Burgh Primary School Nursery - Musselburgh
Day Care of Children

Burgh Primary School Nursery
Kilwinning Street
Musselburgh
EH21 7EE

Telephone: 01316 653 407

Type of inspection:
Unannounced

Completed on:
18 December 2023

Service provided by:
East Lothian Council

Service provider number:
SP2003002600

Service no:
CS2003016987

About the service

Burgh Primary School Nursery is registered with the Care Inspectorate to provide a service to a maximum of 50 children aged three years, to those not yet attending primary school.

The nursery is an integrated part of Burgh Primary School in the town of Musselburgh. The nursery premises consists of one large playroom which has direct access to an outdoor area, allowing free flow outdoor play. Children have lunch within the school dining hall.

About the inspection

This was an unannounced inspection which took place on 13 December 2023 between 08:30 and 16:30, and was completed on 15 December 2023 between 09:30 and 13:00. The inspection was carried out by two inspectors 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 several children using the service, and received comments from eight parents
- spoke with staff and managers in the service, and received six completed staff questionnaires
- observed staff practice and daily experiences for children
- reviewed documents.

Key messages

- Improvements had been made to the service to enhance outcomes for children.
- The staff worked well together to create a welcoming and supportive environment for children.
- Some additional work was needed to ensure that strategies of support for some children were consistently recorded and used to maximise children's development and learning.
- To ensure consistently positive outcomes for children and their families, improvement needs to be continuous and supported by an effective quality assurance system.

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 made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support
Staff were warm, kind, and compassionate. They recognised that secure attachments and quality interactions supported children to feel safe and secure. Relationships were positive, and most children were relaxed and comfortable within their environment.

Staff were sensitive and responsive to children's individual care needs. They worked closely with other agencies and professionals to identify and provide holistic care and support to children and their families. As a result, children's overall wellbeing, development, and learning were considered.

Children were well supported by staff who had methods for recording important information about children through pastoral notes. Support plans and strategies were in place for some individual children. We spoke to staff about developing this further by increasing the review of plans to ensure that the strategies in place were effectively supporting the child/children. In addition, information needs to be more easily accessible to staff so that important information is kept in the child's plan, for example, children's individual risk assessments. This would allow staff to be aware of the care and support necessary for each child.

Personal plans, including medication information should be reviewed in line with legislation. We made an area for improvement regarding children's personal plans at our last visit. We have amended the wording of this to reflect progress made, but some improvements remain to be made. **(See area for improvement 1)**

Children were confident in the well planned, unhurried, and relaxed snack and lunch time routine. The self-service approach supported children to develop independence, choice, and build strong relationships as they chatted with staff and their friends. Staff interacted with children in a positive way having rich conversations and providing support when necessary. This helped children to feel safe, respected, and included.

Children were safe from harm because staff were clear about their responsibility to safeguard them, and there was well-managed systems and processes in place to support staff. The staff received regular training in child protection, which contributed to their understanding of how to keep children safe. They demonstrated clarity about their roles and responsibilities in safeguarding children. Additionally, there were established procedures in place for recording accidents and incidents, which also played a role in maintaining the safety of the children.

We observed staff providing some parents with updates on their child's day and learning. However, whilst we could see some partnership between parents and staff, we received mixed responses regarding how well staff communicated children's day and learning. For example, we were told:

"I absolutely have full confidence in management and the staff team. I feel they have a great understanding of my child and their needs, and I feel happy leaving my son with her team."

"I have no concerns with the care, play, and learning my child receives. Staff are excellent."

"More feedback on what the kids are doing. Online access platform would help."

"Perhaps more parent visits in the nursery."

To ensure children's wellbeing is maximized, staff should continue to strengthen their approach to working in partnership with parents.

Quality indicator 1.3: Play and learning

Staff had a good understanding of how children learn through their play. They interacted enthusiastically to support children's imagination and curiosity. They made sensitive play suggestions and supported children to explore and to be creative. Some adult directed experiences helped children to progress their literacy, numeracy, and understanding. For example, with the use of mathematical language, sorting, shape, size with matching games and while making playdough.

Planning approaches offered a balance of responsive learning and planned activities. Some staff extended children's interests through their use of effective questioning techniques that sparked children's imagination and curiosity.

Children experienced play spaces indoors and outdoors that promoted learning and engaged them. The play environment was rich in natural open-ended materials that encouraged children to be imaginative and curious about their world. Natural and authentic resources challenged children's thinking.

Children were learning about caring for stick insects in the nursery. They were curious and helped staff to clean out their terrarium, glass enclosure, and provide their leaves for food. Together they discussed how stick insect camouflage and change colour to fit in with their environment and when laying their eggs. This supported children's understanding of respecting and caring for insects.

Children were confident and enthusiastic in sharing their learning stories, learning experiences, and achievements with us, which demonstrated a sense of belonging in the setting. We found that the information recorded in some learning stories was similar for different children. We suggested children's learning stories and the responsive planning approach is regularly reviewed to ensure each child's individual learning journey are captured.

Children benefitted from accessing the outdoor space most of the day. The space supported risky and challenging play. Children confidentially used garden structures to climb, balance, problem solve, and persevere. This contributed to children developing their confidence, resilience, and positive self-esteem. We observed children having fun and being imaginative in their play. For example, they made a sleigh and used tinsel to hold onto the other children who were the reindeers. However, staff encouraged children to clear away resources which interrupted their play when it started to rain. To increase children's access to high quality outdoor play experience in diverse weather types, children should have access to suitable outdoor weather clothing.

Staff recognised and celebrated children's achievements in a meaningful way. This helped to build children's confidence and self-esteem, and created an inclusive environment. There were displays of children's artwork on the walls which included some evidence of children's voice with their comments on their work. Most children were relaxed, engaged in their play, and had a sense of belonging in the setting.

Areas for improvement

1. Staff should continue to develop children's personal plans to support their health, wellbeing, and learning. Information needs to be streamlined so that important information is kept in the child's plan, for example, children's individual risk assessments. In addition, Personal plans, including medication information, should be reviewed in line with legislation.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state:

'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).

How good is our setting? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 2.2: Children experience high quality facilities
Children benefitted from a spacious, well-ventilated environment with plenty of natural light. Children's needs were being met in an environment that was developmentally appropriate. They had ample space to move around and could choose to be indoors or outdoors, respecting their choices. This encouraged children to be physically active supporting their health and wellbeing. Children used all outdoor areas well. Children would benefit from more community engagement and learning.

Spaces reflected children's current interests. Toys and resources were stored in a way that allow children to make decisions about their play. Children had access to loose parts play with open-ended materials which were freely explored. This type of play promoted creativity, critical thinking, and experimentation, as children discovered different ways to use and combine the materials. We saw social interaction and collaboration as children shared their ideas and resources while engaging in cooperative play.

Through nursery routines, children were encouraged to tidy away resources once they had finished with them, and at times, staff reset areas during the day. This promoted respect and a sense of responsibility as children learnt to take ownership of their environment. Wall displays respectfully presented children's work. This supported them to feel valued.

Maintenance records and risk assessments were in place to promote a safe and hygienic environment for children. To keep children safe, systems were in place to monitor and record the numbers of children present. This supported staff to account for children across their day. Children were aware of these routines and got involved. For example, they counted and checked how many children and staff were going to and from the dining hall.

Children were protected as staff took necessary precautions to prevent the spread of infection. Children were supported to be healthy and safe through effective infection prevention and control routines. This included good hand hygiene and toothbrushing. Staff had undertaken infection prevention and control training and food handling level 2. This supported children's wellbeing.

There was a calm zone within the nursery, however, this was not being used effectively to support children to feel calm, refocus their attention, and to self-regulate. Children would benefit from designated areas to

have quieter times and support them to self-regulate. The story corner was used well by some children who had an interest in books.

How good is our leadership? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 3.1: Quality assurance and improvement are led well
The welcoming ethos within the service was evident in the caring interactions, positive relationships with children, and inclusive environment. This created a sense of belonging for children and helped them to feel secure.

Whole school vision, values, and aims focused on consultation with everyone. These were displayed on the nursery door and all staff were aware of them.

Over the last year, the service had gone through periods of change, with a lot of leadership and direction. Staff and management have worked closely with East Lothian Council partnership. This had a positive impact on the service and outcomes for children. For example, there had been changes to some working patterns, however, the team have worked hard and moved on positively.

Management were aware that staff require increased opportunities to reflect on their practice. Regular practice reflection supports staff to recognise strengths and areas of their practice they wish to further develop, as a team and individually. It is important to proactively reflect on practice, utilising current best practice guidance to assist. For example, incorporating resources such as 'Realising the Ambition and Quality Frameworks' would aid the staff in adapting to changes and making improvements. In addition, we would encourage regular staff development reviews. This process supports staff individually, but also fosters team motivation and enhances communication.

Management were made aware of the importance of completing relevant notifications to Care Inspectorate (CI) to ensure children's wellbeing and keep them safe.

To ensure consistently positive outcomes for children and their families, we discussed ways the quality assurance systems could be further developed to support continual improvement. The service were proactive and have taken on board our early suggestions. They identified time and ways to support the staff to meet with management, to work together around ongoing quality improvement and monitoring of the service. We are optimistic that management and staff will continue to work together to sustain the quality improvements already made within the service.

Management were aware that better systems for communication between the team and parents are necessary, and they plan, as part of quality assurance. to improve this to support better outcomes for children and families. **(See area for improvement 1)**

Parents shared:

"I would like more online info, such as Google classroom or Seesaw to show what my child has been doing sometimes. Mainly we don't hear much about feedback from the team."

"Having had experience of other local authority nurseries, I really like every aspect about the Burgh. The staff are excellent, the environment is appropriate, and my child has come so far so quickly in terms of development."

Staff told us:

"More structured nursery team meetings, which in turn could help the way forward."

"Communication systems could improve with the above in place."

"Meetings are often timetabled and then don't happen."

Areas for improvement

1. Parents should be more involved in the evaluation of the service, giving them opportunities to share ideas and suggestions for improvement, on all aspects of the service. The service need to be creative to support family engagement, this will support positive outcomes for children and families.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state:

'I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership' (HSCS 4.7).

How good is our staff team? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality indicator 4.3: Staff deployment.
The deployment of staff, including staff shifts, breaks, and absence had been managed to a satisfactory level. This ensured there was enough staff available to respond to children's needs.

Overall, staff communicated well with each other, however, consideration to how they communicate across the spaces will better ensure that they are all working together to best meet the needs of the children. For example, responsive arranging themselves, in response to the number of children choosing to play indoors or outdoors.

There was a balanced skill mix of staff which meant that children's needs were supported. Staff spoke confidently about their role caring for children and ensuring their needs were met.

Parents shared:

"The staff are truly excellent. I cannot thank them enough for the input they have had with my child, they have developed so much since being in the nursery, not only with learning but their confidence too."

"The staff are very dedicated and have my child's best interests at heart. They are always friendly, and I can often hear them singing and doing games in the nursery garden from my home!"

"My Child has really good relationships with most of the staff."

"The staff team are consistent, they are very caring and open to discussing any concerns. They build a relationship with the children which helps the children acclimatise to the school for p1."

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

Staff should continue to develop children's personal plans to support their health, wellbeing and learning.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 4 - Engaging with children, Standard 5 - Quality of experience and Standard 6 - Support and development.

This area for improvement was made on 2 February 2017.

Action taken since then
Some progress had been made in developing children's personal plans to support their health, wellbeing, and learning.

This area for improvement has been met.

Previous area for improvement 2

Staff should consider using tongs for the children to help themselves to snack, helping to minimise the risk of the spread of infection and ensure good food hygiene practice.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 2 - A safe environment, Standard 3 - Health and wellbeing.

This area for improvement was made on 2 February 2017.

Action taken since then
Children were provided with the correct utensils and cutlery for serving themselves snack and eating their lunch.

This area for improvement has been met.

Previous area for improvement 3

A written nappy changing procedure should be put in place and displayed in the changing area.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 2 - A safe environment.

This area for improvement was made on 2 February 2017.

Action taken since then
A copy of Care Inspectorate 'nappy changing guidance' and 'nappy changing procedures' were displayed in the changing facility.

This area for improvement has been met.

Previous area for improvement 4

A cleaning checklist should be put in place, and a record kept of when toys and equipment are cleaned.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 2 - A safe environment.

This area for improvement was made on 2 February 2017.

Action taken since then
Cleaning checklists were displayed around areas of the nursery.

This area for improvement has been met.

Previous area for improvement 5

Staff should arrange to do training on infection control, keeping them up to date with best practice.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 12 - Confidence in staff.

This area for improvement was made on 2 February 2017.

Action taken since then
Staff confirmed they had completed on-line infection prevention and control training. The training audit confirmed training for all staff took place on 21/10/23.

This area for improvement has been met.

Previous area for improvement 6

Parents should be more involved in the evaluation of the service, giving them opportunities to share ideas/ suggestions for improvement, such as questionnaires on all aspects of the service.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 13 - Improving the service, Standard 14 - Well-managed service.

This area for improvement was made on 2 February 2017.

Action taken since then
Parent engagement and involvement needs more work. Nursery staff and the management team are aware of this.

This area for improvement has not been met.

We have followed this up in the report under Quality indicator 3.1: Quality assurance and improvement are led well.

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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