East Green Nursery and Out of School Club
Day Care of Children

RBS Buildings
High Street
Earlston
TD4 6BU

Telephone: 01896848800

Type of inspection:
Unannounced

Completed on:
6 February 2024

Service provided by:
East Green Nursery and Out of School Club Committee

Service provider number:
SP2003001997

Service no:
CS2003009275

About the service

East Green Nursery and Out of School Club is registered with the Care Inspectorate to provide a care service to a maximum of 24 children from age 2 years up to entry to S1 at any one time.

The nursery is partner provider with the local authority to provide funded places for children aged between three and entry into primary school. The service operates term time only.

The nursery and out of school share premises in the centre of Earlston in the Scottish Borders. Children use two large play spaces and an enclosed outdoor area to the rear of the building.

About the inspection

This was an unannounced inspection which took place on 30 January 2024 between the hours of 10.15 and 16.15. 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 several children using the service and gathered views from four parents who use the service.
- Spoke with staff and the manager of the service.
- Observed staff practice and the daily experiences for children.
- Reviewed documents and procedures used in the service.

Key messages

• Children experienced nurturing and caring interactions from staff.

• Children's right to play was promoted as they led their learning.

• Children were supported to reach their potential at a pace that was right for them as staff worked with their families.

• Children made progress in literacy and emotional wellbeing through creative and engaging play experiences.

• Staff engaged in regular self-evaluation for improvement to ensure they continued to provide high quality learning.

• Staff showed commitment to continuous professional development to support positive outcomes for children and families.

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 and families experienced warm and nurturing care and support from a committed team. Staff were calm and caring when interacting with children and knew their individual needs and preferences. As a result, children were happy and engaged and their routines were well managed. One parent commented "this is a lovely nursery".

Personal plans were in place and updated regularly to ensure the wellbeing needs of all children were met. Detailed care plans were also in place for children. Regular meetings ensured the principles of 'Getting it right for every child' were followed. This meant everyone was clear about their role and responsibilities to support children to make progress at a pace that was right for them. One parent commented "staff are brilliant and my child is very settled".

The service had established a rich mealtime experience that promoted children's independence and encouraged them to eat well. We observed this routine to be a time for children and staff to connect and enjoy talking together. This experience promoted engaging conversations, supported children to develop confidence and independence as they had ownership of the routine. Mealtimes were well planned, unhurried, and relaxed. Staff continued to reflect and evaluate the experience to ensure children continued to have the opportunities to develop independence and life skills. For example, a rolling snack programme had been introduced and this allowed children to have their snack at a time that suited them.

The service had systems in place for the administration, monitoring and storage of children's medication. This offered assurance that the healthcare needs of all children were met.

Quality indicator 1.3: Play and learning

Children were actively leading their play and learning through a balance of planned and freely chosen activities. They talked confidently about their learning. This was documented in children's learning journeys. The service was in the process of implementing the Family App and all staff were becoming familiar with this. Staff used children's interests and ideas to extend learning through quality observations and meaningful interactions. Staff engaged with children at their chosen activities and used the opportunities to capture what they wanted to learn. They included children's ideas in planning, learning journeys, and learning wall. This meant children's voice was recorded and their right to play and learn valued.

Play experiences were high quality, rich and supported children to engage in sustained learning. Staff supported this through quality interactions at the child's level, use of effective questioning and showed a genuine interest in children's play. This was evident in the construction corner, art and at the talking story tuff tray.

Indoor and outdoor spaces offered children a rich and well-resourced core provision. Staff had been creative in their approach that offered children well-structured and inviting spaces to play, explore, and investigate. Children were able to experiment and learn about cause and effect, for example, when making their own

playdough, observing the weather station and making sure the bird feeders were full. They were able to estimate, problem solve and predict what would happen. This meant that children were challenged in play that deepened their learning and sustained their engagement.

Children benefitted from regular fresh air and exercise with walks within the local community. For example, weekly outings to the library where children could have stories read to them and links with the local community cafe where the older generation give children toys to play with. One parent told us "my child is developing their social skills".

Staff ensured children experienced rich numeracy and literacy opportunities indoors and outdoors. This was evidenced by a range of resources including, numbered stepping stones, mud kitchen menu and telephones with a simple directory. Print was displayed around play spaces, good quality books, inviting areas and a very good amount of various loose parts that children used to create their ideas. High-quality play experiences and a creative use of resources meant children were supported to develop skills in fun and meaningful ways.

Staff were passionate and committed to the benefits learning outdoors had on a child's development and wellbeing. They valued these experiences as an important part of the planned learning offered. This meant children developed a strong connection with the world around them.

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 the use of two playrooms and direct access to an enclosed garden. The playrooms offered children play spaces that were calm, well structured, and met their stages of development. This gave a strong message that children mattered.

The setting was homely, comfortable, and furnished to a good standard. Children's wellbeing was promoted through lots of natural light, ventilation and ample space to move around freely. One parent told us the nursery was "always warm, clean, tidy and bright with children's artwork". Children helped staff to carry out risk assessments of play spaces. This supported them to develop an understanding of risks and how to manage these in their play. As a result, children were developing important life skills in meaningful ways.

Staff were very confident in their practice in promoting effective infection, prevention and control practice to ensure children's health and wellbeing. Hand hygiene routines were embedded and cleaning of areas before children ate were robust.

Staff conducted environmental reviews to reflect on the appropriateness of spaces. The manager monitored this and agreed to further include children in reviews. It was clear staff took pride in creating and maintaining high quality spaces that met children's holistic needs. The setting had a system in place for reporting the maintenance of the provision. Boundary fencing in the garden, double bolts on doors and effective staff deployment meant children's safety was promoted.

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 improvements are led well

Children and families experienced a welcoming, warm, and inclusive ethos that valued them as partners. Management and staff promoted a shared vision for the setting that provided a safe, caring, supportive learning environment that inspired learning through quality play. This ensured positive outcomes for children. Parents and children's ideas had been included in reviewing the aims of the service and the new logo. One parent told us "There is a real sense of community".

The manager had worked hard to ensure quality assurance and improvement planning systems were in place. A Scottish Borders Council teacher provided support which had been welcomed. Staff were given opportunities to reflect and engage in conversations around any changes. Play and learning and nurturing care and support were detailed priorities and staff had worked hard to embrace improvements. The manager should now further embed the monitoring and moderation system in place to promote positive outcomes for children.

Staff were clear about their role and expectations. The manager promoted leadership opportunities at all levels. This meant staff were invested in driving forward improvements through rich experiences for children and families. For example, staff had taken the lead role in developing the outdoor space and home corner. Staff appraisals with the manager had been planned.

Families were welcomed into the service. Their views were recorded and used to evaluate the service. Menus and plans were posted on a social media platform and parents told us this way of getting information was best for them.

The manager had worked hard to ensure quality assurance and improvement planning systems were in place. Staff reflected and understood any changes being made. The manager should now further embed the monitoring systems in place to promote positive outcomes for children.

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

The deployment of staff was well managed and effectively met children's needs. Staff worked very well together and ensured children were able to follow their interests and access the full provision. Parents described the team as friendly with a good community spirit that focussed on children's emotions and interests. This meant children and families benefitted from strong partnerships that supported children to thrive and flourish.

Staff skills, knowledge and interests complimented one another and resulted in quality experiences for children. Staff told us "We work well as a team, we support each other throughout the day, we all get on so well and we get to explore other roles as we are all so interested in developing the service". As a result, we saw staff were happy and felt valued in their role.

Staff demonstrated commitment to their professional learning through training, reading best practice guidance and sourcing training themselves. This included, supporting children's health and giving them opportunities to learn about the natural world. Staff were given time to reflect on training and talk about the positive impact this had on outcomes for children. As a result, children benefitted from a team that showed commitment to ensure children made progress through rich and creative play and learning.

There was a consistent and effective approach to communication. Regular team meetings provided opportunities for staff to come together and discuss their practice. Staff planned together for a breadth of experiences and doing this created opportunities for staff to reflect on meeting the needs of every child.

Staff worked effectively as a team as their skills, commitment and understanding of quality engagement promoted children's learning and fun. Staff sat with children and supported their learning where they chose to play. As a result, children experienced quality interactions that gave a strong message that they mattered.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

Children should be supported to make choices throughout their day. The manager and staff team should assess the routine for snacks and ensure that children can choose to have snack at a time which suits them.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, my social and physical skills, confidence self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS 1.31).

This area for improvement was made on 8 March 2023.

Action taken since then

Snack routines had changed. In the morning, all children sit together for snack and toothbrushing. Afternoon snack is rolling which suited children. The manager said they were evaluating this and a rolling snack would be provided in the afternoon.

This area for improvement had been met.

Previous area for improvement 2

Older children should be able to engage in a range of innovative and interesting play opportunities which have been planned by staff using observations of children's interests. Staff should continue to improve the range of quality play resources to ensure that they are age appropriate and provide interest and enjoyment.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, my social and physical skills, confidence self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS 1.31).

This area for improvement was made on 8 March 2023.

Action taken since then

Children had been consulted on what resources they wished to have in the club. We saw children having fun engaging and playing with the new pool/football table, and magnetic darts. Children were using the nursery room for their play as some of the girls liked the home corner.

This area for improvement has been met.

Previous area for improvement 3

To improve outcomes for children management should develop and implement robust quality assurance systems with a focus on, monitoring children's play and learning experiences, monitoring of staff practice and evaluating and improving the nursery as a whole.

This is to ensure that management and leadership is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 8 March 2023.

Action taken since then

Quality assurance systems had been put in place. The manager had carried out a lot of work designing systems that would suit the setting. This included, monitoring staff practice and the experiences children were given. Management had evaluated the service as a whole. All staff were on board with this and reflective in their practice.

This area for improvement has been met.

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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