Broomhouse Primary School Nursery
Day Care of Children

39 Saughton Road
Edinburgh
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Telephone: 01314 433 783

Type of inspection:
Unannounced

Completed on:
28 March 2025

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Service no:
CS2003014995

About the service

Broomhouse Primary School Nursery is registered to provide a day care of children service to a maximum of 32 children from birth to primary school age. The service is provided by the City of Edinburgh Council.

The service is located in the West of the city within Broomhouse Primary School, near to shops and amenities and has good transport links. The accommodation consists of one playroom with a kitchen area, a further space used for children's play and toilet facilities. The main playroom has direct access to a fully enclosed outdoor space.

About the inspection

This was an unannounced inspection which took place on Wednesday 26 March 2025 between 08:30 and 15:15, and continued on Friday 28 March 2025 between 08:30 and 11:30. One inspector carried out the inspection.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with children using the service and some of their families
- considered feedback from eight families and three staff through an online form
- spoke with staff and management
- observed practice and daily life
- reviewed documents relating to the care of children and the management of the service.

Key messages

- Children received warm and caring approaches to support their overall wellbeing.
- Child were having fun and leading their own play.
- A review of resources should take place to ensure there are opportunities for children to be challenged in their play.
- The approach to quality assurance and self-evaluation should be further developed.
- Staff wellbeing should be promoted to ensure staff are effectively supported and involved with any planned changes.

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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - 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

Quality Indicator 1.1 - Nurturing care and support

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Staff showed caring approaches and were responsive to children's needs. They knew children well and all families we spoke to praised the staff team and appreciated the care they provided for their children. One family told us, 'My child absolutely loves being at nursery, I would recommend it. Thank you so much to everyone at Broomhouse especially the wonderful staff'.

Staff were supporting children to understand their rights. They displayed articles from the UNCRC (United Nations Convention on the Rights of the Child) around the playroom, to prompt discussion with children about their rights. They should continue to further develop this by embedding consistent language and approaches. This approach was helping children feel safe, valued and respected.

Children experienced calm, unhurried mealtimes. Staff supervised children and at times engaged in conversations, which encouraged positive eating habits and promoted the development of relationships. On the day of the inspection, there was limited opportunities for children to develop important independence skills. We discussed this with staff who demonstrated how children normally have opportunities to self-serve food. We asked the service to review their routines, to ensure self-serving opportunities were always available. Milk and water was available on tables in small jugs, and staff should encourage children to pour their own drinks. This would ensure children have opportunities to develop important independence skills.

Children's personal plans contained registration information, contact details, and children's likes and preferences. These were regularly reviewed with families. Each child had their own learning journal filled with photographs and details of their play and learning. Some elements of children's individual progress was being monitored to identify progression and plan for their next steps. Some children would benefit from support strategies being identified. These should be regularly monitored and evaluated to support consistent practice. For example, approaches to support language and communication. The service should develop links and work proactively with other professionals when required to enable them to support children effectively. This would ensure all children were fully supported and their needs met **(see area for improvement 1)**.

Staff understood children's individual medical needs. Some information about dosage and administration of medication, followed best practice guidance. We asked the service to ensure all records were detailed. Medication was stored in the kitchen area of the playroom, which could've been accessed by children. We asked the service to review the storage of medication to ensure it was out of reach of children. Reviewing medication procedures would ensure children were kept safe and that children received the right care and support at the right time **(see area for improvement 2)**.

Quality Indicator 1.3 - Play and learning

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children were engaged in their play and were having fun. Staff supported children outside to build obstacle courses and balance beams with crates. Children inside were supported well in the block play area. There were photographs of castles in the area and staff were responsive when children pointed at the photos. They used open ended questions to encourage children to build a castle and use their problem solving skills. This helped build children's confidence and self-esteem by encouraging independent thinking and creativity.

We discussed how children's opportunities for play and learning could be further enhanced. The service should ensure there is sufficient challenge indoors and outside by reviewing their resources. Making connections in their own and wider community would also enhance opportunities for learning and support children's sense of belonging.

Children's language, communication, and learning was supported through the use of singalong. The service promoted a sign of the week and shared this with parents. Using signs, alongside the spoken word can help children understand language better. Staff should support each other to use this approach consistently to enable children to benefit from alternative ways to express themselves.

Planning for play was recorded and we could see where previously staff worked together to identify children's interests to extend learning. The service should further develop their planning and ensure all staff are involved in recording, assessing and evaluating experiences provided. They should review the documents being used and ensure information being recorded is having a positive impact on children's progress and outcomes. This would ensure staff work together to provide experiences and opportunities that meets children's needs and interests.

Staff communicated well to share children's interests. During the inspection children were interested in their senses and staff provided play experiences and opportunities to support this. For example, children enjoyed smelling and naming different scents and interesting sensory touch experiences were available in the water tray. We observed children outside being encouraged to listen and name different sounds they heard. This demonstrated how the service were supporting children's learning and development based on their interests.

Areas for improvement

1. To support children's wellbeing and ensure they are supported to achieve their potential, the provider should ensure children's personal plans include individual strategies of support where required. These should be regularly reviewed and updated.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

2. To ensure children's health and wellbeing is protected, the provider should review their medication procedures. This should include ensuring administration details are recorded and appropriate permissions are in place and reviewed within recommended timescales. Medication should be safely stored and out of reach of children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am protected from harm because people are alert and respond to signs of significant deterioration in my health and wellbeing, that I may be unhappy or may be at risk of harm' (HSCS 3.21).

How good is our setting? 4 - Good

Quality Indicator 2.2 - Children experience high quality facilities

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The setting was furnished to a good standard with plenty of natural light, which created a welcoming atmosphere. Children were confident moving around the spaces available and could choose to spend their time indoors or outside. This supported them to lead their own play and have fun with their friends.

Quiet spaces had been created within the nursery room which provided opportunities for children's emotional development to be supported. Some children were benefiting from an enhanced focus on understanding their emotions and information had been created for parents to share progress made. We discussed how this may benefit all children and the service should find ways of sharing this work with all staff to use. This would enable all children to benefit from developing their ability to self-regulate and understand their emotions.

There was a variety of resources available in the service and a large storage cupboard to allow rotation of loose parts and play opportunities. The service should develop ways to ensure children have choice in all of the resources available. They could take photographs of resources or activities available, to allow children to make choices and lead their own play.

Some risk assessments were in place to promote children's safety. These were detailed and regularly reviewed. We discussed ways children could be involved in risk assessing the environment and their play. This would support children to further develop their awareness of how to keep themselves safe.

Infection prevention and control practices allowed children to maintain healthy lifestyles. For example, we observed consistent hand washing during the inspection visit. The service should ensure waste bins are regularly emptied. We directed the service to guidance available regarding how to ensure they are meeting food hygiene regulations.

How good is our leadership? 4 - Good

Quality Indicator 3.1 - Quality assurance and improvement are led well

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

At the time of the inspection there had been recent, significant changes in the senior leadership team. The new team should develop relationships with all staff and ensure they encourage an open and honest culture that is focussed on working together to help drive improvement. Staff wellbeing should be promoted to ensure staff are supported to deliver high quality care, leading to positive outcomes for children.

An improvement plan highlighted specific targets and clear focus areas. This helped the service to set improvements that were achievable, to support positive outcomes for children. For example, a priority for the service was to develop staff knowledge and understanding to promote children's learning in maths and numeracy. Some staff had taken a lead role in this area and had increased numeracy in the environment to support children's learning. We encouraged the service to revisit the lead roles available for staff and support their development. This would allow staff to feel more involved in the service development and fully included in supporting positive outcomes for children.

Some quality assurance systems were in place. For example, the service had developed a quality assurance calendar to review children's learning journals and plan family engagement sessions. We encouraged the service to further develop this and to introduce auditing and paperwork review. For example, accidents and incident were being recorded, however no recent monitoring or reviews had taken place. This should be reintroduced to identify any trends and ensure any potential risks are identified to keep children safe.

The service recognised the importance of including family's views in developing the service and promoting parental engagement to support children's outcomes. There were regular coffee mornings where families could meet each other and hear about their children's experiences within nursery. They had opportunities to provide feedback and impact on the developments within the service. Some parents told us the service communicated very well with them, and one family commented, 'The coffee mornings are the best way to engage and feedback is shared well'. However, this approach was not consistent as other families felt communication could be improved. The service should include families in a consultation to review their communication approaches. This would enable all families to build relationships with staff and be involved in events that can bring positive changes to their children's outcomes.

How good is our staff team? 4 - Good

Quality Indicator 4.3 - Staff deployment

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The staff engaged positively throughout the inspection. Staff communicated with each other well to ensure children were effectively supervised. This created a safe environment for children.

The service was appropriately staffed at all times which supported free flow access to the outdoors. There were arrangements in place to promote continuity of care across the day. Children had developed positive relationships with other staff from within the school, to ensure familiar people were available to provide personal care and support for children. This helped children feel respected and secure.

We encouraged the service to revisit staff's roles and responsibilities and ensure there is consistent understanding of expectations. This would ensure a shared responsibility towards ensuring key tasks were carried out. The service should introduce monitoring of practice, to identify staff's strengths and areas for development in their practice. This would support staff to reflect on their practice and work together towards continuous improvement.

Some staff told us they had an induction when they started in the service, however this was not consistent. The service should ensure all staff have a formal induction. We recommended they use the ELC National Induction Resource to assist with any future review and development of their induction and mentoring programme. The resource enables staff to know what they should expect from their employer to support them in their role. The resource includes links to a range of national resources which would ensure children were being cared for by staff whose practice was based on current guidance.

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?	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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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