

Currie Primary School Nursery Class Day Care of Children

Currie Primary School
59 Curriehill Road
Currie
Edinburgh
EH14 5PU

Telephone: 0131 449 3359

Type of inspection:
Unannounced

Completed on:
6 June 2024

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Service no:
CS2007161157

About the service

Currie Primary School Nursery Class is registered to provide a day care of children service to a maximum of 64 children between three years and primary school age at any one time. The service is provided by the City of Edinburgh Council.

The service is located in Currie Primary School, near to shops and local amenities. The service is made up of one open plan playroom and has direct access to two large outdoor garden areas. There is an entrance foyer with a spacious cloakroom which has suitable space for small groups. Children can make use of a sensory room and gym hall within the school.

About the inspection

This was an unannounced inspection which took place on Tuesday 4 June 2024 between 09:15 and 17:30 and continued on Thursday 6 June 2024 between 08:00 and 10:30. One inspector carried out the inspection.

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

To inform our evaluation we:

- spoke with children using the service and some of their families
- considered feedback from seven families through an online form
- spoke with staff and management
- spoke with one visiting professional who supports the service
- observed practice and daily life
- reviewed documents relating to the care of children and the management of the service.

Key messages

- All staff were nurturing and caring which enabled positive relationships between children and their families.
- Children led their own play and staff were responsive to their interests.
- The service worked well with other professionals to support positive outcomes for children.
- The play and learning spaces had been well designed. The service should ensure spaces for personal care are well maintained and appropriate for use, to enable high quality care and support.
- The service should further develop their quality assurance procedures and ensure all staff apply for and maintain appropriate professional registration required for their role.
- Staff had worked hard to develop the outdoor space which provided fun and engaging play and learning opportunities.
- Children, families and staff were involved in the development of the service.
- The whole staff team were fully committed to continuous improvement with the service.

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?	4 - Good
How good is our leadership?	4 - 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 quality indicator as very good.

Quality Indicator 1.1 - Nurturing care and support

Children experienced warm, caring and nurturing approaches by all staff which supported their overall wellbeing. Children and families had developed positive relationships with staff. One child told us, 'I like all of the staff and I have lots of friends'. One parent commented, 'The nursery experience has been a very positive one and I thank the staff for their care, love and support'.

Personal plans supported children's individual care and support needs and reflected families personal preferences. The service worked proactively with other agencies to support children and families. We spoke with visiting professionals who commented on the positive and proactive approach of the staff to support children. Families told us they were involved in discussing children's next steps and felt included in their children's development. Strategies to support positive outcomes were regularly reviewed to ensure children's needs were met. These consistent and effective procedures ensured positive outcomes for children and supported them to achieve their potential.

Children benefited from high quality mealtimes experiences across their day. Staff and children had worked together to review their mealtimes and had introduced a rolling snack and lunch routine. This approach encouraged independence and was less disruptive to children's play and learning. Mealtimes were relaxed, calm and sociable as staff sat with children and engaged in conversations. There were opportunities to develop valuable life skills, such as chopping their foods, spreading, and pouring their own drinks. All staff knew children's individual dietary requirements, which were well supported and respected. This meant children's eating experiences were unhurried, relaxed, and children were supported to develop positive eating habits.

Staff provided meaningful support for children to allow them to achieve their potential. Staff facilitated 'Therapy Inclusion Partnership' (TIPs) sessions twice per week. These small group sessions enhanced children's skills in listening and talking and promoted their confidence and independence. This allowed children to practice and enhance their social skills and develop respect for others.

Children were supported to understand wellbeing and emotions through a variety of resources and activities. Emotional check-ins throughout the sessions, allowed children to recognise, understand and express their emotions. Staff used consistent language to explain the SHANARRI wellbeing indicators to children (safe, healthy, achieving, nurtured, active, respected, responsible and included). Creative use of lanyards and certificates promoted children's understanding of how the indicators supported their overall wellbeing. These resources and consistent use of language from skilled staff, meant children were developing important emotional literacy skills and being supported to achieve.

Quality Indicator 1.3 - Play and learning

Children were meaningfully and actively involved in leading their play and learning. Planning for children's play was child centred and responsive to their interests. This ensured play experiences provided met children's needs and engaged their imagination and learning, which resulted in children having fun and learning through their play.

The service were supporting and extending children's interest in science and life cycles. Children enjoyed showing us tadpoles they were helping to care for and explained they would grow legs and be released back into a pond. We were also introduced to Domino, the service rabbit. Children showed us how they fed and cared for Domino. Having animals in the service allowed staff to engage in conversations with children about growth, the impact of weather conditions and the environment, and how to care for living things around them.

Children had fun playing with their friends and developing positive relationships. Children used their imagination to use the wide variety of loose parts available. We saw children building a water channel using pipes and tubing. Skilled staff provided opportunities to extend children's play and learning through effective questioning. This supported children to develop their problem-solving skills and develop their curiosity and creativity.

Respectful and trusting relationships with families supported them to be meaningfully engaged in their children's learning. There were a variety of ways families could join in with their children's play and learning. There were Bookbug sessions, Fun Friday sessions, and a weekly learning programme that encouraged joint activities to allow families and children to learn together. Parents had been in the nursery to talk to children about Chinese New Year and one parent went in to share their talent and played their guitar. Parents told us there was a lovely atmosphere in the service and children said they enjoyed showing their parents where they played. This enabled families to feel included in their children's nursery experiences.

How good is our setting?

4 - Good

We evaluated this key question as good as several important strengths taken together, outweighed areas for improvement.

Quality Indicator 2.2 - Children experience high quality facilities

Children benefitted from a well-designed, organised and clean learning environment. Staff had carefully considered the play spaces to reflect children's interests and promote curiosity. Children were confident moving around the spaces available both indoors and outdoors. This enabled children to lead their own play and have fun.

Children's opportunities for play and learning were enhanced through strong connections to their local and wider community. We saw photographs of children visiting shops and the library in the local area. The service had introduced forest days and children enjoyed exploring in their local community woodland. This helped children feel connected and included in their community.

Children's artwork and photographs of them enjoying a variety of experiences were displayed throughout the service. There were photographs of some children and their families in the home corner. An achievements wall displayed photographs of children succeeding in activities they enjoyed outside of nursery. This provided children with a sense of ownership of the space and promoted a strong sense that children matter.

Children's safety was promoted through risk assessments. These were regularly reviewed and staff worked well as a team to identify and remove any risks. Staff spoke with children about safety, which enabled them to benefit from a variety of activities that provided challenge and fun in a safe way. For example, children were supported to use the woodwork bench and tools in a safe and responsible way. There were opportunities for children to challenge themselves outdoors and children enjoyed showing us how high they could reach on the rope swing and climb in the wooden pirate ship. These opportunities enabled children to build their self-esteem and confidence in a safe environment.

The service were developing children's awareness of environmental issues. Children had been involved in litter picking in the community and safely recycled items of waste collected. They recycled batteries at their local drop off point. This helped children understand how to conserve resources allowing them to learn how they can contribute to the economy.

The nappy changing area was clean however it was being used as a storage space. We asked the service to remove some unnecessary items from the area to create a more respectful space that promoted positive interactions between staff and children (**see area for improvement 1**).

The kitchen space used to serve lunches and snacks was within the main playroom. We found there were work tops of a suitable height to encourage children to benefit from opportunities to develop important independence skills such as self-serving. We found some cupboards used for storing resources to support children's mealtime required repair. The cupboards were difficult to access and workspaces were not at a suitable height for adults. The service should review the kitchen area to ensure it provides a nurturing and safe space for staff, with adequate room to enable them to effectively support children (**see area for improvement 2**).

Areas for improvement

1. To support children's wellbeing, and promote their dignity and privacy, the space used to facilitate nappy changing should be designated for that use only. The space should not be used to store resources.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'If I require intimate personal care, there is a suitable area for this, including a sink if needed' (HSCS 5.4).

2. To ensure staff's wellbeing is fully considered and supported to enable them to provide high quality care for children, areas used by staff to prepare and support children should be safe and offer practical space.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.22).

How good is our leadership?

4 - Good

We evaluated this key question as good as several important strengths taken together, outweighed areas for improvement.

Quality Indicator 3.1 - Quality assurance and improvement are led well

The vision and aims of the service demonstrated a clear shared value base which had been created together with children, families, and staff. The service values had been linked to articles in the UNCRC (United Nations Convention on the Rights of the Child). This demonstrated the service's commitment to working together with families to make sure all children can enjoy their rights.

Supportive leadership in the nursery encouraged staff to develop confidence to take on lead roles. It was evident the passionate staff team had high aspirations for children and took an active role in supporting improvement. For example, one member of staff introduced a bedtime story project. This encouraged families to enjoy a story together before bed to enhance children's communication and language development. Another member of staff was creating a sensory space in the garden using herbs and flowers. This allowed children to engage all their senses. This meant staff were positively engaged and motivated. Staff told us they felt valued and included in the service development which impacted positively on children's experiences.

A quality assurance calendar ensured key events throughout the year were planned. This supported senior staff to monitor learning journals, schedule staffs professional reviews and plan self-evaluation activities. The management team should work together to ensure appropriate checks are included in their quality assurance process. For example, we found the children's toilets required more regular checks throughout the session to ensure they provide a respectful and tidy environment for the full day. We found some gaps in the quality assurance process as not all staff had appropriate professional registration with the Scottish Social Services Council (SSSC). The service took prompt action to address this oversight. The senior management team advised of additional checks and more thorough procedures they planned to introduce to enhance the quality assurance process (**see area for improvement 1**).

Areas for improvement

1. To support children's wellbeing and ensure they are being cared for in a well maintained environment by appropriate staff, the provider should ensure they review their quality assurance procedures. This should include but not limited to, ensuring there are regular checks throughout the day to maintain a high quality environment. The provider should ensure staff apply for registration with the Scottish Social Service Council (SSSC) within appropriate timescales of them starting employment.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I am confident that people who support and care for me have been appropriately and safely recruited' (HSCS 4.24).

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 quality indicator as very good.

Quality Indicator 4.3 -Staff deployment

The staff team were caring and compassionate and they knew children and their families well. One parent told us, 'The staff know and care for children very well. They are friendly and approachable and I feel they have a good understanding of my child'. Another parent commented, 'The staff are approachable and keen to please. We have positive relationships with staff and open communication'. The positive relationships allowed for meaningful engagement and strong communication about children's experiences and learning.

Staff understood their roles and responsibilities and worked well as a team to support children and each other. Staff were proactive during busier times of the day which meant routine tasks were completed with little or no disruption to children's play and learning.

The senior leadership team recognised and valued the importance of ensuring the service was always appropriately staffed. Staff communicated with each other in a considered and respectful way. This allowed children to follow their own interests and choose where they could spend their time.

Communication and team working enabled consistent approaches and continuity of care for children. Daily huddles provided opportunities to staff to reflect on the experiences and opportunities for play, and plan to extend children's interests and learning. More formal team meetings were held regularly with key discussion points and actions agreed recorded. This allowed all staff to feel informed and included in decisions and development areas.

Staff told us their ideas were valued and that they felt supported by senior members of the team. The supportive culture of the team meant new staff felt welcomed and included. There was an induction in place for staff which allowed them to understand the key values, processes and procedures of working in the service. We suggested they consider the ELC National Induction Resource to assist with any future review and development of their induction and mentoring programme. The resource enables staff to know what they should expect from their employer to support them in their role. The resource includes links to a range of national resources which would ensure children were being cared for by staff whose practice was based on current guidance.

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?	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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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