

Setting: Pear Tree West Road Action Plan for June/July 2022		Date of Inspection: 27.4.22		Inspection Grades: Quality of Care and support 2 Quality of Environment 2 Quality of Staffing 2 Quality of management and leadership 2	
Expectations	Actions	Who/When	Intended Impact	Evidence How do we know we have achieved this?	
Quality of Care and Support					
<p>1. By 21 June 2022, the provider must support children to reach their full potential through effective personal planning.</p> <p>HSCS 1.15. My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices'</p>	<p><i>The provider must, at a minimum ensure that:</i></p> <p>Personal Plans</p> <ul style="list-style-type: none"> • Staff receive appropriate training/guidance to increase their knowledge and confidence in completing personal plans. • Share the ELC personal plan formats <ul style="list-style-type: none"> ○ Training to ensure that all practitioners understand expectations of recording and reviewing – <i>set date</i> ○ Review process – who records initial event/concern? How is it shared amongst the team? How is it reviewed? ○ Plans are regularly reviewed making sure that children and families are central to the process. ○ Language is appropriate and nurturing and reflects the child's view. ○ How are strategies and next steps being recorded and shared? ○ Monitoring is in place and part of the quality assurance calendar <p>Child Planning Meetings:</p> <ul style="list-style-type: none"> • Staff provide appropriate and timely intervention, planning and assessment when supporting children with additional support needs. <ul style="list-style-type: none"> ○ Work with , early years outreach officer and , Ed Psy, and , SLT, to ensure that all 	/STAFF	<p>Staff are confident that they understand the personal plan process and it reflects the holistic needs of each child, to improve their wellbeing and support positive outcomes.</p> <p>Children's care and learning routines are individual to their needs and are delivered with kindness and compassion.</p> <p>Personal planning recognises the importance of involving children and their families in making decisions about their care and development.</p> <p>Children and families are central to this process ensuring effective information sharing which is used by staff to promote consistency and continuity of care.</p> <p>Staff to respond quickly, sensitively, and compassionately to changes in a child's life.</p> <p>Staff are confident that by working proactively with children, families, and other professionals they can identify appropriate next steps and strategies</p>	<p>8.6.22 formats sent for to compare. Are all areas covered in current format? Training evening TBA</p> <p>21/6/22 reviewed Personal plan format . The pastoral notes have moved onto a format that will better support staff to understand that actions and strategies need a review date and show how they are being followed up. Language can be quite vague. Personal plan training will go into these points more fully.</p> <p>CPM 25/6/22 All managers attended a GIRFEC training to consider the expectations of child planning process. Explored the support materials on the ELC GIRFEC website. 16/6/22 visit to setting to observe children for exceptional needs funding. to attend CPM on 7/7/22 to support manager.</p>	

	<p>staff know how to support individual learners.</p> <ul style="list-style-type: none"> ○ Agree on and record SMART targets and assessments ○ Work with above agencies and parents to ensure that CPM are timely and share progress and next steps. <ul style="list-style-type: none"> ● Staff receive training on the importance of high quality engagement with parents to facilitate a partnership approach to children's care, play and learning outcomes. <ul style="list-style-type: none"> ○ Re introduce handover sheet recording aspects of the child's day ○ All staff to be mentored to improve their handover. ○ Parents' forum to continue in new format with parents leading discussions. ○ Host Open Day as part of reopening programme ○ Parent's evening in June & stay and play to be organised. <p>Observations</p> <ul style="list-style-type: none"> ● Staff to undertake observation training to ensure confidence in what a quality observation looks like. <ul style="list-style-type: none"> ○ to monitor and role model. ○ Expectations to be shared and reviewed by staff. ○ Confident practitioners to mentor other staff. ● Children's learning journal focus on what individual children can do and what they need to grow and develop. <ul style="list-style-type: none"> ○ Ensure language is positive and reflect what the child can do. 	<p>CALA training to support</p>	<p>based on individual needs and prior learning.</p> <p>Information is used consistently and effectively by all to ensure positive outcomes.</p> <p>Staff established strong partnerships with families to share information on children's learning at home and in the setting.</p> <p>Families are active participants in identifying and agreeing intended outcomes for their children and staff support them to achieve this.</p> <p>Conversations and observations with children are used to implement support and plan effectively for their play and learning needs.</p> <p>High quality observations, tracking and monitoring enable all staff to make accurate assessments about the progress made by all children.</p>	<p>07/06/22 Discussed expectations with who is starting monitoring process Parents to be surveyed regarding new gate/end of day arrangements for their feedback we have continued to have dialogue with parents re the gate</p> <p>Open day held 12th June – this was well attended and we have had positive feedback from parents</p> <p>Parents evenings have commenced</p>
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<p>2. By 27 May 2022, the provider must ensure that the medication system promotes children's safety.</p> <p>HSCS 1.24 Any treatment or intervention that I experience is safe and effective'</p> <p>To support children to have positive eating experiences the provider, manager and staff should review their approach to mealtimes.</p> <p>HSCS 1.35 'I can enjoy unhurried snack and meal times in as relaxed an</p>	<ul style="list-style-type: none"> ○ Observations suggest possible next steps ○ Quality of grammar and spelling checked by management (prior to publishing for some staff). ○ Observations monitored through QAC <p>2. To do this the provider must, at a minimum:</p> <ul style="list-style-type: none"> ● Manager to ensure that 'Management of medication in day care and childminding services' is understood and followed. <ul style="list-style-type: none"> ○ to review CI guidance ● Records must contain all essential information. <ul style="list-style-type: none"> ○ Ensure that medication and medical paperwork kept together at all times ○ Continue to audit medication as part of QAC <p>Mealtimes</p> <ul style="list-style-type: none"> ● All staff to read Setting the Table ● Children to be involved in preparing snack, including setting the table, in line with the Covid guidance. ● Setting to review lunchtime procedures to ensure that: <ul style="list-style-type: none"> ○ children are not waiting long periods of time to eat. ○ mealtimes are calm, relaxed and nurturing 		<p>Medication is delivered in a safe and sensitive manner.</p> <p>Staff support children's understanding of their need to take medication ensuring increased confidence and independence in the management of their condition.</p> <p>Children and staff enjoy eating together in an unhurried and relaxed atmosphere, ensuring a caring and positive social experience.</p> <p>Staff recognise daily routines as a rich opportunity to promote close attachment.</p> <p>Staff are focused on all children and can respond immediately should an emergency, such as choking, occur.</p> <p>Children experience warm, caring relationships with staff when receiving support with feeding.</p>	<p>Medication audit was in progress prior to the CI visit – 20th May 2022 this has now been completed and all information has been updated with further information added to the forms to ensure all staff are aware of signs and symptoms relevant to the individual child and what actions are to be taken.</p> <p>Diary note has been taken for next review.</p> <p>7/6/22 Changed the rolling snack to a 2 sitting snack for 2-3 and 3-5's. Setting still feel that there is room for improvement so team are going to try a one sitting approach, with tables in 2 rooms. Expectations of a social, nurturing and safe mealtime have been discussed with staff.</p> <p>Monitoring of mealtimes by management continues and the experience is calmer for the children – staff sitting with them.</p>
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<p>atmosphere as possible'. HSCS 1.19. My care and support meets my needs and is right for me'</p>	<ul style="list-style-type: none"> ○ staff are able to sit with and support children, to make best use of learning and social opportunities ● Ensure drinking water is available throughout the day in designated areas. ● Review portion sizes to ensure they are correct for children's age, stage and needs <ul style="list-style-type: none"> ○ Staff and management to reflect on changes to routine to consider impact on children. Record Evaluations and Monitor. 		<p>Where children are weaning, or are receiving their nutrition from milk feeds, this is well planned.</p> <p>Children can access water as and when required and remain hydrated.</p>	<p>Water station has been set up in a central position for 2-3's and 3-5's; babies being offered drink. Outdoor station to be set up</p>
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Quality of environment

<p>1. By 27 May 2022, the provider must make sure that children are safe in the outdoors. HSCS 5.17 'My environment is secure and safe'.</p>	<p><i>At a minimum, the provider must ensure that:</i></p> <ul style="list-style-type: none"> ● Staff deployment in all spaces is constantly reviewed to ensure the appropriate ratios are being maintained – <i>what system can be developed to ensure all staff are aware and in the right place at the right time?</i> <ul style="list-style-type: none"> ○ Implement a protocol for garden use between 4-6pm ● Staff in the garden are focussed on supervising and interacting with the children. <ul style="list-style-type: none"> ○ Implement the outdoor learning that has taken place ● With parents, there is continual review of the arrangements when picking up children to ensure staff are aware of when children have been collected and that children remain safe. 	<p>ALL STAFF to support</p> <p>STAFF</p>	<p>Health and safety and risk assessment procedures are implemented systematically and in line with local and national policies.</p> <p>All staff are clear of their shared responsibility for keeping everyone safe. They are proactive in ensuring the accommodation is secure and any health and safety issues are identified and addressed promptly.</p>	<p>7/6/22 has risk assessed the garden at the end of day routine. 4-6pm protocol has now been implemented to ensure that the garden is calm and a good experience for parents and children. Member of staff at the gate at the end of day when children are in the garden during collection. New gates have been added to increase security Parent forum is in place and parents are being asked to feedback on new systems – Parental feedback being sought f=through family app</p> <p>Monitoring of garden process by management to ensure it is being adhered to and that the experiences for the children are positive and nurturing. – see monitoring sheets.</p>
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Care Inspectorate Session 2021-2022: Early Learning and Childcare Setting Action Plan

<p>By 27 May 2022, the provider must ensure effective systems are in place to provide a safe environment for children.</p> <p>HSCS 5.17 'My environment is secure and safe'.</p>	<p><i>At a minimum, the provider must ensure that:</i></p> <ul style="list-style-type: none"> • Staff are confident in identifying and addressing risks. <ul style="list-style-type: none"> ○ Staff to take risk assessment module • Systems are in place and understood as to where equipment can be recharged safely. • Regular checks of the environment ensure that children do not have access to broken and sharp materials. • Garden risk assessments are carried out daily to ensure that broken and sharp objects are removed, including cleaning areas of potential biohazard. <ul style="list-style-type: none"> ○ Standard/expectations shared with staff ○ Risk Assessment responsibility to be added to rota so that it is checked daily. ○ Children’s garden risk assessment to be reinstated • Children are not left alone in playrooms. <ul style="list-style-type: none"> ○ Staff to be aware of room numbers/staff deployment • Babies’ lunch is suitably prepared prior to reaching the table. <ul style="list-style-type: none"> ○ Staff to re-visit new guidance on choking food hazard 	<p>All STAFF</p>	<p>Children experience a safe environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment</p> <p>Children are safe and well looked after in a secure and nurturing environment</p> <p>Children’s safety and emotional security and wellbeing are supported through sensitive arrangements for rest.</p>	<p>Garden risk assessments in place and these are now signed off by the on-duty manager once they have been checked.</p> <p>Children’s risk assessment re-instated, which has helped the children understand risks.</p> <p>Discussed the importance of staff placement with them and management will continue to monitor – possible add a gate to the sensory room??</p> <p>7.6.22 Baby room – monitoring to ensure that staff are following best practice, cutting up food before presenting to children. reinforcing with staff that they are supporting play in the gardens and reminding staff that the garden must be in ratio.</p>
<p>3. By 27 June 2022, the provider must support children to reach their full potential through high quality play and learning experiences.</p> <p>HSCS 2.27</p>	<p><i>To do this, the provider must, at a minimum ensure</i></p> <ul style="list-style-type: none"> • Resources and learning opportunities are available to challenge and empower children of all ages to actively experience creative play and learning. <ul style="list-style-type: none"> ○ Staff to engage in the review of learning in the areas – what learning is achievable in the areas? 	<p>STAFF to support</p>		<p>7.6.22 All rooms have been reviewed. 3-5's: rooms have been adjusted to see if it will allow better connections between the areas – work in process. Staff involved in process to reflect on what has worked well previously. to ensure this is reflected in the SE floor book. Main room completed, green room and sensory room to be developed.</p>

<p>'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity'</p> <p>4. By 27 May 2022, the provider must ensure children are protected as staff take all the necessary precautions to prevent the spread of infection.</p> <p>HSCS 5.17 'My environment is secure and safe'</p> <p>HSCS 5.22 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment'</p>	<ul style="list-style-type: none"> ○ Room layout to be reviewed and planned to ensure all areas are being used effectively. ○ Rota in place for staff to take responsibility and ownership for the learning in the area ○ Planning cycle to be further developed to ensure that quality learning experiences are being planned for. ○ Monitored by <ul style="list-style-type: none"> ● Children have cosy spaces to rest and feel secure. <ul style="list-style-type: none"> ○ Review all areas to ensure that cosy spaces/ solitary spaces available ● The outdoor area is improved to engage children in quality play experiences <ul style="list-style-type: none"> ○ Staff to implement training they have taken ○ Staff to undertake the outdoor spaces audit and consider provocations to develop literacy/Num/STEM? ○ Impact – how do these changes improve children’s experiences? <p><i>To do this, the provider must, at a minimum ensure:</i></p> <ul style="list-style-type: none"> ● Appropriate handwashing is carried out by staff and children are supported to wash their hands. <ul style="list-style-type: none"> ○ Revisit NHS guidance with staff ○ Revisit Handy Andy with children ● Staff wipe children's noses in a timely manner ● Nappy changing is carried out in accordance with current best practice. ● Playrooms, toilets and cloakrooms are kept clean, tidy and free of clutter. <ul style="list-style-type: none"> ○ Surplus to be removed ○ Lost property to be removed 	<p>s</p> <p>STAFF</p>		<p>2-3 area has been opened up and is no longer running as 2 bubbles this has had a positive outcome for the children as they are more engaged and are enjoying being with their peers across all the rooms.</p> <p>0-2 room layout has also been reviewed and the children are accessing all the rooms throughout the day. See floor book for evidence of the changes.</p> <p>purchased a solitary den space for children who are looking for a quiet space, particularly for children with ASD.</p> <p>15/06/2022 introduced a staff rota in the 3-5 room. Management to monitor and review.</p> <p>7/6/22 some work has begun on the outdoor area.</p> <p>New role has been created for room Housekeepers from 4-6pm this should help reduce the clutter and assist the cleaner and the room staff on keeping the nursery clean and tidy. to monitor</p> <p>Cleaning schedules introduced into the rooms.</p> <p>Laundry no longer on floor this was a one off as the tumble dryer had broken down and the washing first thing on the morning had overflowed.</p>
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	<ul style="list-style-type: none"> • Soft furnishings and baby chairs are kept clean. <ul style="list-style-type: none"> ○ Visual cleaning schedule for each room ○ Rooms to be inspected by management before end of day • Laundry is not left lying on the kitchen area floor. 			<p>7/6/22 Nappy mat has been removed and changes taking place in the appropriate place. Actions agreed by</p>
Quality of Staffing				
<p>1. By 27 June 2022, the provider must demonstrate that all staff employed by the service have the right skills, knowledge, and experience necessary to keep children safe, to meet their health, welfare, and developmental needs.</p> <p>HSCS 3.14 'I have confidence in people because they are trained, competent and skilled, are able to</p>	<p><i>At a minimum, the provider must ensure they:</i></p> <ul style="list-style-type: none"> • Undertake an audit of the current skills, knowledge and experience of staff members. • Information obtained from the audit must be used to address any gaps in the skills, knowledge and experience of staff members and be used to deploy staff effectively to meet the individual care, play and learning needs of children. <ul style="list-style-type: none"> ○ Management to have 1:1 development review meetings with all staff to discuss: wellbeing and achievements and possible support for their role. 	<p style="text-align: center;">training to support</p>	<p>Staff feel empowered and motivated to make decisions and lead on initiatives which promote positive outcomes for children and families.</p>	<p>18/06/2022 – Most staff have had 1-1's, areas for development and strengths have been identified and support put in place where needed.</p> <p>Trainignn being sought for gaps in skills and management team are role modelling dialy good practice.</p>

<p>reflect on their practice and follow their professional and organisational codes'</p> <p>HSCS 4.16 'I am supported and cared for by people I know so that I experience consistency and continuity'</p>	<ul style="list-style-type: none"> ○ Review of staffing – ensure staff are being deployed in rooms/stages to best use their skills ● Train members of staff in the areas of nurture, adverse childhood experiences, quality interactions and child development to ensure that the health, welfare and safety needs of children are supported effectively. <ul style="list-style-type: none"> ○ Interactions training organised with supporting – attachment; attunement; scaffolding and ○ to support staff in setting to reinforce training. ○ LIFT training by SLT ○ Autism training to be sourced. ● Devise and deliver a comprehensive programme of continuous professional development for staff to enhance their current skills and reduce any gaps in knowledge <ul style="list-style-type: none"> ○ Create a calendar of training. ○ Add to the QAC ○ What is the impact? to monitor and evidence impact ● Provide regular opportunities for staff to have regular and effective support and supervision from management and are supported to reflect on practice. <ul style="list-style-type: none"> ○ Use National Induction Resource for monthly review for new staff ○ Monitoring process monthly ○ Regular focussed observation for all staff to monitor extending learning through play/nurturing interactions 		<p>Staff are knowledgeable about the potential impact on children of adverse childhood experiences and the importance of nurturing interactions.</p> <p>They use their understanding to ensure that all children receive the best possible support to build resilience and relationships.</p> <p>on-going professional dialogue and supervision meetings helps improve and develop practice</p>	<p>Room rotas introduced 15/06/2022 in 3-5, management to monitor effectiveness.</p> <p>15/06/2022 Nurture training course has now completed – staff have found this beneficial – an evaluation form has been completed by all staff who attended. Next step: embed looking for impact of training. to come in for visits to observe staff.</p> <p>7/06/2022 – Lift training carried out for staff. What has been the impact?</p> <p>Continuing to use the National induction resource – ensure management have time to carry out the monthly 1-1's with new staff and relevant training – evidenced in their staff files and staff competence.</p>
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	<ul style="list-style-type: none"> • Foster effective team working within a warm atmosphere where management and staff are courteous and respectful. <ul style="list-style-type: none"> ○ During 1:1's, staff asked to reflect possible changes to improve satisfaction. ○ Staff monitoring – hold another 1:1 to ensure that staff are managing changes well. ○ Team building opportunity TBC • To support children to feel loved and safe and families to feel reassured and respected, families and children should be kept informed and introduced to any new and temporary staff in the team. • Parents should be informed when there is a change in their child's keyworker and the reasons why. • Arrangements for planned and unplanned absences should be managed well resulting in minimal disruptions to children's routines, care and support. <ul style="list-style-type: none"> ○ Introduce supply staff to parents at the entrance door. ○ Reintroduce 'who's in today?' at the entrances. ○ Communication between staff and parents - ensure that all changes are communicated in a timely manner. ○ Keyworker display in room. 		<p>Staff recognise the importance of children and families building resilience and feeling loved, safe and respected so that children can realise their full potential</p>	<p>21/06/22 Keyworkers in the 3-5 room not clear to staff. Display has been taken down</p>
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Quality of Management and Leadership

<p>By 18 July 2022, to improve outcomes for children and ensure they are safe, the provider must develop and implement an effective system of quality assurance to monitor and improve all areas of practice.</p> <p>HSCS 4.19 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.'</p>	<p><i>At a minimum, the provider must:</i></p> <ul style="list-style-type: none"> • Ensure there is appropriate and effective leadership of the setting. <ul style="list-style-type: none"> ○ Support for acting manager from other settings. – Tues/Wed Th/Fri ○ manager, coming back from July for 1 day a week. ○ helping to lead and monitor developments • Put clear and effective plans in place for maintaining and improving the service including the use of effective self-evaluation processes, and quality assurance systems. <ul style="list-style-type: none"> ○ QAC in place to monitor and ensure high standards are maintained. ○ All actions for continuous improvement are recorded and evaluated in the floor book for impact and include staff and children’s voice. ○ All training to be monitored for impact. • Implement effective action planning to address areas of required improvements within identified timescales. <ul style="list-style-type: none"> ○ Action plan created with will break down requirements to specific actions and responsibilities. to monitor. 		<p>Senior leaders ensure that roles and responsibilities of all practitioners and governing bodies are clearly outlined and promotes and supports a culture of accountability and high quality early learning and childcare.</p> <p>Effective quality assurance systems maintain consistency and identify where quality falls below expected standards.</p>	
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Update and Actions from visit 21/06/22

Please share with _____ and all staff.

Planning / organisation of the day

- Create a planning wall for each room. Ensure that there is an A3 responsive planning sheet up in each room, to record the responsive actions staff are making to observe, support and extend the learning

Action:

- Organise a huddle for a quick catch up with staff each morning so that everyone is aware of:
 - Room rota – any necessary adjustments for staffing
 - Planned activities and learning experiences for the day in each room
 - Any other notices/ feedback for staff

Action -

- At this point in time, as staff are working on their roles and responsibilities, it is important to minimise disruptions to routines. Committing to activities such as Enjoyaball should be put on hold until teamwork/staffing are stronger.
- Staff had organised some activities to follow the children’s interests. **Room lead/ Manager** to discuss planned activities with staff prior to explore ‘what is the literacy/ numeracy learning in this?’ to ensure that the activity gives the children maximum opportunities to develop their skills and staff to support this process.
- Possible learning experiences for the lunch room are being developed – making playdough; tuff tray with materials such as rice, floor etc... to explore textures, measure, capacity to be developed.

Action – staff in lunch room/manager/

Roles and Responsibilities

- The charts of roles and responsibilities is developing and staff are contributing to the understanding of what is required in each area/room in terms of duties.
Action: _____ to finalise the charts and display for staff information.

Keyworkers

- To make sure that all staff and families are aware of their key children, create a visual display.
- Prepare August transition of children to staff now in order to ensure transition is well supported and parents are kept informed.

Action:

Personal Plans

- [redacted] Looked at the working party documentation. [redacted] feels that the new formats would be very useful to support practitioners and manage information. We need to find a date for staff training. **Action**