

Report To: Education and Communities
Committee

Date: 23 January 2018

Report By: Corporate Director
Education, Communities &
Organisational Development

Report No: EDUCOM/06/18/LW

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Subject: Care Inspections of Partner and Private Early Learning and
Childcare Establishments April 2016 – March 2017

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Committee of the quality of Early Learning and Childcare, in Partner and Private Establishments, as evidenced by Care Inspectorate findings.

2.0 SUMMARY

- 2.1 The Care Inspectorate inspects services to ensure appropriate standards of care are provided.
- 2.2 Grades on a scale of 1 to 6 are awarded at inspection in the areas of quality of care and support, environment, staffing and management and leadership.
- 2.3 The report provides details of grades awarded to services, highlights areas of best practice and areas of development.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee notes the content of this report.

Wilma Bain
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

4.1 The Care Inspectorate regulates and inspects care services in Scotland to ensure that they meet the correct standards.

4.2 At inspection services are awarded grades for the quality of care and support, environment, staffing and management and leadership.

Each area is assessed on a scale from 1 to 6, where 1 is unsatisfactory and 6 is excellent.

| Grade | Assessment |
|-------|----------------|
| 1 | Unsatisfactory |
| 2 | Weak |
| 3 | Adequate |
| 4 | Good |
| 5 | Very good |
| 6 | Excellent |

4.3 The frequency of inspections varies dependent on the type of service and the grades awarded at previous inspections. Services with children aged 3 to 5 years with good or above grades are inspected every 3 years. Services with children aged 0 – 3 years with good grades are inspected every 2 years. Services with unsatisfactory, weak or adequate grades are inspected annually.

4.4 Inspections are unannounced with a maximum of 2 inspectors present. Inspections are usually completed on 1 day but more complex services may be inspected over 2 days.

4.5 Some services are jointly inspected by HMIE and Care Inspectorate. Only partner providers are subject to inspections by HMIE.

5.0 PRIVATE / PARTNERSHIP ESTABLISHMENTS

5.1 Inverclyde Council has partnership arrangement with 4 Early Learning and Childcare Services:

- Enchanted Forest Nursery (Inverkip)
- Enchanted Forest Nursery (Greenock)
- Madeira Private Nursery (Greenock)
- Wellington Children's Centre (Greenock)

West College Scotland was a Partner Provider until June 2016 when the college withdrew from this arrangement.

5.2 There are 7 private providers across Inverclyde who provide Early Learning and Childcare but do not have a partnership arrangement with Inverclyde Council:

- Battery Park Nursery (Greenock)
- Duchal Nursery (Kilmacolm)
- Enterprise Childcare Pre 3 Centre (Greenock)
- Kidology Nursery (Greenock)
- Kilmacolm Playgroup and Toddlers (Kilmacolm)
- St Columba's Nursery Class (Kilmacolm)
- West College Scotland Nursery (Greenock)

- 5.3 All providers can apply for partnership status with the Council. All applications are assessed against the following criteria.
1. Basic requirements, such as demand, number of places, Care Inspectorate grades.
 2. Financial checks by Principal Accountant to identify credit history and risk exposure.
 3. Operational checks including management, staffing structures, safe recruitment, child protections and insurance.
 4. Quality checks including implementation of Curriculum for Excellence, children's progress and Monitoring and evaluation processes.

Further detail of the assessment criteria is available in the 'Partnership Status - Briefing Paper for Applicants' at Appendix 1.

On completion of this process Education Services will:

1. grant partnership status
2. work with provider to address areas for development
3. disengage with the provider

6.0 LOCAL INSPECTION OUTCOMES

- 6.1 Current grades awarded to partnership early learning and childcare establishments are:

| Establishment | Quality of | | | |
|----------------|------------------|-------------|----------|---------------------------|
| | Care and Support | Environment | Staffing | Management and Leadership |
| Unsatisfactory | | | | |
| Weak | | | | |
| Adequate | | | | |
| Good | 2 | 1 | 1 | 1 |
| Very Good | 2 | 3 | 3 | 3 |
| Excellent | | | | |

- 6.2 Current grades awarded to private early learning and childcare establishments are:

| Establishment | Quality of | | | |
|----------------|------------------|-------------|----------|---------------------------|
| | Care and Support | Environment | Staffing | Management and Leadership |
| Unsatisfactory | | | | |
| Weak | | | | |
| Adequate | | | 1 | |
| Good | 2 | 3 | 4 | 3 |
| Very Good | 5 | 4 | 2 | 4 |
| Excellent | | | | |

- 6.3 A comparison with inspection outcomes for the previous inspection year identifies that:

- 2 establishments have improved grades;
- 6 establishments have unchanged grades;
- 3 establishment have lower grades;

7.0 SUPPORT AND CHALLENGE

7.1 Developing practice in line with Care Inspectorate legislation remains a high priority. It is a standing item on the agenda for Partner Heads of Establishment meetings and is a constant feature of professional dialogue within establishments. Inverclyde Council is not responsible for the quality of provision with private establishments; however some establishments seek advice and access training opportunities.

7.2 The reports highlight a range of areas that the services “do well”. These include relationships with parents and children; the positive learning environments; the quality of staff; and happy, engaged children.

The reports highlight areas where services “could do better”. These include opportunities for staff training and development; monitoring and evaluation processes; opportunities for outdoor learning and safer recruitment.

8.0 NEXT STEPS

8.1 Education Services will continue to support and challenge all Partner Providers to improve their performance. Data will continue to be analysed to identify areas of strength and areas for improvement.

9.0 IMPLICATIONS

9.1 **Financial**
There are no financial implications.

9.2 **Legal**
There are no legal implications

9.3 **Human Resources**
There are no Human Resources implications.

9.4 **Equalities**
There are no equality issues within this report.
Has an Equality Impact Assessment been carried out?

| | |
|---|---|
| | YES |
| ✓ | NO – This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required. |

9.5 **Repopulation**
There are no known repopulation implications.

10.0 CONCLUSIONS

10.1 Almost all Private and Partners Providers provision across Inverclyde continue to offer high quality services. Education Services will continue to support establishments to maintain and / or improve the quality of provision.

11.0 BACKGROUND PAPERS

| | | |
|------|------|--|
| 11.1 | Nil. | |
| | | |

**Education Services – Early Years Service
Partnership Status - Briefing Paper for Applicant**



STAGE 1 - APPLICATION

1. Before applying for Partnership status new Providers must have undergone an annual inspection by the Care Inspectorate and be able to provide a set of audited accounts.
2. The Provider submits a written request for partnership status to Linda Wilkie, Early Years Manager, Education Services, Wallace Place, Greenock PA15 1JB.

STAGE 2 – BASIC REQUIREMENTS

1. Inverclyde Council Officers will make a decision on need / demand for service. The Provider may be asked to provide proof of need / demand for the service.
3. It is likely that the service will provide at least 16 commissioned places.
4. The Care Inspectorate has awarded the service grades of good, very good or excellent. The Early Years Manager has the authority to consider a service where one statement within one theme has been awarded adequate if the service has a clear improvement plan in place.

The Current Care Inspectorate report should have:

- No requirements (applications may be considered where there is evidence a requirement has been met)
- An Action Plan in place to address any recommendations.

STAGE 3 – EVALUATION OF SERVICE

If the service meets the basic requirements, as detailed at stage 2, the following process will be undertaken:

1. Financial checks by Education Service's Principal Accountant :
 - Comprehensive Dun & Bradstreet report to credit history and risk exposure.
 - A check of the contract value as percentage of the company's revenue.
 - Analysis of the last audited set of accounts.

2. Operational Visit(s)

The Early Years Manager (or her representative) will schedule a visit / series of visits to evaluate the operational aspects of the service.

This visit(s) will focus on

- management and staffing structures
- qualifications / training of staff,
- safe recruitment,
- Scottish Social Services registration,
- playroom provision / staffing ratios,
- child protection,
- policies and procedures.

- insurance

3. Quality Visit(s)

An Officer from the Early Years Service will schedule a series of visits to evaluate the educational aspects of the service.

This visit(s) will focus on

- Implementation of the Curriculum for Excellence including planning, implementation, tracking and reporting, pace and progression and self - evaluation.
- The organisation of playrooms and the availability of resources.
- Establishment monitoring and evaluating processes.
- Support for children with additional support needs.

STAGE 4 – DECISION MAKING

On completion of the process outlined in stage 3 Education Services will:

- Grant Partnership status in principal.
or
- Work with the Provider to develop an action plan to address any areas for development.
or
- Disengage with the Provider.

STAGE 5 – CONTRACT

If partnership status is granted the timescale for implementation will be determined taking into consideration Admission's timelines, demand for service and financial processes.