Broughton Primary School Nursery
Day Care of Children

132 Broughton Road
Edinburgh
EH7 4LD

Telephone: 01315 567 028

Type of inspection:
Unannounced

Completed on:
22 November 2024

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Service no:
CS2003017014

About the service

Broughton Primary School Nursery is registered to provide a care service for a maximum of 50 children at any one time aged from three years to those not yet attending primary school.

The service is situated within the Broughton area of Edinburgh and is close to bus routes and local amenities. The nursery accommodation is located in a building in the grounds of Broughton Primary School and consists of two main play rooms. There is a further room that children accessed for group time which also could be used by parents. There is a fully enclosed garden area for outdoor play.

About the inspection

This was an unannounced inspection which took place on 20 November between 09:00 and 16:30 and 21 November 2024, between 09:00 and 12:30. 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 children using the service
- reviewed feedback from 11 families
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were happy, confident and settled in the service.
- Staff knew children very well and responded to their individual needs and wishes.
- Strong relationships had been established with families.
- Children's health and wellbeing was enhanced through daily access to outdoor play.
- Management and staff had a clear vision for the development of the service and were passionate and committed to drive forward improvement.

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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 1.1: Nurturing care and support

Children were confident and happy within the setting and benefitted from the warm, kind, and nurturing approach of staff. They knew children very well and were attentive and responsive to their needs and cues. For example, helping with outdoor clothing and supporting children settle to activities as they transitioned between areas. Physical comfort, cuddles and reassurance were offered from staff which meant attachments and relationships were strong. As a result, children felt safe, and secure in the service. Most parents agreed with the statement 'Overall, I am happy with the care and support my child receives in this service'. They told us "The staff are great; they really do care and form good relationships with the kids".

Transitions were carefully managed and were flexible to meet the needs of individual children. For example, extended settle in times and shorter days to help build children's trust and confidence. Staff were skilled in understanding the challenges of transitions and for some children additional support was provided during periods of transition, including arrival in the morning and during mealtimes. Group programmes, such as PEEP and Nature Nurture supported parents to be more involved in their child's life and strengthened relationships with staff.

Personal plans were in place and had been created in partnership with parents. They contained the information staff needed to meet children's individual needs and were regularly reviewed to reflect progress and changes in children's lives. This recognised the importance of valuing parents' knowledge of their child. Staff worked with families and other professionals to support children to reach their full potential. Strategies and goals for children with additional support needs had been identified through meetings with professionals and families. This positive collaborative working meant that staff were supported to offer better outcomes for children.

Systems were in place to store and administer medication safely. The medication policy and procedures were in line with best practice guidance. Monthly medication audits were carried out which supported children's health and wellbeing needs.

Mealtimes were relaxed and sociable, with children enjoying conversations with friends and staff, who supported social interactions and provided assistance when needed. Children's independence and life skills were promoted through encouraging them to self-serve food, pour drinks and clear their plates away. This created a sense of responsibility and helped children to feel valued. Staff were knowledgeable of how to keep children safe and ensured any dietary needs were met.

Quality Indicator 1.3 Play and learning

Children were having fun and engaged in a range of high-quality play experiences which impacted positively on their play and learning. They experienced a balance of spontaneous and planned activities and were confident and actively leading their own play. This promoted their curiosity, imagination, and critical thinking skills.

Children benefited from staff that were skilled in interactions and used effective questioning to extend children's thinking and consolidate their learning, for example, when staff supported children to recall a story, and when they encouraged children to think about how ice in the playground had been made.

Play experiences provided opportunities for children to develop their skills in literacy and numeracy. These included routine activities of the day, for example 'helpers' at lunch counted out plates and cups to match the number of children at the table. Children were observed counting numbers both forwards and backwards and using the book of the month Ten little Robots for further learning. Children were encouraged to take their ideas from stories to draw and construct robots and other objects from wood and loose parts. This gave them opportunities to increase their skills and consolidate their learning, it also gave children a sense of pride.

Planning approaches were responsive to children' interests, observations and home learning, Families were encouraged to share achievements and interests from home, which were incorporated into planning. This recognised, valued and respected their importance of being involved in planning for play and learning opportunities. Clear curricular planning systems were in place to ensure experiences offered met the stages of development for individual children. Learning and development was consistently recorded, monitored, and tracked to establish children's individual progress and allowed meaningful next steps to be identified and actioned. As a result, children were progressing well in their individual development.

Observations of children's learning and development were being recorded and shared with parents and carers using a digital platform application, Learning Journals. The entries shared information with families of children's learning and skills and supported learning to continue at home. We discussed with the management team that sometimes observations of children had not been transferred over to learning journals. This should be done in a timely manner, to ensure families are meaningfully engaged in their children's learning and feel part of the life of the nursery.

Children's opportunities were enhanced through very good connections within the local community. These included visits to the Botanical gardens, the library, the fire station, and local Tesco. Parents told us "A recent highlight was some nice police officers coming to nursery to talk about their profession". These enabled children to explore different experiences, supported them to make social connections and feel included within their community.

How good is our setting? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 2.2: Children experience high quality facilities

Children and families benefitted from a warm and welcoming environment. It was spacious with lots of natural light. A safe and secure door entry system ensured the safety of children at drop off and collection times. Free flow access to outdoors meant children could make choices of where they wanted to play and were confident in leading their own play. Parents shared "The staff constantly strive to provide an engaging, welcoming and attractive environment for the children".

Children's artwork was framed and displayed throughout the nursery giving a strong message to children that they mattered and that their creations were important and valued. Children's pictures were scribed

with their own words and children's names were available for them if they wished to put them on their artwork.

Children had access to a range of resources that were well-organised and encouraged exploration. There was ample space for children to extend their learning and interests with their chosen activities. Books and print were spread throughout the play spaces and children were seen exploring these spaces with confidence. The environment offered a rich range of stimulating play resources to support and develop learning.

Infection control practices minimised the potential spread of infection, supporting a safe environment for children. The nursery was clean, and handwashing took place regularly. Nappy changing areas were clean, with protective personal equipment (PPE) being stored appropriately. We found staff at times were using the children's toilet and changing area in the main corridor. We discussed with the service how this should be solely for children's use. This was actioned immediately, and staff were made aware of alternative toilet facilities.

Risk assessments were in place for indoor and outdoor environments which raised staff awareness of potential risks, benefits, and measures to support a safe environment. These were reviewed as changes occurred. This ensured they were current and adapted as needed.

Children's health and wellbeing were promoted by a range of play experiences outdoors. These included opportunities for development of gross motor skills, imaginative play and problem solving. To support transitions between indoors and outdoors a staff member was always available within the corridor to support children putting on coats and ensuring staff outdoors were fully supported. Playdough contained lavender and rosemary and the mud kitchen had a range of natural resources presented in an inviting manner. This supported children's imaginative play and enhanced their play and learning opportunities.

How good is our leadership? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 3.1: Quality assurance and improvement are led well

A positive ethos and a culture of continuous improvement had been embraced and resulted in high quality outcomes and experiences for children. Effective policies and procedures were in place and supported the development of the service. The management team were friendly, approachable, and engaged well with the inspection process. Most staff told us they found the management team to be supportive and approachable. One staff member commented "Broughton nursery is an amazing work environment, with lovely nurturing staff who care for all of the children's individual needs".

A meaningful improvement plan was available which highlighted strengths and areas for development within the service. These included communication and literacy, inclusion, and equity, with a focus on parental engagement, and mathematics and numeracy. The plan had been created in consultation with staff and was shared with parents. Staff told us they had actively been involved in the improvement process and their ideas were valued and respected. The management team provided a clear focus for their shared teamwork, including setting out responsibilities and expectations.

Parental involvement was an identified area of improvement, and the service was finding further ways to

involve them in the life of the nursery. For example, through groupwork programmes, such as Peep, nature nurture groups and stay and play sessions. Parents were welcomed into the service to share their skills and own cultural experiences, for example quilt making and storytelling. This promoted and valued diversity within the life of the nursery and meant children and families felt included and valued. There was lots of information displayed for parents in the hall, including planning, achievements from home where parents can send in photographs and information about what their child has been doing at home. We discussed with the management team that the information should be accessible for all families and available in different formats of communication and languages.

Quality assurance systems were in place to help support the delivery of service. For example, a clear detailed improvement plan, records of staff meetings, audits, and self-evaluation. The service reflected on national frameworks such as 'How Good Is Our Early Learning and Childcare' (HGIOELC) and the Care Inspectorate's 'A quality framework for daycare of children, childminding and school-aged childcare' to support their thinking and professional dialogue. Quality assurance was monitored through the use of an auditing calendar. This was used to highlight areas for improvement and support further development. One area identified by staff was transition in the middle of the day. This was impacting on children's experiences due to a number of different patterns of attendance. Staff were supported to be reflective and as a result had made changes to improve outcomes for children.

There was an ethos of distributed leadership with staff having responsibility and champion roles. These included staff participating in groups to lead developments in literacy, nurture, and family engagement. The staff were confident and enthusiastic when telling us about their roles. This had the potential to extend staff knowledge and skillset and to continue to improve outcomes for children and their families.

How good is our staff team? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 4.3: Staff deployment

Staff worked well as a team, despite the change and growth of the team staff had worked well to share their skills and support each other. They were respectful and caring towards each other and this was reflected in the respectful way that children treated each other. Parents told us "The staff constantly strive to provide an engaging, welcoming and attractive environment for the children" and "Staff are amazing. Very approachable and lovely".

The management team recognised and valued the importance of ensuring that the service was always appropriately staffed. Staff were flexible and breaks were planned to minimise the impact on children whilst making sure staff had time to rest. Staff understood that continuity of care was important for children and communicated well with each other when tasks took them away from their responsibilities. During transitions, staff were well deployed to promote continuity and consistency of care. Increased levels of supervision at busier times were in place to minimise risk and ensure children were safe.

There were a good range of skills and experience across the team and staff engaged in a range of professional learning activities that built on and sustained their practice. Staff communicated through a variety of methods, for example, staff meetings and daily dialogue. This supported consistent information sharing and provided opportunities for staff to have professional dialogues to support practice. New staff were supported and spoke positively about their induction experience. Staff were committed to their

continued professional development and told us they were supported in this by the management team.

Communication and team working enabled consistent approaches and continuity of care for children. Daily updates provided opportunities for staff to reflect on the experiences and opportunities for play, and plan to extend children's interests and learning. More formal team meetings were held regularly which allowed all staff to feel informed and included in decisions and development areas.

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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