

Summerside Kindergarten Limited Day Care of Children

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Edinburgh
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Type of inspection:
Unannounced

Completed on:
20 January 2025

Service provided by:
Summerside Kindergarten Limited

Service provider number:
SP2014012304

Service no:
CS2014325935

About the service

Summerside Kindergarten Limited is registered to provide a care service to a maximum of 45 children aged from three months to those not yet attending primary school at any one time. No more than 9 are aged under 2 years.

The service is based in the Trinity area of Edinburgh, close to local amenities including parks, shops and schools. The main accommodation consists of three playrooms and enclosed garden. The service also has its own allotment, which children regularly visit. There are two cabins in the garden, one is called the "L'atelier" which is used for children's mealtimes and the other cabin is used as a staff room.

About the inspection

This was an unannounced inspection which took place on Thursday 16 January 2025 between 9:15 and 16:15. We returned to complete the inspection on Friday 17 January between 9:00 and 16:30. The inspection was carried out by one inspector 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 children using the service
- received online feedback from 19 families
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were happy and engaged in their play and actively led their learning.
- Staff knew children very well and worked closely with families to provide quality play and learning experiences.
- Staff worked in partnership with outside professionals to improve outcomes for children when they needed additional help.
- Snack and mealtime were well supported and gave children the opportunities to develop a range of skills.
- Indoor and outdoor environments were arranged to ensure children's comfort, safety and security.

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 key question as very good.

Quality indicator 1.1: Nurturing care and support.

Children were confident, happy, and engaged in their play. They experienced warm, caring, and nurturing approaches from staff who took a genuine interest and chatted with them during play. This helped children feel valued and loved. All parents who completed our online survey, and parents we spoke with during the inspection told us they were very happy with their child's care. Parent comments included, "Summerside is lovely, a proper community feel".

Staff knew children well and cared for them sensitively in line with their care needs. They welcomed them warmly and chatted to them about their home life. For example we saw staff chatting with some children at the lunch table about new babies in their families. This led to other children joining in and sharing their sibling news. This helped them feel respected and included.

Staff welcomed parents into the service while their children settled. This created a warm ethos that encouraged strong relationships and attachments for children. Parents told us they had a strong connection with the staff caring for their children and comments included, "The staff are caring, dedicated, and attentive, creating a nurturing environment where my child feels safe, happy, and excited to learn".

Children's needs were supported by effective personal plans which ensured staff caring for children had a clear overview of their individual needs and preferences. They were completed in partnership with parents and regular consultations and reviews had taken place. This meant parents were fully involved in their child's care. Children with specific needs had more detailed plans. These provided clear guidance on strategies and techniques to support and promote consistent care. For example, the use of signalong, visual timetables and up, up, and away, a resource to support and target literacy. Parents told us they were involved in reviewing personal plans and comments we received included, "The support my child has received in learning new skills has been incredible, it's clear the staff are experienced and dedicated to the commitment behind setting targets and next steps."

The service demonstrated an inclusive approach to children's rights. Children were empowered to share their understanding of their rights through the use of the wellbeing indicators and 'wellbeing buddies'. For example children confidently told us "wash hands and be a healthy Henry" and "Stella keeps you safe". This fostered a supportive learning environment.

There were very good processes for supporting children's medical needs through effective and well documented medication administration and recording of medical plans. Staff knew the procedures well and were confident in administering medication safely. This supported children's health and wellbeing.

Mealtimes were calm, relaxed, and unhurried experiences for children. They had lots of opportunities to be independent and make choices. They confidently poured their drinks, prepared, and served their own food, developing important skills for life. Staff sat with children to supervise their safety while eating and support them to have a positive social experience. Staff were knowledgeable of how to keep children safe and ensured any dietary needs were met.

Quality indicator 1.3: Play and learning.

Children benefited from a variety of play and learning opportunities both indoors and outdoors. This meant that they could lead their own play and make choices from a range of experiences. For example, opportunities were available for children to learn about numbers, shapes and experiment with colours.

Staff set out resources attractively to spark children's curiosity imagination, thinking, and develop their skills. For example, block play areas and home corners were rich in real life and loose part resources. Children used these well to extend their imagination. Additionally, staff sang with children and read stories throughout the day in all playrooms. This meant children benefitted from staff who facilitated learning experiences that supported their wellbeing and enhanced their skills.

Planning approaches were child centred and followed children's interests. For example we saw children's interest in the night sky and winter animals. There was a balance of intentional promotions and spontaneous learning documented. Floor books were used to capture children's interests, including what they had learned, and what next steps were identified to extend learning further. Staff encouraged children to talk about their learning and what they wanted to know more about. This ensured that targets were meaningful to children and that they would be motivated to achieve. Staff planned experiences weekly in response to children interests and stages of development. They had areas of responsibility within the plan and met weekly to discuss planning for individual children. This supported staff to gather children's progress, highlight achievements and plan next steps. As a result, children were making good progress.

Staff had developed opportunities for literacy and numeracy within play experiences, to stimulate children's curiosity. For example, notebooks and pencils in all areas. Resources, displays and conversations highlighted the importance staff placed on encouraging children to be curious and explore literacy, numeracy, and mathematical concepts.

Learning Journals captured significant events, observations, progress, achievements, and reflection points. These were shared with parents through an online digital platform, which meant they felt included in their children's learning experience in nursery. Overall, we found learning and development was tracked to establish children's progress and support their continuous learning.

Respectful and trusting relationships with families supported them to be meaningfully engaged in their child's learning. There were a variety of ways families could join in with their children's play and learning. Parents had been invited into the nursery as part of a programme of play and stay sessions. Some parents told us they had enjoyed these sessions and would like them more regularly.

Children's opportunities were enhanced through very good connections with the wider community. These included visits to local parks, the library, forest school sessions and spending time at the nursery allotment. Parents told us "I love all the outdoor learning the children do and the allotment. I think they give children excellent experiences, and I am so happy to have my child attend Summerside".

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 that was warm, well-furnished, and comfortable. There was also plenty of natural light and ventilation to support children's wellbeing. Children's safety was maintained by a secure entry system to the building and the garden was fully enclosed. The entrance area displayed photographs and information for parents, and children had access to their own space to store their personal items. This helped promote a sense of belonging.

The playrooms were clean, tidy, and uncluttered. Quiet spaces were available to support children's wellbeing, for example, cosy corners and story areas. These helped children to relax and self-regulate. Children had access to a range of resources that were well-organised and encouraged exploration and fun. For example shop play and painting activities. There was ample space for children to extend their learning and interests with their chosen activities, for example, building bricks, animals and house play. Staff told us they made changes to suit the changing interests and needs of children.

Infection control practices minimised the potential spread of infection, supporting a safe environment for children. The nursery was clean, and handwashing took place regularly. Nappy changing areas were clean, with protective personal equipment (PPE) being stored appropriately. We found staff at times were using the children's toilet in the pre-school room. We discussed with the service how this should be solely for children's use. This was actioned immediately, and staff were made aware of alternative toilet facilities.

The outdoor space enabled children to be independent, direct their own play and supported them to be active and healthy. For example providing physical opportunities, including swings a climbing frame and a large brick area with planks and boxes. These supported children's strength and balance and stimulated their imagination. We discussed with staff the mud kitchen would benefit from further provocation to support further curiosity and creativity.

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 management team were friendly, approachable, and engaged well with the inspection process. Staff told us they felt well supported by the management team and found them supportive and approachable. One staff member told us "We have a strong team and there is a positive feeling within the setting which makes it a nice workplace".

Involving families in the life of the nursery helped build mutual respect and trust and provided an insight into the types of experiences and learning children were offered. This meant that parents and carers could continue their children's learning at home. The staff and management team used various methods to communicate with families. This included newsletters, online apps, social media, and wall displays. Parents commented positively on the communication and relationships they had with staff and management.

The improvement plan in place was reflective of the current priorities and needs within the setting. These included supporting mathematics, numeracy, communication and literacy. Staff told us they had been involved in the development of the plan however were not always up to date on progress. The management team should continue to revisit the plan with all staff to ensure a team ownership of improvements within the service.

Quality assurance systems were well organised and supported ongoing improvement. Systems and practices were regularly monitored by the leadership team and reflected upon by the whole team. Regular meetings gave staff opportunities to talk about successes and achievements, discuss any individual children's needs and next steps, and reflect on practice. Children's learning environments were reviewed regularly by staff, who consulted with children to ensure play and learning areas met their needs and interests. Staff told us they were keen to further support ways of engagement with families to inform the ongoing improvement and development of the service.

In line with the Care Inspectorate, 'Records that all registered children and young people's care services must keep and guidance on notification reporting' the service should ensure the Care Inspectorate are informed of notifiable events, such as safeguarding of children in a timely manner. This would enable the Care Inspectorate to offer the appropriate support and guidance to the service.

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 key question as very good.

Quality indicator 4.3: Staff deployment

Children benefitted from a nurturing, caring and dedicated staff team who were warm and responsive in their approach. Staff spoke positively about team working and that relationships in the team were strong. Parents told us "The staff are fantastic, very involved and personable" and "Amazing friendly staff, attentive care, activities and opportunities for development".

The nursery was appropriately staffed by a very committed staff team. This helped to ensure that every child received high quality care and learning experiences and they were kept safe. Staff were deployed appropriately throughout the day. Busier times of the day, such as staff lunches, did not impact on experiences for children as this was supported by the management team if needed. This ensured children were supervised and were still offered support as needed.

Staff members were supported and encouraged to take on more responsibility and leadership roles, which helped them to develop their knowledge, skills, and confidence. For example, health and wellbeing, nurture and literacy. Staff were enthusiastic and motivated to continue their own learning and development as well as cascade their learning to their peers in order to improve outcomes for children and families. For example the service had introduced temporary room swaps for staff. This gave opportunity to share ideas and reflect on practice.

Communication and team working enabled consistent approaches and continuity of care for children. Daily updates provided opportunities for 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 which allowed all staff to feel informed and included in decisions and development areas.

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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