

Leith Walk Primary School Nursery Day Care of Children

Brunswick Road
Edinburgh
EH7 5NG

Telephone: 01315 563 873

Type of inspection:
Unannounced

Completed on:
14 November 2024

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Service no:
CS2003015839

About the service

Leith Walk Primary School Nursery is registered to provide a daycare of children's service to a maximum of 60 children at any one time aged from two years to those not yet attending primary school.

The nursery is located within Leith Walk Primary School in Edinburgh. The accommodation consists of toilet and nappy changing facilities, a fully enclosed outdoor space, a separate playroom for children aged from two to three years and two open plan playrooms for children over three years of age.

About the inspection

This was an unannounced inspection which took place on Monday 11 November 2024 between the hours of 09:20 and 16:10 . We returned on Tuesday 12 November 2024 between the hours of 09:10 and 15:40 to continue with the inspection.

The inspection was carried out by two 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 to and interacted with children using the service
- spoke with staff, the head teacher and the 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 from families we spoke to during the inspection as well as feedback from five families via the online survey we issued.

We provided feedback to the head teacher, depute head teacher and two quality improvement education officers from the local authority on Thursday 14 November 2024.

Key messages

- Children's health and wellbeing needs were supported as staff had a caring and supportive approach. Ongoing development of personal plan documentation would further support the consistency of recording updated information and the evaluations of any strategies of support.
- Children's safety was supported through risk assessments of the environment. Developing the outdoor space and a consistent approach to the assessment of the environment would enhance children's experiences.
- Quality assurance processes supported a continuous culture of improvement to help promote positive outcomes for children. Ongoing audits of the service including observations of the routines of the day and the environment will continue to support self evaluation processes and enhance outcomes for children.
- The deployment of staff and their skills meant that children's care and wellbeing needs were supported. The continued monitoring of this by the leadership team would help ensure the ongoing effectiveness of staff deployment throughout 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?	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 experienced nurturing, respectful and welcoming approaches by staff which supported positive relationships to be built. For example, when children were upset or unsettled, they were reassured and soothed by staff. Staff knew most of children in their care well and staff skills supported children to transition to different routines of the day such as mealtimes or outdoor play. For example, responding to children's non verbal cues and using visual timetables. One staff member also communicated with a child in another language to ascertain their needs. Settling in processes also helped staff to get to know new children and take account of their individual needs and preferences. Feedback from families included, "Teachers are always smiling, kind and helpful. I feel like they have good connection with my child" and "Kind and involved teachers meeting the needs of the child especially during difficult settlement time".

Children benefitted as staff made good use of their personal plan information which was gathered in consultation with families. For example, information about children's individual care and support needs including dietary, health, medication, strategies of support and links with other professionals as appropriate. Children's personal plan documentation was to continue to be developed to support a consistent approach for recording information. For example, any updated information about children's strategies of support as well as reviewing the impact of these. This would further help staff to support children to reach their full potential.

Children generally experienced mealtimes that were unhurried and provided social opportunities. Staff were knowledgeable about how to keep children safe and this included minimising the potential of choking and ensuring any dietary needs were met. Children could choose when to have their snack and lunch which minimised the interruption to their play. However, some children's lunchtime experiences varied depending on the staff interactions. For example, at times staff became task focussed and were diverted to support other children nearby. This meant that children were not always supported with their food choices, to use cutlery and pour their own drinks. The leadership team and staff should continue to observe and assess mealtime routines to ensure children experienced a consistent approach and for improvements to be sustained. This would support all children to be more independent and have a relaxed and social experience.

Quality indicator 1.3: Play and learning

Children benefitted from a variety of play and learning opportunities and could make choices and lead their own play. For example, block play, water play, storytelling, playdough and arts and crafts. Staff skills helped facilitate and sustain some children's learning experiences and support their engagement during their play. For example, using puppets during songs and discussions helped children to consider other resources and ideas during their creative experiences.

Feedback from families about what they liked about the service included, "Playing with friends, painting, singing, playing with water and sand", "My child said she likes drawing at nursery and playing in the home

corner" and "Seeing my friends, going in the garden, my teachers, eating lunch and snack, playing with the sand, diggers, water and building blocks". This demonstrated that children had fun in the setting.

Planning approaches meant that children's play and learning opportunities were responsive to their current interests. At times there were missed opportunities for staff to extend children's learning experiences and provide challenge. Further opportunities for staff engagement during children's play experiences outdoors and in the older playrooms would further support children's choice, creativity and inquiry experiences. Providing further provocations for children and for staff to further reflect on the purpose and presentation of the experiences was needed. For example, additional resources to reflect the diversity of the service and to enhance their language, literacy and numeracy skills should be progressed and sustained. The leadership team reflected on this feedback. With ongoing support from the local authority, the service should continue to develop their planning approaches and the assessment of children's learning experiences and their progress.

Some feedback from families included, "My child's keyworker regularly posts about my child's learning and I love to see these and comment", "The staff always make time to give feedback. However, pickup and drop off time can be very busy" and "It sounds like there is quite a varied choice of activities, although I don't get too many details about all the different things my child does in a day". To support information sharing with families about their child's day, a visual overview could be provided to outline the daily experiences provided each day. This would help ensure all families were kept up to date with information about their child's play learning and experiences in the setting. The leadership team were reflective of this feedback.

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 a welcoming environment with plenty of natural light and ventilation to support children's wellbeing. Children's safety was maintained as the garden was fully enclosed and staff were vigilant when families were entering or leaving the premises. Further security measures were due to be installed on the external gate to further support children's safety.

Children's safety was supported as staff worked together to risk assess the environment and minimise any potential risks. Any issues identified with the environment or resources were recorded for the necessary action to be taken. At times, there were some missed opportunities by staff to develop children's outdoor experiences and support their use of resources. Developing outdoor assessment information about the use and layout of equipment would help support a consistent approach for staff. This would further support child safety and ensure that the space was reflective of children's varied stages of development. For example, effective use of safety mats, location and height of climbing equipment as well as the visibility of different areas of the garden. Further involving children in the daily risk assessments would also help them to learn more about identifying risks and keeping themselves safe. For example, ensuring children know where to use wheeled equipment in the garden safely and to wear helmets.

Spaces were generally well presented and there were cosy comfortable places for children to sit and relax. However, some resources were worn and visibly marked with pen. Action should be taken to support children's learning about respecting their environment and to ensure spaces were welcoming for children. Further development of the layout out of some spaces and the provision of further resources

would also support children's current interests and curiosities to promote their learning and development. Ongoing observations and audits of the resources and layout environment would support the leadership team and staff to assess children's experiences and use of spaces. For example, consideration of the location of the sensory area as this was located in a busy part of the playroom.

Children's wellbeing was supported as they had the opportunity to have fun and be active outdoors. For example, using loose parts play to support their imagination and climbing opportunities. The outdoor space was not directly accessible from the playrooms and this meant that children had to be escorted by staff. At times, this delayed children's choice as they had to wait for staff availability (see How good is our staff team? section of the report). Feedback from one family suggested having more green space. The service had identified ongoing plans to enhance the outdoor space and to involve children and families.

We identified that some areas of the setting needed further attention to detail to support infection prevention measures. For example, the cleanliness of some resources and rugs. The service was reflective of this feedback and took immediate action. The leadership team should continue to monitor this to ensure this would be sustained to support children's health and wellbeing.

Although some maintenance issues had been identified by the setting, this was still to be progressed by the provider. For example, carrying out general improvements to the toilets. The leadership team had assessed the number of toilets and nappy changing facilities using best practice and this had been shared with the provider. Although the service was not operating at full capacity, toilet and nappy changing facilities, should be reflective of best practice and the number of children the setting is registered for (see area for improvement 1).

Areas for improvement

1. To ensure children's health, safety and comfort, the provider should ensure that the number of toilets and nappy changing facilities are in line with best practice and reflective of the number of children registered to attend the service. Any maintenance issues identified should also be carried out promptly. This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states 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, 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.

There was a shared vision, values and aims for the service and these as well as training helped to inform staff practice. An improvement plan had been developed and identified the priorities for the nursery and this had been shared with families. Children and families had opportunities to be involved and welcomed in the setting. For example, through information shared in the foyer, surveys, events and settle visits with their child as well as stay and play sessions. Feedback from some families outlined that they had built up positive relationships with staff and they felt able to approach staff if they had any concerns. Other feedback from families indicated that they did not all feel involved in the development of the nursery. Further opportunities

for families to be involved in the service and influence change was being developed. This included inviting families into the setting for events and to further seek their views on aspects of the service.

Quality assurance processes supported the leadership team and staff to assess and reflect on what worked well in the service and identify areas for development. For example, sharing best practice documents, reviewing policies and procedures, discussion through team meetings. The depute headteacher had designated time in the nursery each week and this helped get to know children and support staff practice. Self evaluation processes should continue to be embedded into practice. This should include further observations of the routines of the day, ongoing auditing accident and incident information and assessing the impact of environment audits. This would help the leadership team to assess children's experiences and identify any action needed to support and sustain improvements.

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 new staff knew who to contact in the event of any concerns. We identified that not all staff inductions had been completed and the leadership team planned to ensure that any further support needed was progressed.

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

Staff worked well together as a team, communicated their movements and modelled respect towards each other and children through their interactions. This was affirmed by feedback from some families which outlined that staff were welcoming, helpful and made time to give feedback.

The leadership team were committed to ensuring staff deployment considered the mix of staff skills and experience as well as promoting continuity and support for children. Staff absences and vacancies were currently being supported by additional staff from the school and the depute headteacher. At times, due to staff location, varied roles and tasks being carried out, there were some missed opportunities for staff to identify and respond to some children's needs. The service was reflective of this feedback. For example, action was taken during the inspection to reconsider the timing of staff lunches during children's busy mealtimes. Staff deployment should continue to be monitored by the leadership team to ensure children's experiences and their individual strategies of support were effectively supported throughout the day. This would help identify where any additional support may be needed to help children reach their full potential.

There was a clear approach to identifying staff roles and responsibilities. For example, there was a staff rota for the responsibility for setting up and working within specific areas of the nursery. As a result, this helped staff identify what was working well and any areas for improvements to support children's experiences. Further consideration of these roles and having further staff deployed outdoors would help ensure that children's choices and experiences would be accommodated and supported quickly. This would also support the effective planning and extension of children's outdoor play experiences and learning (as outlined in How good is our setting? section of this report).

Feedback we received from some families outlined that they did not agree there was enough staff in the service and that there had been a lot of changes. Feedback included, "There seems to have been quite a lot of staff changes which can impact relationship building" and "I have a strong relationship with my child's

keyworker and other staff, not all". The service was reflective of this feedback and we discussed that families would benefit from having further information about the staffing levels in the setting. For example, whilst staff names and photographs were shared in the foyer, some staff had different working patterns and knowing who was in attendance each day and their role would further support relationship building.

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

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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