

Clermiston Primary School Nursery Day Care of Children

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Edinburgh
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Type of inspection:
Unannounced

Completed on:
26 April 2024

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Service no:
CS2003017017

About the service

Clermiston Primary School Nursery is registered to provide a daycare of children's service to a maximum of 40 children aged between 3 years and primary school entry at any one time.

The nursery is located in the North West area of Edinburgh and is in a separate building within the grounds of Clermiston Primary School. The accommodation consists of an entrance foyer, cloakroom area, toilet and nappy changing facilities, a family room, office space and a large open plan playroom. Within the playroom there is a kitchen and direct access to a fully enclosed outdoor area.

About the inspection

This was an unannounced inspection which took place on Wednesday 24 April 2024 between the hours of 9:20 and 17:00. We returned on Thursday 25 April 2024 between the hours of 8.30 and 17:00 to continue with the inspection. 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 to and interacted with children using the service
- spoke with staff, the head teacher and depute head teacher
- observed practice, daily routines and children's experiences
- reviewed documents relating to children's care and the management of the service
- took into account feedback we received from families we spoke to during the inspection and also from eight families via an online survey we issued.

We provided feedback to the head teacher, early years officer and the quality improvement education officer for the local authority on Friday 26 April 2024.

Key messages

- Staff demonstrated a professional, caring and supportive approach during their engagement with children. As a result positive relationships had been built.
- Children's wellbeing was supported as staff knew the children in their care well and made effective use of personal plan information.
- Daily access to fresh air and outdoor experiences supported children's health and wellbeing.
- Quality assurance processes were supporting a continuous culture of improvement which promoted positive outcomes for children. Ongoing audits of key aspects of the service will continue to support their ongoing self evaluation and outcomes for children.
- The deployment of staff ensured children's care and support needs were consistently and effectively supported throughout the day. This will continue to be assessed and monitored by the management team to take into account children's varied needs and the routines of the day.

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 experienced warm, caring and nurturing approaches from staff which resulted in positive relationships being established. Staff knew the children in their care well which meant that when children were unsettled or needed additional help, staff were skilled to sensitively support them throughout the day. For example, on arrival to the setting some children benefitted from reading a story with staff before they settled into the session. Staff were respectful in their approach and took into account children's individual needs and preferences. For example, children had the choice of when to come for their snack and lunch.

Feedback we received from families about what they liked about the service included, "Everyone is incredibly welcoming and very helpful especially when helping my child to feel safe and calm on days he doesn't want to go. All staff greet my child every morning making him feel at ease. I can feel satisfied that my child's needs are being met" and "Always a warm welcome, children are well cared for".

Mealtimes had been developed to enhance children's experiences and support an unhurried and relaxed approach. This included children having a choice of when to eat and opportunities to learn new skills to encourage their independence. For example, self serving their food and drinks and collecting chosen meals at lunchtime. Staff engagement with children at mealtimes supported social interactions and meant they could provide children with help or assistance when needed. Staff were knowledgeable of how to keep children safe and this included minimising the potential of choking and also ensuring any dietary needs were met. Lunchtime routines were to continue to be monitored by staff to help support ongoing positive experiences for all children. For example, the roles of designated staff and the deployment of staff during the lunchtime routine as at times they also supported children nearby during their play activities.

Children's overall wellbeing was supported by the effective use of their personal plan information. Personal plans were reviewed with families regularly to share information and ensure this was kept up to date. For example, information about children's individual care and support needs, strategies of support, achievements and their next steps for learning. This along with discussions, links with other professionals and consultation meetings helped support a consistent approach, enabling staff to respond quickly and sensitively to any changes. As a result, children's individual needs were known and effectively planned for by staff to help support children to reach their full potential.

Quality indicator 1.3: Play and learning

Children benefited from a variety of play and learning opportunities both indoors and outdoors. For example, construction, loose parts play, water play, story telling, play dough and other sensory experiences. This meant that they could lead their own play and make choices from a range of experiences. Effective use of questions and discussions by staff helped extend children's learning experiences and their engagement. For example, learning basketball skills outdoors, enhancing the outdoor and indoor home areas and their art and craft creations.

Feedback we received from families about what their children liked included, "Playing outside and my

teachers" and "Playing with friends". Some children also made suggestions about additional resources they would like which we shared with the service. For example, having more cars.

Children's skills in literacy and numeracy were supported and developed through a variety of opportunities and skilled interactions by staff. For example, group time activities, matching games, discussions with children during their play, story telling, and technology experiences. Support was also in place for families to extend opportunities at home including the use of bedtime books, puppet sacks and materials. Staff skills and the planning approaches meant that children's play and learning experiences were responsive to their interests and life experiences. This included taking on board children's comments, feedback and ideas which were recorded using the floor books, mind maps and responsive planning tools. As a result, children were engaged and focused during their play.

Children's experiences and progress were assessed and evaluated on an ongoing basis by staff. Information about children's progress, achievements, photographs and their next steps for learning were shared and discussed with families. For example, through the introduction of the proud cloud and learning journey display, consultation meetings and the use of online learning journals. This helped ensure families were included and kept up to date with information about their child's play, learning and development and experiences in the setting. Feedback we received from families included, "Very helpful and open when asking for information on how my child is getting on. I'm given regular information regarding his learning, friendships, what he has eaten and if an accident has occurred", "I keep updated on the learning journal which helps tell me what is going on in nursery" and "Communication on how my child is progressing in the nursery environment and any further support my child may need is always discussed in the most positive and professional way".

Children gathered together at the end of the day to carry out their toothbrushing routines and experience group time activities with their keyworker. Families collected their child from the group time session. This resulted in some challenges to information sharing in a confidential way between staff and parents. The nursery reflected on their approach and planned to continue to monitor this to support a consistent approach to information sharing at the end of the day.

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

Children benefitted from a welcoming environment which was warm, well furnished and comfortable. There was also plenty of natural light and ventilation to support children's wellbeing. Children's safety was maintained by a secure entry system to the building and the garden was fully enclosed.

The environment had continued to be enhanced to improve the layout and resources. This meant children had access to well presented spaces to support their stage of development, current interests and learning. A variety of soft furnishings and seating had also been used to support quieter, cosy areas within the playroom. Feedback we received from families about the types of play their child had been involved in included, "Learning about different cultures, food, outdoor play, musical play, sensory play, baking, parachute games, self play, stories and wildlife play" and "Outdoor space is excellent. Trikes available, climbing frame, mud kitchen and large grass/den area".

Staff worked together to ensure the environment was both safe and suitable for children through daily risk assessments and information was documented about how any potential risks were minimised. Systems were in place to report any issues or potential risks within the environment which meant that action could be quickly taken to assess and address these. Children were involved in risk assessing the outdoor environment with staff and they also enjoyed taking responsibility to help replenish the outdoor drinking water and cups. This helped children to learn about keeping themselves safe and hydrated during their outdoor play.

The garden was fully enclosed to support the safety and security of children. However, some fences were lower and this meant there was the potential for children to be able to climb over these. To minimise this, a risk assessment had been carried out and staff deployed outdoors monitored these areas. Staff had also begun to extend the height of some fences with natural materials to minimise any potential risk.

Children's health and wellbeing was supported through regular handwashing routines throughout the day. Staff further supported and reminded children to also do this when needed. As some children independently accessed toilet facilities, we discussed that staff should continue to monitor children's handwashing routines to ensure that this was consistently and effectively being carried out. For example after having their lunch and snack.

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.

There was a shared vision, values and aims for the service and these had recently been reviewed in consultation with families. This information helped to inform staff practice and reflected the importance of their ongoing engagement with families. Children's views and opinions about their care, play and learning were valued by staff and this meant that children were respected and included. Feedback from families about the positive aspects of their child's experiences in the service included, "The bond they have with their key workers and all other staff around nursery" and "The staff and their approach to caring for all the children and meeting their individual needs".

Families also had the opportunity to be involved in the service through surveys, stay and play sessions, reading stories to their child's group and consultation meetings. An improvement plan identified the priorities for the ongoing development of the service and this information along with newsletter updates and online communications were also shared with families. This helped ensure that families were kept up to date and had the opportunity to influence change within the setting. Feedback we received from families included, "Excellent in keeping mutual communication via email, face to face chat and online portal" and "I take every opportunity to be included in nursery, from gardening, story reading and making masks with my child".

Quality assurance processes supported the management team and staff to assess and reflect on what worked well in the service and identify areas for development. For example, through team meetings, leadership meetings and regular audits of children's personal plans and online observations. As a result, continuous improvements and the sharing of best practice information was well supported. Individual annual review meetings with staff also helped identify any areas of success or challenge and training that might support them in their role. By continuing with their self evaluation processes including audits of the

key routines of the day and the accident and incident records, could further assist the management team and staff to support ongoing positive outcomes for children.

Safe recruitment processes were completed for new staff prior to them starting in the service and this helped support children's safety. Staff inductions and training helped ensure staff knowledge and awareness of their role and responsibilities including the safeguarding of children in their care. This meant that staff knew who to contact in the event of any concerns. Plans were in place to review the current staff handbook to enhance information for nursery staff. We discussed that further written information to support volunteers in the setting would also help to have a consistent approach to ensure they understood the expectations of the setting and support from the service during their placement.

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

The management team fully recognised the importance of ensuring the service was appropriately staffed to support children's experiences throughout the day. Procedures were in place to support any staff absences and staff worked together as a team to maintain quality experiences for children. As a result, staff effectively supported children's individual care and support needs during their play and learning opportunities. However, the management team were to continue to reflect on the effectiveness of staff deployment throughout the day. For example, during key routines of the day and during staff lunch breaks. This could help identify any potential gaps and further ensure the continuity of children's indoor and outdoor experiences taking into account any individual strategies of support.

There was a clear approach to identifying staff roles and responsibilities. For example, staff had responsibility for setting up and working within specific areas of the nursery each week. As a result, this helped support consistent practice and identify what was working well or any areas for improvement. When staff had to move to different designated areas of the nursery to support children, they communicated this effectively with their colleagues. This demonstrated staff understood the importance of their role and were flexible in their approach to team working to support positive outcomes for children. Some staff had the opportunity to be responsible for or develop their skills for key roles in the setting. For example, forest kindergarten experiences. However, due to staffing availability, regular opportunities for children to experience this in the nearby wildlife garden were to be progressed.

Staff names and photographs were displayed in the foyer to assist families to get to know who was caring for their child. Where there are changes to staffing such as supply staff or where volunteers are in attendance, it would be beneficial for this information to also be shared with families. Feedback we received from families included, "I really like the staff at the nursery. They are friendly and approachable", "Very helpful and open staff. Never feel that I can't bring information to them. I'm always met with an understanding member of staff " and "Staff are open and share all information well".

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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