

# Blossom Tree Children's Nursery Limited Day Care of Children

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Edinburgh  
EH17 8RE

Telephone: 01316644944

**Type of inspection:**  
Unannounced

**Completed on:**  
22 May 2024

**Service provided by:**  
Blossom Tree Children's Nursery  
Limited

**Service provider number:**  
SP2021000230

**Service no:**  
CS2021000362

## About the service

Blossom Tree Children's Nursery Limited is registered to provide a care service to a maximum of 32 children not yet attending primary school at any one time - no more than 10 are aged under two-years.

The service is located in a residential area of Edinburgh and was delivered from a two storey building. The ground floor playrooms accommodated children aged two to three-years and children aged over three-years. There was a kitchen space on this floor. The upstairs level was occupied by children under two-years. There was an office that was also used as a staff room on this level. Children accessed secure garden areas to the front and rear of the property.

## About the inspection

This was an unannounced inspection which took place on 20 May 2024 between 08:15 and 16:00, and 22 May 2024 between 09:45 and 14:00. We provided feedback to the service on the second inspection day. The inspection was carried out by one inspector.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with several children using the service
- observed practice and daily life in the service including staff interactions with children
- spoke with staff
- spoke with family members
- received feedback from a Microsoft Forms survey sent to staff and families
- reviewed documentation.

## Key messages

- Children felt valued, loved and secure as a result of the positive interactions they experienced with staff.
- A balance of responsive and intentional planning for children's learning experiences had helped them develop skills, knowledge and understanding of the world around them.
- Good quality play experiences created a rich play environment that supported children's interests and imagination.
- Quality assurance had been developed to a good level to support positive outcomes for children. Staff need to continue to develop ways to build self-evaluation into their working day. This will bring about positive continuous changes to outcomes for children and families.

## 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**

Children felt valued, loved and secure because they had developed positive attachments with staff. Children received cuddles, could choose to have their comforters, and could cuddle up and rest in quiet, comfortable spaces. Staff interacted with children in a warm, kind and compassionate way. A parent said, "My child had developed nice relationships with key workers in the setting."

Children's overall wellbeing was supported by effective personal plans. Care and support was agreed in consultation with families, and where relevant, with supporting professionals. Children were supported to achieve their potential. Staff were knowledgeable about the individual needs of children ensuring they were responsive to children's individual needs. The ongoing development of chronologies and regular review of personal plans ensured that important information about children was detailed and updated to meet their changing needs. A parent said, "I am asked frequently by his key worker on any updates etc."

Children were healthy because staff managed medication to a good level. The service had reviewed and developed the information about children's health needs. This had ensured staff were clear about when and how to administer medication safely. Systems and processes had been improved to minimise any potential risk to the wellbeing of children.

Children experienced a sociable, safe and unhurried mealtime experience. A rolling lunch supported a calm experience and children could choose when they ate. Children were recognised as capable and confident learners as the rolling lunch was extended to include younger age groups. Children developed independence skills when self-serving their food, pouring drinks and being involved in snack preparation. Staff sat with children using the opportunity to chat with them, and in some instances, to eat with children. They respectfully supported children that needed help with eating and ensured children's dignity by encouraging them to wash their hands and face when they had finished their lunch.

### **Quality Indicator 1.3: Play and learning**

Staff had a good understanding of how children learned through their play. Training and professional dialogue in child development supported staff understanding of ensuring children benefitted from age appropriate play and learning experiences. Young children enjoyed sensory play, staff planned play experiences following observations that highlighted schematic play and children's interests, and preferred play were responded to effectively by staff. Children made tea with authentic tea sets and enjoyed a scavenger hunt to find mini beasts. A balance of planned and spontaneous experiences supported children to be imaginative and curious.

Planning had been developed across all age groups of children. A balance of responsive and intentional planning for children's learning experiences had helped them develop skills, knowledge and understanding of the world around them to a good level. Children going to primary school were being supported with their transitions, and there was a focus on supporting younger children to build confidence and develop their independence. Floor books showed planning and children's experiences. Observations and assessments about children's progress and learning were shown through the online learning journals. A parent said, "I am updated via learning journals in regards to what is happening in the setting." We could see some cross referencing to show the cycle of children's progress and learning. Staff need to develop the systems further by, for example, showing outcomes for children in the floor books and identifying how children will be supported to achieve the next steps agreed.

Children were developing an interest in literacy, language and numeracy. Number, text and visual prompts were available across the environment. Children followed recipes as they baked pretend cakes and made play dough. An interest in planting and growing had resulted in a trip to the garden centre to buy seeds that were planted in the garden. Children problem solved as they measured, sorted, and explored cause and effect through their play.

Staff recognised the right for all children to play outdoors. This impacted positively on children's health, wellbeing and happiness. Children transported planks of wood and ladders to make an obstacle course supporting their gross motor skills. A group of children told us they were making soup as they transported the sand and water and mixing it with other ingredients. A child mixed different colours of paint telling us that yellow and blue made green paint. Having access to a wide range of experiences and resources stimulated children's curiosity, learning and creativity. A parent said, "They allow free movement indoors and outdoors, so the kids get to choose where they would like to go." Links with the local community included children spending time in the community garden. This supported them to feel valued. Families told us about trips to the community garden, local library and parks.

## 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**

Children benefitted from an environment that was well furnished, comfortable and homely. Natural light and the use of some sensory lighting had a calming influence on children. The layout of the playrooms meant there were spaces that children used creatively through their play or that were set up as restful quiet areas. Children were able to relax and spend time alone or in small groups. The environment promoted children's wellbeing. Displays at child height including photographs of each child's family supported them to feel a sense of belonging and to feel valued. The diversity of the families using the service was celebrated giving children a sense of identity. For instance, a map of the world and the flag of each country that children and their families belonged were displayed.

Children enjoyed good quality play experiences. The loose parts and authentic and natural resources created a rich play environment that supported children's interests and imagination. Children used blocks to build imaginatively. Staff reflected on how children used the areas and changed them so that the resources and experiences supported children's play and learning.

Children were safe because there were effective systems and processes in place. Secure entry door systems, monitoring systems, and daily risk assessments showed that staff were responsible in ensuring the safety of children. Children were included in daily risk assessment. They used their clip boards and check lists to identify any risks in the outdoor space. Children were learning to stay safe as a result. The service had used Care Inspectorate's SIMOA campaign to reflect on and review the safety systems and processes in place. Effective infection prevention and control routines included hand washing that was embedded in practice and regular cleaning. Staff protected children by ensuring the environment was clean and hygienic.

## 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 improvements are led well

Children and families were made to feel welcome and included in the service. Information was shared with families including policy and procedure to ensure they were aware of what to expect from their nursery experience. A shared vision created a respectful, happy and welcoming ethos. This promoted a positive atmosphere for children to play and learn. The management team continued to review and develop the vision and values for the service in consultation with children, families and staff.

Continuous improvement was supported by effective quality assurance systems. The service used best practice guidance 'How good is our early learning and childcare' to support them on their improvement journey. As a partner provider, the service worked with the Local Authority to develop improvement priorities and the action to be taken. The management team continued to support staff to develop confidence in raising standards through reflective practice. Staff need to continue to develop ways to build self-evaluation into their working day. This will bring about positive continuous changes to outcomes for children and families.

Children and families views were actively sought to inform the development of the service. Staff were able to chat with them about the quality of their experience in the service through formal and informal meetings. Families had asked to see planning for children's play and learning through the online learning journals. They were meaningfully involved and influenced change in the service. A parent told us they could provide their views about the service through "questionnaires and emails."

## 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

The leadership team recognised and valued the need for ensuring the service was appropriately staffed with the right skills mix across each playroom. Staff were flexible and worked well to ensure the safety and wellbeing of children. Staffing levels were planned in line with ratios and additional staff were available to support busier parts of the day. Managers were visible in playrooms role modelling practice and ensuring that staff were deployed effectively. Staff used effective communication to support one another. Working well as a team ensured that the individual needs of children were met.

Staff were recruited safely and supported well to understand their roles and responsibilities. Induction procedures had been developed with core training completed by all newly recruited staff. We encouraged the management team to incorporate Scottish Government's Early learning and childcare: national induction resource. This will further develop the induction process to support the high quality skills, knowledge and values needed by staff in their work with children, young people and families.

The service supported staff to develop their competency as practitioners. This ensured the health, wellbeing and safety of children and families. Staff were reflecting on the impact of training on their practice. Meetings, including team meetings and support and supervision, supported staff development and wellbeing. Shared reflection and developing professional relationships were empowering staff to grow professionally.

## 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 ensure outcomes for children are improved through the development of an effective planning cycle, staff should be supported to develop the planning cycle and ensure that it is meaningful. Parents should be fully involved and kept up-to-date with their child's play, learning and progression.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open-ended and natural materials' (HSCS 1.31).

**This area for improvement was made on 28 July 2023.**

#### Action taken since then

The planning approach had been developed to include all age groups of children. A balance of responsive and intentional planning for children's learning meant staff were responding to the needs of children, alongside planning and implementing intentional experiences to help them develop skills, knowledge and understanding of the world around them. The process was supported by evidence including floor books that showed planning, children's experiences and observations, and assessments around children's outcomes within the online learning journals. The systems had begun to cross reference to show the cycle of children's progress and learning. We suggested using SHANARRI emojis or schematic play examples to show children's outcomes and how they were learning within the floor books. We talked about teasing out the next steps identified in consultation with families to plan the support and care needed to help children to achieve. For example, what does developing friendships and confidence mean? How will this be planned for considering the individual personality of the child?

## 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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