Tynecastle Nursery School
Day Care of Children

Tynecastle Stadium
McLeod Street
Edinburgh
EH11 2NL

Telephone: 0131 337 5461

Type of inspection:
Unannounced

Completed on:
28 February 2019

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Service no:
CS2003015866

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Tynecastle Nursery School was provided by Edinburgh City Council to provide early learning and childcare to a maximum of maximum of 55 children at any one time aged between two years and primary school entry of whom no more than 15 children are under the age of three. At the time of this inspection no two year old children were accessing the service.

Tynecastle Nursery School was based on the grounds of Tynecastle football stadium. The nursery building had their own entrance and an enclosed garden space. The newly developed space provided a large playroom with two separate entrances. This could be divided into two separate rooms. The playrooms opened out onto the enclosed garden with a canopy that offered children the opportunity to transition easily to the outdoor environment. There was also a family room which they could use for small group experiences.

The service aims and objectives included the following information:

'make our early learning and childcare setting a secure, welcoming and happy place for all'.

A full copy of the aims and objectives can be obtained from the service.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service to ensure that they have the best start in life, are ready to succeed and live longer, healthier lives. The Care Inspectorate has an important role to play in supporting this approach by inspecting care services for children.

The Getting it right for every child (GIRFEC) approach is underpinned by the principles of prevention and early intervention. It is a consistent way for people who work with all children and young people. This approach has been introduced by the Scottish Government and helps practitioners focus on what makes a difference for children and young people and how they can act to deliver these improvements. GIRFEC is being threaded through all policy, practice, strategy and legislation affecting children, young people and their families. In Scotland, the GIRFEC approach puts wellbeing at the heart of its approach. The eight indicators of wellbeing that form the basis of GIRFEC are: safe, healthy, achieving, nurtured, active, respected, responsible and included, often referred to as SHANARRI.

What people told us

We spent time with groups of children as they played and explored in the nursery environment. They shared their experiences of playing and exploring. Children told us they were happy, they were busy. We saw children that were highly engaged in the nursery environment.

Ten parents returned care standard questionnaire before the inspection. Comments included:

Ten parents 'strongly agreed' they were overall happy with the quality of care their child received at the service.

'The service and level of care taken at Tynecastle Nursery School is superb'

'This nursery has been a big part of our lives will be greatly missed when my daughter starts school'

'It's so good and welcoming for kids and parents as well'

'To be honest you have to experience Tynecastle Nursery school to know what it's like! This is an outstanding place with extraordinary people working in it'.

Self assessment

Services, with the exception of childminders, have not been asked to provide a self assessment for the year 2018-19. We have referred to the most recent self assessment provided by the service and used any relevant information to inform the inspection.

From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	6 - Excellent
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

Tynecastle nursery school offered a welcoming and inclusive environment for children and families. Secure relationships were a fundamental part of the ethos of the nursery, children benefited from staff that were positive role models and offered interactions that offered challenge and allowed children to be highly engaged in their play and learning. Children were very well supported to explore and play in an excellent play environment both indoors and outdoors.

From the first stages of children joining the nursery there was a well-planned induction programme to support children with the transition to nursery. Each part of the child's journey at nursery was considered by staff to ensure continuity, building relationships and making children feel secure and settled to allow them to thrive and learn in the nursery environment. As children moved onto primary 1 they were invited back to the nursery to play on a Friday afternoon. This supported children's transition to school.

Staff supported home links to ensure children's wider world was considered within their plans. Planning was responsive to individual children. We observed children that were happy and confident; they were highly engaged in the nursery environment, staff offered a range of challenging experiences that offered open ended play, supported children to take risks, real life experiences with a tinkering table, real tools and large block play. They also encouraged children to be responsible, taking ownership of the play environment, washing their crockery after meals, preparing food. We also saw children enjoying still life painting and learning about various ways to be creative. Staff added to the learning environment rather than making changes, this added to the experiences for children. They celebrated diversity and different cultures and supported children to feel part of the community.

Routines and transitions were well planned throughout the day, staff had considered each part of the day and ensured that children could move easily to each experience or change in the day, transitional points were kept to

a minimum to ensure children's engagement in their play and experiences was uninterrupted and unhurried. Meal times were well planned to offer continuity, staff modelled the experience for children and ensured they had a positive social experience with a range of healthy foods.

Children's health and wellbeing needs were being met very well. Effective policies and procedures were in place for safe guarding children and supporting children with additional support needs. Staff discussed the needs of the children on a daily basis; they had a shared understanding of meeting the needs of children. This ensured consistency and staff working together to ensure children's needs were being met. Personal plans were in place for each child; they were developed in partnership with parents and reviewed regularly. Children's health needs were considered as part of the personal plan and they had safe procedures in place for the storage and administration of medication and supporting children with allergies.

Children benefited from the calm relaxed environment where they could move seamlessly from the indoor to outdoor environment. The play space had been well planned to offer a range of spaces, including transitional spaces to outdoors that allowed children easy access. Floor to ceiling windows gave a sense of space for children; they could see what was available across all areas of the nursery. Quiet cosy corners were accessible for children to have space to rest and relax lighting, natural resources and plants indoors contributed to the flow of the indoor and outdoor environment.

The newly developed nursery building was within the grounds of Tynecastle football club. Staff valued the nursery building and gardens they had previously and wanted to show the children the importance of valuing nature. They had brought plants, trees and planters along to the new garden and used wood from trees that had been removed to create wooden display pieces throughout the indoor environment. This was another well planned transition for children and staff.

What the service could do better

As part of the improvement plan the service had highlighted areas they planned to improve and develop. The IT systems were being developed to ensure they were fit for purpose to allow staff and children easy access to ICT. This will enhance the opportunities for children to access ICT within the playrooms and allow staff to develop children's learning journals online to ensure they are used to their potential. They also planned to further engage parents within the service and were beginning to look at strategies to build on the already strong parental engagement opportunities.

As a new building they were continuing to adapt and develop. Children under three were yet to access the service and the staff were already reflecting and considering the learning environment for younger children.

As the staff and children settled into the new building they had plans in place to offer children more opportunities to explore the local community and play in the natural environment off site from the nursery.

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

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings	
19 Nov 2012	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent 6 - Excellent 6 - Excellent 6 - Excellent
9 Feb 2010	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent 6 - Excellent 5 - Very good 6 - Excellent

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