

# Pear Tree Nursery Church Street Day Care of Children

19 Church Street  
Haddington  
EH41 3EX

Telephone: 01620 822299

**Type of inspection:**  
Unannounced

**Completed on:**  
10 May 2024

**Service provided by:**  
Pear Tree Nurseries Ltd

**Service provider number:**  
SP2006008293

**Service no:**  
CS2019378595

## About the service

Pear Tree Nursery Church Street is an early learning and childcare setting situated in the town of Haddington, East Lothian close to transport links, shops and community services. The service provides a day care of children service to a maximum of 60 children from birth to those not yet attending primary school at any one time. Of those 60 no more than 16 are under two years. At the time of this inspection, there were no 3-5 year old children attending the service.

The playrooms are split across two levels, with children under two years being cared for on the ground floor of the terraced building and children aged over two years on the first floor. There is a large enclosed garden to the rear of the building, with a separate area for the younger children.

## About the inspection

This was an unannounced inspection that took place on 07 May 2024 between 09:30 and 16:30. The inspection was carried out by two inspectors.

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

To inform our evaluations we:

- spoke with and observed children using the service
- received written feedback from twenty families
- spoke with staff and received written feedback from five staff members
- spoke with the manager and the leadership team
- observed practice and children's routines and experiences
- reviewed documents.

**Key messages**

- Staff were kind and caring, and positive relationships had been built.
- Children experienced responsive, flexible daily routines which supported their over all wellbeing.
- Staff valued the contribution of families and recognised the importance of them being involved in their child's learning.
- The manager was present within the playrooms supporting and modelling good practice.
- The service recognised the benefits of outdoor play and children were supported to spend long periods of time outdoors.
- Consistency of quality interactions between staff and children could be further developed and strengthened.
- Planning for and recording of children's learning and progression should be further developed.

**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.

### Quality Indicator 1.1: Nurturing care and support

At our previous inspection we asked the service to ensure that all children have positive experiences and interactions across their day. During this inspection, we saw staff were kind and caring, and it was clear that positive relationships had been built. Parents told us, "The specific, dedicated care our child receives is exceptional. The staff know them so well and I am so happy that they are in their care" and "All staff with the nursery are extremely friendly and show an active interest in my child even if they are not directly under their care. My child has built up a great connection with them all and talks about them away from the nursery setting". The service had experienced a number of staffing changes since our last inspection. As a result, staff skills and experience varied across the team. Moving forward, the service should continue to support staff to further develop their skills, knowledge and understanding of the importance of quality interactions. This new learning should inform their daily practice. This would contribute to children's wellbeing and overall development (**see area for improvement 1**).

The service had personal plans in place for children. Where required, the service had proactively reached out to request input from key professionals in relation to support for individual children. This was at the early stages therefore, time was required to fully embed this into practice. The service should continue to further develop and strengthen their personal planning approach. This would support staff to further develop these as meaningful working documents that inform their daily practice. This would ensure that all children experience consistency and continuity in their care, play and learning.

Mealtimes were a relaxed and unhurried experience. Older children were able to develop independence and life skills as they confidently followed the lunchtime routine. Younger children were supported by staff as they were encouraged to self feed and received lots of praise. Staff sat with children, however, the interactions and conversations during the lunchtime experience could be further developed to enhance this experience. This would continue to promote mealtimes as a sociable, nurturing experience.

Nurturing sleep routines contributed to children's overall health and wellbeing. Children were supported to sleep in a variety of different equipment dependent on their individual sleep routines, likes, dislikes and wishes. Sleep was being recorded and children were being safely monitored as they slept. Equipment was of a high standard and was cleaned between use. As a result, children experienced nurturing, comfortable sleep routines.

Medication was stored in line with good practice guidance. Staff could confidently talk about where medication was stored and how they would follow the children's individual care plans to safely administer this. A monitoring procedure was in place, however, we did ask the manager to address some discrepancies in relation to the dosage of some medication. For example, the dosage detailed on some of the prescription labels did not align with the information within children's care plans. This had potential to pose confusion for staff when administering medication. The manager took steps to action this during the course of the inspection. Moving forward, the service should strengthen their current monitoring system to ensure that any gaps in medication were quickly identified and addressed. We have made an area for improvement relating to this in 'Key Question 3: How good is our leadership?'. This would support staff to confidently and safely respond to children's medication needs.

### Quality Indicator 1.3: Play and learning

The service had clearly invested in a number of quality resources across the playrooms and outdoors. Within the 2-3 playroom children had access to a variety of resources that promoted curiosity and supported them to extend their own ideas. The resources within the baby room could be further developed to support the varied age group and promote, curiosity and challenge. The manager was receptive to this feedback and agreed to action this in partnership with the staff team. This would support all children to follow their own ideas and extend their own play and learning.

At our last inspection we highlighted the need for further improvement in supporting and planning for children's learning and progression. The manager had begun to work with staff to further develop their skills and build their confidence in this area. Staff could confidently talk about how they were currently supporting children's learning. The manager recognised that further work was required as to how staff recorded, monitored and evaluated their planning cycle. For example, children's observations varied in quality and frequency. The service required more time to further support staff to develop their core observation and planning skills. This would support positive outcomes for all (**see area for improvement 2**).

The service valued families contributions and recognised the importance of them being fully involved in their child's learning. Through daily conversations and the use of digital platforms staff updated families on their children's care, play and learning. Staff recognised the importance of building strong positive relationships with families. One parent told us, "The staff are brilliant and seem to genuinely care about the children. They are good at sharing what they have been doing and how they have been. I love that they get them outdoors so much and do lots of fun messy play and things like that". This contributed to families feeling valued and important.

### Areas for improvement

1. To meet children's care and support needs, the provider should ensure all children experience positive interactions and experiences across the day. This should include, but is not limited to, supporting staff to develop their skills and confidence in planning daily routines and promoting positive experiences for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me' (HSCS 1.19).

2. To support children to achieve in their learning and development, the provider should improve the skills of staff in relation to planning children's learning and tracking their progress. Staff should be supported to develop their understanding of how to effectively observe and assess children's learning in order to plan quality learning experiences and meaningful next steps.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am supported to achieve my potential in education and employment if this is right for me' (HSCS 1.27).

## 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 high quality facilities

The main public areas of the nursery were inviting and clean. The reception area was an inviting, thoughtful space where families were welcomed into the setting, with soft lighting, seats and information boards. This created a warm welcoming atmosphere for children and families as they arrived at the setting.

The playrooms were very comfortable, furnished to a high standard and welcoming, with plenty natural light and ventilation. This gave a strong message to children that they mattered. One parent shared, "The nursery have worked tirelessly to ensure a safe, happy & nurturing environment for our child". Play spaces within the 2-3 playroom were thoughtful, inviting and well resourced. However, the play spaces within the baby room lacked attention to detail and would benefit from further development. The manager was receptive to this feedback. We have addressed this in an area for improvement in 'Key Question 1: How good is our care, play and learning?'. This would further enhance the positive atmosphere that had been created and enrich children's play and learning opportunities.

The environment was clean, well organised and welcoming. Children were encouraged to swap outdoor shoes to indoor shoes, this supported the environment indoors to remain clean and inviting throughout the day. Children were encouraged to wash their hands throughout the inspection. The setting benefitted from a housekeeper who ensured a clean and hygienic environment for children, allowed staff to focus more on the children's care play and learning needs, and contributed to the overall smooth running of the setting. Additionally, the housekeeper helped maintain orderliness, organisation, and safety of the setting, enhancing the wellbeing and comfort of both children and staff.

Staff knew the importance and benefits of outdoor play was valued by staff and consistently ensured babies had opportunities to spend time outside. Children in the 2-3 space had direct access to the outdoors, allowing them to lead their own play. For example, a child spent long periods of time digging and transporting soil from one side of the garden to the other using the wheelbarrow. Developing gross motor skills and problem solving skills, as they created their own plan, followed their own idea and followed a process. Some areas within the outdoor spaces would benefit from being improved. Staff were committed to developing their outdoor spaces and had been working together to reflect and create plans to improve these. The service should continue to move forward with their plans to further develop the outdoor space. This would further enhance children's play and learning experiences.

**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.

**Quality Indicator 3.1: Quality assurance and improvement are led well**

The service had been through significant changes which had directly impacted on staff confidence and key areas of practice. The provider had responded to this and staff had been supported by senior management through this time. The leadership team had implemented various auditing systems to support the ongoing monitoring of key areas of practice. The changes to the management team, meant the service now need time to evaluate their current systems, strengthen these and ensure they are bringing about positive improvements to outcomes for children. The senior management and leadership team were receptive to this and had a clear understanding as to where the service currently was on their improvement journey. The service required further time to develop and strengthen their quality assurance system. This would support to bring about positive change and contribute to positive outcomes for all.

The senior leadership team had begun to promote a culture of continuous improvement. All five staff that shared written feedback agreed with the statement, 'Leaders in the setting ask for my opinion on how we can improve'. Leadership had committed time to building strong working relationships across the team and being present in the playrooms modelling good practice. Staff had been supported by the senior leadership team to take part in reflective conversations and carry out self-evaluation, through informal conversations and at whole team meetings. The use of the Care Inspectorate, 'A quality framework for daycare of children, childminding and school-aged childcare' (2022) had helped to inform self-evaluation in relation to key areas of practice. This was a positive start, the service should continue to build and strengthen ongoing self-evaluation and use this information to inform ongoing improvements in the service. This would contribute to children having a quality early learning and childcare experience.

**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**

Staff skills, knowledge and experience varied across the team. The staff team had experienced several changes since our last inspection and had been working hard to develop positive working relationships within the team, and with children and families. Staff accessed training through an online training platform. This had been complimented by bitesize sessions delivered at staff team meetings. The senior management had introduced individual professional development files for each staff member. A training programme had been implemented and the service had plans to further develop this to ensure this addressed the needs and aspirations of individual staff. For example, some staff shared that they required further training in relation to supporting children with additional support needs. This in turn would support staff to develop their confidence in developing meaningful support strategies and strengthen their interactions with individual children.

There were sufficient staffing levels across the setting on the day of inspection. The area manager had been on the floor modelling good practice and supporting new members of staff. All eighteen families that shared written feedback agreed with the statement, 'I am confident that staff have the appropriate skills, knowledge and experience to care for my child and support their learning'. At times, staff decisions around deployment of staff did not always best meet the needs of children. For example, the balance of staff numbers between indoors and outdoors could have been improved at times. Moving forward, staff should be supported to develop their skills, knowledge and confidence around making flexible and responsive staff deployment decisions. These decisions should be informed by the needs of the children within the space. This would contribute to children's overall wellbeing and development.

The service had supported new staff through a formal induction process. Staff shared that this process had been supportive and valuable. The service had used the Scottish Government, 'Early Learning and Childcare - National Induction Resource' (2023) to inform this process. Senior members of the team adopted a mentoring role to support staff as they settled into their new roles. This supported staff to feel confident in their roles and responsibilities. This contributed to the positive atmosphere that had been created.

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

### Requirements

#### Requirement 1

By 30 November 2022, the provider must demonstrate what actions will be taken to ensure nappy changing facilities for children under two years comply with best practice guidance and protect children from the risk of infection. To do this, the provider must, at a minimum:

- a) submit a plan to the Care Inspectorate of how they intend to improve nappy changing facilities for children under two years to ensure these meet with best practice guidance
- b) provide a date when the improvement works will be completed.

This is to comply with Regulation 4(1)(a) and (d) (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 (HSCS) which state: 'If I require intimate personal care, there is a suitable area for this, including a sink if needed (HSCS 5.4) and 'The premises have been adapted, equipped and furnished to meet my needs and wishes' (HSCS 5.18)

This is to comply with best practice guidance, Nappy changing facilities for early learning and childcare services: information to support improvement' (Care Inspectorate: June 2018).

**This requirement was made on 22 September 2022.**



**Action taken on previous requirement**

The service had carried out full refurbishment of the nappy changing facilities. The staff toilet had now been relocated to another part of the building. The newly refurbished nappy changing facilities were clean, inviting and well organised. This contributed to children's comfort and over all wellbeing whilst receiving personal care.

**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 meet children's care and support needs, the provider should ensure all children experience positive interactions and experiences across the day. This should include, but is not limited to, supporting staff to develop their skills and confidence in planning daily routines and promoting positive experiences for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state: 'My care and support meets my needs and is right for me' (HSCS 1.19).

**This area for improvement was made on 22 September 2022.**

#### Action taken since then

Children experienced responsive, flexible routines that supported positive experiences across their day. Staff were kind and caring towards children and it was clear that strong relationships had been built. The service had experienced a number of staffing changes since our last inspection. As a result, the quality of interactions varied across the staff team. Some staff missed opportunities to engage with children and promote positive experiences for children. The management team had recently delivered a development session focusing on interactions and supporting children's emotional wellbeing. However, further work was required to ensure this was consistently influencing staff practice.

To support the service to continue to develop and strengthen this area of practice, this area of improvement will remain in place.

#### Previous area for improvement 2

To support children to achieve in their learning and development, the provider should improve the skills of staff in relation to planning children's learning and tracking their progress. Staff should be supported to develop their understanding of how to effectively observe and assess children's learning in order to plan quality learning experiences and meaningful next steps.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state: 'I am supported to achieve my potential in education and employment if this is right for me' (HSCS 1.27).

This area for improvement was made on 22 September 2022.

## Action taken since then

The service had introduced a new planning process however this was in the early stages of implementation. The recording of children's learning was not consistent and varied in quality. The manager was aware of this and had begun to support staff to develop their confidence in this area of practice. The service required further time to develop staff confidence and skills in relation to planning for, recording and tracking children's learning and progression.

To support the service to continue to develop and strengthen this area of practice, this area of improvement will remain in place.

## 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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

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