Leith Primary School Nursery
Day Care of Children

St. Andrews Place
Edinburgh
EH6 7EG

Telephone: 01315 544 844

Type of inspection:
Unannounced

Completed on:
15 December 2023

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Service no:
CS2003015838

About the service

Leith Primary School Nursery is registered as a daycare of children service, to provide a care service to a maximum of 65 children at any one time, aged between two years and primary school entry, of whom no more than 15 children will be under three years old.

The nursery operates from the grounds of Leith Primary School and is close to transport links, shops, parks and other local amenities. The nursery is a new build structure with two play rooms which both have direct access to the outdoor play area.

About the inspection

This was an unannounced inspection which took place on 13 December 2023, between 09:30 and 16:00 and on 14 December 2023 between 09:00 and 16:00. One inspector carried out the inspection.

Feedback was given on 16 December 2023 to the headteacher, depute head teacher, nursery teacher, early years officer and the quality Improvement officer from the City of Edinburgh Council.

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 throughout the inspection year. To inform our evaluation we:

- Spoke with children using the service and 13 of their parents/carers
- Spoke with staff and management
- Observed practice and daily life
- Reviewed documents.

Key messages

- Children were cared for by staff who displayed warm and nurturing approaches.

- Staff had positive relationships with children and families in the setting.

- Children benefitted from an unhurried and relaxed snack time experience.

- Many children were cared for in a way that met their own personal needs and traits, however some children would benefit from a more consistent approach.

- Children benefitted from good access to the outdoors which supported their overall health and wellbeing.

- The management team should continue to create conditions where staff feel valued and able to contribute to decision making processes.

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 key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 1.1 Nurturing care and support

Children experienced warm and responsive care and were mostly happy and having fun. Staff knew the importance of partnership working and good relationships had been built with families. They were warmly welcomed into the setting on arrival, with kind and respectful interactions. Parents all agreed with the statement 'Overall, I am happy with the care and support my child receives in this setting. One parent told us, "Its wonderful and like a second home". This all contributed to a strong sense of community and belonging for children.

Children's care was supported with information gathered through a variety of personal planning tools. Staff demonstrated how well they knew the children and were able to talk through individual children's routines, needs and interests. Children with additional support needs had plans in place which detailed strategies of support. These included strategies such as visual signifiers, which supported children through daily routines and transitional periods of the day. Chronologies were used effectively to record significant events in a child's life that may impact on their health and wellbeing. Understanding of children's needs meant families were provided with support and help when required.

Children's health was supported through effective arrangements for the management of medication. It was stored in line with best practice guidance and relevant information and permissions had been gathered from parents. Information was recorded so that staff were clear on any symptoms and how they should manage the medical need. Staff confidently spoke about children's individual medical needs and how they would respond in the case of an emergency. These practices supported staff to maintain children's health and wellbeing.

Snack provided a calm and social experience, which supported children's choice in when they ate. This meant their play was not interrupted and gave children a sense of responsibility and ownership of the routine. Children were supported to prepare and self-serve their own snack. Lunchtime routines could be further developed to enhance children's experiences. On the first day of inspection lunch had been delayed however, staff had not been made aware of this. This meant children had too long a wait and became unsettled and upset. At times, staff were task focussed and their time was taken up in the serving process. This meant there were missed opportunities to encourage meaningful conversations and extend children's learning during the mealtime experience.

Children were safe from harm because staff were clear about their safeguarding responsibility. The staff received regular training in child protection, which contributed to their understanding of how to keep children safe.

Quality Indicator 1.3 Play and learning

Children were engaged in a range of play experiences that provided a balance of spontaneous and planned opportunities. They were actively leading their own play and learning, and engaged with resources which supported their interests. These included large bricks, the home corner and art and crafts. Staff showed

enthusiasm in their interactions with children to support their learning and encouraged them to move freely between the indoor and outdoor environments. This promoted their choice and independence.

Children were having fun in the construction area, exploring mathematical concepts of size and shape. They were identifying sizes of carboard boxes to fit their heads. Some children had cut holes and drawn on the boxes and were wearing them on their head "robot heads". Some staff used effective questioning to extend children's thinking skills and promote language development. However, this was not consistent, and some staff needed to continue to develop this within their professional practice.

Floor books and learning walls offered children opportunities to revisit learning and talk about what they had enjoyed. This meant children were able to share learning with their peers. Floorbooks were easily accessible, and we saw children contributing by adding their drawings. For periods of the day floorbooks were displayed in the main foyer area. This meant at pick up times parents were able to share in children's experiences and feel part of the life of the setting.

Children were supported to develop their language and numeracy skills through conversations with the staff team, group activities and storytelling. During snack, opportunities were provided using pictorial visuals and number prompts when children were self-serving.

Children had opportunities to explore the local community, including the use of nearby green spaces and local parks. A recent trip to the local supermarket to purchase snack items helped children learn about positive eating habits and make smarter food choices.

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 a welcoming environment which was warm, well-furnished, and comfortable. There was plenty of natural light and ventilation to support children's wellbeing. Free flow to the outdoors was available in all weathers.

Effective infection prevention and control measures were in place. Staff understood the importance of keeping the setting clean and supported children to wash their hands at appropriate times, such as before mealtimes or after toileting. This meant that children were protected from the potential spread of infection.

Since the previous inspection, planned improvements to the environment had taken place to enhance children's experiences. These had included a review of spaces across the nursery. Staff shared a positive change had been in the division of age groups and providing two-year-olds their own designated playroom. This meant a quieter, more nurturing space to provide for younger children's individual needs.

Playrooms had a range of resources that provided opportunities to stimulate and challenge children's interests and learning. Improvements had been made to playrooms to make play spaces more inviting to support play and learning. Home corners were well used across both playrooms, however, could be further enhanced with more natural and real-life resources. This would further support children to develop creativity and imagination.

Children had regular opportunities to be active, which promoted their health and wellbeing. Regular outdoor play using a range of equipment helped promoted children's physical skills, such as balance and co-ordination. Children across both playrooms shared the same outdoor play space which created a familiarity for children during transition periods. Water and sand were provided outdoors, however, staff should be mindful of keeping trays at a level to provide purposeful play.

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 improvement are led well

Since the previous inspection there had been changes in the management team and the service was in a transitional period. At present the nursery teacher held a designated role of senior responsibility supported by the deputy head. An area for improvement from the previous inspection raised that, staff did not feel supported by management and some felt that there was a lack of leadership from management. While communication systems had improved the management team should continue to ensure staff feel valued and part of the decision-making processes. This area of improvement has been carried forward (see area of improvement 1).

The service had developed good systems to engage with parents and involved them in the life of the service. Parents were encouraged to attend children's settling in visit's and were welcomed into the service each morning. These experiences provided parents and carers with the opportunity to discuss children's needs and helped create positive bonds. One parent told us they had attended a recent parent consultation and had found it "really good to hear about all the things (child) has done".

An effective improvement plan had been implemented, which identified key areas of development. These included, staff practice, children's personal profiles, medication, and the environment. A monitoring calendar had been developed which identified key priorities to support development and improvement. This included shared responsibilities throughout the team. As a result, the service was making improvements that impacted positively on outcomes for children.

Wellbeing meetings for staff had been introduced since the previous inspection. These provided opportunities for staff to discuss professional knowledge, skills, and clear responsibilities. Learning needs identified should be centred on building staff confidence and improving outcomes for children.

Areas for improvement

1. In order to improve outcomes for children, the manager must ensure that the staff team feel valued and are well led. Staff should feel well informed and part of decision making processes. This would enable them to influence, drive and sustain improvements.

This is in order to comply with the Health and Social Care Standards (HSCS) - My support, my life - which state 'I use a service that are well led and managed'(HSCS 4.23).

How good is our staff team? 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 4.3 Staff deployment

The staff team provided a welcoming environment for children. They displayed warmth and kindness, and recognised the importance of nurturing, warm and responsive attachments. Parents all agreed with the statement 'I am confident that staff have the appropriate skills, knowledge and experience to care for my child'. One parent told us "The staff are amazing".

Staff were proactive in recognising gaps in deployment. They communicated well with each other when they were required to move from their designated areas. This meant they ensured effective supervision. Busy times of the day, such as lunchtimes, were supported by kitchen assistants. During these times, the management team also supported playrooms. This meant children were cared for by staff who were familiar to them and promoted positive trusting relationships.

While we found that adult to child ratios were met, at times staff deployment impacted on the quality of experiences available to children. Staff meeting the individual needs of some children impacted on the team's ability to meet the needs of all children. Further consideration should be given to the wider group, so all children experience quality interactions, and staff are available to respond to children's interests. The management team should ensure each child's needs are considered to maintain the balance across the staff team. This would ensure that all children were able to get the right support at the right time. Some times of the day were very busy, and the management team should monitor these times more closely to ensure that staff are well supported in meeting individual children's needs. This would contribute to children's positive experiences and outcomes (see area of development 1).

Areas for improvement

1. The provider should ensure that there are enough skilled and competent staff based within the nursery to ensure high-quality experiences for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My needs are met by the right number of people" (3.15).

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

In order to improve outcomes for children, the manager must ensure that a meaningful self evaluation and quality assurance system is in place which is based on strong leadership and a shared understanding within the team of the strengths and areas for improvement.

This is in order to comply with the Health and Social Care Standards (HSCS) - My support, my life - which state '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 19 May 2022.

Action taken since then

The service had an improvement plan which identified key areas. A monitoring calendar had been developed which identified key priorities to support development and improvement. This included shared responsibilities throughout the team.

This area of improvement has been met.

Previous area for improvement 2

In order to improve outcomes for children, the manager must ensure that the staff team feel valued and are well led. The recording of team meetings could contribute to staff views being heard and enable them to influence, drive and sustain improvements.

This is in order to comply with the Health and Social Care Standards (HSCS) - My support, my life - which state 'I use a service that are well led and managed'(HSCS 4.23).

This area for improvement was made on 19 May 2022.

Action taken since then

Communication systems, including team meetings and well being meetings. with staff, provided opportunities for staff to contribute their views. However, this needed further improvement to ensure staff felt valued and were part of decision making processes.

This area of improvement has been adjusted to reflect the current needs of the service and has been carried forward within this report.

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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