve approaches to ensuring equity for all learners. To support this, senior leaders should make better use of data to target interventions appropriately. This includes monitoring planned interventions regularly to ensure they have the desired impact.

**Actions from Letter:** Continue to raise attainment, across all areas

##### How are we doing?

Senior leaders effectively identify gaps in attainment and organise timely interventions to support learners. For example, senior and middle leaders have identified those pupils entered for five Highers who are not currently on track to achieve expected passes and have arranged discussions with pupils and parents about their progress, and provided targeted supported study, enhanced learning conversations, and action planning opportunities. This



support sits within the school's targeted clinics for parents and carers aligned with the tracking reports produced four times each session.

The school have set ambitious, evidence based, targets for attainment for all groups of young people and all staff are aware of them and monitor pupil performance closely to ensure targets are met. As a result, there is a culture of raising attainment, in step with the school's ambition agenda, and their school value of 'ambition'.

School leaders have successfully created a whole school data set which includes a breadth of data about pupils. As a result, all staff can now easily access a wide range of key contextual information about learners, and this has increased their ability and confidence in the use of data to improve the quality of provision for pupils and therefore their attainment. The school are continuing to add more data to the whole school data set as it evolves and should now consider including Broad General Education levels achieved here, as well as in their attainment analysis and interventions records.

Senior leaders have planned and monitored the impact of the allocation of Pupil Equity and Covid Funding to support young people with attendance and attainment. An additional Pupil Care and Welfare Officer (PCWO) was appointed using Pupil Equity funding in December 2021 and another PCWO was appointed using Scottish Government Covid Funding in October 2022. Senior leaders have created a rigorous remit for the additional staff, and they play a significant role in supporting young people with attendance and punctuality. They attend and contribute to regular House meetings with pupil support colleagues and together the team plans interventions for identified young people. The PCWOs are empowered to meet with children and families to identify barriers and plan supports. As a result of their increased responsibilities in supporting engagement during lesson times, all young people with identified need are supported to attend all their lessons and engage in meaningful learning.

The school has established an Outreach Programme to target pupils with anxiety and emotional based absence and who make up the school's most disengaged learners. Attendance and engagement of these pupils has increased considerably as a result of this work

The school has very well-established structures and supports for those pupils at risk of exclusion, including effective alternatives to exclusion and, as a result, young people are less likely to miss out on their learning. Tailored curriculum work is provided for young people to complete, and the provision operates with very small numbers of pupils to best provide intensive support.

Teachers offer a comprehensive and impressive range of after school and lunchtime study support throughout each session, and this is widely publicised throughout the school community in several creative ways. The school shares the offer with parents/carers and

gaining their support in ensuring their young people attend. This is also contributing to increased confidence and performance in SQA examinations.

### **How do we know? (Evidence)**

A wide range of senior phase attainment measures exceed the school's virtual comparator and there has been a strong trend of improvement in the last three year period. Session 21-22 saw many attainment measures their highest of the last five years.

The presentation policy of the school has changed with more pupils being provided the opportunity to attain at a more ambitious level, due to stronger tracking, monitoring and interventions, with a secure fallback position available for pupils, if required.

The school has responded to the changing needs of their pupils by introducing a fully integrated S4 - 6 senior phase curriculum model which means all young people have access to a broader range of courses to choose from, including a range of vocational qualifications, providing enhanced pathways. All young people in the senior phase now choose six courses as their main curriculum. However, various opportunities are now embedded for additional certification, including being presented for Application of

Mathematics in addition to Mathematics, Scottish Studies, and a range of qualifications as part of senior core Health and Wellbeing and Wider Achievement programmes.

School attainment targets are well known by staff and informs their close tracking and monitoring of pupils' attainment.

Attendance at class level has improved for learners who previously opted to attend particular lessons only and exclusion incidents have significantly decreased over time. This improvement in the attendance picture for the school is evident for those learners who are from the most deprived backgrounds relative to other schools and exclusions for this cohort show a sustained and significant trend of reduction.

The school has made significant gains in reducing the poverty related attainment gap with the biggest improvement seen in 2021/2022.

### **Improvement area 2:**

**Actions from 2020:** Raise attainment and achievement for all young people. To support this, improve approaches to assessing and monitoring young people's progress, particularly in S1-S3.

**Actions from letter:** Further improvements to planning and assessing in the BGE in a few faculties.

Consistency of conversations with YP to set goals and targets.

### **How are we doing?**

Assessment approaches across the school have been strengthened through engagement in the Moderation Cycle during collegiate, INSET and faculty meeting time. Colleagues review pupils' work, including in the BGE, and use SQA and Education Scotland Benchmarks to reach a shared understanding of standards at each level of achievement in each subject. This is supporting colleagues' capacity in assessing with accuracy.

School leaders, including the Principal Teachers of English and Mathematics, have prioritised literacy and numeracy for improvement through leading the coordination of planning, teaching, and assessing literacy and numeracy across all faculties.

- . The school have successfully embedded a new approach to tracking, monitoring, and reporting in S1-3 and now use the *Progress and Achievement* module on SEEMiS. All subject teachers now report on levels achieved and the progress pupils are making towards achieving the next level, in step with

Perth and Kinross Council Education and Children's Services guidance. Staff have participated in significant professional learning with colleagues across the local authority around moderation of their assessment judgements using the new model and terminology of emerging, enhancing, and extending to describe progress towards the next level. This has resulted in a greater degree of colleagues' shared understanding of what constitutes performance at each CFE level. Staff confidence has improved in making the judgements and pupils are taking more responsibility for their learning and are better able to articulate their progress in their Broad General Education subjects and their areas for development. SLT use management reports from the module to identify where young people are not on track to make expected progress and share these with Principal Teachers during the termly Attainment Reviews. Interventions are agreed and implemented by the appropriate staff.

House meetings are held weekly with key members of the staff team. Attainment is a standing item on the agenda and pupils at risk of not meeting attainment expectations are identified and discussed. This collaborative approach ensures that any unmet needs are addressed and that pupils are provided with additional support to help ensure they make good progress.

Pupils regularly review their tracking reports, issued four times annually, in their Personal and Social Education lessons and are supported to set meaningful targets for improvement through learning conversations ensuring young people are clear on their strengths and areas for development.

### **How do we know? (Evidence)**

In both literacy and numeracy there were improvements in performance in terms of S3 Achievement of a level. Staff report increased confidence in reaching assessment decisions on Achievement of a Level and moderation is supporting evidence to demonstrate increased accuracy in this area. Attainment reviews evidence discussion and interventions agreed on pupils in S1-3 who are not making expected progress.

Most pupils are aware of the levels they have achieved in their subjects and what their next steps are to reach the next level.

### **Improvement Area 3:**

**Actions from 2020:** Further develop a shared understanding of high-quality learning and teaching to improve the motivation and engagement of young people. Ensure appropriate challenge for all young people to maximise progress in their learning.

**Actions from the letter:** to continue to promote the good practice that is evident in certain subject areas to ensure greater consistency across all learning.

Once fully developed and embedded across all areas of the curriculum, this will provide senior leaders and principal teachers with a rich source of information to inform Priorities and plan improvements.

### **How are we doing?**

The school values of Pride, Respect and Ambition remain key drivers of change at Perth Grammar School and feature consistently in policy and procedures.

They are highly visible on displays in school and the school community demonstrates the values in its work. Staff reference school values in conversations with young people, school awards and assemblies, ensuring they are embedded.

School leaders have, since the original inspection, ably led the significant development of an agreed approach to learning, teaching, and assessment – The Perth Grammar School Five (PGS5). The approach was co-created with all in the school community, and this has ensured its effectiveness, as all stakeholders understand its rationale and contributed to its development. The approach prioritises pedagogy and equity. The five aspects of high-quality practice identified for the school's unique context are: Effective Communication, Clear Expectations, Positive Relationships, Accessible Learning and Everyone Engaged. They are highly visible in the school through PGS5 posters displayed, references in lessons and they are highlighted and explained in assemblies with pupils.

Since the last inspection visit the school has developed a new system which allows all staff to send positive messages home to families about their young people to recognise their achievements. This is supplemented by the introduction of Strive awards as part of the school's 'Ambition Agenda' and enables termly recognition of Pride, Respect and Ambition.

The school learning community has evolved post pandemic. All teachers use Microsoft Teams for all subject communication out-with classroom learning. This platform is used regularly to communicate with learners for whole school and classroom communications, information sharing, assigning of work and tasks, and in some areas, still used to feedback to learners on their progress. School staff are currently working together to improve the consistency of approach and most effective use of the digital platform.

### **How do we know**

Classroom environments are attractive, clean, and organised. Most classrooms have been organised using inclusive principles. In almost all classrooms' resources on the walls are used to help embed and exemplify important skills in each subject area. Learners appreciate these and are able to explain how they help in their learning.

Learners identify with PGS5 and can articulate where they see this in their learning. Learners feel that their voice was heard in the school, and many appreciated the implementation of 'you said we did' boards in each faculty.

Learners report they received very good feedback in most of their classes which helped with their progress. Teacher feedback is evident in jotters and on virtual learning spaces and this supports pupils understanding of their progress.

Staff value the work around PGS5. The agency devolved to teachers as leaders of learning was appreciated. Leaders of learning felt reassured that they were following a cohesive and structured programme. The pace of this was felt to be at the right level to create effective change that can be sustained.

All staff were aware of pupil profiles in respect of deprivation and barriers to learning and there was confidence and enthusiasm to ensure that these were overcome. A whole school tracking tool and dataset is helping them to identify those young people who needed the most support in their classes.

Tutor time is well supported with resources and appropriate activities and the opportunity for meaningful learning conversations was seen as a key feature of this time by all staff.

### **Conclusion**

There is confidence in the school's capacity for continued improvement. In preparation of this 'further information', senior education officers have visited the school on several occasions to sample learning and teaching, meet with staff and pupils, and to support and challenge colleagues in raising attainment and achievement. The school's ambition agenda sets out unambiguously an agreed approach to improve outcomes for young people so that all staff, and groups of staff, are clear on their individual and collective roles and

responsibilities. Perth Grammar has made significant improvements in all areas identified in the original inspection of November 2019, and we will continue to monitor progress through local quality assurance processes.

Headteacher:

Fiona Robertson

Quality Improvement Officer:

Stuart Sweeney



## Daisy Chain Nursery School Perth LTD Day Care of Children

4 West Mains Avenue  
Perth  
PH1 1QZ

Telephone: 01738718775

**Type of inspection:**  
Unannounced

**Completed on:**  
13 May 2022

**Service provided by:**  
Daisy Chain Nursery School Perth LTD

**Service provider number:**  
SP2021000112

**Service no:**  
CS2021000185



## About the service

Daisy Chain Nursery School is a day care of children service situated in a residential area of Perth. The building is located next to a row of shops and has designated parking for parents and carers. The single storey detached building consists of two playrooms both of which have access to enclosed gardens. Children also have access to a separate sleep room. The service is registered to provide care for a maximum of 50 children up to 16 years of age.

This was an unannounced inspection which took place on 11 May 2022 between 08:45 and 17:45 and on 13 May 2022 between 08:30 and 14:00. Two inspectors carried out the inspection. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spoke with children using the service
- gathered feedback from five parents and carers
- spoke with staff and management
- observed practice
- reviewed documents.

## What people told us

We received feedback from five parents and carers. They were all happy with the quality of care their children experienced. They all commented positively on the relationships children had developed with staff. Some families felt they would benefit from better communication to ensure they are kept up to date with changes in the service.

Most children were happy and settled during their time at nursery. They told us about the activities they enjoyed doing. One child told us, "We're making a bug hotel". This supported the children's interests in insects and gave them opportunities to be curious and investigate.

## Self assessment

A self assessment was not requested prior to the inspection.



## From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	3 - Adequate
Quality of staffing	3 - Adequate
Quality of management and leadership	2 - Weak

## Quality of care and support

### Findings from the inspection

We evaluated this quality theme as adequate, where strengths only just outweighed weaknesses. We have made one recommendation to support improvement.

Most children experienced care which was warm and nurturing. Staff responded to children's emotional needs and offered them comfort and cuddles which supported them to feel safe and reassured. Most interactions we observed were positive however, we identified some interactions which could be improved. For example, on occasions staff carried or lifted children without explaining to them what was happening which resulted in children becoming upset or interrupting their play.

Children were encouraged to lead their play and learning following their interests. Children had an interest in minibeasts and staff supported them to develop their curiosity and understanding by building a bug hotel. They had opportunities to investigate and explore and we saw that children had fun. At times, younger children in the main playroom spent significant periods wandering around and were not engaged in play. Staff did not recognise or respond and as a result, the children were not supported to achieve their potential.

Staff knew most children well however, where support strategies had been identified, we found these were not being used to meet children's needs. There were inconsistencies in the information held for children, with some children not having a personal plan in place and other children only having basic information. As a result, staff were unable to use personal plans effectively to support and meet children's needs (**see recommendation 1**).

Children had healthy choices at meals and snacks. They were kept safe as staff were aware of their dietary needs and preferences and offered alternatives to meet their needs. Children had opportunities at mealtimes to be independent. Older children were encouraged to self-serve and babies were encouraged to feed themselves. As a result, children were becoming responsible and developing their confidence. Some staff in the main playroom sat with children during lunch which promoted a sociable experience and supported language development. However, some children were not well supported during lunch. For example, children were not encouraged or supported to use their cutlery. We suggested reviewing the layout of the self-service to enable staff to be more effectively deployed to support children at each table.

### Requirements

Number of requirements: 0

## Recommendations

### Number of recommendations: 1

1. To ensure that children receive care and support which meets their needs, the provider should, at a minimum ensure:

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

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as my 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).

**Grade:** 3 - adequate

## Quality of environment

### Findings from the inspection

We evaluated this quality theme as adequate, where strengths only just outweighed weaknesses. We have made two recommendations to support improvement.

The indoor nursery environment was bright, well ventilated and clean. However, we found that more care and attention needed to be given to the garden to ensure it was a tidy and inviting space (**see recommendation 1**).

Children accessed a range of resources in the nursery such as books and construction to support their play and learning. Children's imaginative play was encouraged through messy and sensory play. They were able to transport their resources between areas of the nursery and we saw children taking their playdough and loose parts creations to the outdoors where they continued to experiment and be curious. However, we found that some areas lacked resources to offer children depth in their play and learning experiences. For example, the home corner had limited resources to support children's learning in literacy and numeracy. We suggested auditing each area of the nursery environment to ensure that all areas had resources to stimulate and challenge children in their play and learning (**see recommendation 2**).

Children in the main playroom had started to become involved in designing their own play spaces. Staff had gathered their views about how to develop the nursery garden. However, this was in the early stages, and we were yet to see the impact of this. Children using the main garden had opportunities to be active outdoors which supported them to develop their gross motor skills. They also developed skills in investigation, problem solving and were encouraged to be curious about nature and the world around them. The garden accessible for the babies was not fit for purpose as the area was covered in gravel and had concrete stairs without a handrail to provide support. This had the potential to put children at risk and cause significant injuries (**see recommendation 1**).

Babies benefitted from a designated sleep room which offered them a peaceful area to rest and relax. The manager identified the need to review and adapt the layout of the sleep room to give children more space and respect their privacy.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 2

1. Children should be kept safe when playing in the nursery garden. The provider and manager should, at a minimum:

- a) ensure they make the outdoor areas safe for children to play by reviewing the outdoor environment for potential hazards and risks
- b) improve the safety of the concrete stairs
- c) make changes to the gravelled area where babies play
- d) put in place and implement a system to regularly review the outdoor areas to consider risks
- e) ensure they regularly review these measures, and take account of and reflect children's needs, wants, and wishes.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My environment is safe and secure' (HSCS 5.17).

2. To enable children to experience play and learning that is right for them, the manager and staff should improve play opportunities on offer to stimulate, support and challenge all children.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS 1.31).

**Grade:** 3 - adequate

## Quality of staffing

### Findings from the inspection

We evaluated this quality theme as adequate, where strengths only just outweighed weaknesses. We have made two recommendations to support improvement.

We found that the most recent recruitment had followed best practice guidance. However, we sampled one other recruitment file and found appropriate references had not been undertaken to ensure that the staff member was suitable for the job. This had the potential to put children at risk (**see recommendation 1**).

Staff had received a limited and basic induction to the service which was not carried out when staff started in their roles. As a result of a poor induction, staff lacked knowledge and skills needed to provide consistently high quality care, play and learning. For example, staff did not have an understanding of how to share sensitive information with families during pick up. We signposted the manager to the National Induction Resource to improve the induction process and upskill staff.

Staff had developed positive relationships with children and were kind, caring and friendly. We saw staff supporting and extending children's schematic play by offering additional experiences. Children were supported to extend their thinking through some effective questioning. This supported children to achieve. However, at times, children's play and learning was interrupted as staff were led by routines of the day. Staff should continue to build on the positive interactions to ensure children receive consistently high quality care, play and learning (**see recommendation 2**).

Staff had begun to reflect on their practice and were in the early stages of self evaluating to support them to improve the experiences for children. They had set realistic goals focusing on improving their interactions and developing the environment. Staff had completed some online training, for example in child protection. They were aware of how to respond to concerns to keep children safe and protected. We would encourage staff to reflect on their learning to improve outcomes for children.

## Requirements

**Number of requirements: 0**

## Recommendations

**Number of recommendations: 2**

1. To ensure children are safe and protected, the provider should follow safer recruitment guidance, carrying out all relevant checks in a timeous manner.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I am confident that people who support me have been appropriately and safely recruited' (HSCS 4.24).

2. To ensure children receive high quality experiences, the manager should support staff to develop their skills in quality interactions and to effectively facilitate and extend children's play and learning.

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).

**Grade: 3 - adequate**

## Quality of management and leadership

### Findings from the inspection

We made an evaluation of weak for this quality theme. Whilst we identified some strengths, these were compromised by significant weaknesses. We have made two requirements and one recommendation to support improvement.

There had been significant changes to the management team which had impacted negatively upon the leadership of the service. The new manager had only started working in their role the week of the inspection however, they had a clear vision about the direction of the service, identifying areas for improvement and how to address these to improve the experiences and outcomes for children. The manager demonstrated a realistic understanding of the level the service was performing at. An improvement plan was in place which had realistic and achievable targets set. They should begin to action these and also address the areas for improvement identified within the inspection.

There was a lack of robust and effective quality assurance in place to have a positive impact on children's outcomes (**see requirement 1**). Some quality assurance processes had been carried out identifying strengths and areas for improvement. However, this was in the early stages, and most of the actions identified had yet to be addressed. Staff would benefit from the management team carrying out focused observations of practice to give them support and guidance on how to improve. These observations should also inform support and supervision. We found that there was a lack of effective support and supervision carried out with staff which meant they did not get the support needed to improve their practice. We also found areas where auditing and quality assurance had not been carried out. For example, there was not an effective system in place to record child protection concerns and chronologies which had the potential to put children at risk.

We had significant concerns with the lack of notifications submitted to other agencies and the Care Inspectorate which had the potential to put children at serious risk (**see requirement 2**). This was actioned by the management team during the inspection however, notifications must be made timeously to ensure children are safe and protected.

Where complaints had been made to the service, there was limited evidence of how these had been investigated. This had the potential that improvements identified in complaints were not fully addressed. We saw an improvement in how the most recent complaint had been dealt with, however, whilst the complaints policy had been updated, there was not a clear and robust system in place to ensure complaints were handled consistently. A previous recommendation has been continued (**see recommendation 1**).

### Requirements

#### Number of requirements: 2

1. By 6 September 2022, the provider must ensure improved outcomes for children and practice by implementing effective systems of quality assurance. To do this the provider must, at a minimum, ensure:

- a) regular and effective support and supervision for all staff is implemented.
- b) staff are supported to develop their knowledge and understanding around self-evaluation processes and are involved in the systematic evaluation of their work and the work of the service.
- c) clear and effective plans are in place for maintaining and improving 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 in order 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 17 June 2022, the provider must ensure children are kept safe and the service is effectively managed by ensuring required notifications are made to other agencies and the Care Inspectorate in line with guidance. In order to achieve this, the provider and manager must ensure they are knowledgeable and confident about the notifications to be submitted to the Care Inspectorate and other agencies.

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 care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

## Recommendations

**Number of recommendations: 1**

1. To support good complaint handling and communication with complainants the provider should access training for staff appropriate to their role and support them to apply the training in practice. The complaints policy and procedure should also be reviewed to ensure it is underpinned by best practice guidance and procedures are a clear and concise guide for good complaint handling.

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).

**Grade: 2 - weak**

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

## Previous requirements

There are no outstanding requirements.

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

### Previous recommendations

#### Recommendation 1

To support good complaint handling and communication with complainants the provider should access training for staff appropriate to their role and support them to apply the training in practice. The complaints policy and procedure should also be reviewed to ensure it is underpinned by best practice guidance and procedures are a clear and concise guide for good complaint handling.

This is to ensure care and support is consistent with Health and Social Care Standard 3.14: 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.

**This recommendation was made on 18 January 2022.**

#### Action taken on previous recommendation

The complaints policy and procedure had been updated however, there was not a robust system in place to ensure complaints were fully addressed. Staff had not undertaken training to support them in their role. This recommendation has been continued.

### Complaints

Please see Care Inspectorate website ([www.careinspectorate.com](http://www.careinspectorate.com)) for details of complaints about the service which have been upheld.

### Enforcement

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

### Inspection and grading history

This service does not have any prior inspection history or grades.

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## Daisy Chain Nursery School Perth LTD Day Care of Children

4 West Mains Avenue  
Perth  
PH1 1QZ

Telephone: 01738718775

**Type of inspection:**  
Unannounced

**Completed on:**  
23 September 2022

**Service provided by:**  
Daisy Chain Nursery School Perth LTD

**Service provider number:**  
SP2021000112

**Service no:**  
CS2021000185



## About the service

Daisy Chain Nursery School is a day care of children service situated in a residential area of Perth. The service is registered to provide care for a maximum of 50 children not yet attending primary school. The building is located next to a row of shops and has designated parking for parents and carers. The single storey detached building consists of two playrooms both of which have access to enclosed gardens. Children also have access to a separate sleep room.

## About the inspection

This was a follow up inspection which took place on 23 September 2022 between 08:30 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, 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 three families
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

## Key messages

- Limited progress had been made to improve the outcomes for children and families.
- Ineffective quality assurance processes resulted in minimal positive changes to children's experiences.
- Children experienced improvements to the outdoor areas which increased safety and security.
- Children were protected as appropriate notifications were submitted to us and staff recruitment followed safer recruitment guidance.
- Children's needs were not consistently met as staff did not use personal plans effectively or always respond appropriately to children's cues.

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

### Requirements

#### Requirement 1

By 6 September 2022, the provider must ensure improved outcomes for children and practice by implementing effective systems of quality assurance. To do this the provider must, at a minimum, ensure:

- a) regular and effective support and supervision for all staff is implemented.
- b) staff are supported to develop their knowledge and understanding around self-evaluation processes and are involved in the systematic evaluation of their work and the work of the service.
- c) clear and effective plans are in place for maintaining and improving 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 in order 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).

**This requirement was made on 13 May 2022.**

#### Action taken on previous requirement

Some progress had been made to create quality assurances processes, but these were not yet fully implemented and therefore had limited positive impact on children's outcomes.

Support and supervision had been implemented to identify strengths and areas for improvement relevant to staff roles and responsibilities. However, where there had been areas for improvement identified, there was ineffective monitoring to support improvement. As a result, minimal improvements had been made to staff practice.

Staff were in the early stages of being involved in self-evaluation and had begun to reflect on their practice. For example, they had completed questionnaires to identify actions to be taken forward such as additional training. However, these actions had not yet been carried out and therefore, had not yet resulted in positive change to outcomes for children and families.

Limited monitoring had been carried out however, it did not have a clear purpose to support improvement. Actions identified had not been followed up and as a result, there was no evidence to demonstrate that improvements had been made to children's experiences.

This requirement has not been met. We agreed to extend this requirement to enable the provider to have sufficient time to fully implement the quality assurance processes. This requirement must be met by 25 November 2022. We will follow up on this requirement at the next inspection.

### Not met

#### Requirement 2

By 17 June 2022, the provider must ensure children are kept safe and the service is effectively managed by ensuring required notifications are made to other agencies and the Care Inspectorate in line with guidance. In order to achieve this, the provider and manager must ensure they are knowledgeable and confident about the notifications to be submitted to the Care Inspectorate and other agencies.

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 care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

**This requirement was made on 13 May 2022.**

#### Action taken on previous requirement

To ensure children were kept safe and the service effectively managed, appropriate notifications had been submitted to the Care Inspectorate when required. The manager had a clear understanding of when to submit notifications. This requirement has been met.

### Met - within timescales

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

### Areas for improvement

#### Previous area for improvement 1

To ensure that children receive care and support which meets their needs, the provider should, at a minimum ensure:

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

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as my 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).

**This area for improvement was made on 13 May 2022.**

## Action taken since then

Children had personal plans in place, however, they did not always contain information to ensure their needs were consistently met. There were no strategies of support identified to enable staff to effectively support children. Staff were not always aware of information in children's personal plans for example, they did not support a child to go outside when they were distressed, despite their personal plan stating this was their favourite thing to do. This resulted in the child finding it difficult to regulate their emotions.

The manager and staff told us that they were updating the personal planning formats to gather more detailed information. We discussed the importance of staff using this information effectively to support and meet children's needs. This area for improvement has not been met and has been continued.

## Previous area for improvement 2

Children should be kept safe when playing in the nursery garden. The provider and manager should, at a minimum:

- a) ensure they make the outdoor areas safe for children to play by reviewing the outdoor environment for potential hazards and risks
- b) improve the safety of the concrete stairs
- c) make changes to the gravelled area where babies play
- d) put in place and implement a system to regularly review the outdoor areas to consider risks
- e) ensure they regularly review these measures, and take account of and reflect children's needs, wants, and wishes.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'My environment is safe and secure' (HSCS 5.17).

**This area for improvement was made on 13 May 2022.**

## Action taken since then

Babies had a safer and more inviting garden. The babies garden had been developed to create a space which was more thoughtfully designed to take account of their stages of development and learning. The improvements included a ramp installed with a handrail to replace the concrete stairs and astroturf to replace the gravel. This helped to minimise the risk of accidents and incidents occurring.

Improvements had also been made to the main garden to increase the safety and security. Staff worked well with children to minimise hazards within the outdoor area. Children were encouraged to be involved in risk assessing to make the garden a safe place to play.

This area for improvement has been met.

### Previous area for improvement 3

To enable children to experience play and learning that is right for them, the manager and staff should improve play opportunities on offer to stimulate, support and challenge all children.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS 1.31).

**This area for improvement was made on 13 May 2022.**

#### Action taken since then

Children did not consistently experience challenging and stimulating play opportunities. Babies did not have access to sensory play and did not get to play outdoors during the inspection. This meant they did not have a range of experiences which supported their development and learning. Older children had some opportunities to experiment, be creative and develop their language and literacy skills. However, children were not empowered to be fully involved in their play and learning. For example, they did not have free flow access to the outdoors which limited their choices about where they wanted to play.

Children missed opportunities to explore and play in the additional outdoor space as it was out of use due to the storage of equipment. Children would benefit from accessing this area as it offers increased opportunities to explore, investigate and be curious. We would encourage the staff and manager to consider how this could be addressed as a priority.

Staff discussed their plans for developing areas of the playrooms including improving the resources. However, this had not yet been carried out. As a result, children did not have a range of rich opportunities to support, challenge and provide depth to their learning.

This area for improvement has not been met and has been continued.

### Previous area for improvement 4

To ensure children are safe and protected, the provider should follow safer recruitment guidance, carrying out all relevant checks in a timeous manner.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I am confident that people who support me have been appropriately and safely recruited' (HSCS 4.24).

**This area for improvement was made on 13 May 2022.**

#### Action taken since then

Children were safe and protected as safer recruitment guidance had been followed. This area for improvement has been met.

## Previous area for improvement 5

To ensure children receive high quality experiences, the manager should support staff to develop their skills in quality interactions and to effectively facilitate and extend children's play and learning.

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).

**This area for improvement was made on 13 May 2022.**

### Action taken since then

Children experienced care which was nurturing and warm. Children were offered physical comfort such as cuddles to provide reassurance and help them to feel secure. On occasions, children's need for comfort was not always responded to promptly which meant they were unable to regulate their emotions.

Younger children were not well supported to develop their language and communication skills. Limited interactions between the staff and babies meant they missed opportunities to support their development. Older children were supported by staff who used language to help them to keep themselves safe and encouraged them to problem solve. However, children's cues were not always recognised and responded to, for example, children were running in the playroom, and they were unable to play outside. As a result, children were not always effectively supported to develop and extend their play and learning. This area for improvement has not been met and has been continued.

## Previous area for improvement 6

To support good complaint handling and communication with complainants the provider should access training for staff appropriate to their role and support them to apply the training in practice. The complaints policy and procedure should also be reviewed to ensure it is underpinned by best practice guidance and procedures are a clear and concise guide for good complaint handling.

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).

**This area for improvement was made on 13 May 2022.**

### Action taken since then

The manager had completed training to support them in handling complaints. They discussed their learning and how this had developed their confidence. We were unable to fully assess how this would be applied to practice as there had been no complaints made to the service. We will follow this up at the next inspection.

## Complaints

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



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## Daisy Chain Nursery School Perth LTD Day Care of Children

4 West Mains Avenue  
Perth  
PH1 1QZ

Telephone: 01738718775

**Type of inspection:**  
Unannounced

**Completed on:**  
24 January 2023

**Service provided by:**  
Daisy Chain Nursery School Perth LTD

**Service provider number:**  
SP2021000112

**Service no:**  
CS2021000185



## About the service

Daisy Chain Nursery School Perth LTD is a day care of children service situated in a residential area of Perth. The service is registered to provide care for a maximum of 50 children not yet attending primary school. The building is located next to a row of shops and has designated parking for parents and carers. The single storey detached building consists of two playrooms both of which have access to enclosed gardens. Children also have access to a separate sleep room.

## About the inspection

This was a follow up inspection which took place on 19 January 2023 between 08:45 and 16:50. 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, 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 six families
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

## Key messages

- Children experienced improvements in the quality and consistency of interactions to support them to facilitate and extend their play.
- Effective personal planning supported children's needs to be met. Staff used this information well to support children to feel safe and nurtured.
- Aspects of quality assurance processes had been developed and implemented. As a result, children experienced higher quality of care. Some elements such as self-evaluation were in the early stages and further development would support a continuous culture of improvement.
- Concerns were effectively managed to inform improvements and minimise risks to children.

## How good is our leadership?

A requirement regarding effective quality assurance was made at the inspection on 13 May 2022. The manager had put in place some aspects of the requirement such as clear and effective plans to improve the service. This had a positive impact on children's outcomes (see 'what the service has done to meet any requirement we made at or since the last inspection').

Some elements of the requirement had been fully met. However, regular and effective support and supervision and self evaluation processes needed to be further developed to have a positive impact on children's experiences. As risks to children were minimised, areas for improvements have been made around the outstanding elements to support improvement (see area for improvement 1 and 2).

### Areas for improvement

1. To ensure children receive high quality experiences, regular and effective support and supervision should be implemented to enable staff to reflect on and improve their practice. Staff performance should be constructively reviewed, and effective support planned and evaluated.

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).

2. To ensure that children and families experience high quality care and support tailored to their needs and choices, staff should be supported to develop their knowledge and understanding around self-evaluation processes. Staff should be involved in self-evaluation of the service and reflect together to bring about positive change to outcomes for children and families.

This is to ensure 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).

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

### Requirements

#### Requirement 1

By 6 September 2022, the provider must ensure improved outcomes for children and practice by implementing effective systems of quality assurance. To do this the provider must, at a minimum, ensure:

- a) regular and effective support and supervision for all staff is implemented.
- b) staff are supported to develop their knowledge and understanding around self-evaluation processes and are involved in the systematic evaluation of their work and the work of the service.
- c) clear and effective plans are in place for maintaining and improving 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 in order 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).

**This requirement was made on 13 May 2022.**

#### Action taken on previous requirement

Quality assurance processes were being developed and were beginning to have a positive impact on children's outcomes. Elements of the requirement needed further development to ensure children experienced consistently positive experiences which were maintained and sustained.

Support and supervision was in the very early stages of development. Staff had begun to reflect on their practice, however, had not yet participated in support and supervision with the manager. As a result, staff did not have regular opportunities to enable their learning needs to be identified, with a focus on improving outcomes for children (see area for improvement 1 under key question 3).

A culture of self-evaluation for improvement was being developed. Staff had begun to participate in self-evaluation, however limited progress had been made to assure quality and support improvement. One quality indicator had been reviewed since the last inspection in September 2022 to identify what was working well and areas for improvement. We saw some evidence of improvements made, for example, children experienced sociable, relaxed mealtimes with opportunities to be independent. However, no evaluation had been carried out by staff to demonstrate if the changes made had led to improvements and if further action was needed to continue improving children's outcomes (see area for improvement 2 under key question 3).

Clear and effective plans were in place for maintaining and improving the service. For example, a key focus had been on improving the quality of interactions between staff and children. We saw significant improvements which meant that children experienced interactions which were sensitive, nurturing and caring and supported them to achieve.

Monitoring took place across the service for each staff member which supported improvements in the quality of interactions. Peer observation informed the development of a team goal, such as, getting down to children's level when interacting. As a result, staff had improved their practice and the experiences for children. Where areas for development were identified, these were not always followed up. Further monitoring around areas for development would support the continuous cycle of improvement and ensure children experience consistently high quality care.

## Met - outwith timescales

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

## Areas for improvement

### Previous area for improvement 1

To ensure that children receive care and support which meets their needs, the provider should, at a minimum ensure:

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

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'My personal plan (sometimes referred to as my 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).

**This area for improvement was made on 13 May 2022.**

### Action taken since then

Personal plans had been reviewed and updated to ensure children's current needs were met. Families were central to this process ensuring effective information sharing which was used well by staff. Children were supported by staff who understood and were attuned to their individual needs. For example, staff offered babies their preferred way to be comforted to help them settle to sleep.

Some strategies of support were recorded within the personal plans. Whilst staff were knowledgeable about children's individual needs and how to support them, we suggested that children may benefit from strategies being more clearly recorded to ensure all staff were consistent in their approach. This would support children to experience continuity of care.



This area for improvement has been met.

### Previous area for improvement 2

To enable children to experience play and learning that is right for them, the manager and staff should improve play opportunities on offer to stimulate, support and challenge all children.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS 1.31).

**This area for improvement was made on 13 May 2022.**

#### Action taken since then

Children experienced improvements in the quality of play opportunities which offered them stimulation and challenge. Babies experienced sensory play opportunities which encouraged them to explore, be curious and investigate. Opportunities to challenge children were integrated throughout the day, for example, young children were encouraged to be independent at mealtimes. Older children explored different mathematical concepts around size and shape when playing with playdough. They were effectively supported to recall their previous learning and extend this through open ended questions. As a result, children were supported to achieve their potential.

This area for improvement has been met.

### Previous area for improvement 3

To ensure children receive high quality experiences, the manager should support staff to develop their skills in quality interactions and to effectively facilitate and extend children's play and learning.

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).

**This area for improvement was made on 13 May 2022.**

#### Action taken since then

Children were effectively supported to facilitate and extend their play through quality interactions. Improvements in the quality of interactions encouraged babies to develop their language and communication skills, for example, as staff sang songs throughout the day. Older children followed their interests through play and were experimenting with ice. Effective support from staff enabled children to wonder, problem solve and begin to explore scientific concepts around solids and liquids. This support and facilitation enabled children to extend their interests and be effectively challenged in their play and learning.

This area for improvement has been met.

## Previous area for improvement 4

To support good complaint handling and communication with complainants the provider should access training for staff appropriate to their role and support them to apply the training in practice. The complaints policy and procedure should also be reviewed to ensure it is underpinned by best practice guidance and procedures are a clear and concise guide for good complaint handling.

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).

**This area for improvement was made on 13 May 2022.**

### Action taken since then

Effective complaint handling supported children and families to experience improved outcomes. The manager applied learning from training into practice and had updated the complaints policy to ensure clear procedures were in place. As a result, concerns and complaints were effectively managed to ensure improvements were made.

This area for improvement has been met.

## Complaints

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

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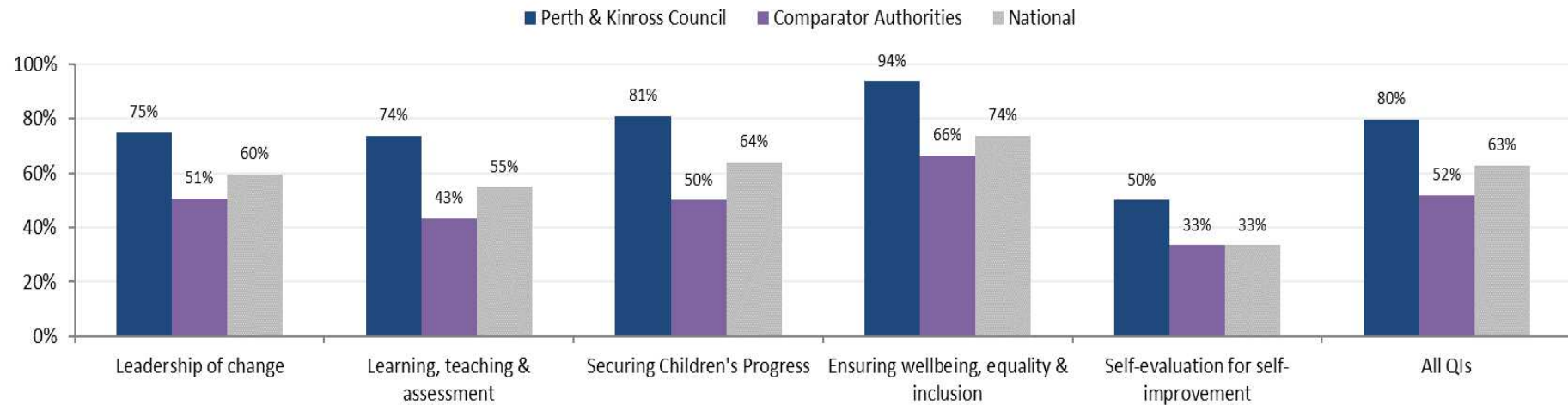


# Summary of Education Scotland Inspections

## National and Comparator Authority<sup>1</sup> Benchmarking 2016/2017 to 2022/2023

### Pre-School Inspections

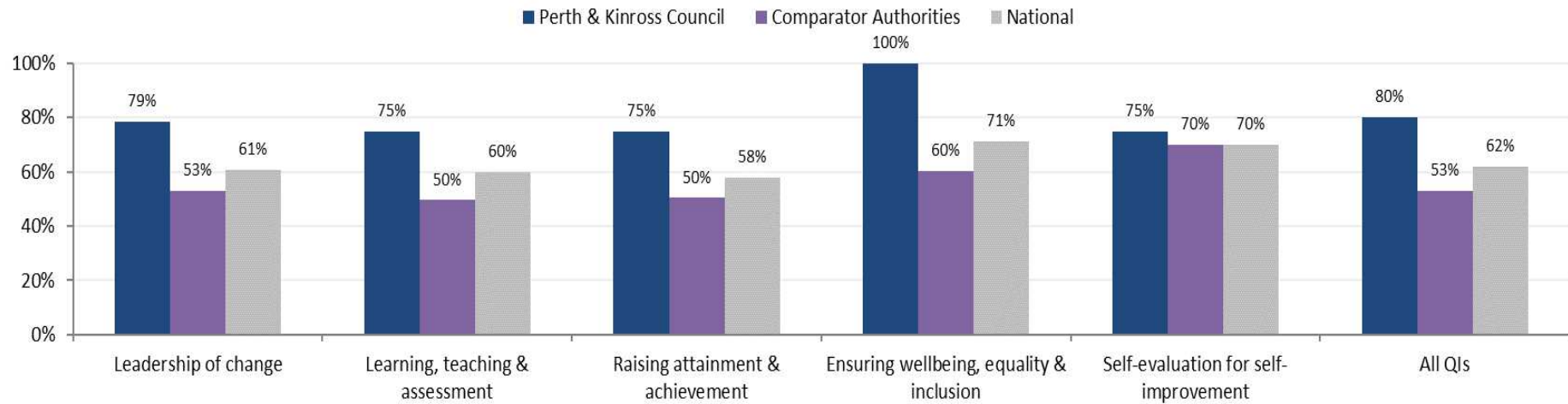
#### Quality Indicators (QIs) - Good or better (%)



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

## Primary Inspections

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



## Inspections from 2016/2017 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
2016/17	Dunning Stepping Stones	Full	Feb-17	Mar-17	Good	Good	Good	Good	-
2016/17	Glenlyon Primary School	Full	Mar-17	May-17	Very Good	Very Good	Very Good	Very Good	-
2016/17	St Dominic's RC Primary School	Full	Sep-16	Nov-16	Good	Good	Good	Very Good	-
2017/18	Fossoway Pre-School Group	Full	May-17	Aug-17	Satisfactory	Satisfactory	Good	Satisfactory	-
2017/18	Alyth Primary School	Short	Jan-18	Apr-18	-	-	Good	-	Satisfactory
2017/18	Robert Douglas Memorial School	Full	Feb-18	Apr-18	Very Good	Very Good	Very Good	Very Good	-
2017/18	Honeypot Children's Nursery - Luncarty	Full	Feb-18	May-18	Good	Good	Good	Good	-
2017/18	The Wendy House	Full	May-18	Jul-18	Very Good	Good	Good	Very Good	-
2017/18	Balbeggie Primary School	Full	May-18	Aug-18	Satisfactory	Satisfactory	Satisfactory	Good	-
2017/18	Paint Pots Nursery	Full	Mar-18	Aug-18	Satisfactory	Good	Good	Good	-
2017/18	Arngask Primary School	Short	Jun-18	Sep-18	-	-	Good	-	Good
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	Inchtute Primary School	Full	Dec-19	Feb-20	Good	Good	Good	Good	-
2019/20	North Muirton Primary School	Short	Nov-19	Mar-20	-	Satisfactory	Weak	-	-

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
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	-

## 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
2016/17	Glenlyon Primary School	Full	Mar-17	May-17	Very Good	Very Good	Very Good	Very Good	-
2016/17	Muthill Primary School	Short	Feb-17	Apr-17	-	-	Very Good	-	Very Good
2016/17	Ruthvenfield Primary School	Full	Oct-16	Dec-16	Very Good	Very Good	Very Good	Good	-
2016/17	St Dominic's RC Primary School	Full	Sep-16	Nov-16	Good	Good	Good	Very Good	-
2017/18	Grandtully Primary School	Short	Sep-17	Oct-17	-	-	Very Good	-	Very Good
2017/18	Portmoak Primary School	Full	Sep-17	Nov-17	Excellent	Very Good	Very Good	Excellent	-
2017/18	Alyth Primary School	Short	Jan-18	Apr-18	-	-	Satisfactory	-	Satisfactory
2017/18	Robert Douglas Memorial School	Full	Feb-18	Apr-18	Good	Good	Good	Very Good	-
2017/18	Balbeggie Primary School	Full	May-18	Aug-18	Satisfactory	Satisfactory	Satisfactory	Good	-
2017/18	Arngask Primary School	Short	Jun-18	Sep-18	-	-	Very Good	-	Very Good
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	-



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	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	-

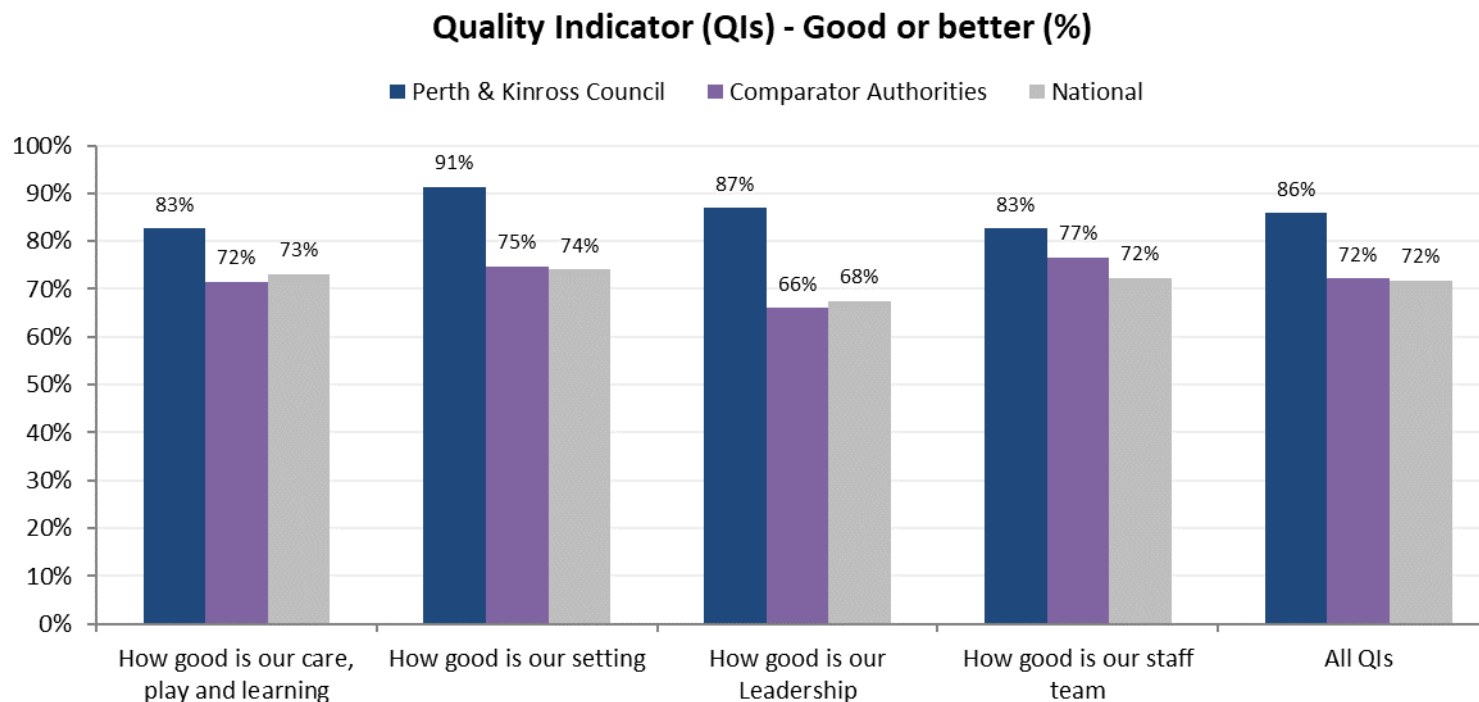
## Secondary Inspections

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	-	-



# Summary of Care Inspectorate Day Care of Children Inspections

## National and Comparator Authority Benchmarking 2022/2023 to date (Comparator and National Data as of 31 December 2022\*)



\*All data supplied by Care Inspectorate Data Store and covers published inspections from 05/01/2022 to 12/01/2023. 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 previous grading system, the 'Quality of Environment' had fallen slightly below our comparators and at national level and as a result there was a renewed focus on staff learning and development regarding quality environments and this has had a positive impact on performance which is now graded as 'How good is our setting'. In addition, the initiatives put in place to address the rapid increase of staff to meet the demands of the expansion of ELC, such as a new induction programme for staff are now showing a positive impact in evaluations. The new ELC leadership programme has been offered over the last three years to address previous lower scores and we are now above our comparator authorities and at national level.

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 2021/2022 and Later under the new grading system

\*New inspections since the last Executive Sub-Committee of Learning & Families Committee

### Local Authority

Service Name	Inspection 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	Very Good	Very Good	Very Good	Good
*Oakbank Primary School Nursery	16/06/2022	Very Good	Very Good	Very Good	Good
*Newhill Primary School Nursery	12/05/2022	Very Good	Very Good	Very Good	Good
*Logierait Primary School Nursery	06/05/2022	Very Good	Very Good	Very Good	Good
*Errol Primary School Nursery	27/09/2022	Good	Very Good	Very Good	Good
*Coupar Angus Primary School Nursery	13/09/2022	Good	Very Good	Very Good	Good

Service Name	Inspection 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
*Dunbarney Primary School Nursery	25/05/2022	Good	Good	Good	Very Good
Balhousie and North Muirton ELC	04/03/2022	Very Good	Very Good	Very Good	Excellent
Milnathort Primary School Nursery	26/04/2022	Very Good	Very Good	Good	Very Good
Luncarty Nursery Class and Wrap Around Care	04/11/2021	Very Good	Very Good	Very Good	Good
Guildtown Primary School Nursery	22/11/2021	Very Good	Very Good	Good	Very Good
*Robert Douglas Memorial Primary School Nursery	18/11/2022	Very Good	Very Good	Very Good	Very Good
*Ratray Early Childhood Centre	09/12/2022	Good	Very Good	Good	Very Good
*Pitlochry High	17/11/2022	Good	Very Good	Good	Very Good
*Royal School of Dunkeld Primary School Nursery	25/11/2022	Very Good	Good	Very Good	Very Good

## Partner Providers

Service Name	Inspection 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
*Lauriston Nursery @ Kinross	06/10/2022	Good	Very Good	Very Good	Very Good
*Daisy Chain Nursery School Perth LTD	23/09/2022	Adequate	Adequate	Adequate	Weak
*Fair City Munchkins Day Nursery	05/08/2022	Adequate	Good	Good	Good
*Thrive Childcare and Education Corner House Perth **	23/06/2022	Adequate	Adequate	Adequate	Adequate
*Bright Starts Nursery	20/05/2022	Adequate	Good	Adequate	Adequate
*FossoPLAY Outdoor Nursery	03/05/2022	Very Good	Very Good	Very Good	Good
*Morrison's Academy Nursery	01/06/2022	Good	Good	Good	Good
*Ardvreck Nursery	23/08/2022	Good	Very Good	Good	Good

\*\* - Paint Pots Nursery now operating as Thrive Childcare and Education.

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.

