

Summarised inspection findings

Rephad Primary School Nursery Class

Dumfries and Galloway Council

27 June 2023

Key contextual information

Rephad Primary School Nursery Class is situated in a separate building within the grounds of Rephad Primary School in Stranraer. Children can attend from the age of two until they begin primary school. The nursery opens between 8 am – 6 pm. There are two playrooms. One large playroom for children aged from three years and a smaller one for children aged two to three years. Children attend various patterns across the day. The nursery is registered for 100 children at any one time. The current roll is 57.

The headteacher has overall responsibility for the nursery with a manager and depute who are responsible for the day-to-day management of the setting. They are supported by a team of practitioners and early years support assistants. The manager has been in post since August 2020 and the depute for six months. During session 2021/22, COVID-19 continued to impact on the school community with an increase in staff and children's absence. The setting continues to report high levels of staff absence.

1.3 Leadership of change

weak

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher has overall responsibility for the setting, supported by the nursery manager and nursery depute manager. However, the headteacher's leadership is at the early stage of impacting on the work of the nursery class. As a result, there is no strategic overview leading to improved outcomes for children. As a priority, the headteacher and nursery senior leaders, with the support of the local authority, should revisit the leadership roles and remits. All senior leaders should be clear on their individual roles and responsibilities for improving the quality of provision for children and families.
- Senior leaders and practitioners need significant guidance and direction to improve the overall quality of early learning and childcare. Approaches to quality assurance and the monitoring of learning, teaching and assessment are not yet leading to improved experiences and outcomes for children. Senior leaders' feedback from informal monitoring is not yet having the desired impact on children's learning. The headteacher and senior leaders in the nursery must ensure the monitoring and evaluating of learning, teaching and assessment is robust. This should also include clarifying how staff are deployed across the nursery and a review and update of policies and practices.
- The headteacher and nursery manager meet weekly. During these meetings, they share information about children's wellbeing and local circumstances. They also discuss children's attendance. This supports senior leaders' knowledge of the context of their community. Senior leaders and practitioners should revisit and improve approaches to supporting children who require additional support with their wellbeing and learning. The current practice is inconsistent and does not support children well enough to access all nursery experiences.

- The nursery shares the same vision and values as the school. The headteacher reviewed these in 2021 and involved nursery staff and parents. Practitioners display the vision and values attractively for parents. They recognise the need to consider ways to share these with children in a developmentally appropriate way. Practitioners should promote the values and the motto 'be the best you can be' within their everyday practice with children.
- A few practitioners have leadership roles with responsibility for key areas, such as literacy and numeracy. As a result, practitioners are providing a wider range of resources and experiences. They should build on this work to deepen practitioners' knowledge and improve the quality of their interactions. This should help children to make better progress in their learning, particularly in early numeracy and mathematics.
- Significant absence levels of staff and changes to the nursery team have limited the pace of change and improvement. To maintain required staffing levels, the nursery manager has had to prioritise working with children directly. This has impacted negatively on the manager's time to make improvements at a strategic level. The improvement plan for 2021 – 2022 outlined two priorities relating to tracking children's progress and increasing technologies and digital resources within the setting. Limited progress was achieved in both areas. Overall, the team has made satisfactory progress with the areas for improvement selected for this session. They now need to demonstrate clearly the impact these improvements are having on children's learning.
- Practitioners engage in a few self-evaluation activities. This year, this has included audits of the environment, reviewing mealtimes for children and improving the quality of practitioners' observations of learning. As a result of this work, the quality of children's mealtimes and the environment is improving. More work is required to gain consistency in the quality of practitioners' observations to demonstrate clearly the skills children are developing. Moving forward, senior leaders should ensure self-evaluation is robust and becomes embedded in practice. They need to support practitioners to be critically reflective of their practice to identify and implement improvements that should lead to consistent high-quality ELC. Senior leaders and practitioners would benefit from further opportunities to look outwards to other settings to help them deepen their understanding of high-quality provision.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

Children aged two-three years

- Practitioners in the two to three year old room have created a warm and welcoming environment, where relationships are positive and nurturing. As a result, children appear happy, secure and settled. Children access a range of appropriate resources, which supports the development of their curiosity and inquiry skills well. Practitioners support children effectively to develop their confidence and independence. For example, collecting their own cups and plates and serving themselves at snack time.

Children aged over three

- Practitioners provide a range of experiences and resources for children both indoors and outdoors. The majority of children access these independently and make choices about where they want to play. When outdoors, most children are engaged in their learning when using open-ended materials and when searching and investigating minibeasts. In the playroom, children develop their imagination and problem-solving skills as they create structures using the blocks. A few children are particularly creative as they use natural materials to make three-dimensional pictures. For a few children, interest is not always sustained indoors, and they consistently seek adult engagement.
- The quality of interactions is not yet consistent across the nursery team. Practitioners should develop further their questioning skills and use of commentary in order to scaffold and extend children's learning. This should enable children to sustain their interest for longer periods of time. Practitioners need to revisit national practice guidance, 'Realising the Ambition: Being Me', to increase their knowledge and understanding of the role of the adult in supporting children's learning. They should review and improve the routine and flow of the day to ensure they are maximising learning for all children. This should include opportunities for children to come together in small groups during their day.
- Access to digital technologies to support learning is currently limited in the playroom. With the support of an adult, a few children use tablets to research areas of interest. Senior leaders have rightly identified the need to increase digital resources to develop children's skills effectively across the setting.
- Practitioners record observations of children's engagement in experiences. These are recorded in children's individual learning journals. A few practitioners write relevant observations to demonstrate children's learning and identify what children may learn next. Overall, the quality of observations is not yet consistent and does not always capture significant learning for every child. Practitioners require support to improve their observation skills to ensure they identify children's individual progress in learning.

- Practitioners use Dumfries and Galloway's 'two to three milestones' document to inform planning for younger children. They use approaches to planning learning for three to five year old children, which include the use of termly, weekly and daily plans. Practitioners document children's engagement in activities in floorbooks and this supports children to revisit and reflect on their experiences. Practitioners require continued support from senior leaders to help them to develop a clearer understanding of how to effectively plan for and record children's learning.
- Practitioners refer to local authority guidance to support them to make professional judgements on children's progress in learning. Senior leaders are developing individual proformas to support practitioners to identify and document progression in learning. The team need to ensure robust approaches are put in place for checking children's progress.

2.2 Curriculum: Learning and developmental pathways

- Practitioners have developed a curriculum based firmly on play. They offer a wide range of experiences indoors and outdoors. Children enjoy the opportunities available, in particular outdoors where they take part in investigative and risky play.
- All practitioners take responsibility for developing early numeracy and literacy skills across the curriculum. They should continue to review the availability of resources to support these, in particular in the outdoor spaces. Senior leaders track coverage of Curriculum for Excellence experiences and outcomes, which link to the learning experiences on offer. Practitioners should deepen their understanding of the curriculum design principles to ensure children have opportunities for breadth, depth and challenge in their learning.
- Practitioners work in partnership with parents, when children start nursery, to ensure a smooth settling in process. Senior leaders are developing links with other settings to support children who have a blended placement. Children have started the transition process to school by visiting the P1 classroom once a week for three weeks. Practitioners need to monitor children's transitions across the day to ensure children have high quality opportunities at all times.

2.7 Partnerships: Impact on children and families – parental engagement

- Post pandemic, practitioners have been welcoming parents back into the nursery playroom. They have provided a few opportunities for parents to engage in groups to support their child's development and learning. In addition, practitioners have encouraged parents to stay and play with their child. Parents have commented positively on these opportunities.
- Practitioners use an online platform to share information about children's experiences. This also allows parents to comment and share experiences from home. Practitioners have learning conversations with parents twice a year and share an end of year progress report in June. In addition, they share information about nursery and community events through newsletters. Parents also receive information through an attractive noticeboard displayed in the nursery entrance. A few parents have shared that they wish to have information on children's learning more regularly.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter for urgency.

3.1 Ensuring wellbeing, equality and inclusion

weak

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Senior leaders must improve the current processes and procedures for supporting and ensuring children's wellbeing. As a matter of urgency, they should make sure that all who work within the nursery are clear on their roles and responsibilities in relation to complying with statutory duties. This includes making sure that all who work within the nursery report, record and monitor significant events in line with local authority policy. The headteacher and senior leaders need to ensure procedures are adhered to at all times through regular, rigorous monitoring.
- Senior leaders and practitioners should review urgently their processes for monitoring how children move between playrooms and the outdoors. They should establish robust systems that ensure practitioners meet all children's needs more effectively. Practitioners should improve the area they are currently using to give children a quiet space to rest and relax. They need to agree the purpose of this space with each other and the children. Practitioners should make sure they use this space in a positive way to better support children's emotional and wellbeing needs.
- Children appear to be happy and confident within the setting. Practitioners have very recently introduced additional resources to help children describe how they feel and why. Most children are not yet familiar with the national wellbeing indicators and require further support to help them develop the vocabulary to talk about their wellbeing. Practitioners need to use the language of the indicators consistently through relevant and meaningful contexts to help children's understanding.
- The majority of children play well together and demonstrate kindness to their peers. Practitioners require further training on how to help a minority of children manage their emotions and social situations more effectively. This would provide consistent support for children to enable them to reflect on their actions and recognise how they impact on others.
- Children, with the help of their parents, make their lunch choice as they arrive at nursery. At lunchtime, children develop their independence well as they help set tables and serve themselves. Senior leaders should ensure children's lunches reflect national nutritional guidance.
- In consultation with parents, practitioners develop a personal plan to identify children's care and welfare needs as they settle into the nursery. They update these plans regularly. Children, who require additional support with their learning, need a consistent approach from practitioners to ensure individual planning is supporting their needs. Senior leaders have very recently introduced individual educational plans for most children who require additional support. They must now ensure all children who require a plan, have one created within appropriate timescales. Senior leaders should also make sure all practitioners are clear about

the strategies identified within plans. They need to review the plans regularly to ensure children continue to make progress in their development and learning.

- Practitioners provide experiences throughout the year to raise awareness of cultural events and festivals. They are aware of the need to increase resources to support children's understanding of the diverse world in which they live.

3.2 Securing children's progress

satisfactory

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

Children aged two-three years

- Children aged two to three years listen actively to stories and develop their imaginative skills well. They are developing their independence as they dress themselves for outdoors. Practitioners provide opportunities to develop children's fine motor skills, such as manipulating playdough into shapes. They should continue to offer experiences, which are age and stage appropriate for younger children, to develop their skills in a progressive manner.

Children aged over three

- Overall, children are making satisfactory progress in their learning. Practitioners now need to ensure they build on children's prior learning effectively to enable them to make the best possible progress.
- The majority of children are making satisfactory progress in communication and early language. Children listen well to stories and regularly seek out adults to read to them. They have opportunities to mark make. This includes drawing and painting. A few children create increasingly detailed pictures. Children have opportunities to recognise their name across the setting, for example, as they self-register in the morning and choose their lunch. A few children are exploring writing numbers and letters to form their names. They are now ready to explore writing for a purpose more regularly. A few children would be able to communicate their needs more effectively through the consistent use of visual prompts.
- Children are making satisfactory progress in numeracy and mathematics, with a few making good progress. Most children are capable of making better progress in numeracy and mathematics. The majority of children recognise colours and a few are beginning to identify pattern and shapes. They count to ten, with a few confidently counting beyond. Children are beginning to use the language of measurement during play. Children explore three dimensional objects through block play, they are ready to gather and record a range of information to develop their skills in information handling.
- Children are making good progress in health and wellbeing. Practitioners encourage all children to access outdoors on a daily basis. Children dig in the mud and learn to care for minibeasts and worms. They develop their physical skills, for example, confidently riding step bikes and scooters. Children develop their fine motor skills well as they make and manipulate playdough and use scissors to cut various materials at the art and craft table. All children should continue to develop their confidence to help them talk about their feelings and emotions.

- Practitioners use praise and encouragement to promote a sense of achieving success. They give stickers to children who have carried out a task successfully, for example, tidying up an area well. As planned, practitioners should reintroduce the achievement wall, in consultation with children and parents, to support all to recognise and celebrate success.
- Children are making satisfactory progress over time and are capable of making greater progress in their learning. As practitioners develop further their observation skills, they should monitor and track children's learning more effectively to identify clear, appropriate and meaningful next steps for all children.
- Practitioners know children and families well, taking account of their socio-economic backgrounds. Children have a range of experience and come to nursery with varying developmental and learning needs. Senior leaders and practitioners need to monitor closely and review the impact of identified strategies for children who may have barriers to their learning. They need to be able to recognise when approaches are not effective and make appropriate changes to ensure equity for all children.

1.1 Nurturing care and support

The majority of the children were happy and confident throughout the inspection and were able to approach staff if they needed help. Children knew the routines and overall were settled in the service. Children within the 2-3 room were supported well through staff engagement, warm interactions and staff responding to children's individual needs. This showed us that children had developed trust and felt secure with staff.

Within the 3-5 room children's needs were not consistently met. There were several occasions when staff missed cues from children who were seeking support and comfort. Personal planning information was not being used effectively to meet children's individual needs. For example, support strategies identified to help children were not being implemented. As a result, children did not always receive the correct care and support to meet their individual needs and keep them safe. (See area for improvement 1)

Management had made links with outside agencies, gathering some information in relation to children's health welfare and safety needs. We could see some evidence of transitions being supported through sharing of information through management attending child planning meetings and linking with childminders.

Children enjoyed a sociable snack and lunch supported by staff. A few staff were sitting with the children developing conversations and supporting children with self-help skills. Children were provided with opportunities to develop their independence through collecting their plates, cups and lunch. Children could choose to sit with their friends and most children were observed to be settled. We would encourage management and staff to continue to monitor the lunchtime experience within the 3-5 room.

We identified safeguarding concerns and procedures were not being followed. This has been reflected under 3.1 'Quality assurance and improvement are led well'.

Care Inspectorate grade: weak

1.3 Play and learning

Children were able to make decisions on where they wanted to play. Staff had developed some areas of interest to engage children's imagination and develop their play and learning for example, block play, home corner, mark making and interest tables. To support children's curiosity, sense of wonder and fun we would encourage management and staff to continue to reflect on the environment to enhance and support children's engagement.

We observed the noise level within the 3-5 playroom after lunch to be quite noisy and children were not engaged in play. Some children requested access to outdoors which would have alleviated the noise level in the playroom. We would encourage management and staff to review the free flow access to outdoors to ensure they are responding to children's interest and needs.

Children in the 2-3 room benefitted from a breadth of interesting and age-appropriate experiences, learning spaces were set up to reflect this. In the 3-5 room we observed that not all children received the support they needed to reach their full potential. Management and staff should

increase their knowledge and understanding to work effectively with children who have additional support needs and recognise when to seek further support from other professionals. To support children's play and learning staff should continue to develop their knowledge and understanding of child development, relevant theory, and practice. Staff need to build as team on their experience and expertise to fully meet children's needs through high quality interactions. Management should continue to monitor staff interactions to ensure they are extending children's thinking and widening their skills, which will support children in developing and leading in their play and learning. This was an area for improvement at the last inspection and will be repeated. (See area of improvement 2)

Online profiles were providing a link with home, giving parents some information on children's experiences and time at the nursery. Online profiles could be developed further to include more detailed evaluative observations of learning and next steps.

Care Inspectorate grade: adequate

2.2 Children experience high quality facilities

We found the service to be welcoming, and well-ventilated. There was a secure entry system in place which was monitored by staff. Management and staff had worked on the visual environment developing areas inside following the last inspection with a focus on ensuring the environment is organised and inviting. Children's artwork was displayed which celebrated their achievements. Management and staff should continue their journey in reviewing and evaluating play spaces which will support children's engagement and sense of wonder.

The 2-3 room was being used to support some children who needed time away from the busy playroom, giving them opportunities to play within a more calming environment. To support all children's needs management and staff should ensure sufficient staffing is in place when 3-5 children are accessing the 2-3 room.

We discussed with management the potential risks for children accessing outdoors. Free flow outdoor play access should be monitored to ensure staff are always aware of the location of children present. We observed several children accessing outdoors without communication from staff. Management should put appropriate systems in place to ensure staff are aware of children's presence inside and outside.

We sampled accident and incident records which are held in children's individual files and found these were being shared with parents. We have asked management to audit these to identify common or reoccurring concerns. This should include any actions in relation to the environment, resources, and individual children to identify any common patterns, appropriate action should be taken where required. This was identified at the last inspection and should now be actioned to ensure children's safety (area for improvement 3)

Arrangements for the storage and processing of most children's personal information were managed to ensure children's records were kept safe and took account of their confidentiality. However, we identified that staff were taking nursery iPad's home and updating children's profiles at the weekend. We have asked management to review this process in line with the councils' policies and procedures.

Risk assessments were in place and reviewed for all areas accessed by children.

Care Inspectorate grade: adequate

3.1 Quality assurance and improvement are led well

We found the management team engaged well during the inspection process, taking on advice and support. Management was seen to be supportive and regularly visible in the 3-5 playroom. We discussed staff changes that had occurred since the last inspection and the challenges the service had faced following the Covid-19 pandemic, and how this had impacted on their improvement journey. Since the previous inspection there have been several staffing changes. As a result, staff were in the initial stages of developing as a team.

The quality of children's care and learning experiences were mixed across the service. Management and staff must be accountable to ensure that self-evaluation leads to high quality care, which is tailored to the needs of children and families. Improvements made must be sustained to ensure continuity of wellbeing, care and learning for all. At two previous inspections we recommended that the service further developed quality assurance systems to have clear priorities, which were focussed on improved outcomes for children. Where there is evidence of monitoring and evaluation being carried out, we are not seeing the impact or progress of actions that are being identified, for example monitoring and evaluating the impact of staff practice and engagement. This was an area for improvement at the last two inspections and will be repeated. (See area for improvement 4)

Moving forward, all staff need to develop an understanding of their responsibility to belong to shared values, aims and objectives to positively inform practice. This would support staff to reflect on their practice in a meaningful way.

Children were not fully protected through robust safeguarding procedures. For example, reporting concerns identified by staff. This had the potential to compromise children's safety and wellbeing. As a matter of priority, the provider and management should link with the local authority and relevant agencies in relation to children identified. An audit of safeguarding procedures should be carried out within the service. This should include management responsibility to notify appropriate services of concerns raised which includes the Care Inspectorate about allegations of abuse. Continued monitoring in this area would ensure that children remained protected from harm. The provider must ensure there are clear procedures in place, which management and staff understand and follow, to safeguard all children (See Requirement 1).

Care Inspectorate grade: weak

4.3 Staff deployment

Staff engaged well in the inspection process and were open and honest during discussions. All staff that we spoke to shared that whilst it was a newly formed team, they felt that it was a supportive team. Staff also felt supported by the management team and were able to approach them with any concerns. Most staff were observed to work well together. Recently appointed staff told us that they had been made to feel welcome and felt part of the wider nursery team. This helped to contribute to a happy and welcoming atmosphere.

Staff were working flexibly across the service working on a rota system to ensure appropriate staffing levels to cover lunches. However, the approach to staffing within the service was not always outcome focused for children. At points across the day there were gaps in specific skills needed to keep children safe and to promote high quality outcomes for children. For example, ineffective staff deployment impacted on appropriate support being given to children who required additional support. This limited opportunities for children to develop and learn at an appropriate

pace or give them the required support they needed. Moving forward, effective deployment of staff would support consistent care, children's wellbeing, and resilience. This would improve children's interactions, play and learning outcomes (See area for improvement 5)

The staff routinely engaged in a range of professional learning activities that built on and sustained their practice. We found staff were confident in discussing how they had improved their practice as a result of their own professional learning activities. We found that there was a need for closer monitoring of this learning to ensure it was positively impacting on the quality of experiences for children, their progress, and wider improvements in the setting.

Care Inspectorate grade: adequate

During the previous Care Inspectorate inspection, the setting had no requirements and six areas for improvement. From these four areas of improvement have been met and two have not been met. As a result of this inspection, there is one requirement and five areas of improvement.

Requirements

Requirement 1

By 30 June 2023, the provider must ensure children are safeguarded and protected from harm. To do this, the provider must, at a minimum:

- A) Ensure any children identified with safeguarding concerns are referred to relevant agencies.
- B) Ensure an audit of safeguarding procedures are carried out within the service.
- C) Ensure the manager and staff have the required skills and knowledge in relation to recognising and responding to child protection concerns.
- D) Ensure the manager and staff are competent and knowledgeable about national, local, and the service's own child protection procedures and 'Getting it Right for Every Child' (GIRFEC).

This is to comply with Regulation 4(1)(a) (Welfare of users); Regulation 7(2)(c) (Fitness of managers); and Regulation 9(2)(b) (Fitness of employees) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I am protected from harm, neglect, abuse, bullying, and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20). 'If I might harm myself or others, I know that people have a duty to protect me and others, which may involve contacting relevant agencies.' (HSCS 3.25)

Areas of Improvements

Area for improvement 1

To support children's health, welfare and safety needs management and staff should ensure information gathered within children's personal plans is used appropriately to support children's individual needs. This includes support strategies for children who require them.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which states that: 'My personal plan (sometimes referred to as a care plan) is right for me

because it sets out how my needs will be met, as well as my wishes and choices.' (HSAC 1.15)
'My care and support meets my needs and is right for me.' (HSCS 1.19)

Area for improvement 2

The manager should continue to develop their approaches to child-led planning to support children to achieve their potential by ensuring appropriate levels of challenge and depth in play and learning. Consideration should be given to how individualisation is captured within planning. In addition, planning should be closely linked to observations in children's journals where meaningful next steps should be recorded. These should be monitored to ensure consistent quality of written observations.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which states that: 'My care and support meets my needs and is right for me' (HSCS 1.19), and 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

Area for improvement 3

To ensure children's safety management should implement an audit tool for accidents and incidents that occur within the setting. This should include any actions in relation to the environment, resources, and individual children to identify any common patterns, appropriate action should be taken where required.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I am supported and cared for sensitively by people who anticipate issues and are aware of and plan for any known vulnerability or frailty.' (HSCS 3.18) 'If I might harm myself or others, I know that people have a duty to protect me and others, which may involve contacting relevant agencies.' (HSCS 3.25)

Area for improvement 4

The management team should further develop and implement systems for monitoring and evaluating the impact of staff practice. Robust quality assurance systems should continue to be developed to support the service and improve outcomes for children. In order to achieve this the management team should:

- a) ensure monitoring of staff practice and the implementation of organisational policies and procedures are carried out frequently and purposeful feedback is provided to support staff to make and sustain improvements
- b) consult with and involve all stakeholders including staff, children, and parents in self-evaluation processes.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.