

Broughton Primary School Nursery Day Care of Children

132 Broughton Road
Edinburgh
EH7 4LD

Telephone: 0131 556 7028

Type of inspection:

Unannounced

Completed on:

17 January 2019

Service provided by:

City of Edinburgh Council

Service provider number:

SP2003002576

Service no:

CS2003017014

About the service

Broughton Primary School Nursery is registered to provide a care service for a maximum of 50 children at any one time aged from three years to those not yet attending primary school.

The service is situated within the Broughton area of Edinburgh and is close to bus routes and local amenities. The nursery accommodation is located in a building in the grounds of Broughton Primary School and consists of a hallway, two main play rooms (Bluebell and Daisy rooms). There is also a third room (Oak room) that children accessed for group time which also could be used by parents, toilet facilities and an office area. There is also access to a fully enclosed garden area for outdoor play.

On the first day of the inspection, there were 30 children in attendance in the morning session and 28 children in attendance in the afternoon. There were 12 children attending the nursery full-time.

The head teacher is the named manager on their certificate of registration but the deputy head teacher has day-to-day responsibility for the service.

The aims of the nursery were the aims of the school and included:

- A caring, happy and secure environment
- An engaging and challenging curriculum
- Everyone supported to achieve their potential
- Respectful and inclusive community.
- Working together and valuing partnership.

We check services are meeting the principles of Getting It Right For Every Child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. There are eight wellbeing indicators at the heart of Getting It Right For Every Child. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included.

What people told us

Eighteen Care Standards Questionnaires were sent to the service for parents and carers prior to the inspection. Eight completed questionnaires were returned to us. Parents and carers responses were in the main positive about the service they and their child received.

Responses to some of the questions indicated that parents weren't aware

- If staff regularly assessed their child's learning and development.
- If staff asked for their child's views about activities and outings and use them to plan future activities.

Written comments from parents included:

- "My child enjoys going to nursery, however I am often unclear about what he has been doing and the learning objectives. However the teachers are very approachable, caring and enthusiastic with the children and I am overall happy with the nursery".

- "The nursery has improved a lot this year, I can see more toys outside, they do more activities and are encouraged to be creative. Although I understand that there are a large number of children I would like to be more informed about what they are doing/focusing on. It would be great if there were more opportunities to

discuss my child's progress with a key worker or the nursery teacher. The e-learning is a good tool but there are not a lot of postings".

- "Staff work well, I don't have any complaints."

- "My child loves going and we are impressed by how much he learns there".

We discussed this feedback with the head teacher and depute head teacher who agreed to take steps to improve communication and how they shared information with parents about their child's learning.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	4 - Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

Staff understood the importance of building relationships with parents, suggesting they recognised the need to work in partnership with parents to support the children in their care. . Parents met with the nursery teacher for an in-depth intake meeting, so that the nursery could discuss the needs of the child and family. This meant that staff had the information required to meet the needs of children. The settling in process was tailored to the needs of the individual child and family. Parents told us "Staff discussed the plan for settling in, the induction was very good. They told us all about the nursery and what happens. They were very welcoming and excepting of our families multiculturalism. I feel very happy to leave my child".

Children's e-learning journals had observations specific to the individual child based on their learning in curricular areas. We saw floorbooks which recorded examples of how children's ideas had been facilitated by staff, which supported children to lead their own learning. The floorbooks were also an opportunity for children to revisit their learning, which contributed to them becoming confident and enthusiastic learners.

The nursery acknowledged the diversity of the parents and children who used the nursery through the celebration of their culture, religion and language. Many children attending the service had English as an additional language. Staff told us that parents shared key phrases with them to allow them to communicate with children. Parents were invited into the nursery to read stories and celebrate festivals. Parents spoken with told us that they felt excepted, included and respected.

A wide variety of activities and experiences ensured children were engaged and motivated to learn throughout the sessions. These included resources to: stimulate creativity, such as dressing up, role play, art activities, musical instruments; literacy was introduced through story sacks and a book corner; senses were stimulated through heuristic play, sand and water play. There were opportunities for numeracy and literacy throughout the

nursery, both indoors and outside. There were lots of child friendly spaces, including in the corridors which provided freedom of movement and choice for children.

Throughout the day children had free-flow access between the indoor and outdoor environment. This access contributed to them being active, healthy and independent. The nursery had identified that the development of more loose parts play would benefit children. 'Loose parts' are materials that can be moved, carried, combined, redesigned, taken apart and put back together in multiple ways. They can empower children's imagination and creativity as well as encouraging them to explore and manage risk. We agreed with this area of development and were confident the nursery would continue to embed this approach.

Children were encouraged in self-help skills which contributed to their autonomy. Children were nurtured, achieving, and included as the motivated staff team worked very well together. They ensured their approaches were consistent and effective.

Staff had attended training to enable them to meet the needs of children and families. There were plans in place to start a PEEP group with parents. PEEP groups promote the role of parents and carers as their child's first and most important educator. Staff confidently discussed the improvements which they were planning, this included the introduction of more loose parts and increased opportunities for numeracy and literacy in the outdoor areas.

The nursery staff team had worked well together to adapt to the changes in staffing and management as well as caring for children with full-time places. It was evident through our observations and discussions with the staff team that they were continuing to assess how they could provide the right care for all children.

What the service could do better

During the inspection, we discussed with the nursery team that parents had expressed that they would like to receive more feedback about their child's day.

The nursery team should review the way in which they record children's learning. They should ensure that children's progress is promoted through the use of meaningful observations and appropriate next steps. This would support children to make greater progress in all areas of their learning and development.

We discussed the nursery's approach to self-evaluation. Self evaluation documents should be live documents which are constantly changing and evolving and staff, parents and children should be involved.

In order to ensure that children consistently experience positive outcomes the nursery should review the use of 'circle time' and 'gather time' as children's play is often interrupted by the routine of the day.

To ensure children have their needs met effectively the nursery should consider the opportunities for full-time children to have a rest or sleep.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

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

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

Recommendation 1

Written risk assessment information should be developed to outline potential risks and the action taken to minimise any issues for the environment. Nappy changing procedures should be developed to outline staff practice.

National Care Standards, Early Education and Childcare up to the age of 16:-

Standard 2 - A safe environment.

Standard 3 - Health and Wellbeing.

Standard 14 Well-managed service.

This recommendation was made on 27 April 2016.

Action taken on previous recommendation

The service had written risk assessments for the outdoor area and written a nappy changing policy, therefore This recommendation has been met.

Inspection and grading history

Date	Type	Gradings								
5 Feb 2016	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>5 - Very good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>5 - Very good</td> </tr> </table>	Care and support	5 - Very good	Environment	5 - Very good	Staffing	5 - Very good	Management and leadership	5 - Very good
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17 Jun 2010	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>5 - Very good</td> </tr> <tr> <td>Staffing</td> <td>Not assessed</td> </tr> <tr> <td>Management and leadership</td> <td>Not assessed</td> </tr> </table>	Care and support	5 - Very good	Environment	5 - Very good	Staffing	Not assessed	Management and leadership	Not assessed
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