

# Rosebery Playgroup Day Care of Children

Rosebery Hall  
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South Queensferry  
EH30 9LL

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**Type of inspection:**  
Unannounced

**Completed on:**  
3 May 2024

**Service provided by:**  
Rosebery Playgroup Parents  
Committee

**Service provider number:**  
SP2003002855

**Service no:**  
CS2003011913

## About the service

Rosebery Playgroup operates from Rosebery Hall in South Queensferry and is provided by Rosebery Playgroup Parents' Committee. It is registered to provide a care service to a maximum of 30 children at any one time aged two years to four years. The service operates Monday, Tuesday, Wednesday and Friday from 09:00 until 12:00. The accommodation used includes the hall, nappy changing facilities, toilet facilities, kitchen area (staff and parents only) and the fully enclosed outdoor play area.

## About the inspection

This was an unannounced inspection which took place on Tuesday 30 April 2024 from 09:45 until 13:00 and Wednesday 1 May 2024 from 09:30 until 13:00. The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about the 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 with children using the service
- Reviewed feedback from seven families
- Spoke with staff and management and reviewed staff feedback
- Observed practice
- Reviewed documents

## Key messages

- Children experienced nurturing, warm and kind interactions from staff.
- Children had access to indoors and outdoors throughout the day, enabling them to make choices in their play.
- Staff were committed to their role, ensuring children reach their full potential.
- An established committee provided support and worked in partnership 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?	4 - 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?

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 benefitted from caring and nurturing interactions. They were welcomed each morning with their families and staff said goodbye at the end of their day. Staff spoke to children and their families about daily life experiences and conversations were relaxed. A parent commented that 'They are all so lovely, greeting you and your child each morning by name, and seem genuinely interested in you'. This meant that children and families felt included and connected to staff and the service. Children were listened to, and staff sensitively responded to them. For example a child was supported to decide when they needed to use the toilet based on the discussion they were part of between their parent and staff. As a result the child was able to understand the link between home and the playgroup.

Children's wellbeing was supported by effective personal plans. Information was gathered from parents and used to inform children's care. A favourite toy from home was used to provide comfort and reassurance for a child who was new to the service along with favourite types of toys being available to them. This supported the child to settle as there were toys that they enjoyed playing with along with the emotional reassurance of their comforter from home. We discussed that documenting strategies that supported children would enhance personal plans further, and inform any future supports that children may need.

Links had been established with the local nurseries and primary schools. Staff were responsive to children's needs through effective sharing of information to support children during transitions. For example information was shared as part of the transition to nursery from the parents and the playgroup enabling a child to receive consistent support to meet their needs.

Children benefitted from a healthy snack and drink to help keep them hydrated. Some children helped to set the table for snack by putting out cups. Children were familiar with snack routines as they lined up to wash hands and select their pre made snack plate and tidied away once they were finished. Snack times could be improved by developing opportunities for independence, for example through self serving and choosing how much they would like. This would give children choice and the opportunity to use spoons and tongs to serve and develop fine motor skills. Staff were present throughout snack that ensured children were safe and engaged in social conversations.

### Quality indicator 1.3: Play and learning

Play spaces were set up and ready for children's arrival giving children the sense that they were valued. Children were engaged in their play both in groups and on their own. This highlighted that experiences and resources were reflective of children's interests and development. To further enhance play opportunities the service could consider introducing loose parts to provide wider play opportunities for curiosity and wonder.

There was a selection of books to support literacy and storytelling, children were observed independently looking at books and retelling stories. Play provocations and props would enable children to retell familiar stories and create new ones. Most children participated in a group singing time and were familiar with the routine of turn taking to choose a prop from the song bag. Children who did not want to take part had the freedom to choose an activity to play with. This allowed children to make choices and decide when they participated and for how long.

Children benefitted from the freedom to choose when to play indoors or outdoors. The doors were open allowing children to move around the space freely playing in timeframes that suited them. There were a selection of static resources including a climbing frame, swing, balance beams and playhouse, in addition to wheeled toys, sand, water and drawing. Children explored risky play on the balance beams and were confident to ask for help when needed. A parent commented that 'the interactive play is fabulous. Outdoor area is brilliant where my little one loves playing with the sand and on the slide'.

Planning was in the process of being reviewed and developed as part of the improvement plan, and staff had researched different approaches to planning. Floor books were beginning to capture children's voices and be used for planning. The service had identified that they would like to strengthen this approach moving forward so that planning involves the children in a more meaningful way.

Learning journals were online and recorded children's experiences and special moments. Observations were descriptive with a positive tone, letting parents know that their child's achievements were noticed and valued. Staff reported that most parents engaged with the journals by commenting on observations.

For some children there were clear connections between their learning, observations in learning journals and experiences provided through planning. For example nursery rhymes had been a focus for planning across the service, an observation in the learning journal described a child participating in singing and rhymes, and the tracker capture the child's learning and knowledge of nursery rhymes. The manager was responsive to suggestions made to support the development of planning approaches.

## 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 experienced a setting that was clean and inviting. The entrance area was attractively presented with photographs of staff and information about the children's day for parents to view, including snack menu and activities. This ensured parents had information about their child's day.

The service was delivered from a spacious community hall that required resources to be set up and cleared away at each session. Mindful approaches were used to create designated areas with the use of furniture and display boards, and cosy areas were available with cushions, rugs and throws. As a result children were comfortable in their play.

Children were kept safe with the effective use of children's registers at arrival and collection times. Staff made regular head counts throughout the session and ensured children were signed out when they left early. The outdoor gates had locks to ensure security for children and a buzzer system was used for the community centre.

Children benefitted from high quality resources and equipment outdoors that had been purchased through fundraising by the staff and committee. The outdoors was accessible to children throughout the session and provided additional ventilation into the hall without minimising the warmth. The outdoor space was continuing to be developed to offer further opportunities to children.

Toilets and nappy changing facilities were situated in the main corridor of the building close to the main hall, where the service operates from. Children are supported by staff to access the facilities. The nappy changing facility is in the accessible toilet and during the inspection was used by visitors to the community centre. The manager was responsive to advice from current guidance that toilets and nappy changing facilities should be for the sole use of children. An alternative arrangement was sought promptly following discussion. Staff and visitors would use toilets downstairs in the community centre, and risk assessment should be updated to reflect this change.

**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 experienced some changes over recent years, and staff had worked hard to develop a shared approach to the values and visions for the service that placed children at the centre. This was reflective in daily practice and through the discussions we had with staff. The manager recognised that the service would benefit from the vision, values and aims being formalised in a statement to embed them as the service moves forward. The manager was proactive in gathering information from external sources to inform practice and approaches as part of developing the service. The manager should now consider what is relevant to the children, and reflective of the values, vision and aim of the service.

The service benefits from an established committee who are actively involved in the life and work of the service. Partnerships between staff, the committee, parents and wider community have supported successful fundraising events across the year. This has included but not limited to the development of the outdoor area. Staff reported feeling supported by the committee and regular meetings enabled information to be shared and plans to be actioned.

A quality assurance calendar was in place and provided a structure to quality assurance across the year and was beginning to be implemented to review and monitor aspects of quality assurance. Tasks were evenly distributed across the year to ensure that it was manageable to carry out. The manager was aware that the structure of the calendar would evolve as the service developed. Quality assurance could be strengthened by the use of current guidance documents to support self evaluation, and the impact approaches have on outcomes for children.

Parent's views were gathered from questionnaires and were responded to through newsletters and emails and a parent commented that 'communication is very clear and open'. Parent feedback and service responses could be strengthened through a visual display. This would provide parents with a clear communication of the action taken and would let them know how they have contributed to the development of the service.

## How good is our staff team?

5 - Very Good

We evaluated this key question as very good, where major strengths impacted positively on outcomes for children with very few areas for improvement.

### Quality indicator 4.3: Staff deployment

The deployment of staff was effective and well managed to support children's needs. Staff provided support to a child who was settling, balancing interactions and promoting their independence. As a result the child experienced responsive care and reassurance that was at a pace that was right for them.

Staff were enthusiastic about the service and their roles, they were respectful to each other through their interactions and worked well together. This created a positive environment that allowed children to feel safe and secure, with adults who cared for them.

Mandatory training was up to date and professional development and learning was valued. All staff were in the process of completing professional qualifications. They spoke positively about their own learning and were reflective on the impact it had on their practice. For example having an informed knowledge of child development influenced the experiences made available to children. As a result children experienced staff who are open to new ideas, and approaches that supported learning and wellbeing for children.

The manager had worked hard to create an environment that empowered staff to take on additional responsibilities within their roles. Annual appraisals provided an opportunity for staff to reflect with the manager and to plan their professional development for the year ahead. Staff spoke positively about their appraisals and the support they received from the manager. As a result this strengthened the team approach to the service.

Established inductions were in place that enabled new staff to become familiar with policies and procedures. A mentoring approach allowed staff to observe policies and procedures in practice. Staff shared that they found this beneficial as they could ask questions and gain confidence in their role. As a result children were cared for by staff who have an understanding of their role and the expectations of the service.



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

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