

# Summarised inspection findings

**Rothesay Joint Campus and Pre Five Unit**

Argyll and Bute Council

19 August 2025

# Key contextual information

Rothesay Pre-5 unit is situated within Rothesay Academy Campus on the Isle of Bute. The setting provides early learning and childcare (ELC) for 48 weeks of the year. The setting welcomes babies from six months to children not yet attending primary school. There are currently five babies, 16 toddlers and 48 children on the roll. Over the last year there has been extensive building works within the setting to accommodate babies and to increase the provision for toddlers.

The setting has five playrooms and a large outdoor area. The older children have free-flow access to the outdoor area. There has been a vacancy for a manager for the setting for the last 18 months. The depute headteacher of the primary school has overall responsibility for the setting. Three lead practitioners support the depute headteacher. As a result of the on-going vacancy for a manager, the school and local authority have secured the part-time services of a manager from a local ELC setting. She is acting as a consultant for senior leaders and the staff team. She has been working in the setting for two days a week since August 2024.

1.3 Leadership of change	weak
<p>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:</p> <ul style="list-style-type: none"><li>■ developing a shared vision, values and aims relevant to the setting and its community</li><li>■ strategic planning for continuous improvement</li><li>■ implementing improvement and change</li></ul>	

- Rothesay Pre-5 unit shares the same values as the primary and secondary departments within the campus. Practitioners are at the early stages of embedding the vision and values within the nursery provision. They recognise the need to review the vision and values and share them more effectively with stakeholders. It would also be helpful to promote the language of the vision and values more meaningfully with children.
- Over the last few years, the setting has undergone significant changes. This includes the introduction of provision for babies and the increase in the number of toddlers attending the nursery. In addition, major building works took place in the last year to support the expansion of the provision for children under three. This work, along with the ongoing vacancy for a manager's role, has impacted significantly on the pace of change.
- The visiting consultant is providing much needed direction and guidance to the staff team, which is helping to secure necessary improvements across the setting. The consultant is working closely with the depute headteacher. Lead practitioners and the staff team appreciate the support they receive from the depute headteacher. She has helped to establish a stronger sense of teamwork across the setting. Senior leaders work well together along with the lead practitioners to begin to make improvements in the setting. Positive steps have been taken to define more clearly the remits of lead practitioners. This is helping bring about consistent approaches to improvement, as there are now dedicated practitioner leads for the different age groups. Senior leaders and the staff team value the support they receive from the consultant. It will be important that practitioners continue to receive support from senior leaders and the local authority to sustain and build on improvements.

- The staff team demonstrate a strong commitment to improvement. They each now have their own leadership role which is helping to secure improvements within the setting. This includes, for example, taking forward work on children's rights, outdoor learning and promoting productive links with the local community. Practitioners talk confidently about their leadership roles and how developments are impacting positively on children's learning. For example, children now benefit from richer learning experiences in the outdoor area. The staff team are now being afforded greater ownership of effecting positive change in the setting. Each member of staff now also has responsibility for developing and leading a dedicated learning space in the setting. They are responding very positively to this leadership opportunity. This is enabling them to begin to plan for children's learning in a more appropriate way. All practitioners have undertaken a wide range of professional learning opportunities. This includes, for example, STEM, outdoor learning and Froebelian approaches. There are positive indications that this is beginning to impact on children's learning experiences.
- The staff team meet weekly to share information about children and to plan learning spaces. The lead practitioners now also have a dedicated time to meet with each other and with the deputy headteacher to identify and discuss improvement priorities. More systematic approaches to self-evaluation have been introduced recently and are at a very early stage of development. There is a need for the staff team to make more effective use of national guidance and of self-evaluation tools to ensure sustained continuous improvement of the setting.
- While there is evidence of recent improvements in the setting, there remains important weakness that need to be addressed. There is a significant need for strong, continuous leadership to support staff. The setting will require a high level of support from the local authority to make important improvements. This is necessary to ensure the setting continues to improve, to enable all children to make the best possible progress in their learning.

## 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 under three years benefit from warm, supportive relationships with adults. Practitioners have created interesting and accessible spaces that enable younger children to explore and experience fun.
- Most children are confident and happy in the nursery. Staff maintain a clear focus on developing children's awareness of their rights. Relationships across the setting are positive, and children are encouraged to develop independence through play experiences and routines. Children demonstrate well-developed independence skills as they serve themselves at snack time and lunch time. Toddlers show high levels of independence as part of lunchtime routines. The majority of children play with or alongside their peers. A few children require adult support to share space and resources with others. Overall, practitioners intervene sensitively to settle children who are upset or distressed.
- The staff team have taken positive steps to improve the indoor and outdoor learning environments. They are developing spaces which better promote children's curiosity and creativity. The team now need to work together to have a clearer understanding of how they can maximise children's learning in the newly developed spaces. There are frequent examples of children moving between spaces and not sustaining their play appropriately. As part of this, practitioners need to monitor more closely those older children who transition between playrooms and outdoors. This is to ensure children engage more effectively in their learning to enable them to make better progress in that learning. Older children would benefit from more opportunities to interact more closely with adults during the nursery session.
- Practitioners working with older children have developed exciting and stimulating spaces in the outdoors. As a result, children who access this area demonstrate the highest levels of engagement. Practitioners consult with children to shape and develop outdoor learning spaces for example, creating a duck pond and water park. In this area, practitioners take good account of children's interests and development needs. They provide learning which is progressive and promotes learning across the curriculum. This practice should be shared across the staff team to promote similar levels of engagement and quality learning and teaching in the indoor areas.
- Across the setting, children benefit from positive interactions with adults who care for them. Practitioners support children well who are new to the setting. They establish positive relationships with families. Practitioners are at the early stages of using questions and commentary to encourage and extend learning. This is an area which needs to be developed further. As part of this, there is a need for the team to challenge learners more effectively. There are too many missed opportunities to build on and extend children's learning. This is limiting children's progress.

- The team have developed new approaches to the ways in which they plan children's learning. They are taking positive steps to be more responsive and take better account of children's interests and next steps in learning. Practitioners are building their confidence in using these new approaches. There is a need for senior leaders to support the team to build on this work and develop further approaches to intentional planning. This is to ensure children experience greater breadth and depth in learning. This should also help to ensure children experience regular, progressive learning experiences across literacy and numeracy.
- Practitioners are developing approaches to the ways they record observations of children's learning. Observations are documented in children's 'learning journeys' and in online journals which are shared with parents. Practitioners need to develop a greater consistency in the quality of observations. Lead practitioners for the youngest and older children have made a positive start in tracking children's progress.

## 2.2 Curriculum: Learning and developmental pathways

- Across the setting, children experience a play-based curriculum. Practitioners have taken positive steps to make learning more child-centred and responsive. They have made significant improvements to the environment which enables children to access learning across most areas of the curriculum. Practitioners take good account of children's interests to plan interesting provocations. The staff team utilise the interesting local area to increase children's awareness of island life and the world of work. For example, children engage in forest and beach school activities. They meet regularly with members of the local community to learn about their jobs. Children have regular opportunities to visit resources and services in the local area. Recently, children have learned about the work of sailors, café owners and the coastguard.
- As the staff team take forward their new approaches to planning, it will be important to ensure that they offer a developmentally appropriate curriculum. Staff should develop the curriculum to provide greater breadth and depth children's learning.
- Senior leaders, practitioners and teachers at P1 should collaborate to plan for transitions, and share all children's individual learning and progression across the early level. This should include a shared understanding of learning approaches and play pedagogy. This should help teachers at P1 to gain a deeper understanding of individual children and how they like to learn.

## 2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners share important information about children's learning with parents and carers in a variety of ways. This includes an online learning platform, yearly progress reports and purposeful interactions at the beginning and end of each day. This is strengthening parents' and carers' understanding of the ways in which their children learn at nursery. Practitioners should consider ways to involve all parents and carers in identifying next steps in learning for their children.
- Practitioners encourage parents and carers to get involved in a wide variety of outings and experiences. They encourage parents to join their children for buggy walks, story sessions and various outings in the local community. Parents and partners share their professions, skills and hobbies with the children in the nursery. This includes building structures in the garden and planting together. This is strengthening relationships between the nursery and the local community. As a result, children are learning about skills for life, learning and work.

## 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.



### 3.1 Ensuring wellbeing, equality and inclusion

**satisfactory**

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

- Children benefit from warm and nurturing relationships with practitioners. They form positive relationships and attachments with their keyworkers and with other children. Children enjoy being at nursery. Most follow routines well and choose independently where they want to play. They clearly express their thoughts and needs as appropriate to their stage. A few children are supported sensitively to use visual symbols and signing to communicate their feelings and needs. All children would benefit from further opportunities throughout their day to identify and talk about their emotions. This should support them to develop resilience and confidence as they understand their emotions.
- Most children are developing their awareness of wellbeing appropriately. Practitioners have adapted the environment to create small, comfortable spaces where children can relax and rest. Children have free-flow access to an exciting, well-resourced garden where they have opportunities to develop their physical and imaginative skills. They benefit from unhurried snack and lunch routines where they demonstrate their developing manners and enjoyment of healthy foods well. Practitioners should continue to consider ways to develop further their approaches to embedding children's rights into the life and work of the setting. This should encourage children to be responsible, active citizens.
- All practitioners are aware of, and comply with, statutory requirements in relation to early learning and childcare. Most practitioners understand their roles and responsibilities in keeping children safe and supporting their wellbeing needs. They have undertaken recent child protection training. They should continue to develop their understanding of the wellbeing indicators and use these more routinely and meaningfully with children. This should support children to understand what it means to be safe, healthy, active, nurtured, achieving, respected, responsible and included.
- All children have a personal care plan and 'all about me booklet' to support their wellbeing and care needs. Senior staff and practitioners should ensure these have more detail and specific targets. They should conduct regular reviews of care plans with parents and carers to ensure children's information is current and relevant.
- The majority of children who require additional support for learning have an individual plan in place. However, senior leaders must take immediate action to support practitioners in identifying all children who would benefit from additional support with their learning. Additionally, they should support practitioners to identify clearly children's strengths and areas where they may require additional support. Practitioners should review and update child's plans regularly to demonstrate the progress children are making and identify appropriate interventions. This should ensure children get well-timed support to secure progress in their learning and development.

- The majority of practitioners consider creative ways to include all children in experiences outwith the nursery. They encourage them to participate in swimming, intergenerational learning and their 'news-round' experiences. These experiences are supporting the reduction of barriers to children's learning and helps them to succeed in wider achievements.
- Practitioners have developed positive relationships with a range of community partners. This includes those involved in health, social work, music experts, sports facilities, local businesses, and public services. As a result, children are becoming valued citizens who contribute to their local community events. Practitioners should promote further children's understanding of being global citizens to develop their knowledge of diversity out with their immediate experience.

### 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 years and under

- Children aged two years and under are making appropriate progress in their learning. Practitioners support children to reach developmental milestones and to develop their confidence and early communication skills. Young children enjoy singing and sharing familiar books with adults. They respond well to the opportunities they have to explore and make use of natural materials both indoors and outdoors.

#### Children aged three to five years

- Overall, children aged three to five are making satisfactory progress in early language and communication. A few children are making more positive progress. A majority of children seek out familiar adults to talk to. As part of the nursery's 'news-round' digital newsletter, children develop their communication skills in a creative and meaningful way. A minority of children demonstrate an interest in books. It would be beneficial for children to have greater access to books and texts. A few children use their interest in dinosaurs to create their own imaginative stories which they proudly shared with others during World Book Day. Practitioners should plan more regular opportunities for children to engage with stories, familiar rhymes and songs as part of nursery routines. A minority of children use a range of mark-making materials to develop their early writing skills. There is considerable scope to develop children's early literacy skills further as part of daily routines and across the setting.
- Overall, children are making satisfactory progress in early numeracy and mathematics. Outdoors, a few children participate in a long jump activity and use a measuring tape to measure the distance they jump. A few children use appropriate mathematical language as they fill and empty containers in the outdoor water area. There are a few examples of children counting and using numerals in their play. A few children confidently identify a range of shapes. Children need opportunities to learn about time, money and information handling.
- Most children are capable of making much stronger progress across literacy and numeracy. Senior leaders should take prompt action to address this.
- Children are making satisfactory progress in health and wellbeing. Younger children are learning to share how they are feeling. There is scope to develop similar approaches across the setting. Children benefit from their free-flow access to the large outdoor play area, where they develop their gross motor skills well in a variety of interesting ways. As a result, the majority show well developed balancing and climbing skills. Children identify different ways to

keep themselves healthy such as regular exercise and healthy foods. They learn about healthy eating and food preparation as part of weekly cookery classes.

- Practitioners have introduced various ways for children's achievements to be celebrated and recorded, for example, on wall displays and in children's 'learning journeys'. They encourage parents to share children's achievements from home. Older children serve on nursery committees such as the 'rights respecting' and 'eco' committees. This is providing them with relevant ways to develop their confidence and experience success.
- Senior leaders and practitioners know families and their circumstances well. There is a strong commitment to ensuring equality for all. Practitioners take positive steps to mitigate any barriers children may have to attend the setting, for example, by organising transport for a few children. Lead practitioners have started to meet key workers to discuss individual children's progress. They should continue to develop this to ensure all children receive appropriate challenge and support in their learning.

### 1.1 Nurturing care and support

We observed children that were happy, confident, and having fun. They experienced warm, nurturing, and responsive care from staff which helped them to feel welcomed and loved in the setting. We observed staff to be kind, caring and respectful which supported children to feel safe and secure in the service.

Staff knew children well and spoke about their personalities, interests and how they were supporting children to meet their needs. Although staff could tell us how children were being supported and information was recorded, we found inconsistencies with the process. It was not always clear 'how' staff would support and enhance children's health, wellbeing and safety or foster their play and learning. In line with legislation the management team along with staff should streamline information and develop a consistent approach across the service. This will ensure children's information is clear and concise for all staff to follow, including strategies and next steps. This will enable all staff to provide positive outcomes for all children. (See area for improvement 1)

Lunch and snack were a sociable experience for some children and staff were encouraging children to be independent through self-serving and clearing away their dishes. We would ask staff and management to continue to develop lunch and snack with a focus on developing the environment to make it a more inviting space for children to relax and engage with their peers and staff. We found the lunchroom to be dark and it was difficult for the children to see their name cards. Staff should consider having cutlery on the table as some children were dropping them prior to sitting down, playing quiet music, and offering children a napkin. This will enhance the lunch and snack experience and support children in developing further life skills.

We sampled the nurseries medication policy and consent forms and found these were in line with best practice guidance 'Management of Medication in Daycare and Childminding Services'.

### Care Inspectorate evaluation: good

### 1.3 Play and learning

Children were happy, having fun and enjoying their time at nursery. Children were confident within their environment and able to move freely around the playrooms. The nursery was well resourced and there was some natural, opened materials available for children to be creative, develop their curiosity and imagination.

The service had developed strong links with the community supporting children to enhance strong connections to their own and wider areas, this included intergenerational links with Thomson House, book bug sessions, swimming, visits to the library, local shops, fire station and police station. The service welcomed visitors to the setting for example the forest ranger to discuss and develop the garden, grandparents who came to bake with the children and parents who were planting alongside the children. This was building strong relationships and a sense of belonging while creating happy, healthy community that is more cohesive.

Children's individual 'Seesaw' accounts were being used to capture observations of experiences, achievements, and some next steps. The quality and range of play experiences were mixed throughout the service and throughout the day. We found the outside areas to be inspiring, engaging children's interest, supporting their curiosity and creativity enabling them to lead their own play and learning. However, some play spaces indoors did not support children to engage, be

creative or develop their imagination. For example, over lunchtime and in the early afternoons children were observed wandering and uninterested and at times running between rooms.

We found there was no clear process in place for planning, and it was difficult to identify a clear progression pathway and individual next steps in children's play and learning. There needs to be a more integrated approach to tracking and recording children's progress, with a planning format that is individualised and responsive, based on children's interests and reflecting their choices.

Staff should continue to build as a team to fully meet children's needs through high quality interactions and observations. This should include extending children's thinking and widening their skills to support them in developing their interests, leading on their play, and learning. It would be beneficial for all staff, including the leadership team, to undertake training to support them in planning, recording, and understanding how children play and learn. (See area for Improvement 2)

**Care Inspectorate evaluation: good**

## **2.2 Children experience high quality facilities.**

The playrooms were warm, welcoming, and well-ventilated. Children had free flow access to the newly developed outdoor area. We observed the 3–5-year-old children accessing areas with confidence and engaging with their peers in developing their play and learning. Children were independently and confidently putting on outdoor clothing with staff assisting, when required. Younger children were supported by staff to access, discover, play, and learn in their dedicated outdoor play spaces. As a result, children were having fun, developing skills in independence while having regular access to outdoors at a time to suit their needs. This was supporting their individual choice, play, learning and wellbeing.

Throughout the service children were supported in playrooms which had ample space for them to play together or on their own if they wished. Staff had developed the indoor and outdoor environment to support children's curiosity, considering their developmental stage of play and learning along with suitable resources and interest areas for children to freely access.

Children's information was stored appropriately and secured within the office or the playrooms. The service entrance had a secure door entry system, and there were risk assessments in place to support a safe environment inside and outside. Management should ensure any changes to the environment are captured and updated in risk assessments for example the baby room outdoor area. Management should also arrange to fix the main front door into the nursery, so the automatic push button works for parents with prams or people with disabilities.

Staff and children washed their hands before mealtimes and children had individual cloths to wash their face after eating. We would encourage children and staff to wash their hands at other key points of the day, including when they come in from outdoors. Staff should also support children when they have a runny nose or dirty face. This will help to stop the spread of infection and ensure children and staff are kept safe and healthy.

Displays throughout the nursery were used to celebrate and recognise children's learning and achievements. Staff should consider who these displays are for regarding content, size of pictures, descriptions and ensure that children can view and reflect on their learning at a suitable height. Displays should be dated to enable staff and management to track and evidence learning.

**Care Inspectorate evaluation: good**

### 3.1 Quality assurance and improvement are led well.

We found the service has been transitioning through a period of change following the last inspection. We recognise the challenges the service had faced over the past year, for example recruitment of a permanent nursery manager, developing the environment and the staff team with the introduction of the under 3-year-old provision.

As part of this process the local authority had taken support from a consultant nursery manager to support the service during this time. Management and staff were committed to the development of the service, working together to establish a shared vision in delivering the best outcomes for children and families. As a result, this was having a positive impact on the service, and we can see the improvements that have been made.

The service used some processes for self-evaluation. These processes were not yet regular or robust enough to ensure procedures were consistently followed or secure sustained improvement. Quality assurance, including self-evaluation needs to be more firmly embedded with a focus on, monitoring children's personal plans, children's experiences, planning, monitoring of staff practice and evaluating and improving the nursery. This will support more reflective practice and improved outcomes for children. (See area for improvement 3)

During inspection we were advised the service is still in the process of recruiting a new manager. To ensure the service continues to grow, develop and deliver best outcomes we would ask that the provider has an active supportive role during these changes and leadership is supported and effectively managed to sustain and maximise the best outcomes for children, families, and staff. (See area for improvement 4)

As part of the service's improvement journey and to support improved outcomes the management team in partnership with children, families and staff would benefit from reviewing the services vision, values, and aims. This should be with the aim of developing a shared vision, that positively informs practice and reflects the aspirations of the nursery children, families, and wider community.

### Care Inspectorate evaluation: adequate

#### 4.3 Staff deployment

Staff were warm, welcoming, open, and honest throughout the inspection. The service was appropriately staffed to meet the ratio of children in the service. Staff communicated well together to support an inclusive ethos within the nursery environment. Staff regularly updated the occupancy within the building ensuring children were always accounted for. This created a positive environment for children to feel safe and secure to embrace play and learning opportunities.

Management and staff supported parents to be part of the nursery through their open-door policy. Communication was a strength through speaking with parents at drop off and collection times, the newly established nursery news network and book bug sessions. Parents told us they felt supported by management and staff and that they were available and always happy to discuss any concerns or updates. As a result, parents felt confident, and secure leaving their children at the service.

Staff had recently been allocated and deployed into a focused area within the service for example outdoors, construction, arts, and craft. Staff told us this was having a positive impact on outcomes for children and on the quality of play and learning experiences they were delivering as children



were much more engaged. However, there were periods throughout the day when we observed staff less engaged or motivated for example over lunch time and in the afternoons.

To support staff and the quality of experiences and outcomes for children we would ask that management now look at developing a more formal monitoring process with a focus on staff practice and engagement, resources and experiences including the quality of play and learning. Staff should now be supported to continue reflecting and reviewing practice to ensure the pace of change is sustained and the service continues to improve. (See area for improvement 5)

To support the staff team, we would ask management to look at identifying a space for the staff to store their belongings and have lunch. The staff would benefit from a space where they can call their own, display best practice documents, have notice boards of interest and a space to rest, relax and refresh during their lunch. This would enable staff to build as a team and support their well-being.

### **Requirements made by the Care Inspectorate for the early learning and childcare setting.**

During the previous Care Inspectorate inspection, the setting had no requirements and no areas for improvement. As a result of this inspection, there is five areas for improvement.

#### **Area for improvement 1**

The manager and staff should streamline information gathered to ensure individualised personal plans and all about me are sufficiently detailed and completed accurately. This should include but not be limited to identified next steps in learning with focused targets and strategies that are clear and concise for all staff to follow to support children's health, welfare, and safety needs as well as play and learning targets.

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 a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices'. (HSCS 1.15)

#### **Area for improvement 2**

To support children to achieve their full potential the manager and staff should review the current planning cycle to include high quality observations and next steps, with a focus on children's developmental stages. This will ensure that children are supported to lead their own play and learning that is tailored to their individual abilities and needs. This should include, but not be limited to, high quality observations, meaningful next steps, and evidence of progression in learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state: '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 to my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27) and 'My care and support meets my needs and is right for me' (HSCS 1.19)

#### **Area for improvement 3**

To improve better outcomes for children. Management should develop and implement robust quality assurance systems with a focus on, monitoring children's personal plans, children's experiences, monitoring of staff practice and evaluating and improving the nursery.



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

#### **Area for improvement 4**

To ensure the service continues to grow, develop and deliver best outcomes. The provider should have an active supportive role in supporting and effectively managing the leadership team to sustain and maximise the best outcomes for children, families and staff.

This is to ensure that management and leadership is consistent with the Health and Social Care Standards which state: I use a service and organisation that are well led and managed (HSCS 4.23) and I experience high quality care and support because people have the necessary information and resources. (HSCS 4.27)

#### **Area for improvement 5**

To ensure positive outcomes for children management should monitor and review the deployment and positioning of staff with a focus on staff responsibilities, engagement, staff practice including quality of experiences and resources.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My needs are met by the right number of people' (HSCS 3.15). 'My care and support is consistent and stable because people work together well'. (HSCS 3.19)

## 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.