

Pinocchio's Children's Nursery - Gilmerton Day Care of Children

6 Ferniehill Road
Edinburgh
EH17 7AB

Telephone: 01316 643 276

Type of inspection:
Unannounced

Completed on:
23 January 2025

Service provided by:
Pinocchio's Children's Nursery Ltd

Service provider number:
SP2003002984

Service no:
CS2008174605

About the service

Pinocchio's Children's Nursery Gilmerton is registered to care for a maximum of 48 children aged between birth and entry to primary school.

The nursery is based in the Gilmerton area of Edinburgh. The building provides separate playrooms for the different ages and stages of the children attending. There are two designated outdoor play areas, one of which is used for the younger children and one which is set up to be more suitable for the older children's stage of development.

About the inspection

This was an unannounced inspection which took place on 20 January 2025. 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 with several children during their play
- reviewed comments from six families using the setting
- spoke with staff the manager and Operational Director
- observed practice and daily life
- reviewed documents

Key messages

- Children experienced mostly nurturing care and support from staff that knew them well.
- The service should continue to improve children's mealtime experiences with the older children to ensure they are consistently positive.
- Children's personal plans should be further developed with a focus on detailed support strategies. This would ensure children were supported to achieve their full potential.
- To ensure consistently positive experiences for children, quality assurance systems should continue to be further developed.
- Staff were beginning to work well as a team.

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?	3 - Adequate
How good is our setting?	4 - Good
How good is our leadership?	3 - Adequate
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?

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact on outcomes for children, key areas needed to improve.

Quality Indicator 1.1: Nurturing care and support

Children experienced warm and caring interactions. Friendly staff welcomed the children and their families, contributing to a positive ethos where children were settled and happy. Most staff were responsive to children's needs, helping to build their independence and confidence. Staff interactions were kind when supporting the younger children in their personal care, always respecting their dignity and privacy. Staff should be aware of some children in the butterfly rooms age and stage of development and ensure their expectation around behaviour were realistic and consistent.

Information had been gathered by staff to give a basic overview of each child. These documents made up a child's personal plan. Plans which had been developed for the children in the caterpillar room were detailed and included information for children who may require additional support. These were well maintained by staff, regularly reviewed and adapted as children's needs changed. The personal plans for children in the butterfly room needed significant work to ensure they were useful support documents. Some children should have plans developed that focus on detailed support strategies. These should be shared with staff and effectively monitored to ensure children achieve their full potential (see area for improvement 1.)

There was a mixed response from parents about daily information sharing with staff and through the Family app. Comments included "Every drop off and pick up is a great opportunity to discuss anything that's on our minds - and you feel that you can talk to any member of staff, not just her key worker" and "Staff open for questions in person, email or on Family app". However, another commented "Good communication and relationship with a few of the staff but have noticed recently that there's a few new members of staff at handover I have never seen before and they would be happy for me to walk out with no handover for the day". and "Development updates or photos of my child are irregular via the family app". More work was needed to enhance the quality of handovers and recorded updates on the Family app. This would support more informed and responsive care to meet each child's needs and interests.

Children in the caterpillar room experienced mealtimes which were unhurried, relaxed, and calm. Staff sat with the children to support them to eat and engage in conversations which supported their language and communication skills. Children in the butterfly room were provided with a rolling lunch where they could come for lunch when they were ready to do so. Children were familiar with the concept and staff were mindful to send children for an earlier lunch if they were hungry. The experiences provided at lunch time needed some consideration to ensure that all children were well supported during their meal. Some children did not get the assistance they needed to eat well at lunch time. Some of the food was not attractively presented to children and meaningful opportunities for choice and independence were limited. We have asked the manager and staff to evaluate the lunch experience for children, especially towards the end of the process where staff became increasingly task orientated.

Children's wellbeing was supported through sensitive arrangements for sleep, rest and relaxation. Staff followed younger children's sleep patterns from home to ensure a continuity of care. Older children slept on mats and were appropriately supervised, to ensure the wellbeing of the children, staff should ensure sheets were fitted over the sleep mats.

We asked the manager to ensure a clear auditing system around medication procedures is in place. This would support the service to ensure medication is stored appropriately and paperwork is fully completed, this would support the health and safety of children.

Children were kept safe because staff were aware of their roles and responsibilities in relation to protecting children. Systems were in place for sharing, recording and referring information. Staff were booked on training to update their knowledge, but until a course became available procedures had been discussed with staff. A staff member told us that the manager had "gone over child protection procedures, SIMOA and the types/signs of abuse with all staff as well as sourcing an online safeguarding course that apprentices and practitioners could take until the course became available".

1.3 Play and learning

Children across the setting had opportunities of chose to play indoors or outdoors during significant periods of the day. They were happy, having fun and enjoyed their time at nursery. Children were confident within their environment and able to move freely around the play spaces. To build on these opportunities we have asked staff in the caterpillar room to continue to evaluate the play spaces and environment. This would ensure younger children have the space to crawl, cruise and develop their walking skills.

Children had some opportunities throughout their day to lead their play. Some resources and activities allowed children to explore some of their interests. Most children were busy and engaged in their chosen activity. Children in the caterpillar room had a range of resources to support their developmental stage. However, resources and experiences within the butterfly room did not always provide children with sufficient challenge. As a result, there were times when older children were not engaged in sustained and meaningful play. Some play spaces were lacking resources, meaning there were missed opportunities for children to investigate and explore. Further assessment of the environment is needed to ensure toys and resources are easily accessible, organised and support children's choices and interests for their play and learning. Families shared that children enjoyed the nursery "The nursery go to a lot of effort to include different activities. Our child loves Boogie Beats and going for walks to the park and the library. They like the building area and going across to visit the baby room" and "Good role play, building structures, story time, dancing time".

Staff in the caterpillar room had worked hard to develop their observations and next steps which were recorded for individual children. Responsive planning was in place, this varied in quality with some next steps or evaluations not being completed, but the planning floor book clearly showed children taking part in a variety of experiences. The manager should continue to monitor and audit these to ensure consistency and quality.

The planning processes that staff used to support play and learning within the butterfly room was not up to date. Children's observations were not of a quality that evidenced significant learning or evaluated to support children's learning. To support and enable children to have fun and learn through more purposeful, high quality play experiences, strands of learning should be developed from and linked to observations, ideas and interests (area for improvement 2).

Staff in the butterfly room were cheerful and mostly engaged well with children. However, while their interactions were warm and caring, there were several missed opportunities for staff to use skilled questioning to support children's learning through meaningful conversations. The leadership team should continue to support staff to develop skills confidence and knowledge in supporting and extending children's play.

Areas for improvement

1.

To ensure that children's individual wellbeing is supported, the manager should develop an effective, personal planning approach. Each child should have a personal plan that is consistent with their individual needs and include clear detailed support strategies if required. Staff should ensure that these plans inform their daily practice, are followed accurately and evaluated to assess the impact on children's progress or wellbeing.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

2. To help children to reach their potential, the service should ensure that an effective cycle of high-quality observations, planning for play and identified next steps supports and meets children's individual learning and development needs. This would ensure they provide opportunities which support the learning, development and progression of all children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am supported to achieve my potential in education and employment if this is right for me' (HSCS 1.27)

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 experience a welcoming environment, furniture and equipment within the playrooms were of good quality. Children could access the outdoor area directly from the playrooms. However, at times throughout the day the butterfly room was cold. Staff should monitor the temperature of the playrooms to ensure the wellbeing of the children. Families agreed that children enjoyed spending time outside.

Children in the caterpillar room enjoyed playing outside and accessed resources that developed their skills in movement, balance, sharing and they were having fun. Staff had reviewed and evaluated the play space to ensure it met the wellbeing and developmental needs of the children. Staff should continue to review the environment as the age range of children attending included mobile and non-mobile children. Using good practice described in documents like "Realising the Ambition", "Voice of the Infant" and "Growing my Potential" will ensure the environment reflects suggestions in these documents to assess children's experiences.

Staff had reviewed the layout of the playroom for the children in the butterfly room and the space had been opened up to create a large, open plan space. This meant children could free flow between areas. Staff should continue to develop the play spaces indoors and out to ensure children were provided with opportunities to investigate and be creative during play. Consideration should be given to the resources on offer and how children could access them independently. Using good practice documents and environmental toolkits would support staff to assess the learning environment to ensure it supported children to be independent, have choice and to lead their own learning.

Staff and children followed good hand hygiene practices, children were encouraged to wash their hands and supervised by staff. Personal protective equipment (PPE) was used during personal care, which helped to reduce the potential for infection. Soft furnishings and bedding were changed and cleaned regularly. Continue to be mindful of the cleanliness of the resources.

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact, key areas need to improve.

3.1 Quality assurance and improvement are led well

The service recognised the importance of building relationships with families and actively sought their feedback through questionnaires, play and stay sessions, family app and parent forums. This had been used to develop and inform the service's improvement plan. Families commented "Been opportunities to feed into the plan however never been able to make the meetings myself" and "There are lots of opportunities to feedback to the nursery - the family app, suggestion boxes and boards, and the parents forum meetings have all been good". However, the children's committee had not met for sometime which meant the voice of the child was not be used to influence the service. The manager shared that now staffing arrangements were more consistent these opportunities would be improved.

Consistent management arrangements had helped bring stability to the service. Staff commented that they felt supported and they enjoyed working at the service. Comments included "my manager is always available for a chat as are senior management" and "the manager is approachable and I enjoy my job, we are a supportive team". Supporting wellbeing was a priority for the company who had provided training to all staff. Staff welcomed this and commented that it gave them "strategies to support ourselves as well as each other". Staff told us that they had monthly one to one meetings with the room seniors to check on wellbeing and if they needed further support or training this would be discussed and taken forward. This encouraged staff to feel valued and included in the service.

The manager had started the quality assurance process. However, due to staffing issues this had not been completed for some time and was having a limited impact on outcomes for children and families. Monitoring systems were not always consistently identifying or addressing issues especially around personal planning, children's play and learning experiences or a quality play environment for the older children. This did not support positive outcomes for children. The manager should develop and further embed quality assurance processes to ensure continued improvements were made and children experience a high-quality service (see area for improvement 1.)

There were opportunities for the team to share and reflect on practice. We recognise that changes within the team has impacted on the pace of change. Established staff members had responsibility for areas within the setting to support outcomes and experiences for children. For example, a staff member shared with other staff, their knowledge and passion about schematic play. To further embed a shared leadership across the team, it would be beneficial for staff to build on their professional development to support improvements.

Safer recruitment procedures were in place, for example the return of references and updated PVG's. The service should request a reference from the most recent employer. This would support the service to ensure that all checks are completed and staff are supported appropriately.

Areas for improvement

1.

To ensure the quality of children's experiences are improved, the provider should implement robust quality assurance processes, including self-evaluation, covering key areas of practice. This should include, but not be limited to, monitoring children's personal plans, children's play and learning experiences, monitoring of staff practice, and evaluating and improving the nursery as a whole.

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)

How good is our staff team?

4 - Good

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Quality indicator 4.3: Staff deployment

Staff were kind, caring and respectful towards the children, helping to support positive connections. Parents were very complimentary of the staff team. Comments included "All the staff are amazing, we have a great relationship with them all especially our little ones key worker" and "We have really strong relationships with the leads in each room and the longer standing members of staff. There was a bit of turnover in recent months and we're less familiar with some of the newer faces but we hear a lot about them from our child, who includes them when talking about their friends" and "The staff are really warm and friendly to all that are associated with the nursery. They work very hard to create a community feeling within the nursery especially Christmas parties etc. A good environment where my child is thriving and has made many friends".

The service shared with us that staff recruitment had been an ongoing challenge. Although recent vacancies had been filled, some newly appointed staff were still becoming familiar with children and going through their full induction. The manager was taking time to assess the skill mix across the setting to ensure that staff could share their expertise, carry out the mentoring of less experienced colleagues and help to support positive outcomes for children.

The service was appropriately staffed to meet adult-child ratios and the staff team worked to ensure all areas of the service were appropriately supervised and supported. Overall, the staff team communicated well with each other when they needed to carry out tasks or leave their designated area. Arrangements for unplanned absences were supported by effective systems to ensure children's needs were met. This helped to ensure that the supervision of children promoted safety and wellbeing. At times, quality of engagement for some children was not as effective as staff were focussed on tasks, for example, during lunch routines. This led to some missed opportunities to support and extend children's play and learning.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

Detailed evaluations

How good is our care, play and learning?	3 - Adequate
1.1 Nurturing care and support	3 - Adequate
1.3 Play and learning	3 - Adequate
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
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 iartras.

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 ਵਿੱਚ 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.