

Kidzcare @ Grange Loan Nursery Day Care of Children

133 Grange Loan
Edinburgh
EH9 2HB

Telephone: 01316 684 099

Type of inspection:
Unannounced

Completed on:
18 February 2025

Service provided by:
Kidzcare Ltd

Service provider number:
SP2003002918

Service no:
CS2005111253

About the service

Kidzcare @ Grange Loan Nursery is provided by Kidzcare Ltd and is registered to provide a care service to a maximum of 104 children aged 0 - 5 years.

The nursery is located within the grounds of Astley Ainslie Hospital in Edinburgh and close to local amenities including parks, shops and schools. The accommodation consists of three separate units. Each unit consists of a kitchen area, staff toilet, children's toilet/nappy changing facilities and office space.

About the inspection

This was an unannounced inspection which took place on Thursday 13 February 2025 between 9:00 and 17:00. We returned to complete the inspection on Friday 14 February between 8:45 and 15:15. 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 12 families
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced nurturing care and support from staff who knew them well.
- Children were supported to lead their own play and have fun.
- Personal plans were completed in partnership with parents which ensured that children's supports were tailored to their individual needs.
- Management and staff had a clear vision for the development of the service and were passionate and committed to drive forward improvement.
- Staff deployment could be further considered at busier times of the day to ensure children consistently benefit from quality care.

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

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|--|---------------|
| How good is our care, play and learning? | 4 - Good |
| How good is our setting? | 4 - Good |
| How good is our leadership? | 5 - Very 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 were happy and relaxed, having fun and engaged in play. They experienced kind, caring and positive interactions from staff which created a welcoming and nurturing environment. They were offered physical comfort and reassurance, with warmth and affection from staff. This helped them to feel safe and secure. Parents told us "The staff are excellent, and the environment is marvellous for the children, "and "It feels like family and that my child is looked after and cared for very well".

Children's emotional wellbeing and resilience was supported through trusting relationships with staff. They were encouraged to share and manage how they were feeling throughout the day and express their emotions. This was supported with the 'colour monster' book. For example, when staff were discussing the topic of being sad one child responded with "You can hold their hand to make them happy". This helped support the development of emotional literacy, empathy, and communication skills.

Effective personal planning supported children's needs which ensured staff caring for children had a clear overview of their individual needs and preferences. Key information was gathered, for example, health needs, sleep routines, dietary requirements and children's interests. Staff worked in collaboration with other professionals to identify strategies of support tailored to children's individual needs. They effectively used these strategies which meant children experienced care and support which was right for them. Regular consultations and reviews with parents had taken place which enabled them to be fully involved in their child's care and provided a continuity of care between the service and home. Parents told us "Staff are good at planning for the next stage in development and regularly look to update goals".

There were 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.

Staff had a good understanding of safe sleeping guidance and ensured that children's individual routines were respected. This meant that children were supported to rest and relax, promoting their wellbeing. Staff were responsive to children and often rocked them to sleep. We discussed the benefits of encouraging children to self soothe as it helps them to calm themselves, sleep independently and can help better sleep quality.

Mealtimes were mostly calm, relaxed, and unhurried experiences for children. Staff sat with children to supervise their safety while eating and supported them to have a positive social experience. Staff were knowledgeable of how to keep children safe and ensured any dietary needs were met. Mealtime routines provided children with the opportunity to learn new skills, encourage confidence and independence. For example, learning to self-serve their foods and pour their own drinks. Staff could become at times quite task focussed during transition periods, for example at the end of mealtimes or when there was a change of group in the dining area. This could make children unsettled. Staff told us that transitions had been highlighted as an area of improvement, and they were identifying ways to improve transitions and children's overall positive experiences.

Quality indicator 1.3 Play and learning.

Children benefitted from a range of play experiences and activities that supported their development and interests. They were happy and having fun as they independently explored the activities and were curious and purposeful in their play. Parents told us their children enjoyed lots of fun activities including craft experiences, sensory and messy play. One parent told us "There is barely a day passes without them coming home covered in some sort of sensory goo".

Staff showed enthusiasm in their interactions with children and showed their play experiences and ideas were valued. Staff should continue to develop their skills and confidence in extending children's learning through meaningful conversations. This should include effective questioning techniques to promote deeper thinking during play. Staff training on use of language and questioning would further support enhancement to challenge children's learning.

Literacy and numeracy opportunities were provided through routines of the day. For example, storytelling and songs. Children could look at books and shared stories with staff throughout the day. Dough making and baking activities encouraged the use of units of measurement and mathematical language, such as more and less. We suggested the use of recipe cards to enhance children's experiences, independence, and use of environmental print.

Planning approaches were child centred and following children's interests and voices. We saw children enjoying and engaged with the theme of 'under the sea' which included pirates and hidden treasure. Floor books were used to record children's experiences and allowed them to revisit their learning. Regular observations were used to highlight children's progress, achievements and to identify next steps. These were shared with families through an online platform. Comments from parents included "We get lovely observations on the learning journals". We discussed with staff that some parents told us they would like to see more frequent updates of their child's experiences and more consistency across rooms.

Children's opportunities for play and learning where enhanced through strong connections within the community. The service had made good use of local space, using local parks, and the library to support children's knowledge and understanding of the world around them. Parents told us "The access to outdoor learning experiences is great and what attracted us to this nursery in particular".

Regular forest school sessions held in the grounds of the setting helped children build new skills and develop a respect for nature. They had opportunities to explore and take part in risky and adventurous play in the woods, for example tree climbing. This provided children with opportunities to push their own boundaries, problem solve and build self-confidence.

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 which was warm, well-furnished, and comfortable. There was plenty of light and ventilation to support children's wellbeing. The entrance areas displayed information for parents, and children had access to their own space to store their personal items. This

helped promote a sense of belonging. Parents told us they felt "warmly welcomed into the setting".

The setting was safe, secure, and well-maintained. Children had daily access to the garden and as the fences were fairly low vigilance was always needed. Staff worked together to ensure that children were always accounted for, undertaking regular headcounts, such as when children moved between inside and outside, and when they arrived and left the setting.

Children had access to a range of resources that encouraged exploration and fun. For example, house play and painting activities. There was space for children to extend their learning and interests with their chosen activities, for example, building bricks and construction play.

Children enjoyed access to outdoor play where they could explore physical and messy play activities. However, further provocation and resources in some areas was required. We discussed the addition of natural resources in the mud kitchen to extend opportunities of imagination and curiosity.

Infection and prevention control supported the safety of the children through practices such as good hand hygiene. Staff and children washed their hands well at key points throughout the day. Nappy changing areas were clean, with personal protective equipment (PPE) being stored appropriately. In the nappy changing area for under two's there were two changing mats in close proximity to each other. We discussed ways to minimise the spread of infection as well as promote children's privacy and dignity. This included the screening of the newly installed door which led into the nappy changing room.

How good is our leadership?

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.

3.1 Quality assurance and improvement are led well

The management team were friendly, approachable, and engaged well with the inspection process. A newly created post within the management team provided an additional focus on staff learning needs and curriculum-based support. Staff told us the manager had an open-door policy, and they felt well supported by the management team and found them approachable.

Parents told us "The staff and manager are attentive to our family needs" and "The manager is very open about discussion of the service and is clear about what goals the nursery has set to improve".

Children and families experienced a welcoming, warm, and inclusive environment. Effective methods of communication, such as social media, newsletters, and parent feedback surveys supported parents to be included in evaluating and informing improvement. As a result of monthly planning topic ideas from parents, a litter picking plan was in place for Portobello beach and 'saving our seas'. This demonstrated how families' views and suggestions were valued and respected. Parents told us they enjoyed talking to groups of children about the jobs they do, and organised parents get together. Parents shared with us "we're a real community".

The service had developed an improvement plan, identifying key priorities to support improvement. These included transitions, personal planning and outdoor play. Staff had a good knowledge of these priorities, and we could see in practice how improvements were being made. For example, the development of personal plans and staff training opportunities in outdoor play and learning.

Quality assurance systems were well organised and supported ongoing improvement. Systems and practices were regularly monitored by the management team and reflected upon by the whole team. Quality assurance processes ensured children experienced good quality care. For example, the management team audited medication, planning, and accidents and incidents regularly. Staff were involved in self-evaluating their service to highlight strengths and identify areas for further development. As a result, this informed positive experiences and outcomes for children and their families.

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.

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 were warm, nurturing, and caring. They worked well together to create a welcoming environment for children and families. This helped to create a positive atmosphere for both staff and children. Parents told us "Staff are friendly, welcoming and professional. The level of care they provide is fantastic".

The nursery was appropriately staffed, and staff were suitably deployed throughout the day to meet children's needs. Staff communicated regularly about children's individual needs and when a task took them away from their post, such as supporting toileting needs or following children's interests. The management team supported staff by spending regular time on the nursery floor. They should continue to review staffing over busy times of the day, including mealtimes to ensure all children's individual needs are met.

There was a mix of staff skills and knowledge across the service. These skills helped staff to observe children and appropriately identify how to enhance their development. For less experienced staff, there were opportunities for role modelling and to come together as a team to support professional dialogue and effective practice.

The service had an effective approach to staff training and meetings. These gave staff opportunities to reflect on priorities and plan for ongoing improvements. Most staff had completed mandatory training of child protection, food safety and first aid. They were also encouraged to build further skills and knowledge in areas of individual interests, these included outdoor play and learning, with a focus on forest school experiences for children.

Staff were safely recruited and were well supported by the induction process. A peer mentoring system helped new staff settle into their role and staff told us they felt more confident caring for children as a result. Staff told us the induction had been thorough and helped them to understand their roles and responsibilities to feel confident in their role and caring for children.

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

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| 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? | 5 - Very Good |
| 3.1 Quality assurance and improvement are led well | 5 - Very Good |
| How good is our staff team? | 4 - Good |
| 4.3 Staff deployment | 4 - Good |

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