Craigentinny Early Learning and Childcare
Day Care of Children

Craigentinny Early Learning and Childcare
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Unannounced

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2 March 2023

Service provided by:
City of Edinburgh Council

Service provider number:
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Service no:
CS2003015651

About the service

Craigentinny Early Years Centre is a service for children under the age of five years provided by Edinburgh City Council. The centre provides early learning and childcare to children in the area and with some families being referred to the service. The centre is registered with the Care Inspectorate to provide a care service to a maximum of 119 children at any one time aged from birth to not yet attending primary school. No more than 80 are aged between 3 and 5 years, no more than 30 are aged 2 years to under 3 years and no more than 9 are aged under 2 years.

The centre is situated in a stand alone building in the residential area of Craigentinny, Edinburgh. The centre has five indoor play areas, which are used by all age groups and outdoor areas. Additional rooms were available for staff and internal and external meetings.

About the inspection

This was an unannounced inspection which took place on 22 February 2023 between 09:00 and 15:45. We gave feedback to management on 2 March 2023 between 14:00 and 15:00. 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 fifteen children using the service and eight parents/carers. We had email contact with an additional four parents
- spoke with 12 staff, including management
- observed practice and daily routines
- reviewed documents.

Key messages

- Children were treated with warmth and kindness by staff.
- Most children enjoyed playing in the setting and could choose their play independently.
- The outdoor play space was fun and exciting for children.
- The manager was motivated and committed to improvement.
- Management and staff were working together to develop the service in partnership with parents.
- Self evaluation and monitoring processes should continue to be developed to ensure consistently.

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

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

Quality Indicator 1.1 Nurturing and support

Staff had developed a nurturing and inclusive ethos evidenced through their warm and caring approach towards children. Interactions between staff and children were responsive and engaging. Children's wellbeing was important to staff and embedded throughout their practice. Most staff promoted children's independence, privacy and dignity in a thoughtful manner throughout the day. For example, when helping children with their toileting needs and at snack and lunch times. We suggested management ensure all staff are familiar with dignity routines when taking children to get their nappy changed. Children benefitted from warm attachments which supported them to feel loved, valued and respected. A parent told us staff were "always professional and welcoming and I appreciate their support and hard work very much".

Children benefitted from good personal planning which highlighted their care and support needs. For example, the home to centre transition information ensured children received continuity of care linking with home routines and ensured care was right for each child. Children and their families were central to the process of effective communication and information reviews. Children with additional support needs were well supported as many were being cared for on a one to one basis. It was apparent support staff may not be individually known to parents/carers and we suggested introduction meetings take place in order to promote the best outcomes for children. A parent told us staff were "absolutely amazing with my child" and "can't thank them enough with how helpful they have been".

Good use of chronologies highlighted significant events in the children's/families lives and enabled staff to respond quickly and sensitively to any changes. We suggested chronologies should be kept in date order to ensure all current information was readily available to view. A parent told us "When I have reached out to them for support, they have always listened with a non judgmental view and offered help and support".

Children experienced warm, unhurried and caring support at meal and snack times. Staff recognised daily routines as a good opportunity to promote attachment. Children were involved in self service, encouraging them to be independent and develop life skills. Some parents told us they were unsure of daily menus and what their child got to eat while other parents were happy with what was on offer. We suggested a system be put in place to ensure all parents were informed of menus. One parent commented "there are good choices of food. Lots of fruit and healthy snacks/lunches which my child always enjoys". Lunches were served in the playrooms and staff were trialling a rolling lunch programme. We saw children were comfortable with this routine. The setting offered a Cooking Club which ran with Edinburgh Community Food Group. This was an eight week block for parents where they cooked a meal to take home. Next steps included a cooking together programme where parents and children would prepare a meal together to take home. Staff worked in partnership with parents to promote choice and encouraged children to try new foods while taking account of cultural and dietary needs. This meant children were able to build positive relationships with food.

Staff had completed Sleep Scotland training and then the setting ran sessions for parents over several weeks. This meant parents were supported with routines and sleeping patterns of their children.

Staff recorded accidents or incidents in order to reassure parents of any first aid administered to their child. Medication was stored safely and strategies to support the wellbeing of children had been put in place. This meant children were kept safe.

Quality Indicator 1.3 - Play and learning

Play was valued in the setting as it was recognised as the child's vehicle for learning. We observed children having fun, building friendships and confidently taking ownership of their play and learning. Most staff were attuned to children's individual learning styles and most had a good knowledge of child development. A balance of spontaneous and planned quality experiences promoted children's choice and independence. This supported children to explore their own ideas and build on their interests and creativity.

Children's learning journals were shared with parents and they told us they welcomed getting information about their child's development. Some parents recognised staff have been very busy settling into the new environment and told us their child's learning journals had not been updated as regularly as they used to be. Management agreed to ensure these were updated.

Most staff were skilled and confident when introducing materials to extend children's thinking and learning. For example, staff introduced additional resources when playing outdoors in the sand pit whilst looking for 'treasure'.

Numeracy and literacy was promoted with a good selection of resources available across the setting. However, we suggested more use could be made of written signs, pictures and numbers in play experiences to ensure children's understanding of what they were doing was reinforced. Staff had attended Hanen training and better use of their learning from this training should implemented within the setting to promote positive outcomes for children.

Staff were involved in delivering an Enriching Play group for parents, This incorporated an introduction to different aspects of play and reflections. Parents were invited into the centre for stay and play sessions where they were given an insight to the daily life of the centre. Parent evaluated these which helped staff ensure sessions were meeting families needs.

Children benefitted from the good use of loose parts play materials. This meant children's creativity was promoted as they were able to develop their problem solving skills. For example, children were learning about floating, sinking and what made the biggest splashes as they threw sticks and other loose parts into puddles.

Children benefitted from being able to choose between indoor and outdoor play as the free flow between spaces worked well for them. Children could take resources between areas which promoted extended learning and curiosity. Children spent a lot of time outdoors and enjoyed the benefits of fresh air, physical exercise and using open ended materials. We saw staff supported play well with good levels of reflective questioning which promoted confidence and independence as they enjoyed 'safe' risky play.

Children were accessing the local area as the setting was an integral part of the wider community. For example, children were given opportunities to work in the community garden project where they tended and cared for fruit and vegetables. This had encouraged parents to take their children to the garden at the weekends so they could develop a sense of belonging and care for the community that they lived in.

Trips further afield gave children the opportunity to enjoy different experiences. For example, farm parks, swimming lessons and museums. This meant children could have fun finding out about the world around them.

How good is our setting? 4 - Good

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

The setting welcomed parents, professionals and visitors. A parent told us staff were "warm and always have a smile on their faces". They had recently moved into a new building and were still in the process of fully settling in. An environmental snagging list had been created to ensure the safety and wellbeing of children, staff and parents. This was being dealt with by Edinburgh City Council.

Resources were of a good quality and set up to meet the needs and interests of children. Homely touches and child led displays should be further promoted to give children a sense of belonging and ownership of their setting. Children were confident moving around the setting and between the indoor and outdoor spaces. This showed us children felt safe and secure in their environment. A parent commented "I think staff have done an amazing job whilst transitioning a move to the new building".

Children's health and wellbeing was prompted as children played outside for a sustained amount of time. Opportunities were available for them to engage in active and physical play such as ball play, building and running. Children were involved in risk assessments of the garden area and this gave them a sense of responsibility in caring for their environment and themselves.

Toilets and nappy changing facilities were kept clean throughout the day. We suggested a system should be put in for emptying waste bins during the day in order to promote cleanliness. Good infection prevention and control measures were in place and in line with current guidance. This meant children, parents and staff experienced a hygienic and healthy environment.

The homely feel in the kitchen area supported children to prepare foods, bake, cook and enjoy a social conversation with their peers and staff. This supported children's independence and their development of life skills.

Staff had a good understanding of confidentiality and this was reflected in their communication with parents/carers. A parent commented "I receive emails, phone calls and face to face communication when I'm at the nursery".

Children's information such as care plans and registration information were kept securely. Sensitive information was only shared with those who needed the information to meet children's needs. This meant, protection of children's information complied with relevant best practice.

How good is our leadership? 4 - Good

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

Quality indicator 3.1 - Quality assurance and improvement are led well

Children and parents benefitted from a service whose vision, values and aims promoted a positive learning environment. We observed staff to be motivated, enthusiastic and happy. There had been a number of staff changes and management were working hard to build a strong team.

Improvement planning and quality assurance was good and involved collecting and acting on feedback from staff, parents and children. Parents were sent questions of the month and these had included cultural celebrations and feedback from stay and play sessions. This meant everyone felt included and their views were listened too. Most staff were committed to their role and shared responsibility for the monitoring and development of the service. This included tracking systems, team discussions and completing on-line journals. Staff attended continuous development sessions to ensure they felt supported in their role. Floor books were used in parts of the setting. However, we suggested more use could be made of these throughout the setting to evidence children's ideas, experiences and thoughts and how these were taken forward. These are a valuable resource for children's recall of shared experiences.

We observed a motivated staff team using reflection to positively inform practice underpinned by consultative relationships between themselves and management. However, work should be considered to further develop staff relationships within each of the playrooms.

To ensure continued improved outcomes for children and families staff were proactive in making good use of best practice guidance and tools. For example, How Good is Our Early Learning and Childcare, the Up Up and Away foundation to literacy in early years and the Well Being toolkit promoting wellbeing and support for children's positive mental health. Plans were in place to discuss and promote 'A quality framework for daycare of children, childminding and school-aged childcare' guidance. This would enable staff to quality assure, reflect and implement their learning to meet the needs of all children.

How good is our staff team? 4 - Good

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

Quality Indicator 4.3 Staff deployment.

Staffing levels in the setting ensured there were enough staff to carry out the vision and values of the service. We observed a staff team who were respectful and supportive. Positive role modelling between most staff helped children develop positive and understand supportive relationships. This should be further developed as teams become stronger. Staff information, including qualifications and perhaps a fun fact about the staff member should be clearly displayed and shared with parents as some parents told us they have never been introduced to new staff.

Effective arrangements were in place to promote continuity of care across the day which ensured positive transitions. This ensured there was always enough staff to focus on children's needs. Staff breaks were planned to minimise impact on children whilst enabling staff to rest and be refreshed. The wellbeing of staff was of great importance to management which helped promote a positive ethos of attendance within the

setting. This meant staff felt supported and valued and children's experiences across the day were positive. A parent told us "staff are capable and skilled to look after children and very attentive".

Professional development was a priority for staff and management. This was supported by learning sessions where staff were able to discuss their practice and learning. Core training, such as first aid and child protection had been undertaken and updates were planned. Staff were encouraged to source specific training which related to leadership roles within the setting. These roles should be further encouraged and could include checking best practice guidance updates and monitoring different aspects of the service. This meant the differing experiences, knowledge and skills of staff ensured the wellbeing of children.

The keyworker system promoted links between home and nursery. Families and children were kept informed of who would be caring for their child and transitions however this is an area that should be strengthened. This meant staff were able to develop positive attachments with children and provide very good levels of individual care and support. A parented told us of the "hard work, dedication, patience to all children and for keeping them happy".

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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