

Roslin Primary School Nursery Day Care of Children

8 Pentland View Place
Roslin
EH25 9ND

Telephone: 01312 714 660

Type of inspection:
Unannounced

Completed on:
5 September 2024

Service provided by:
Midlothian Council

Service provider number:
SP2003002602

Service no:
CS2003016406

About the service

Roslin Primary School Nursery provides a daycare of children service situated in the village of Roslin, Midlothian. The service is registered to provide care for a maximum of 64 children aged from three years to not yet of an age to attend primary school.

The children are cared for in a large L-shaped playroom with a kitchen area, toilets and a separate nappy changing room, a cloakroom area, and a kitchen/dining room. There is a large, secured outdoor area which children have free flow access to throughout the session.

About the inspection

This was an unannounced inspection which took place on 03 September 2024 between 08:45 and 16:30. The inspection was carried out by two early learning and childcare inspectors 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 with eleven children using the service
- contacted families and staff through Microsoft forms to gather their views
- spoke with staff and the leadership team
- observed practice and children's experiences
- reviewed documents

Key messages

- Children were happy, active, and having fun with their friends.
- Staff knew most children well and how to meet their individual needs.
- Children had access to a variety of loose parts and natural materials outdoors which sparked their curiosity and imagination.
- Staff were in a period of transition moving from two separate playrooms to one, they were in the process of building relationships and developing the new environment.
- The service should ensure there are robust audit and monitoring system in place.
- Staff deployment should be further considered to ensure effective mealtimes, supervision within the garden and playroom at all times.

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 made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children and young people's experiences.

Quality Indicator 1.1: Nurturing care and support

Children benefited from staff who were consistently nurturing. Staff valued children and supported them to be happy and settled within the service. Children confidently interacted with staff and each other and were having fun. Staff approached children in a kind and gentle manner, they listened to children and used positive language to help them feel safe and secure. This showed children were respected and their overall wellbeing was supported.

Staff knew children well and each child had a personal plan. This recorded information to keep children safe and included medical needs and recognised support needs. Children's plans had been reviewed regularly with parents but had not always been updated to reflect where things had changed. Moving forward, children's plans should be updated timely to ensure relevant changes were recorded and this information is used to inform their plan and care needs. The keyworker system worked well for staff and parents. Parents had joined their child's keyworker on wellbeing walks and as a result trusting relationships had been developed. Families confirmed, "All the staff are super friendly and approachable. They answer any questions I have and always make sure I know how my child has been throughout the day" and "The staff and team are so welcoming, they take a genuine interest in the well being and development of my child. My child skips in to nursery each day and feels a real affinity to the staff, location and other children".

Children who had additional support needs were well supported. Visual signifiers were used to promote inclusion and independence. We suggested staff could explore the use of different types of signifiers, promote Signalong and Up, up, and away resource, to further support children's speech and literacy skills.

Transitions from home to nursery and nursery to school. were positive. Staff used information documents, meetings between keyworkers and discussion with parents to support children during the process. Staff ensured transitions were flexible and change was taken at the child's pace to increase their confidence and security. As a result, children's emotional wellbeing was supported, and they were able to gain a sense of belonging in their new environment.

Children experienced positive snack experiences which were relaxed, sociable and unhurried. Warm attachments and language skills were promoted. Staff were aware of any dietary needs, which helped them to keep children safe. Lunch time experiences encouraged children to develop independence and life skills. We discussed with the leadership team where improvements could be made, such as staff sitting with children to encourage positive eating habits and to support children. We have asked the leadership team to revisit the lunch routine to improve organisation, and ensure mealtimes provide a relaxed experience with opportunities for children to engage in conversations with staff and to enjoy a social mealtime experience.

Children had regular opportunities to plant, grow and harvest their own food in the nursery garden. Opportunities to care for plants and grow food supported children's sense of achievement, self-esteem and improved their understanding of the natural environment.

Children had access to a dedicated outdoor space. Staff understood the significant benefits of outdoor play and how this impacted on children's health and wellbeing. Children could spend significant periods of time outdoors if they wished. Parents confirmed, "they were delighted with the outdoor space on offer".

Medication records were securely kept. Moving forward, we have asked the service to audit these at least once every three months to ensure records were kept accurate and they contained strategies for each child. This will ensure children's safety and promote their overall wellbeing.

Quality Indicator 1.3: Play and Learning

Children were engaged and having fun. Curious minds were challenged with a wide range of loose parts and open-ended materials which supported them to problem solve and use their imagination. Children were able to choose where and how they wanted to play. The pace of the day met the needs of children. Free flow between indoor and outdoor environments and children embraced this with some children choosing to spend a sustained amount of their time outdoors. As a result, children were confident in their learning environment.

Play was well supported by staff who understood children benefitted from play experiences that reflected their interests and needs, along with the core provision of resources and experiences. Staff had knowledge of child development to enable them to provide play experiences that met individual needs. Families shared what they thought were the most positive aspects of their child's experience in the service, confirming, "Always a large variety of options available, singing, dancing, story time, trips to the gym, library, sports day, walk to the local war memorial, Christmas carol show, drawing, sand play, time outside on the bikes and mud kitchen" and "We are happy to know the children have access to the primary school gymnastics room. They also had a baking experience and are free to choose different play areas throughout their day".

There were planning approaches in place with intentional plans based on themes and seasons. Responsive planning was clear where the observations of children were influencing the activities. For example, introducing dolls and baby resources as one child was about to get a sibling. Continuing development of quality assurance around planning would highlight any gaps. The desired outcome is planning that reflects individual needs and supports children to develop at a pace that is right for them. Mind maps were used to evidence the child's voice. We suggested these could be further developed within floor books to promote rich experiences for children.

Literacy and numeracy were well considered for children through daily opportunities to explore number, books and stories in the indoor play environment. Staff understood how to support children through the telling of stories, singing songs and playing number games, such as hopscotch. Children had access to a selection of different types of books including fiction, nonfiction and photo books. There were opportunities for mark making and for counting. More literacy and numeracy opportunities could be provided outdoors for children to enhance the learning environment.

Seesaw on line learning journals contained individual observations and identified children's next steps to learning. Audits of journals ensured observations were consistent and promoted good outcomes for children.

How good is our setting?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children and young people's experiences.

2.2 Children experience high quality facilities

Children benefited from a comfortable, welcoming environment. The natural light and ventilation created a refreshing atmosphere. The large playroom was furnished to a good standard and provided ample space for children's care, play and learning needs, giving a strong message that they matter. Overall the environment was calm and supportive for the children.

Children were able to freely move around and there were cosy spaces available for them to relax and have a quiet time on their own. Children played independently and cooperatively in groups which helped them to build positive relationships with their peers and develop social skills. Resources were maintained, safe and accessible to children. Children told us, they liked to play with the blocks, making houses, garages and a swimming pool and play outdoors on the tyre swing and fireman's pole. Children also told us, "the teachers keep us safe, read us stories and let us watch cartoons."

The setting was in process of making some changes to the environment due to the recent move from two playrooms to one. This included looking at where the office space and sensory room would be positioned. Moving forward, we have asked the service to review the sensory area in relation to providing a calm, safe, and suitable environment for children to self-regulate.

Most parents stated they were happy with the nursery environment and commented, "Great garden, outside play encouraged" and "Feels like a happy environment. Great outside play and group times. Layout much better with the nursery back to one setting rather than two". When asked what could make the nursery better, Families commented, "More space for the coats and bags instead of these being kept outside as winter is fast approaching. Children coming from hot nursery to cold outdoors to put a cold coat and shoes on is not going to be brilliant, nursery needs more space"

The rear outdoor play space provided a stimulating environment for children to explore and develop their physical skills. For example, climbing, balancing, running, and riding on scooters and cars. Children developed their confidence as staff supervised and supported risky play, such as, sliding down the firefighter pole. We asked the service to review how resources were stored outdoors, for example, block play to allow children easy access. Children had opportunities throughout the week to visit the gym hall for physical play, such as, warming up and participating in an obstacle course. Children benefitted from these physical challenges which developed their fine and gross motor skills, boosted their esteem and confidence.

Accident and incidents were recorded and audited however, staff need to ensure these are detailed and signed appropriately by families (**refer to area for improvement within 3.1 Quality assurance and improvement are led well**).

How good is our leadership?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children and young people's experiences.

3.1 Quality assurance and improvement are led well

We acknowledged the service was in a period of transition moving from two separate playrooms with a senior leading in each room to all staff and children joining together. The service's vision, values and aims could be reviewed in consideration to these recent changes. Reviewing these in partnership with staff, children and families would create an opportunity for open communication, sharing of ideas and feedback.

An improvement plan was being developed and the leadership team were focusing on specific priorities for the nursery. A mind map was in place, which outlined priorities identified by senior staff to support current improvements. These included: the transition of change, staff building relationships, sharing knowledge and skills and improving the outdoor area, identifying training for staff on outdoor learning and more outdoor visits within the community. Moving forward the mind map priorities for improvement should be displayed for everyone to see to encourage involvement and suggestions from staff and families.

The senior team's welcoming and supportive nature fostered a positive work environment and promoted team morale. This was evident in the staff's feelings of personal and professional support. Seniors were visible throughout the day and they introduced themselves to new families and children visiting the service. This created an opportunity for them to check in and to support staff and families. Families confirmed, their views were welcomed and respected. They told us, "We can provide feedback, contribute to any needs for example, if they are looking for spare clothes" and "The staff regularly seek formal and informal feedback".

Some quality assurance processes were in place which had a positive impact on practice. A quality assurance calendar highlighted improvement actions to support the ongoing development of the service, and tasks were being addressed. However some processes needed to be reviewed to ensure these were effective and identify areas for improvement. For example, paperwork needed to be more streamlined to ensure all information regarding each child was kept together. In addition, accident and incidents needed to be accurately audited to ensure these were detailed and signed appropriately by families (**see are for improvement 1**). The leadership team were open to our suggestions during the inspection and took some immediate action to make improvements.

We directed the service to 'A quality framework for daycare of children, childminding and school-aged childcare', Care Inspectorate, (2022), 'Growing my potential Care Inspectorate, (2023) and Voice of the infant The Scottish Government (2023). The framework should support the leadership team to evaluate their own and staff performance, and self-evaluations of the service. Growing my potential and Voice of the infant, best practice guidance would help the staff support non-verbal children and help them to develop a shared understanding of what constitutes good quality care, learning experiences and keeping children safe.

Areas for improvement

1.

The provider should ensure there are robust audit and monitoring system in place.

These should be used by the leadership team and staff to monitor and evaluate the setting to ensure continuous high standards and support improvement and better outcomes for children. This includes but is not limited to, the services paperwork being more streamlined to ensure all information regarding each child is kept together and accident and incidents being accurately audited to ensure these are detailed and are signed appropriately by families.

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

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19) and 'I experience a warm atmosphere because people have good working relationships' (HSCS 3.7).

How good is our staff team?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children and young people's experiences.

4.3 Staff deployment

Staff demonstrated a genuine kindness and interests towards children in their care, which resulted in confident and happy children. Families agreed they had strong connections with staff caring for their child. They told us, "Staff are positive, approachable, know children well and seem to work well as a team" and "I think the team at Roslin nursery do a fantastic job with the resources they have. I have never met a more upbeat, positive, and caring group of people and my admiration grows for them each day".

Staff worked well together and were happy. They were in a period of transition with the recent changes in the nursery. Staff were building relationships within the team and recognised they needed extra support in new ways of working. Staff confirmed, they felt valued and supported by their colleagues and the leadership team. This helped to create a positive ethos within the setting.

Staffing levels met requirements. However, during busier times of the day, in some areas they were not sufficient to best meet the needs and play experiences of all children. For example, some staff went for their lunch during children's lunchtime, which resulted in children sitting at tables on their own. There were instances within the garden and the indoor environment where staffing was limited. As a result, children did not always experience continuity of care, and this impacted on the quality of support provided. In addition, staff needed to be more vigilant and flexible in where they position themselves in the garden and moving between indoors and outdoors. This would enable staff to provide support to each other, care for children and ensure their safety. Moving forward, the leadership team should consider further ways to support communication between staff so that re-deployment can take place promptly in response to children's movements and children remain sufficiently supervised (**see area for improvement 1**).

Areas for improvement

1. To ensure continuity of care and children's needs are met, the provider should ensure staff are deployed effectively. Staff need to be more vigilant and flexible in where they position and move between indoors and outdoors to support children in the areas they choose to play and to keep them safe. The leadership team should consider further ways to support communication between staff so that re-deployment can take place promptly in response to children's movements and they remain sufficiently supervised.

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

'I have confidence in people because they are trained, competent and skilled, can reflect on their practice and follow professional and organisational codes' (HSCS 3.14); and

'My care and support is consistent and stable because people work together well' (HSCS 3.19).

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?	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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.