

Strawberry Hill Nursery Day Care of Children

13 Minto Street
Edinburgh
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Telephone: 0131 668 3300

Type of inspection: Unannounced
Inspection completed on: 31 October 2016

Service provided by:
Strawberry Hill Nurseries Limited

Service provider number:
SP2003003548

Care service number:
CS2003015684

About the service

Strawberry Hill Nursery is registered to provide a care service to a maximum of 100 children between the ages of 3 months and entry into primary school of whom a maximum of 28 children are aged 3 months to 2 years. A maximum of two adults must be present at all times. The care service operates between the hours of 7.30 am to 6.00 pm Monday to Friday throughout the year.

We carried out a 'themed' inspection. This targeted approach means that we looked at identified aspects focusing on children's experiences under each Quality Theme as follows:

Quality of care and support - meeting children's needs

Quality of staffing - the impact of staff learning on outcomes for children.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives. We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible, and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

What people told us

Prior to the inspection we sent 30 care standards questionnaires to the nursery to give to parents and carers, fourteen questionnaires were returned to us.

Parents spoken with during the inspection were happy with the service provided, comments included:

- "Staff are really good, my child has settled in well. The nursery is very user-friendly."

- "Staff are lovely and are always happy to speak with me about my child. They are doing a lot more lately and learning journals are updated."

- "Staff are very patient, my child is settling in well".

Parents who returned the Care Standards Questionnaires were mainly happy with the service. Some parents commented

- "There is a lack of communication in the nursery and the on-line learning journals haven't been updated in a while".

- "I feel new staff coming in with little experience and having all of these staff together made the preschool room fall in standard. I didn't feel the pre-school room was well supervised which led to incidents with my child".

We observed that most children appeared happy and were engaged in play, with staff who were responsive to their needs.

Self assessment

We received a fully completed self assessment. The service identified what they what they thought they did well and some areas for improvement. We did not agree with the grades the service awarded themselves and discussed this with the manager.

From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	not assessed
Quality of staffing	3 - Adequate
Quality of management and leadership	not assessed

What the service does well

Staff recognised the benefits to children of regular access to active outdoor play and used the large outdoor area daily to offer children opportunities for fresh air and physical play. An area of the garden was used by the chef for growing food, this contributed to children learning about nature and where food came from. All food at the nursery was made by the chef, she had attended training and was aware of children's allergies. Lunchtime was a calm and sociable experience for children, in most rooms staff sat with children and interacted with them. This contributed to children's enjoyment of mealtimes and a healthy lifestyle.

The chef and staff also promoted children's learning in global issues. Children sponsored animals from WWF, petitioned about saving the rainforest, made posters about Earth hour to promote to their families and local community and had eco warriors in the nursery to monitor the use of plastic. This contributed to children learning about the world they lived in, their responsibility and sustainability.

We saw that most staff were responsive to the children and relationships were mutually warm and affectionate. Children's interest in books was supported by staff who spent time reading with them throughout the day. The baby room was well set up with a range of activities to support babies' development.

Staff shared information about how they worked with outside agencies to support children with additional support needs. Staff were aware of their responsibilities in safeguarding children and confidently told us what action they would take if they had a concern about a child. On-line training accessed by staff had impacted positively on their work with children.

Staff and management had worked hard to improve their planning and used floorbooks to include children and parents in planning activities. The manager had implemented self-evaluation for staff and the nursery as a whole, staff told us about changes that they had made as a result of using Building the Ambition toolkit.

We had constructive and positive discussions with the manager and company director about the improvements which needed to be made. Some of these had been identified by a previous area manager but no action had been put in place.

What the service could do better

We saw that children in the pre-school room were disengaged, staff told us that there were many children in the pre-school room who had behavioural issues. We discussed that this may be because children were bored and that staff should look at how they are meeting individual children's needs. (See requirement 1).

The pre-school room was on the top floor of the house and set up over six rooms, each room offered specific resources, for example art, construction, role play, numeracy and literacy. Dependent on staffing the rooms were not all available which meant that choice for children to direct their own learning and opportunities for meaningful activity were limited. There was good planning in place but resources were poor and did not support the planning which meant that opportunities for learning were limited. (See requirement 1).

We saw that there was a lack of resources and those that were available were not always complete or in good condition. We discussed this with the manager and area manager. (see requirement 1).

E-learning journals were not consistent. The manager had identified that some staff needed support with observations. Quality assurance and support by the manager was needed to ensure improvement in this area. (see requirement 2).

We saw that some staff were not always engaged with the younger children. Staff were not always responsive which resulted in children's needs not being met. We discussed with the manager that in some rooms, staff needed more support to allow them to meet the needs of children. (see requirement 3).

We saw that children's medication care plans did not have enough accurate information to enable staff to meet the needs of children with allergies. We advised that all medication care plans should be reviewed with parents to ensure that the correct information to meet the needs of the child are available. We suggested that all staff were trained in the use of an Epi-pen to ensure that they were confident in their use. (requirement 4).

We discussed the nursery's promoting positive behaviour practice. We saw that in practise this did not impact positively for children. We discussed higher order thinking skills and how by staff using these, children could learn more about their emotions and feelings. (see recommendation 1).

Requirements

Number of requirements: 4

1. The provider must carry out a review of resources in the nursery and ensure that:
 - there are enough good quality resources throughout all of the playrooms
 - all toys and resources are clean and complete
 - planned and purposeful play activities are developed that can be accessed by children independently and in groups
 - the pre-school room is reviewed to ensure that children have access to a range of activities throughout the day

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011/ 210. Regulation 4 (1) (a) Welfare of users.

Timescale: within one month of receipt of this report

2. Accurate and up to date information must be held for each child. In order to achieve this the provider must ensure that they:
 - regularly update all e-learning journals are with observations on children,

- observations are meaningful to the individual child,
- identify individual children's needs and how they are meeting them.

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011/ 210. Regulation 5 Personal Plans.

Timescale: To be completed within one month of receipt of this report.

3. The provider must ensure that the manager carries out observations of staff practice to ensure that staff understand and meet the needs of children and respond to them in a sensitive way, treating children with dignity, compassion and respect. Where issues are identified the manager must take action to ensure that staff are supported and mentored to improve their practice.

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 SSI 2011/210 Regulation 15 (a) - Staffing.

Timescale: to be completed within 2 months of receipt of this report.

4. The provider must ensure that all medication care plans are reviewed with parents to ensure that staff have the correct information to allow them to meet the needs of the child. Staff should be trained to ensure that they have the information required to administer medication.

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011/ 210. Regulation 4 (1) (a) Welfare of users.

Timescale: within one month.

Recommendations

Number of recommendations: 1

1. It is recommended that the service review it's promoting positive behaviour policy and procedure. National Care Standards For early education and childcare up to the age of 16 years. Standard 4 - Engaging with children.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Inspection and grading history

Date	Type	Gradings	
8 Aug 2014	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
27 Feb 2013	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
28 Jun 2012	Unannounced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate
20 Apr 2012	Unannounced	Care and support	1 - Unsatisfactory
		Environment	2 - Weak
		Staffing	2 - Weak
		Management and leadership	2 - Weak
11 Jul 2011	Unannounced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	4 - Good
		Management and leadership	4 - Good
21 Oct 2010	Unannounced	Care and support	2 - Weak
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	3 - Adequate
21 Aug 2009	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	2 - Weak
		Management and leadership	4 - Good
11 Nov 2008	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good

Date	Type	Gradings	
		Management and leadership	5 - Very good

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