Danderhall Primary School Early Learning and Childcare Centre
Day Care of Children

59 Edmonstone Road
Danderhall
Dalkeith
EH22 1QL

Telephone: 01312 714 585

Type of inspection:
Unannounced

Completed on:
28 September 2022

Service provided by:
Midlothian Council

Service provider number:
SP2003002602

Service no:
CS2003016396

About the service

Danderhall Primary School Early Learning and Childcare centre is a daycare of children's service. It is registered to provide a service to a maximum of 144 children aged from three years to not yet of an age to attend primary school at any one time. The adult: child ratios are: 1:8 if the children attend more than four hours per day or 1:10 if the children attend for less than four hours per day.

The service is situated in a large purpose built community hub which contains various other leisure facilities. The early learning centre is integrated within the school. There are three separate playrooms which have their own cloakroom, toilets and kitchen area. There is also a large enclosed outdoor space that is shared by all the rooms.

About the inspection

This was an unannounced inspection which took place on 06 September 2022 between 9:30am and 15:00pm. A further visit and feedback took place on 28 September 2022 between 9:00am and 16:00pm.

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 15 children using the service and 10 of their parent/carers
- spoke with nine staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals

Key messages

Children experienced care and support that was warm, sensitive and nurturing.

Children were meaningfully and actively involved in leading their play and learning.

The nursery environment was welcoming, with a large outdoor area that children enjoyed accessing.

The service was well led and quality assurance, including self evaluation and improvement plans, were in place to support continuous improvement of the service.

The service should continue to develop their methods of gathering the views of children and families to inform the development of the service.

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 were happy, nurtured and confident in the service. They benefitted from warm, caring relationships from staff who were responsive to individual children. Children were cuddled and comforted when needed. This provided children with reassurance and supported their wellbeing, contributing to them feeling valued and respected. Parents were complementary about the service and comments included "All teachers are lovely, caring & make me feel at ease leaving my child in their care knowing they will be well looked after, "the staff are exemplary. I cannot rate this service highly enough" and "staff are friendly and helpful and my child enjoys attending".

Staff spoke knowledgably and confidently about children's individual care needs and what they did to support them. As a result, individual children received care and support that was right for them. Each child had a personal plan in place. Strategies of support were in place for most children. Staff should ensure that strategies are in place for all children based on individual needs. Evaluation of strategies, should be documented and discussed as a whole staff team to promote continuity of care that meets children's needs.

Children enjoyed lunch time and the social aspect of coming together as a group. Staff encouraged them to eat but at times became too focused on tasks. Staff have identified that mealtimes could be more nurturing and are currently reviewing the process. Children stayed hydrated throughout the day and could easily access their water bottles.

Staff knew children well and were knowledgeable about any medical needs, dietary allergies or intolerances. Some inconsistencies in the storage of medication were identified and we have asked that the auditing system around medication be reviewed as part of the wider quality assurance systems.

Quality indicator 1.3: Play and learning

Children's play and learning opportunities were enhanced through caring connections with the staff. Children were able to make independent choices that supported their curiosity, enquiry, and creativity. We identified that additional resources were required especially in role play and smaller world experiences. Staff agreed and highlighted that there are not always enough resources to fully extend children's play which causes frustration. The management team are reviewing the range of resources on offer.

The staff group regularly discussed children's learning and progress to ensure that there was a shared understanding of the value of learning through play. Floor books were used to identify the child's voice, learning outcomes and any potential next steps for learning progression. Staff should strengthen their questioning skills to extend children's thinking and consolidate their learning.

Children had plentiful opportunities outdoors to explore using real and natural resources. This supported them to be creative and develop their problem-solving skills. A parent commented "My child enjoys utilising the different play areas and being able to move freely indoors and outdoors as well as the different rooms". Staff recognised how the wider community could extend children's experiences and increase play and

learning opportunities. They were keen to develop the use of the natural environment and were exploring ways to bring community groups into the setting to help children grow their own food.

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

Playrooms were thoughtfully furnished and resourced to offer children opportunities for creativity, curiosity, and inquiry. The use of natural materials and loose parts was evident supporting children to explore and use their imagination to direct their play and learning experiences. This contributed to the fun children had while playing and learning. For example we saw children were involved in creating castles in the large outdoor sand pit and the staff member supported this by providing materials to make flags. Parent commented "it's engaging, clean, exciting for children. Its really lovely" and "the environment is warm, nurturing and engaging".

Play spaces benefited from plenty of natural light. Consideration had been given to creating a quiet space for children to rest and relax. This enabled children to seek out a calm area where they could have some individual time if needed and contributed to a comfortable and welcoming environment. Staff should continue to evaluate the play areas and make changes when necessary especially when supporting children with additional support needs.

Children were offered choice around where they wanted to play, with many choosing to play outdoors. The outdoor environment was well resourced with a wide range of opportunities to promote active energetic play as well as providing access to fresh air. We saw children in the garden exploring, taking risks, and developing skills such as balance and coordination.

Children could access toilet facilities independently within the room. Where children needed support, this was carried out in a designated changing area meaning children's dignity was respected.

Children's health and wellbeing was promoted through good infection prevention and control measures that were embedded into children's daily routines. We observed children washing their hands before eating. Additional cleaning was taking place and staff check and maintain toilet facilities at times throughout the day.

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.

Identified areas for improvement had been actioned by the management team following our last inspection. The team had effective self-evaluation and quality assurance processes in place. The Early Years Manager was undertaking monitoring of staff practice, giving feedback and support where needed. Staff told us they

felt settled and supported in the setting. This meant that that all staff had a shared understanding of developing the provision to promote positive outcomes for children and families.

Weekly staff meetings ensured that all staff were involved in planning for children's learning and received relevant information and training to meet children's needs. Staff had the opportunity to be involved in development groups that included community involvement, garden development, planning and developing IT skills. Staff spoke about how these groups had supported their professional learning and development and as a result, children experienced a range of play and learning opportunities.

Partnership working has been established between staff working in the nursery and primary one, and has been used effectively to support children in their transition to school. Staff were keen to build on these relationships and to feel part of the wider school community.

The school was working with the Local Authority to develop on-line journals to record children's observations and next steps in their learning. Staff were enthusiastic about using this on-line platform and spoke about the benefits it would bring to engaging with families who use the service. Feedback from parents was mixed some saying they received enough information but others disagreeing. One parents commented "Would be nice to hear about what my child has been doing /eating throughout the day instead of just handing their bag to me", however, another stated "My child and I are involved in a meaningful way to help develop this service and our ideas and suggestions are used to influence change". The nursery was introducing "play and stay" sessions to further enhance partnership engagement with parents.

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.

Key indicator 4.3: Staff deployment.

To ensure the well-being of children, staff were appropriately deployed across the setting. Staff had developed close relationships with the children this meant staffing remained stable in each room within each playroom were settled in each room meaning they knew children well and were respectful of individual needs and interests. Children were listened to and as a result, children felt valued and included.

Staff worked well together as a small team, communicated effectively and were clear about responsibilities and routines in the service. This fostered a warm atmosphere and ensured children were supervised and supported

Overall, staff in the nursery had a good understanding of current good practice documents which were used to inform the work they carried out in nursery, to support positive outcomes for children.

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

To effectively support children's care, development and learning, processes for documenting personal plans and medical needs should be improved. Agreed strategies for supporting children should be understood by all staff, regularly monitored and reviewed to ensure the best outcomes for children.

This is consistent with Health and Social Care Standard 1.15 – 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.

This area for improvement was made on 14 June 2021.

Action taken since then

Strategies of support were in place for most children. We have asked the service to continue to quality assure the information surrounding all aspects of the child. This will ensure strategies are relevant and up to date.

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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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