

Flora Stevenson Primary Day Care of Children

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Type of inspection:
Unannounced

Completed on:
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Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Service no:
CS2003017026

About the service

Flora Stevenson Primary nursery class is provided by City of Edinburgh Council. It is registered to care for up to 60 children from three years to those not yet attending primary school.

The service is provided from a purpose-built building within the primary school grounds. There are two playrooms both having access to an outdoor area. There is a large cloakroom area and rooms available for other activities and meeting parents. Children can access other areas of the school such as the gym hall. The service benefits from good transport links and local amenities.

The service operates during the school term only between the hours of 08:30 and 15:05 Monday to Thursday and 08:30 and 12:10 on Friday.

About the inspection

This was an unannounced inspection which took place on 10 March and 12 March 2025 between 09:30 and 16:00. 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.

This inspection was part of a pilot to test the 'Quality improvement framework for early learning and childcare sectors' developed jointly with Education Scotland. Because this inspection was part of a pilot, no new evaluations (grades) have been awarded.

During this inspection we:

- spoke with ten children using the service and gathered feedback from eight of their families
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Values were embedded into staff practice which meant children had positive relationships with the staff team and their peers, helping them to enjoy their time at nursery.
- Children could safely access play opportunities indoors and outdoors as staff knew their needs and preferences well.
- Children, families and staff helped to develop the service which meant that the service was supported to meet children's needs.
- Quality assurance processes should be further developed to ensure that progress can be measured and monitored.
- The service should review their security and infection control measures to ensure that these consistently provide children with a safe environment which promotes their wellbeing.

Leadership

Quality indicator: Leadership and management of staff and resources

The vision, values and aims were linked to children's rights and developed with the staff team. The aims were shared with families helping them to know the kind of care to expect for their child. Children were sensitively supported to realise the vision through kindness, respect and responsibility. Values were embedded into staff practice and we saw that where these were not being supported through staff conduct the service took action to address this to support positive outcomes for children. Overall, children were cared for within a positive ethos where staff aspired to support each other to benefit children.

The priorities for the service were developed with input from parents, children and staff and were helping to support equity in the service. Improving children's experiences were central to improvement planning. Delegated leadership opportunities for staff were supporting them to build confidence and skills. For example, staff had accessed language training which was supporting children's language development.

Quality assurance was planned using a calendar to ensure that staff and families had opportunities to review and shape the service and target specific areas of practice across the year. This was at the early stages of aiding continuous improvement. The service could further consider the cycle of improvement in planning. More could be done to clarify how the service will know if the improvements have been successful in achieving their aims. For example, how will they know if the embedding of quality interactions for children has been successful and how will they measure progress towards their aim.

Conditions had been created where some families felt confident sharing feedback on the service and on staff practice. This was used to support improvements. The service should explore how to further welcome parents into the service to build relationships and equip them to participate fully in their child's learning and in the service improvement planning. Engagement should be monitored to ensure that all families are able to contribute.

Induction processes showed that key areas were discussed with staff helping them to feel equipped for their roles. The induction processes could be further developed to share how skills have been assessed as part of the induction process. This would support planning for training opportunities to develop practice. Staff told us they felt supported by leaders and other staff when starting in their roles and after their induction period finished.

While the service had notified us of some events, we were not notified of others until discussed during the inspection which was out with timescales. The service should review this to ensure that all notifiable events have been completed in line with 'Early learning and childcare services: Guidance on records you must keep and notifications you must make'. This would ensure the service is adhering to regulatory requirements as a registered service.

Quality indicator: Staff skills, knowledge, values and deployment

Staff were sitting with children supporting their play well and helping them to explore ideas and learn new skills. Interactions were positive, warm and familiar, which helped to build children's confidence to seek staff out and engage in play and conversation.

During snack and lunch times staff sat with children to support them to build social skills and role model good eating habits, helping them to build positive relationships with healthy eating. However, staff were also carrying out practical tasks which distracted them from supervision of children. This raised the risk of a child choking while eating going unnoticed. The service should continue to build on the snack experience to consistently ensure safety and empower children to gain self-care skills.

Staff were supporting children well in the outdoors where there were some riskier play opportunities. We saw staff build children's resilience during these activities, empowering children to make decisions about risk and only stepping in when children needed them to. For example, when climbing trees and while creating climbing and balance areas from loose parts.

Staff had accessed a variety of training opportunities supporting them to develop their professional practice. They used their new knowledge to develop their leadership roles and share ideas with their peers. More could be done to evaluate how the training has improved children's experiences and outcomes. Consideration could be given to developing a training plan and linking it to the improvement priorities for the service.

Staff were reflective practitioners who discussed how to meet individual needs and how to develop the service in line with best practice guidance and priorities for the service. Records of meetings could be further developed to ensure progress on any identified actions.

Staff received one to ones annually, these showed a recognition and celebration of strengths. Where practice improvement had been identified, this had been followed up with individuals. More could be done to clarify improvements, timescales and how progress will be measured to support staff to further develop their skills.

Staff were available in sufficient numbers to ensure that ratios were met. Staff breaks were well organised to ensure that children were supervised effectively at these times. For example, rolling lunch was supervised by enough staff and children were able to access all areas for play in and outdoors. Staff communicated well with each other to ensure that children were safe and had a consistent level of care across the day.

Children thrive and develop in quality spaces

Quality indicator: Children experience high quality spaces

Children's needs had been considered when designing the space to allow them to access many experiences. A range of play types in and outdoors were supported. The play opportunities had been developed across the two playrooms helping children to access a rich variety. This was supporting children to be independent and lead their own learning.

Children flowed naturally between indoors and outdoors confidently. The outdoor area had been developed to help children that preferred to play outdoors to access more traditionally indoor experiences. For example a newly developed craft space, helped children to paint and draw outside.

At times some areas were not inviting children in to play. Further consideration should be given to support staff to reset areas and ensure that these consistently provide children with attractive play spaces which are inviting and provoke curiosity. For example, continue to develop open-ended and real materials indoors to add depth to children's experiences. Consideration could also be given to developing the cloakroom area to provide children with an inviting space, for example a quieter indoor space to allow children to self-regulate.

Responsive planning was used to ensure the environment offered children the opportunities they needed to develop their own interests and learning.

Some resources reflected the different family types and cultures of children in the service. For example, a variety of books allowed children to see diversity. This could be further developed in other play spaces.

Riskier play was supported well in the outdoor area with children accessing loose parts and developing opportunities for climbing and balancing. However, we saw missed opportunities to support children to explore risk and minimise it indoors. Overall children were kept safe through staff communication, secure entryways and ongoing vigilance.

Part of the fence had been knocked down by a large tree during the last storm. This area had been secured with a large fence which would help to keep children safe. However, some further risks were identified in the garden space, for example low fences, gaps in the perimeter and loose parts which were stacked beside the fence. Consideration of the security of the whole perimeter should be undertaken promptly to ensure that a consistently safe space is maintained (see area for improvement 1).

Staff were following infection prevention and control guidance around handwashing before meals and with personal care. There were some issues which meant that infection prevention was not effective. For example, the door to the toilets which is beside the snack area was wedged open, and children were not washing their hands after meals and often lifted bin lids to dispose of handtowels. Some cleaning items like mops were stored in playrooms and toilet areas. These should be stored out of reach of children. Monitoring of the environment had highlighted a smell of urine in the toilets which had not yet been addressed and some walls and surfaces in general were scuffed, marked or dusty (see area for improvement 2).

CCTV was operating around the nursery. Consideration should be given to share how this is managed with families to ensure that they are well informed about their rights around data protection. For example, signage at the entrances of the service and sharing the current policy around this.

Children's personal information was stored securely in the service. Systems were in place which supported staff to keep children safe and these were stored in a confidential way.

Areas for improvement

1.

To ensure children have a consistently safe place to play, the service should review security measures. This should include, but is not limited to:

- reviewing the garden perimeter fencing and walls
- considering how families access the nursery
- reviewing the risk assessments and staff deployment with consideration of the risks identified during this inspection.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My environment is secure and safe' (HSCS 5.19).

2.

To ensure children's safety and wellbeing are promoted effectively, the service should enhance infection prevention and control measure and address maintenance issues. This should include, but is not limited to:

- addressing general maintenance issues, like cleaning and painting walls
- reviewing infection control measures to prevent the spread of infection
- reviewing children's use of bins and handwashing after mealtimes.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.24).

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

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