

# Claylands Nursery Limited

## Day Care of Children

Claylands Farms  
Clayland Road  
Newbridge  
EH28 8LZ

Telephone: 01313 334 701

**Type of inspection:**  
Unannounced

**Completed on:**  
30 November 2023

**Service provided by:**  
Claylands Private Nursery Limited

**Service provider number:**  
SP2003003496

**Service no:**  
CS2016352076

## About the service

Claylands Nursery Limited can provide a care service to a maximum of 86 children not yet attending primary school, at any one time. Of those 86, no more than 30 are under two years. Of those 86, 12 children over the age of three years will be cared for in the nursery garden. The enclosed courtyard within the care service premises, must not be used in the provision of the care service.

Based just outside Ratho, west of Edinburgh, the service is a converted farm with buildings forming a central courtyard. Each age group of children is accommodated in different buildings with a large shared garden for all. The service does not benefit from public transport links however parking is available onsite.

## About the inspection

This was an unannounced inspection carried out on Monday 27 November 2023 between 11:30 and 17:10. We returned to complete the inspection on Tuesday 28 November 2023 between 09:40 and 13:20. One inspector from the Care Inspectorate carried out this inspection.

To prepare for the inspection we reviewed information about the service. This included previous inspection reports, information submitted by the service and intelligence gathered since registration.

In making our evaluations of the service we:

- spoke with children using the service and received feedback from 14 parents
- spoke with staff and management
- observed practice and daily routines
- reviewed documents relating to children's care and the management of the service.

We gave feedback to the manager and provider by videocall on Thursday 30 November 2023.

## Key messages

Children were known and cared for by warm and nurturing staff who provided comfort and reassurance.

Children had a comfortable, stimulating and safe environment in which to flourish.

The team had worked consistently to make improvements in outcomes for children and were committed to continuing this journey.

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	5 - Very Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality indicator 1.1: Nurturing care and support

Children were nurtured and supported throughout their daily experience. Flexible and familiar routines provided continuity and familiarity for children, and interactions were respectful. For example, staff involved children in their care by asking permissions and responding to their cues. Routines throughout the day were child-focused. This resulted in calm and responsive sleep times and safe and sociable mealtimes. All parents commented positively on staff interactions and one said, "I love how attentive the staff are, how caring they are, and how safe I feel leaving my children with them. My children also love the interactions and the teaching staff and feel very well nurtured".

Most routine tasks were opportunities for children to enhance their skills and independence, such as self-serving at mealtimes. To further enhance children's opportunities, mealtimes should involve children in stage appropriate activities consistently. For example, pouring their own drinks and younger children clearing their own plates. The preschool room would benefit from a more rolling lunch where play continues whilst some children choose to eat. Whilst children did have a choice whether to eat, a part of the playroom was used to accommodate all children at the same time for lunch. This meant that space to play was further limited for those periods of time.

Children's individual wellbeing was benefitting from effective use of personal planning resulting in children getting the support they needed to reach their full potential. Children's plans showed clear strategies for supporting different aspects of development. Staff were knowledgeable about children and their needs, so were able to consistently support them. Monitoring of progress was beginning to inform further planning. The service should continue to develop this so it is consistent for all children. Additional support needs were identified and planned for in collaboration with parents and other agencies if necessary. The service took a proactive approach guided by their knowledge of the child, which meant that children's needs were being identified and met.

### Quality indicator 1.3: Play and learning

Children had fun as they experienced play, learning and development opportunities. All children were engaged in a balanced range of free play and planned learning opportunities. This meant that children had time and space to follow their own ideas with friends; whilst staff also guided them to specific learning experiences which offered new knowledge and skills.

Children were empowered to be fully involved in their play and learning through interactions and actions of staff. Children's play was mostly being scaffolded by effective questions, suggestions and additional resources. This contributed to extending children's thinking skills. This could be further improved for babies, who would benefit from more commentary on their activities, rather than questions. Staff practice in play and learning had improved through professional discussions, where they could reflect and ask questions. To extend development further, staff should be empowered in their own learning rather than relying on management quality assurance to embed improved practice. For example, minutes and next step actions agreed in the meetings would support staff to focus on their own goals.

A structured, stepped approach to planning for children's learning had been taken. This was contributing to staff's understanding of the role they play in observing, responding, planning and evaluating. The frequency and quality of observations had improved and they demonstrated staff's knowledge of children and their interest and commitment to their development. The service should continue to work with their local authority partners on tracking children's progress and ensure this is embedded within the team. A parent said, "Our child has come on leaps and bounds since starting at the nursery, and the dedication and support of the staff have been a big part of this. We see them playing educationally focused games that the staff have developed that the kids love to play".

## How good is our setting?

**4 - Good**

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality indicator 2.2: Children experience quality facilities

The setting was well furnished, comfortable and homely for children to rest or be active. Rooms were warm, inviting and interesting places to welcome and stimulate children. Their photographs and artwork were displayed attractively, giving children a strong sense that they were valued.

The setting and equipment were safe, secure and well-maintained. Fencing had been added in the courtyard which contributed to children's safety during transition times. All spaces were considered throughout the day and reset for children's use. This meant they were functional but attractive areas which offered children engagement and comfort. Children could access what they wished and were confident to do so, suggesting they felt ownership of the setting. Infection prevention and control measures were in place such as handwashing. Further consideration should be given to the use of outdoor shoes in the babyroom where children were mostly playing on the floor.

The settings indoor and outdoor environments were developmentally appropriate spaces. A good range of open-ended and real items had been added to each room. These brought intrigue, exploration and creativity in play as children discovered and experimented with them. Core resources were available in all rooms, such as water, sand and dough. Babies would benefit from continuous access to these resources for their sensory enjoyment and learning.

The garden areas had improved since the last inspection. They were vibrant, interesting spaces with many opportunities for fun. Children were dressed appropriately so could take full advantage of all the garden offered in different weather. Spaces were safe and stage appropriate for children providing risk and challenge. As a result, children were practising skills for the future such as problem-solving, decision-making and risk-assessing. Most parents were complimentary of the spaces with one parent saying, "Excellent outdoor space and facilities. Equipment constantly updated. Lots of novel and engaging ideas for activities. No safety concerns whatsoever".

Opportunities to access the local community were limited due to the location of the service, however local events were promoted to families to encourage participation.

## How good is our leadership?

**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

## Quality indicator 3.1: Quality assurance and improvement are well led

Following the last inspection, management and staff worked closely together to improve the day to day running of each room. This supported change to be driven forward quickly and effectively. A shared vision and values had been developed through the team which positively influenced practice. As a result, staff and children were settled, taking pride and enjoyment from their time in the setting. Management had invested in staff through training and support. This had impacted positively on morale and thus motivation, as well as knowledge and skill base. Staff were starting to take responsibility for maintaining standards set over the past six months. This should continue to ensure improvements can be sustained. A parent commented, "Fantastic, attentive, personable, and loving leadership team. Work incredibly hard, and know everything about all the children (and the parents!)".

Children were meaningfully involved and influenced change within the setting on a daily basis. From staff observations to direct consultation with children, improvements were initiated by them. This showed that children were respectfully listened to and valued. Parents were being informed through a number of ways such as newsletters and noticeboards. The service should look to expand opportunities for parents to access the setting more. For example, all parents being invited into the building to see where their children are cared for. This would support parents capacity to offer suggestions and feedback for improvements. Most parents who gave us feedback asked for clearer communication about their children's progress and day in the setting.

Quality assurance, including self-evaluation and improvement plans were in place and leading to continuous improvement. A range of consistent quality assurance processes were effective in ensuring children's personal plans were current, the environments were well-maintained and children's experiences were reflecting best practice. They were carried out respectfully, identified areas for development and planned actions to make improvements. Outcomes for children were considered at all levels and were the driving force of improvements. This kept children's needs and wishes at the centre of decisions and plans.

## How good is our staff team?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

## Quality indicator 4.3: Staff deployment

Deployment and levels of staff were effective in ensuring quality outcomes for children. Management understood and were committed to ensuring staffing was effective across all rooms and so recruitment had been prioritised. As a result, there were enough staff to meet children's needs and a good mix of qualified and training staff in each room. A parent said, "I like that there's a good balance of (inexperienced) and experienced staff and that the team all get on so well together". The service should continue to develop and challenge staff who are training or newly qualified. This will build their capacity for self-evaluation and improvement. We did however see consistent good practice from all staff around interactions.

Staff were relaxed and confident in their roles. They each had a part to play in the rooms which contributed to good team work. Staff were flexible and supported each other to work as a team to benefit children. They communicated their movements to each other and responded to gaps in provision efficiently. Radios were

used to ask for support. The manager was generally out of ratio. This resulted in fluid and responsive support happening rather than reactive and pressured responses.

## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

In order for children to reach their full potential, the provider should ensure children's support strategies are clear, detailed and reflect best practice.

This would ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state, '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).

**This area for improvement was made on 17 March 2023.**

#### Action taken since then

Children's personal plans showed clear strategies for supporting different aspects of development, which staff were knowledgeable about. Monitoring of progress was being captured in the chronologies. The service should continue to develop this so there is consistent ongoing monitoring and evaluation of children's care. Additional support needs were identified and planned for in collaboration with parents and other agencies if necessary. The service took a proactive approach guided by their knowledge of the child.

**This area for improvement has been met.**

#### Previous area for improvement 2

In order for children to receive a quality care, play and learning experience, the provider should ensure a range of skills, experience and knowledge in each room. This would enable staff to support and improve each others practice with the aim of improvement.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state, 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

**This area for improvement was made on 17 March 2023.**

#### Action taken since then

The service had a sufficient number of staff to safely care for children. Each room had at least one qualified staff member present, with apprentices coming to the end of their studies. Training had been delivered through team meetings on topics such as mealtimes, children's rights and interactions to support learning. This had contributed to enhanced outcomes for children in their care, play and learning.

The recruitment of additional staff had enabled flexibility within each room, as well as bringing new skills

and knowledge to the team. The positive impact of this was evident in staff practice and interactions with children.

**This area for improvement has been met.**

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).



## Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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