Clovenstone Primary School Nursery
Day Care of Children

54 Clovenstone Park
Edinburgh
EH14 3EY

Telephone: 0131 453 4242

Type of inspection:
Unannounced

Completed on:
13 November 2019

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Service no:
CS2003017018

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.

Clovenstone Primary School Nursery is a care service provided by the City of Edinburgh Council and is registered to provide care to a maximum of 60 children from three years old to those not yet attending primary school.

The headteacher is the named manager for the service with the principal teacher having direct delegated responsibility for the nursery.

The service is located within Clovenstone Primary School which is in the South West of Edinburgh and is close to local amenities and bus routes. The nursery accommodation consists of their own separate entrance area, three open plan playroom areas, office space, two outdoor play areas, a kitchen, toilet facilities and a nappy changing area.

The aims of the service as stated are:-

- To create a welcoming and happy environment where all achievement is celebrated.
- To listen to and consider all points of view.
- To provide a variety of stimulating opportunities and experiences to maximise potential.
- To equip children with the skills for life and for the future.
- To work in partnership within our school and the wider community.

We carried out an unannounced inspection of this service on Tuesday 12 November 2019 and this continued on an announced basis on Wednesday 13 November 2019. Feedback was given to the headteacher and principal teacher on the second day.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives. We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC). Scotland's national approach to improving outcomes and wellbeing for children is by offering the right help at the right time from the right people. It support them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

Children were settled and confident in the nursery routine and their choice of play. They had positive relationships with staff and were able to seek support when needed. Children talked to us about the activities they were taking part in and also about the nursery routines.

We sent 15 care standards questionnaires to the service for them to give to parents to complete. Two of these were returned to us with those parents confirming that they strongly agreed or agreed with the following statements:-

- 'Overall I am happy with the quality of care my child receives in this service'.
- 'The service has involved me and my child in developing the service, for example asking for ideas and feedback'.

We spoke to some parents/carers during the inspection and those discussions indicated that they were happy with the service. Positive comments were made about the staff team, information received, support provided and children's activities/opportunities.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their improvement plan information and relevant quality assurance paperwork. These outlined their identified priorities for development and how they were evaluating the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

The nursery provided children and their families with a welcoming and professional service. Staff were respectful and nurturing in their interactions with children. Children routinely experienced praise and recognition for their achievements which supported their self-esteem and confidence.

Staff were knowledgeable of how to keep children safe and how to seek support from other agencies as appropriate. Staff knew the children in their care well with effective systems used to gather and review children's personal plan information in consultation with families. This helped ensure that information held was accurate and up to date. On-line learning journals meant that parents could be kept informed about their child's learning and experiences. Where children had identified care needs, staff clearly knew how to support these and were confident about the strategies or any action that were needed.

Children had access to a variety of meaningful, fun and quality resources both indoor and outdoors. The environment was set up attractively to provide a choice of resources and activities that children could access independently or with their peers. The development of loose parts resources helped develop children's curiosity, creativity and imaginative play. Literacy opportunities had been further promoted through the bedtime story lending library and development of reading areas within the playroom and garden.

Staff understood the importance of fresh air and this meant that children routinely had access to outdoor and active play throughout the day. The provision of outdoor wear had enhanced children's outdoor experiences in all weather and ensured there were no barriers to their chosen play. For example they enjoyed splashing in the puddles, playing in the mud kitchen, on the muddy hill and using wheeled equipment. Community links further enhanced outdoor opportunities. For example, going to the library, learning about road safety and woodland activities. These experiences also helped children to learn skills to assess and manage hazards and challenges within different environments.

There was a culture of continuous improvement within the nursery. Staff had continued to use best practice documents, training and their observations of children's engagement to support positive outcomes for children. For example, since the previous inspection, the outdoor areas had been developed and new furnishings and resources had supported children's independence and choice.

What the service could do better

Plans were in place to introduce new forms to enhance the gathering of children's personal plan information in consultation with families. This would support having an overview and audit of the information held including documenting chronological changes to children's care and support needs.

We acknowledged that there were aspects of the nursery that were awaiting refurbishment. For example, the kitchen within the nursery and also the water boiler linked to some of the handwashing sinks. To ensure that these areas did not affect positive outcomes for children, we asked the management team to outline the strategies used to minimise any impact and to also clarify when action was to be taken by the Provider. This information should then be outlined as part of the nursery's risk assessment information to reflect the unique aspects of the environment.

Further use of best practice guidance and observations of key nursery routines would help the management team and staff to continue to assess and enrich children's experiences. For example, we discussed that the lunchtime routine could be developed to enhance the social and relaxed experience for children. Menus should also continue to be reviewed with the provider and in line with best practice guidance to support the promotion of healthy eating options throughout the session. A record of any action taken should then be kept.

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

Recommendation 1

The provider should ensure the staff and management use the 'Building the Ambition' National best practice document to inform and improve their practice. In particular, they should use this document to consider the daily routines and review the rhythm of the day to minimise interruptions to play in order to further improve outcomes for children.

National Care Standards for Early Education and Childcare. Standard 5 - Quality of experience , Standard 14 - Well managed service, Standard 12 - Confidence in staff.

This recommendation was made on 4 May 2016.

Action taken on previous recommendation

The Building the Ambition document had been used to help support staff practice. The daily routine had been reviewed and interruptions to play were minimised. Therefore this recommendation had been met.

Inspection and grading history

Date	Type	Gradings	
19 Apr 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
18 Apr 2013	Unannounced	Care and support Environment	4 - Good 4 - Good

Date	Type	Gradings	
		Staffing Management and leadership	4 - Good 4 - Good
24 Jun 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 5 - Very good 4 - Good

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