

Brighton Nursery Day Care of Children

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Edinburgh
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Type of inspection:
Unannounced

Completed on:
15 March 2024

Service provided by:
The Brighton Nursery Ltd

Service provider number:
SP2003002923

Service no:
CS2003012024

About the service

Brighton Nursery is registered to provide a day care of children service to a maximum of 88 children: 24 children six months - under 2 years, 20 children 2 - under 3 years and 44 children aged 3 years and not yet attending primary school. When the out of school care children are present, 44 children aged 3 years up to age 9 years, of who no more than 16 children are currently attending primary school.

The service is provided by The Brighton Nursery Limited and operates from purpose-built accommodation in the Portobello area of Edinburgh. The playrooms for the younger children are situated on the ground floor and older children access the first floor. A fully enclosed outdoor play area is provided. The nursery is in partnership with Edinburgh City Council to deliver early learning and childcare to 3-5 year old children.

About the inspection

This was an unannounced inspection which took place on Tuesday 12 March 2024 between the hours of 09:45 and 17:00. We returned to complete the inspection on Wednesday 13 March 2024 between the hours of 09:30 and 17:30. The inspection was carried out by two inspectors from the Care Inspectorate.

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

In making our evaluations of the service we:

- received 46 responses from parents to our electronic request for feedback
- received 14 responses from staff to our electronic request for feedback
- spoke with and interacted with children
- spoke with staff and management
- observed practice and daily life
- reviewed documents relating to children's care and learning and the management of the service.

We provided in-person feedback to the service on Friday 15 March 2024. In attendance were the registered manager and a senior practitioner. The provider joined via video call.

Key messages

Children's emotional and social development benefited from nurturing interactions with staff.

We encouraged the service to reflect on how staff knowledge of children's needs, wishes and preferences was consolidated within children's personal plans. This would help ensure systems for documenting children's development complemented each other.

Children had a variety of opportunities to have fun and experience high quality play and learning.

While the service had invested in the design of the garden to ensure potential risks were minimised, we highlighted that the entrance gates could be made more secure with the installation of a control access system. The service was committed to acting on this.

Meaningful self-evaluation processes were in place that reflected children's needs and interests.

Staff worked well together as a team, communicated their movements and modelled respect towards each other in their interactions.

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.

Quality indicator 1.1 Nurturing care and support

Children's emotional and social development benefited from nurturing interactions with staff. Children's feelings were validated, and staff demonstrated warmth and compassion as they offered children close affection, for example, in the form of cuddles. This helped children feel safe and calm. Parents' comments included, "Staff are so attentive and caring, and our child clearly adores them". Children's self-esteem and confidence grew as staff celebrated children's achievements during play and enabled children to discover their skills.

The service had increased opportunities for children to develop their independence skills during mealtimes. Children used tongs to help themselves to sandwiches and poured their own drinks. Children were consulted on menu planning and were involved in purchasing ingredients from shops within the local community. The service was continuously reflecting on staff deployment during mealtimes to help ensure children consistently enjoyed a sociable experience.

Children and family's individual preferences for sleep routines were considered. Staff adopted a soothing approach, gently rubbing children's backs and sitting alongside them as they fell asleep. This helped provide children with a sense of emotional security and reassurance. The service was committed to promoting the use of beds to ensure children's sleeping arrangements reflected best practice guidance and maximised children's safety and comfort.

Staff knew children very well and could talk insightfully about children's needs, wishes and preferences. We encouraged the service to reflect on how this knowledge was consolidated within children's personal plans to help ensure systems for documenting children's development complimented each other. The service intended to strengthen quality assurance systems to ensure children's plans were reviewed in a timely manner.

Effective partnerships were formed with external agencies to help assess children's developmental needs from an all-round perspective. Individualised support strategies for children were created and successfully reflected in practice. Staff skilfully observed children and recognised children's behaviour as a form of communication with underlying needs and feelings. Staff appropriately judged when to respect children's own play agenda and when to interact with children. This was carried out in a calm, sensitive manner that empowered children to achieve developmental progress. Staff successfully modelled strong values, including empathy.

Quality indicator 1.3 Play and learning

Children had a variety of opportunities to have fun and experience high quality play and learning. For example, children initiated confidently singing and dancing. Staff mirrored this, resulting in children feeling acknowledged and celebrated. The environment sparked children's curiosity, for example exploring mark making materials.

Staff facilitated opportunities for children to select their preferred colours for mark making and empowered children to strengthen their fine motor skills as they attempted to screw lids onto resources.

The layout of the resources, staff engagement and skilled interactions supported children to lead their own play. For example, children investigated ice and water. Staff extended children's thinking skills by asking questions that expanded children's vocabulary and knowledge of concepts, such as melting. The children noticed a frog in the garden. This led to the children demonstrating care and concern for the frog by building a den to help the frog feel safe and a ramp to help it to escape. Children independently operated the outdoor tap and used water to create a lake. Staff enabled children to problem solve, for example noticing that the water was travelling towards the shed and predicting that an 'island' made of mud and sand would sink if the children put lots of water on it. These rich learning opportunities supported children to progress well in a child centred manner.

Floor books were one of the approaches used to document children's learning. Consulting with children on their knowledge of a particular topic was embedded in practice. For example, we viewed several mind maps within floor books which demonstrated how staff had valued and captured children's voices on interests including nocturnal animals. To strengthen child centred planning systems, the service was receptive to our suggestion to document not only what children know about a certain topic but what they would like to find out and to show within floor books how they have acted on this in collaboration with children. The service was committed to carrying out more extensive evaluations of children's learning within floor books by focusing on the impact and outcomes for children's development and how this influenced children's next steps.

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 nursery atmosphere was warm and welcoming. Staff extended genuine care as they greeted children. Children were heard engaging in meaningful conversations with staff and their peers. Children appeared comfortable and confident in exploring the environment independently. The design of the nursery, for example use of displays about the parents' committee, consultations with children, and celebrations of children's creative work, reflected the service's strong values and communicated a sense of belonging and family. A parent commented, "Staff have made a strong emphasis on making us feel welcomed from day one and as though we are part of the wider nursery family".

Careful consideration had been given to the design of the indoor and outdoor spaces to reflect a breadth of learning opportunities. Areas within the playrooms were well defined and resourced, for example the writing area contained extensive resources that inspired children's creativity and promoted pre-writing skills. As a result, children demonstrated sustained engagement in their choice of play. A parent informed us, "The environment is really varied with lots of different spaces that children can play in and different things to do. The staff do a lot of lovely activities with the children, such as craft/art, sensory, messy play, outdoors, make believe".

Children's wellbeing benefited from opportunities to play outdoors throughout the day. This respected children's choice of where they wanted to play and demonstrated staff's sensitivity towards children's sensory needs by dispersing noise levels. The addition of an outdoor toilet meant that any disruption to children's play agenda was reduced. The service had plans to reconsider the layout of some playrooms to increase opportunities for free flow play outdoors.

Effective systems were in place to ensure the service was clean and well maintained. This contributed towards children's health and sense of value. Maintenance issues were promptly addressed. The service identified learning from any accidents and put in place measures that reduced the likelihood of accidents reoccurring. While the service had invested in the design of the garden to ensure potential risks were minimised, we highlighted that the entrance gates could be made more secure. This would reduce the potential risk of an unauthorised visitor entering the garden. The service was receptive to our advice and committed to exploring solutions to this.

Routines were established to enable children to promote self-care skills. For example, an outdoor tap with regulated temperature controls encouraged hand washing between indoor and outdoor play. This helped to minimise the spread of infection and keep children healthy. The service was continuously reflecting on ways to enhance effective infection prevention and control measures in a way that promoted child centred practice.

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 led well

The management team had a strong vision for the service. This inspired staff and resulted in a shared passion amongst the staff team to continuously develop their skills to enable children to reach their full potential. To help achieve this, staff were supported to reflect on their practice and acted on feedback which resulted in better outcomes for children, for example the management and leadership team promoted value-based practice by supporting staff to better prepare children for transitions throughout the day. We observed the impact of this in practice, for example staff sensitively invited children to get ready for mealtimes and negotiated with children how much longer they needed to finish their play which could be continued later. This led to children feeling respected and involved in decisions that affected them. The management and leadership team had supported staff to develop their use of provocations to inspire children's play. This resulted in provocations which empowered children to lead their play more and incorporated the use of more natural and open-ended resources to spark children's imagination and creativity. To increase opportunities for reflective practice, support and supervision sessions with staff had been introduced and now need embedded across the service. Parents' comments included; "Leadership is excellent and that combination of professional and child centred nurturing trickles down through all staff".

The service was committed to involving children, staff and families in shaping the nursery to help improve outcomes for children. For example, a parent's committee resulted in increased social networks for families and strong sense of belonging. The service had trialled various ways to involve parents in their children's learning, for example, sharing 'wow moments' of significant developmental progress.

Staff had gathered children and parents' views and acted upon these, for example, children had requested certain foods for snack, and this was accommodated. Where children's requests did not necessarily reflect best practice, staff were flexible in their thinking and channelled children's views appropriately to ensure children felt heard and valued. For example, some children had wanted to paint the whole service pink and negotiations were made to decorate a certain area pink.

Meaningful self-evaluation processes were in place that reflected children's needs and interests. For example, one aspect of the nursery improvement plan focused on STEM (science, technology, engineering and maths). Staff had identified this as an area for improvement, as they were committed to providing a greater variety of learning opportunities across the curriculum. In addition to this, the staff team had noticed that children were particularly interested in block play. Staff applied learning from training courses to add breadth and depth to the learning experiences. Staff had observed the positive impact this had on children's play and learning including more extensive imaginative play.

The service had identified observations of children's play and learning as an area for improvement. The progress in the quality of observations recorded within children's online learning journals was evident. The service intended to introduce a quality assurance system for auditing observations. This would support continuity of practice.

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.

Quality indicator 4.3 Staff deployment

Staff worked well together as a team, communicated their movements and modelled respect towards each other in their interactions. Staff comments included, "Kind, supportive and talented team members and management", "Staff always support each other, and we all work together as a team and listen to each other's ideas". Staff demonstrated their responsibility for children's safety by taking regular head counts of children. Staff were present and emotionally available for children, which helped contribute towards building secure attachments. Staff told us that they enjoyed their work with the children and recognised the privilege it was to support children to achieve.

Staffing levels reflected children's needs; for example, staff to child ratios were managed to provide more individualised support for children whose development benefitted from this. This demonstrated the service's inclusive ethos and child centred provision.

While the service had experienced staff absences and turnover, the service was committed to promoting continuity for children; for example staff deployment considered the right mix of staff skill set and experience. The manager had helped to cover staff absences and core staff volunteered to work extra shifts. Where agency staff were required, these staff were consistent and familiar to children. This further demonstrated the service's knowledge of attachment theory and ensured decisions around staff deployment kept children at heart.

Staff valued the compassionate response from management in relation to absence. The management team skilfully balanced the needs of children and staff to ensure that decisions were mutually beneficial to everyone's wellbeing.

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?	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
4.3 Staff deployment	5 - Very Good

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