

Elsie Inglis Nursery and Preschool Day Care of Children

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Edinburgh
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Type of inspection:
Unannounced

Completed on:
9 June 2023

Service provided by:
Bright Horizons Family Solutions Ltd

Service provider number:
SP2003000319

Service no:
CS2003012069

About the service

Elsie Inglis Nursery and Preschool is a daycare of children service registered to provide a care service to a maximum of 18 children from birth to under two years, 15 children aged two to under three years, and 32 children aged two and a half to five years.

The nursery operates from a stand alone ground floor building in the city of Edinburgh. It is close to local shops, parks and public transport. The building consists of a baby room, toddler room, a two's room and a preschool room. There are changing areas and toilets for each room. Children also have access to an enclosed back garden.

About the inspection

This was an unannounced inspection which took place on 7 June 2023 between 09:00 and 18:00 and an announced visit on 8 June 2023 between 9:00 and 12:00. 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 children using the service
- received written responses from 20 parents to our questionnaire, and spoke to one parent
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Feedback was given on 9 June 2023 to the manager of the service, two representatives from Bright Horizons, and a representative from Edinburgh Council's Early Years team.

Key messages

- Children benefited from positive relationships with staff.
- Children's care was responsive and personalised.
- Children had access to a range of resources to support their learning and development.
- The manager had worked hard to build positive relationships with parents.
- Staff were enthusiastic about their roles.

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?	4 - 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.

1.1 Nurturing care and support

Children benefited from positive relationships with staff, who responded to both their verbal and non verbal cues. Interactions were warm, caring and nurturing. Staff sat on the floor with children and were at their level when speaking and engaging with them. This helped children to feel nurtured and respected.

Staff knew the children in their care and their practice reflected parents wishes, for example, in the baby room, staff rocked children to sleep in their arms when they were settling in. Staff applied their training and learning to their practice and were able to discuss the impact it had made. For example, staff in the baby room, discussed the impact of attachment training on their understanding and practice. Parents commented positively on the time that staff took to get to know their child and their preferences. For example, a comment included, "Staff looked for a child centred approach to supporting nap times that honour our baby's specific interests and challenges." This provided security and consistency for children.

Meals and snacks were prepared by an in-house chef, who was fully informed about children's allergies, and had an in-depth system to check allergies. The chef discussed the weaning menu and how this was only introduced after consultation with parents. Staff had appropriate training to ensure children's safety when eating. Children benefited from a calm and sociable snack and lunchtime where staff gave them their full attention and support. Staff sat with children at the table, supporting their independence and conversation. This meant that staff and children enjoyed eating together in an unhurried and relaxed atmosphere, ensuring a positive social experience.

All children had a paper personal plan in place, called 'My learning Journey' which included contributions from parents about their child using the wellbeing indicators. This was also contributed to by staff to record other significant information, as a result, staff knew the children in their care and were able to discuss the support they needed. However, some personal plans were missing important details around children's needs and strategies of support. We discussed with staff the importance of recording this information so that all staff are aware and can consistently support children. The manager agreed to action this.

The nursery had moved to the online Family app as a platform to share observations about children's learning and development. Parents could also add information about children's experiences at home. This facilitated a partnership approach to children's care, play and learning.

Positive transitions were in place which communicated well with parents about when their child would move rooms. Parents were offered a tour of the room and an opportunity to meet the new key worker. Information sharing between rooms supported staff's knowledge of children and their needs. Parents were very positive about the transition process. This demonstrated effective communication and contributed to continuity of care for children.

All staff undertook training to improve their practice and enhance their knowledge. Staff had taken part in 'Respectful handling' training in which they had role played different scenarios. Staff told us that this had helped them to see things from the child's perspective and discussed the positive impact this had on their practice. This led to improved outcomes for children.

Quality Indicator: 1.3 Play and learning

Staff had considered how they supported and encouraged children's natural curiosity. As a result, children benefitted from interesting, well thought-out activities and resources which enticed and invited them to play. Younger children benefitted from a range of loose parts and sensory and tactile experiences. This resulted in opportunities for children to develop their language and literacy skills throughout the nursery in different areas.

Throughout the nursery, playrooms were clean, tidy and well presented with a range of resources. Children's artwork was displayed throughout the nursery, as well as photographs of them at home, this contributed to a sense of belonging and demonstrated the links to home.

Preschool children benefited from being involved with the City of Edinburgh Council's transition to Primary 1 where all children were involved in activities relating to the book 'We are going on a bear hunt.' In addition, a classroom had been set up for role play with a desk, uniforms and photographs of schools which the children would attend. This allowed children to make connections and become familiar with the transition, supported by sensitive staff.

Staff told us about how their approach to planning supported individual children, based on their observations of children at play and children's interests. This contributed to children being happy and progressing in their learning and development.

Children had opportunities to access their local community. Older children went for walks to Holyrood Park and used the space to take part in physical activities, whilst babies visited the duck pond. Some parents commented that they would like to see an increased use of the park. The manager agreed to consider how they could do this.

Children were involved in an intergenerational project with a local residential home for the elderly. This provided opportunities for children to connect and take part in activities with elderly people in their community. Residents also visited the nursery to attend different events, such as the children's graduation ceremony. Parents were complimentary about the visits, a parent told us, "The graduation ceremony was great, and the work put in is much appreciated. The care home visits were a good idea and am glad to see the care home residents participate in some events at the nursery. Happy that there are more trips and walks this year too."

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.

2.2 Children experience high quality facilities

Throughout the nursery the environment was very comfortable, furnished to a very high standard and welcoming, with plenty of natural light and ventilation. There was ample space for children to play in groups and alone.

Playrooms were well set up to meet the age and stage of development of children. Spaces and experiences reflected children's interests and had age and stage appropriate resources to aid learning and development. All playrooms had their own gardens which were accessible throughout the day. This offered choice to children.

Staff worked well together to identify and remove risks. Risk assessments were completed for inside and outside the nursery including trips. Systems supported staff to ensure that children were accounted for at all times. This contributed to keeping children safe.

Infection prevention and control procedures were followed. Food hygiene and food safety procedures were in place and followed. For example, children were supported to wash their hands at appropriate times throughout the day. A housekeeper was employed to carry out tasks throughout the day, this ensured that the nursery was clean and tidy and that staff were free to spend their time with children. All of which contributed to children's safety and well being.

We discussed with staff and the manager that the preschool garden was currently very basic and there were missed opportunities for children to lead their own learning and build on their knowledge. The manager agreed to explore ways to further improve the provision of the outdoor area.

How good is our leadership?

4 - Good

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

3.1 Quality assurance and improvement are well led

The manager had implemented self-evaluation and improvement plans to lead to continuous improvement. Senior staff had been involved in taking this forward so that they were aware of what was important for the service to meet the needs of children and families. There was a shared vision for the nursery which included and reflected the aspirations of children, families and staff. This meant that everyone was meaningfully involved and able to influence change within the service.

The manager spent time in the play rooms supporting staff and modelling practice. This supported staff to grow in confidence as practitioners. Staff were very positive about the support they received from the manager. This support resulted in improved outcomes for children.

Partnership with parents and communication had been a focus for improvement for the service. The views of families were sought and parents were very positive about the current manager, who had worked hard to include families. Parents spoke highly of the manager. Comments from parents indicated that the manager had successfully involved and included them in their child's life at nursery. Parents told us:

"Lots of communication from management, opportunities for input, feel I could raise any issues easily."

"The manager is very open-minded and is very approachable. She is surely very experienced in early learning and has made lots of improvement since she started here."

"I think the manager is doing a brilliant job! She keeps parents up-to-date with everything that happens on a weekly basis with a weekly roundup. Whenever I pass the office the door is open ensuring we feel welcomed even when she's busy. I think she's running the nursery brilliantly. We are really impressed."

"Leadership has improved massively over the past year. Thank you so much."

"Seems to be good management in place. The manager seems liked by her team and is good at communicating."

"I am thoroughly impressed by the impact that the nursery manager has had, her team seem (from a parent perspective) to have flourished under her leadership and it has made a clear difference to the organisation and the communication from the nursery. The team are capable and reliable and I am glad to be a member of this community."

"In the past 12 months it truly feels like we have become a part of the wider nursery community through the efforts of staff and management with family fun days, stay & play sessions, Mother's Day breakfast and Coffee mornings."

A staff noticeboard with photographs of staff was displayed both inside and outside the nursery. This kept parents informed about who was working with their child.

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.

4.3 Staff deployment

Children were supported by kind and caring staff who worked well together as a team. Staff told us they felt supported by their colleagues and by the manager. This helped to support staff wellbeing and promoted positive outcomes for children.

Arrangements were in place to promote continuity of care across the day and ensured daily communications with families.

The manager recognised the need for high levels of interaction and support to promote wellbeing and safety. Staff breaks were planned to minimise the impact on children whilst enabling staff to rest and be refreshed.

There was a clear process for mentoring and supporting agency staff using the skills and knowledge of the existing team. Agency staff received information about what was expected of them and the ethos of the nursery. Agency staff told us they were supported well and given enough information to help them to meet children's needs.

Not all parents agreed that there were always enough staff in the setting. We saw that the service met minimum adult to child ratios. Management were currently recruiting for additional permanent staff.

Parent's comments included:

"The staff are enthusiastic and engaging. They care for our children wonderfully."

"The vast majority of staff are excellent. There is still significant staff turnover, though."

"All the staff are committed and very approachable."

"Every staff member we've encountered has been great at this daycare. While I'm sure all nurseries could benefit from more staff, you don't get impression they are understaffed here."

"We love the staff at Elsie's. Each one greets us with a smile, and a 'good morning' or 'good afternoon' and they always speak to our daughter too."

"The staff are all great and my child is very complimentary about them all. It is just a shame about the high turnover."

"The dedication of staff to provide a great environment for the kids is clear. Our child really does enjoy to attend this daycare."

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at 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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.2 Staff recruitment	4 - Good

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