

**Integrated Inspection by the  
Care Commission and  
HM Inspectorate of Education of  
Chapter One Childcare  
Edinburgh**

**29 November 2006**

**Chapter One Childcare**  
**50 Kirk Brae**  
**Edinburgh**  
**EH16 6HT**

The Regulation of Care (Scotland) Act, 2001, requires that the Care Commission inspect all care services covered by the Act every year to monitor the quality of care provided. In accordance with the Act, the Care Commission and HM Inspectorate of Education carry out integrated inspections of the quality of care and education. In doing this, inspection teams take account of *National Care Standards, Early Education and Childcare up to the age of 16*, and *The Child at the Centre*. The following standards and related quality indicators were used in the recent inspection.

<b>National Care Standard</b>	<b>Child at the Centre Quality Indicator</b>
Standard 2 – A Safe Environment	Resources
Standard 4 – Engaging with Children	Development and learning through play
Standard 5 – Quality of Experience	Curriculum Children's development and learning
Standard 6 – Support and Development	Support for children and families
Standard 14 – Well-managed Service	Management, Leadership and Quality Assurance

Evaluations made using HMIE quality indicators use the following scale, and these words are used in the report to describe the team's judgements:

Very good : major strengths  
Good : strengths outweigh weaknesses  
Fair : some important weaknesses  
Unsatisfactory : major weaknesses

Reports contain Recommendations which are intended to support improvements in the quality of service.

Any Requirements refer to actions which must be taken by service providers to ensure that regulations are met and there is compliance with relevant legislation. In these cases the regulation(s) to which requirements refer will be noted clearly and timescales given.

## **HOW TO CONTACT US**

### **If you would like an additional copy of this report**

Copies of this report have been sent to the head of service, staff and the education authority. Copies are also available on the Care Commission website: [www.carecommission.com](http://www.carecommission.com) and HMIE website: [www.hmie.gov.uk](http://www.hmie.gov.uk).

### **If you wish to comment about integrated pre-school inspections**

Should you wish to comment on any aspect of integrated pre-school inspections, you should write in the first instance to Kenneth Muir, HMCI, at HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

### **Our complaints procedure**

If you have a concern about this report, you should write in the first instance to either:

Complaints Coordinator	Hazel Dewart
Headquarters	HM Inspectorate of Education
Care Commission	Denholm House
Compass House	Almondvale Business Park
Riverside Drive	Almondvale Way
Dundee	Livingston
DD1 4NY	EH54 6GA

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman. The Scottish Public Services Ombudsman is fully independent and has powers to investigate complaints about Government departments and agencies. You can write to The Scottish Public Services Ombudsman, 4-6 Melville Street, Edinburgh EH3 7NS. You can also telephone 0870 011 5378 or e-mail [enquiries@scottishombudsman.org.uk](mailto:enquiries@scottishombudsman.org.uk). More information about the Ombudsman's office can be obtained from the website: [www.scottishombudsman.org.uk](http://www.scottishombudsman.org.uk).

A copy of the HMIE complaints procedure is available from the HMIE website at [www.hmie.gov.uk](http://www.hmie.gov.uk) or by telephoning 01506 600 258.

Crown Copyright 2006

Care Commission  
HM Inspectorate of Education

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

---

# **Integrated Inspection by the Care Commission and HM Inspectorate of Education of Chapter One Childcare Edinburgh**

## **Introduction**

Chapter One Childcare was inspected in June 2006 as part of the integrated inspection programme by the Care Commission and HM Inspectorate of Education. HMIE carried out this inspection on behalf of both organisations and consulted the Care Commission about its findings. The nursery catered for pre-school children aged 6 months to five years. It was registered for 36 children attending at any one session. At the time of the inspection the total roll was 62.

## **The environment**

### **Standard 2**

The nursery was situated within a Victorian house which had been converted to meet the needs of the service. The accommodation was bright and welcoming. Arrangements for security of the building required to be improved. The stair gates within the nursery were difficult to close. Following a recent fire, management was waiting for an up-to-date fire certificate from the fire brigade, after submitting their safety and evacuation procedures. Toilets were accessed on the ground floor and did not ensure children's dignity and privacy at all times. Only staff in the room for children aged two to five held food handling certificates.

Although staff had created attractive displays of children's work, these were not presented in an organised manner which sufficiently celebrated children's achievements. The nursery had its own enclosed and very large garden area, where children had opportunities for regular energetic play and could be involved with a variety of curricular areas. Space within the playrooms was limited, and this restricted the range of opportunities for energetic play.

## **Quality of children's experience**

### **Standard 4 & 5**

Staff in the baby and toddler rooms were caring in their interaction with children. They made good use of a range of natural and commercially made resources to support children's learning and encourage investigation. Children appeared settled, confident and relaxed with staff. They played happily and showed curiosity and interest in the activities. Staff encouraged children's development of language through looking at books and photographs, reciting rhymes and singing songs. Children responded enthusiastically. They were vocal and able to make their needs and interests known. Some children demonstrated a

good understanding of aspects of early mathematics when matching and sorting coloured shapes. Staff had recently adopted new and appropriate planning procedures. They now needed to improve their use of observation and evaluation of children's learning to plan appropriate levels of challenge and stimulation for all children.

Staff in the room for children aged two to five had created a warm and caring environment where both children and parents were welcomed. They were responsive to the needs of children and used praise and encouragement to raise self esteem. Staff did not make effective use of discussion and questioning to develop children's ideas or encourage them to think independently. Staff ensured a good balance between activities children could choose for themselves and those directed by adults. However, these did not provide enough challenge to meet the needs of able children. The nursery was very well resourced but staff needed to make better use of the materials and equipment to ensure they had an impact on children's learning. The pace of the early part of the session needed to be reviewed to encourage children to access all areas of the curriculum.

Staff observed and assessed children at play but had not used the information gained to identify next steps in children's learning. The newly adopted planning procedures were not used flexibly enough to take into account children's needs and ideas. Parents received a report on their children's progress at the end of every term. They had additional opportunities to meet with staff informally and at two parents' evenings.

Features of the programmes for children aged three to five included the following.

- The programme for emotional, personal and social development was good. Children were happy and familiar with nursery routines. They were becoming aware of the needs of others and forming friendships. Children were cooperative and able to take turns. They concentrated well at their chosen activities and at group time. Although some children had to be taken to the toilet, they were developing good independence in personal hygiene. Children were encouraged to be independent at snack time and were able to serve themselves and pour their own drink. Children did not have enough opportunities to express choices, plan or influence decisions.
- The programme for communication and language was good. Children listened well at activities and at story time, and clearly enjoyed listening to the gardening poem. They talked readily to each other and adults when playing. Staff talked to children about the language and layout of books. Children accessed books independently from the attractive book corner. Children could use the drawing table, but they did not have sufficient opportunities to develop their early writing skills through play. The excessive use of signs and labels made it difficult for children to make the link between the written and spoken word. Most children could recognise their own name in print but had limited opportunities to write it.
- The programme for knowledge and understanding of the world was good. Staff used visitors and some outings to help

children learn about their environment and the people in it. Children had been involved in planting both indoors and outside and were eagerly looking forward to eating the home-grown strawberries. They regularly fed the birds. Children had good opportunities to learn about their own and other cultures through the celebration of a variety of festivals. Some children enjoyed using the computer, but the program used was not challenging enough for able children. Most children could recognise basic numbers, colours and shapes. They did not have sufficient opportunities to explore, experiment, investigate or solve problems.

- The programme for expressive and aesthetic development was good. Children could access musical instruments independently. They enjoyed singing action songs and most children knew a good range of songs and rhymes. There was good role-play in the house area, where children could dress up and make meals. A drama specialist regularly visited the nursery. Children enjoyed taking part in simple dances. Staff provided a limited range of art and craft materials, which did not encourage children to express their ideas and feelings freely.
- The programme for physical development and movement was good. Staff provided children with regular energetic play outdoors. They needed to further develop the programme to ensure that they provided better opportunities for children to have energetic activity indoors, especially when the weather was bad. Children had access to wheeled toys but these did not provide enough challenge for able children. They showed a good awareness of space when using the outdoor obstacle course. Staff provided good opportunities for children to develop their hand and finger control through the use of scissors, brushes, the computer, puzzles and construction toys.

## **Support for children and families**

### **Standard 6**

Managers and staff knew children and their families well, and responded appropriately and sensitively to individual needs. They worked very well with parents and children to provide effective support for families. Staff kept parents informed about the life of the nursery through the standards and quality summary, a very informative handbook, the notice board, regular newsletters and the effective use of photographs showing children at play. A 'take on holiday teddy' encouraged home to nursery communication. Almost all parents who responded to the pre-inspection questionnaire, and those spoken with on the day, were satisfied with almost all aspects of the service.

There was a well-planned induction programme which was sensitive to the needs and requirements of both parents and children. Staff had formed some links with outside agencies. They could access assistance from outside professional agencies when required. Transition to primary school had been highlighted as an area for further development. Managers had a good awareness of the recent changes to legislation relating to children with additional support needs.

## Management

### Standard 14

The management of the nursery was fair. The owner, as the registered provider, had overall responsibility for the service. She was supported by an area manager and a depute manager. The management team's roles and responsibilities were clearly defined. They worked regularly in the playrooms and were known to both children and parents. Staff found the management team approachable and supportive. They should now seek support from the Care Commission to develop their care, safe recruiting and security procedures further.

Staff were hardworking and committed to the future development of the service. Some staff did not have a Disclosure Scotland Certificate and were working in the playrooms unsupervised. There were procedures for annual staff appraisal, and staff were encouraged to access relevant training to improve their practice. Staff did not have copies of the Scottish Social Services Council Codes of Practice, and were unsure of its role in registering and regulating the workforce. Some staff had not yet gained qualifications in education and child care, but most had either applied for, or had embarked on, courses leading to further qualifications.

The nursery had a wide range of policies which were available to staff and parents. A child protection policy was in place. Not all staff had been trained in child protection, but they had a good awareness of their responsibilities in protecting children. Managers required to include a procedure specifying what to do if a child was absent from the service. Questionnaires were used to find out parental views when the outdoor area was being expanded. Managers had produced a development plan and a standards and quality report. However, they had not developed a systematic and rigorous approach to monitoring and evaluating provision in the nursery.

## Key strengths

- Happy and confident children who concentrated on their chosen tasks.
- The attractive and stimulating outdoor environment which enabled children to access a wide area of the curriculum.
- Positive relationships with parents.

Response to recommendations or to requirements made at previous inspection

One recommendation was made at the last Care Commission inspection and this had been carried out satisfactorily.

## Recommendations for improvement

- Staff should improve planning, and take full account of the information gained from assessment to plan challenging next steps in children's learning.
- Staff should improve the programmes as detailed in this report.
- Management and staff should develop systematic and rigorous procedures for monitoring and evaluating the overall quality of provision.
- All staff should be trained in child protection.
- All staff should have copies of the Scottish Social Services Council Codes of Practice.

## Requirements

- The manager should ensure that children's dignity and privacy is maintained when they are using the toilets. This is to comply with Scottish Statutory Instrument 2002 Number 114 Regulation 4 (1) (a)-Welfare of Users.
- Managers should ensure that all staff working with children have undertaken training and have a relevant food handling certificate. This is to comply with Scottish Statutory Instrument 2002 Number 114 Regulation 4 (1) (a)-Welfare of Users.
- Managers should ensure all staff working with children, who do not hold a Disclosure Scotland certificate, do not work unsupervised. This is to comply with Scottish Statutory Instrument 2002 Number 113 Regulation 10-Social Care.
- Managers should keep up-to-date records for all staff. This is to comply with Scottish Statutory Instrument 2002 Number 114 Regulation 7 (1)-Fitness of Managers.

Care Commission Officers and HM Inspectors have asked the pre-school centre and education authority to prepare an action plan indicating how they will address the main findings of the report. Where requirements are made, the action plan should include timescales to deal with these. The plan will be available to parents and carers. In liaison with the pre-school centre and education authority, Care Commission Officers and HM Inspectors will monitor progress to ensure improvements are in line with the main findings of the report.

Doreen Jones  
Muriel Weir  
HM Inspectorate of Education