

# Dreghorn Pre-School and Creche Day Care of Children

25/27 Dreghorn Gardens  
Edinburgh  
EH13 9NW

Telephone: 01314 415 974

**Type of inspection:**  
Unannounced

**Completed on:**  
27 June 2023

**Service provided by:**  
Dreghorn Pre-School and Creche

**Service provider number:**  
SP2003002859

**Service no:**  
CS2003011919

## About the service

Dreghorn pre-school and creche is registered to provide a care service to a maximum of 34 children aged from two years to those not yet attending primary school at any one time. Of those 34 no more than 10 are aged two years to under three years.

The service is located in the residential area of Dreghorn, Edinburgh and offers care to both military families and the wider community. The service has two playrooms, one upstairs for under three year olds and a large playroom downstairs for over threes. A portacabin in the garden is also used. Children have free-flow access to a large enclosed garden.

## About the inspection

This was an unannounced inspection which took place on 22 June 2023 between 09:00 and 15:00 and an announced visit on 26 June 2023 between 09:45 and 14:30. The inspection was carried out by one inspector from the Care Inspectorate.

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

In making our evaluations of the service we:

- spoke with ten people using the service
- and eight of their parent/carers
- received feedback from thirteen parents/carers to our questionnaire
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Feedback was given on 27 June 2023 to the manager, a member of the board and a representative of the City of Edinburgh Council Early Years team.

## Key messages

- The service had made considerable progress since the last inspection. The new manager and staff had worked hard to make improvements to the service. Seven requirements from the last inspection had been met. As a result outcomes for children had improved.
- Staff had built meaningful relationships with children and parents.
- Parents felt involved and included in their child's life at nursery.
- Children were supported and encouraged to reach their potential.
- The environment and staff enabled children to learn key skills through play and having fun.

## 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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

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

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

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.

### 1.1 Nurturing care and support

Children experienced warm, caring and nurturing approaches to support their wellbeing. Staff knew children in their care well and had built positive relationships with families.

Due to their own life experiences, staff were aware of the specific difficulties experienced by military families and were able to support them, for example when a parent was deployed abroad or when a new baby was born. Staff and management spoke about children and families being part of a family and how they would support them in any way possible.

Meals and snacks were prepared by an outside caterer and brought into the setting. Children and staff enjoyed eating together in a unhurried and relaxed atmosphere ensuring a caring and positive social experience. Children had opportunities to develop independence as they poured their drinks and spread butter on their bread. Younger children now had their lunch in the cabin, whilst older children had their lunch in the playroom. This provided a calmer and quieter space for children to relax.

Children's safety and emotional security and well being were supported through sensitive arrangements for sleep routines. Appropriate beds and bedding were available to ensure that children could have a safe and comfortable sleep. Staff offered personalised individual care in line with parents preferences.

Staff worked pro-actively with children, families and other professionals to identify appropriate next steps and strategies based on individual needs. Information from other professionals had been sought and when strategies had been shared, these had been used to support children. Child Planning Meetings were attended and contributed to by staff. This meant that they were fully informed about how to support children. Any children who required additional support had individual folders where information was stored, this meant that all staff could support the child. Parents told us about the progress in their child's development to support them to reach their full potential as a result of staff support.

Children were protected as staff had a clear understanding of their role and responsibilities in relation to keeping children safe. Staff skilfully engaged with families and the wider community to minimise risks to children and offer support to families. Accurate record keeping and meaningful chronologies ensured that staff had the information they needed to keep children safe.

Preschool children benefited from being involved with the City of Edinburgh Council's transition to primary one where all children were involved in activities relating to the book 'We are going on a bear hunt.' Staff used this program to positively explore themes of friendship, community, and change with children. Children's transition to primary school was sensitively planned with the child at the centre of the process. Staff were sensitive to and recognised how this may impact on individual children and worked with families to support a positive transition. Where a child needed an enhanced transition this was supported by staff. Parents were very positive about the support for their child during the transition to primary one, which resulted in children being confident and excited about the transition.

### Quality indicator 1.3 Play and learning

Children were meaningfully and actively engaged in leading their play and learning through a balance of spontaneous and planned high quality experiences that promoted children's choice and independence.

The environment was well resourced and set up with a range of loose parts, natural materials and high quality attractive everyday items, such as silver goblets and coasters. Areas were attractively set up to provoke and spark children's imagination and curiosity. The environment and staff enabled children to learn key skills through play and having fun.

Children were shown respect by staff as their ideas and suggestions were discussed, considered, and taken forward. For example, mind mapping was used to gather and action children's thoughts and wishes. Children were supported to make choices in their play and were encouraged and supported to be independent and confident through choosing what they wanted to do.

The garden had been improved to provide different areas for children to enjoy and was fully accessible. These included a wildlife flower garden, a herb garden, water play, sand, mud kitchen, a wormery and a large hut. There were loose parts and children enjoyed building slides with crates and wood. Children were risk assessing their creations and were supported by staff who used higher order thinking and questioning to support their thinking.

As staff knew individual children well, they were able to plan for their individual learning and development. Learning journals had observations about individual children, and stories about what the nursery had been doing collectively. Plans were in place for the staff team to be supported by City of Edinburgh Council to improve upon their planning and observations. This would further improve outcomes for children.

### How good is our setting?

**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 2.2 Children experience high quality facilities

The setting was very comfortable, furnished to a high standard and welcoming with plenty of natural light and ventilation. The addition of the french door to the garden had been a positive impact as it allowed more light in and offered children free flow access to the garden. There was ample space for children's needs and gave a strong message to them that they mattered. The nursery environment was well-designed and provided a comfortable and stimulating space for children to play.

The indoor and outdoor areas were sensitively structured and took account of all children's age and stage of development. An upstairs playroom was used for younger children and the downstairs for the three to five year olds. Both areas had access to their own changing areas and toilets. The cabin in the garden was used for pre-schoolers in the morning to allow them a separate quieter space to focus on transition and preparation for school. This provided calm and quiet spaces for children to relax.

Children had free flow access to the large enclosed garden, which was attractively set up with many areas of interest for children to engage with. This provided opportunities for children to lead their own play and learning.

Arrangements were in place for monitoring, maintenance and repair of the setting and equipment. Since the last inspection physical improvements had been made to the setting and more were planned. Damaged items were promptly removed and replaced. The service was further supported by the landlord's health and safety team (Ministry of Defense) who carried out checks on the environment with the manager. This contributed to a safe environment for children.

Staff worked together to identify and minimise risks to children within the setting both indoors and outdoors. Ensuring that children were accounted for at all times, and that the environment was safe and secure. Written risk assessments were in place to support this. Where necessary individual children had risks assessments to ensure that all staff were aware what was required to keep them safe.

Infection prevention and control practices were in place to support children's wellbeing. The service was very clean and tidy. Children were supported to wash their hands at appropriate times throughout the day. We discussed with the manager that the cabin in the garden would benefit from a sink, to prevent children and staff having to go into the main building to wash hands.

The protection of children's personal information complied with relevant best practice. The office allowed staff to find information easily as it was stored in an appropriate manner to provide confidentiality. The service provided safety and security without impinging on children's rights and reflected the service's aims and vision.

## 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.

### 3.1 Quality Assurance and improvement are well led

There had been lots of positive changes in the service since the last inspection. A new manager, who had previously managed the service had returned. They were very passionate and knowledgeable about their role, and had inspired the staff team. There was now a learning culture which supported shared reflections and ensured that children were at the centre of all planning for play and learning.

The vision, values and aims of the service had been re-visited with staff and parents. The manager planned to revisit them with new parents next term. This meant that the vision and aims of the service would reflect the aspirations of all involved with the setting.

The manager understood the importance of using the views of children and families as partners. Parents had recently been asked for feedback and this would be used to make positive changes to the service. Children's views were constantly sought and used to inform improvements and developments to the provision. This ensured that children were valued and listened to.

A Standards, Quality and Improvement Plan (SQIP) and Quality Assurance calendar were in place which demonstrated the managers understanding of the need for self-evaluation to drive improvements and deliver high quality care. Since the last inspection seven requirements had been met which had improved outcomes for children and demonstrated the capacity for improvement that the service had.

Parents were very positive about the manager and the improvements which they had made since the last inspection. Comments from parents included:

- "Communication is so much better. There is lots of learning for my child and I see this on the Learning journals".
- "There have been lots of changes. We can come into the nursery now and it is so much better".
- "The environment and the access to outdoors has improved a lot".
- "There have been huge changes, the manager is great and very positive".
- "There have been massive changes, communication has really improved. There is an open door policy and I always feel welcome. The manager is very visible and really engaged with children. Staff seem so much happier".

Some parents who returned our questionnaires felt that communication could be better but we did not speak to any parents who felt that communication could be improved. Some parents had also responded to the service's own questionnaire that they would like improved communication and the manager is following up on this to ensure that all parents needs are met.

## How good is our staff team?

**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.

### 4.3 Staff deployment

The importance of ensuring the service was appropriately staffed during the day was recognised by the manager as essential. There were always the appropriate number of staff to meet the needs of children. Arrangements for absence whether planned or unplanned were managed to support minimum disruption to children's routines. The manager was not included in the ratios and was available to support staff when necessary.

As the service was small all children and staff were familiar with each other, this provided continuity of care for children. All staff were aware of the strategies used to support individual children. As a result children received consistent care and support to allow them to reach their potential.

Effective use was made of the differing skills, knowledge and experience of staff as they took on champion roles for different areas of practice within the service.

Staff were proactive and supported each other well to ensure that the needs of children were met. Effective team working fostered a warm atmosphere where staff were courteous and respectful. This enabled staff to have time to support, speak and listen to children. Staff were very positive about working within the team, they said "I believe that we are a very strong team each with different strength and we always support each other", and "I feel proud to work here".

Parents were very positive about staff. Comments from parents included:

- "Staff are fantastic, they love the kids and are very enthusiastic".
- "My child has a lovely relationship with their key worker".
- "x is amazing"
- "Staff have provided personalised care for my child during transition. They are very supportive and always communicating".
- "We have a good relationship with staff and get lots of information".

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

### Requirements

#### Requirement 1

By 18 January 2023, the provider must ensure that where strategies are identified by parents, other professionals and the service, these must be consistently implemented. The impact of these strategies must be recorded and regularly evaluated to ensure that they are having a positive impact and meeting children's needs.

This is in order to comply with Regulation 4 (1) (a) (Welfare of users) 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 which states that 'If I am supported and cared for by a team or more than one organisation, this is well-coordinated so that I experience consistency and continuity' (HSCS 4.17).

**This requirement was made on 10 November 2022.**

#### Action taken on previous requirement

Procedures and processes were now in place to ensure that where strategies were identified by parents, other professionals and the service, these were consistently implemented. Staff now attended child planning meetings for individual children to ensure that they had all the information required to meet the needs of children. A parent told us how helpful staff had been in supporting them and their child and in sharing relevant information. Throughout the inspection we saw that all staff used strategies with children which provided appropriate support and consistency.

The impact of these strategies were recorded and regularly evaluated to ensure that they were having a positive impact and meeting children's needs. We discussed with the manager other ways that this could be recorded to make it easier to track the impact of strategies used. The manager would receive input from the City of Edinburgh Council with this.

#### Met - within timescales

#### Requirement 2

By 18 January 2023 the provider must ensure sleep arrangements have been reviewed and developed to ensure they consistently maintain children's safety and comfort.

To do this the provider must, at a minimum, ensure:

- a) all staff are familiar with and follow safe sleeping guidance
- b) children sleep in or on equipment that meets their needs, safety and comfort
- c) children are in close sight and checked regularly when sleeping
- d) a safe sleep policy is developed that sets out how sleep arrangements will be safely managed in the service.



This is to comply with Regulation 4(1)(a) (Welfare of users) 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 Health and Social Care Standards (HSCS) which states that: 'My care and support meet my needs and is right for me' (HSCS 1.19).

**This requirement was made on 10 November 2022.**

#### Action taken on previous requirement

a) The new manager met with all staff to share and discuss safe sleep guidance. As a result all staff were aware of best practice guidance and we saw that they implemented this when allowing children to sleep. Staff were able to discuss safe sleeping practice and changes they had made as a result of this knowledge.

b) We observed staff putting child to sleep on a bed with own bedding following best practice guidance.

c) On the day of inspection we saw that a staff member sat with a sleeping child, as the other children were in the garden. They told us about another sleep space in a quiet area of the room which they also used at times.

d) A safe sleep policy had been written which details how children would sleep within the service. The policy included the safe sleeping guide from cot death Scotland.

#### Met - within timescales

### Requirement 3

By 18 January 2023, the provider must ensure that the manager takes forward any concerns about children in line with child protection procedures. This would ensure that children received the right care and support at the right time.

This is in order to comply with Regulation 4 (1) (a) (Welfare of users) 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 which states that 'My care and support meet my needs and is right for me' (HSCS 1.19).

**This requirement was made on 10 November 2022.**

#### Action taken on previous requirement

Any concerns about children were recorded on well-being concern forms, in separate folders in the office. The manager was clear about who had well being concerns and staff had opportunities to discuss these. Management and staff were clear about their responsibilities in relation to child protection and were confident about what action they would take to safeguard a child.

#### Met - within timescales

### Requirement 4

By the 18 January 2023 the provider must ensure that the environment is safe for children, this should include but not be limited to:

- (a) Risk assessments are carried out which identify the risks and minimise them ensuring that the environment is safe for children
- (b) Maintenance issues are recorded, reported and actioned in a timely manner
- (c) Cleaning products are not accessible to children
- (d) The lunch area is a clean and welcoming place for children.

This is to comply with Regulation 4(1)(a) (Welfare of users) 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 Health and Social Care Standards (HSCS) which states that: 'My environment is safe and secure' (HSCS 5.17)

**This requirement was made on 10 November 2022.**

### Action taken on previous requirement

Throughout the inspection the environment was observed to be safe for children.

- (a) Risk assessments were carried out which identified the risks and minimised them ensuring that the environment was safe for children
- (b) Maintenance issues were recorded, reported and actioned in a timely manner
- (c) Cleaning products were stored appropriately and were not accessible to children
- (d) The lunch area was a clean and welcoming place for children.

### Met - within timescales

## Requirement 5

The provider must by 8 March 2023 ensure that they develop systematic and rigorous procedures for self-evaluation, auditing and monitoring all areas of the service using local and national guidance and which lead to clear plans for maintaining and improving the service.

This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, Scottish Statutory Instrument 2011/210 3, 4 (1)(a) and 15 (b).

This is to ensure that care and support is consistent with the Health and Social Care Standards which states that 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes'.

**This requirement was made on 10 November 2022.**

### Action taken on previous requirement

The service now had a self evaluation and quality assurance system in place that had addressed the requirements from the last inspection and identified areas for improvement.

A quality assurance calendar was in place to ensure that areas of practice were constantly revisited to maintain quality and further identify areas for improvement.

The manager spoke about the 'journey to excellence' that the service was on. Staff, children and parents were involved in this. The manager carried out monitoring of the playrooms and gardens, and supported staff by modelling best practice.

The service had been supported by their QIOE from the City of Edinburgh Council, staff had visited other nurseries to learn from them and had brought back ideas to improve the service.

### Met - within timescales

#### Requirement 6

The provider must by 18 January 2023, ensure that children, families and staff experience a service that is well led and managed.

In order to achieve this the provider must ensure that:

- there is appropriate and effective leadership of the setting
- the manager has the skills, knowledge and experience necessary for managing the care service
- the manager has support and supervision
- the committee has an overview of the service.

This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 3, 4 (1)(a) and 15 (b).

This is to ensure that care and support is consistent with the Health and Social Care Standards which states that 'I use a service and organisation that are well led and managed' (HSCS 4.23)

**This requirement was made on 10 November 2022.**

#### Action taken on previous requirement

There was now appropriate and effective leadership of the service. The manager was very passionate and committed to their role, she was a leader and was taking staff with her on the journey to excellence.

The manager had previously managed the service, and was known to staff and parents. She planned to undertake her management qualification.

The manager had fortnightly meetings with trustees to share what was happening in the service. This meant that the trustees had an overview of what was happening in the service.

### Met - within timescales

#### Requirement 7

By 18 January 2023 the provider must ensure that children receive the appropriate care, support and access to provision.

To do this the provider must at a minimum:

- (a) ensure that there are an appropriate number of staff to meet the needs of children
- (b) ensure that experiences for children are not limited due to staffing levels
- (c) ensure that staff are supported to reflect upon their practice and continuous professional learning and supported to carry new ideas forward into current practice.

This is to comply with Regulation 15 (a) (staffing) 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: 'My needs are met by the right number of people' (HSCS 3.15).

**This requirement was made on 10 November 2022.**

### Action taken on previous requirement

There were an appropriate number of staff to meet the needs of children.

Children were fully supported by the appropriate number of staff. The manager was not in ratio, so was available to can step in to cover staff absences if necessary.

Staff were supported by the manager through modelling and mentoring. All staff had supervision with the manager and an action plan had been devised when training needs had been identified. Staff told us that they felt supported, positive and proud to work in the service. Championship roles were being developed so that staff could take forward areas which they were passionate about.

**Met - within timescales**

## 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

To promote children's independence and quality of experience at mealtimes, the manager and staff should improve upon the support that children are given. Account should be taken of individual children's needs.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I can choose suitability presented and healthy meals and snack, including fresh fruit and vegetables, and participate in menu planning' (HSCS 1.33); and 'I can enjoy unhurried snack and mealtimes in as relaxed an atmosphere as possible' (HSCS1.35).

**This area for improvement was made on 10 November 2022.**

#### Action taken since then

We saw lunchtime to be a calm and sociable experience for children. Staff sat at the table with children to facilitate discussion and offer support when needed. The portacabin in the garden was used for the younger children at lunchtime to provide a calm and positive experience.

#### Previous area for improvement 2

To support children's individual learning, the provider should ensure that staff further develop their core observation skills. This should include, but not be limited to staff training on observation and planning skills, ongoing professional dialogue and revisiting good practice guidance.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I have confidence in people because they are trained, competent and skilled' (HSCS 3.14).

**This area for improvement was made on 10 November 2022.**

#### Action taken since then

Staff had received support from the manager to develop their core observations skills. Staff were recording observations about children, and children's voices to influence the planning of activities. We discussed how this could be further streamlined. Plans were in place for the service to receive support and training from the City of Edinburgh Council to further improve the observations and planning currently in place.

#### Previous area for improvement 3

To support children's wellbeing, learning and development, the provider should ensure that staff receive supervision to support, assure and develop their knowledge and skills, reflect on their practice, and apply their training in practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I have confidence in people because they are trained, competent and skilled' (HSCS 3.14).

**This area for improvement was made on 10 November 2022.**

#### Action taken since then

All staff had received supervision with the new manager. Staff were very positive about this and we saw that this process was used to support staff to develop their knowledge and skills and reflect on their practice. Staff said that they had learnt so much from the manager and felt that they were developing as practitioners. It was apparent through observation of staff practice and through discussion that they had made substantial improvements to their practice.

## 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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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?	5 - Very Good
4.2 Staff recruitment	5 - Very Good

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