Ferryhill Primary School Nursery
Day Care of Children

Ferryhill Primary School
Groathill Road North
Edinburgh
EH4 2SQ

Telephone: 01315 387 382

Type of inspection:
Unannounced

Completed on:
10 November 2023

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Service no:
CS2003017025

About the service

Ferryhill Primary School Nursery is registered to provide a care service to a maximum of 78 children at any one time aged between 2 years and primary school entry of whom no more than 20 children are under the age of 3. An additional 2 children over the age of 3 may be cared for when the outdoor space is used consistently as agreed in the variation dated 8 November 2017.

The service operates from a stand alone building within the grounds of Ferryhill Primary School. It is located in North Edinburgh with local amenities and transport links nearby. The accommodation consists of a large foyer, office space, a meeting room and two playrooms with toilet and nappy changing facilities. There is also direct access from both playrooms to the fully enclosed outdoor garden space.

About the inspection

This was an unannounced inspection which took place on Monday 6 November 2023 between the hours of 09:15 and 16.10. We returned on Tuesday 7 November 2023 between the hours of 8.30 and 17:00 and Wednesday 8 November 2023 between the hours of 10:00 and 12:30 to continue with the inspection. 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 to and interacted with children using the service
- spoke with staff, the head teacher and depute head teacher
- observed practice, daily routines and children's experiences
- reviewed documents in the service
- took into account the feedback we received from nine families via the survey we issued and from speaking to several families in the setting.

We provided feedback to the head teacher, depute head teacher and the early years quality improvement education officer for City of Edinburgh Council on Friday 10 November 2023.

Key messages

- Staff demonstrated a professional, caring and supportive approach during their engagement with children. As a result positive relationships had been built.
- Staff knew the children in their care well. To maximise children's wellbeing, personal plans and medication documentation should be further enhanced to support a consistent and effective approach to recording information.
- Children's health and wellbeing was supported due to daily access to fresh air and outdoor experiences.
- Quality assurance processes were supporting a culture of improvement. These processes should continue to support the ongoing assessment of outcomes for children.
- The management team should further consider the deployment of staff to ensure all children's care and support needs are consistently and effectively supported.

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 experienced warm, caring and nurturing approaches from staff and this resulted in positive relationships being established. Staff knew the children in their care well and when children were unsettled or needed additional help at different points of the day, they were sensitively supported.

Feedback from families about what they liked about the service included, "Friendly and warm staff", "Taking good care of kids, hospitality and good relationship with parents" and "Lunch, playing in the sand and water. Making dinosaur playdough".

Mealtimes had been developed by staff to enhance children's experiences. This included children having a choice of when to eat and learning new skills to encourage their independence. For example, self serving foods and drinks. This helped to support an unhurried and relaxed experience. Staff sat with children at mealtimes and this meant social interactions were supported and children received help or assistance when needed. Staff were knowledgeable of how to keep children safe and this included minimising the potential of choking and ensuring any dietary requirements were met. To facilitate independence, older children were supported to collect their own crockery. We discussed, how lunchtime routines could be further developed to enhance children's experiences. For example, to consider the timing of children arriving for lunch as not all food choices had been set out and to ensure all children had a cup to have a drink. This would support their hydration and available food choices. The positioning of one of the tables was also to be reviewed to help minimise the impact of the movement of other children passing to access other areas of the nursery.

Children's overall wellbeing was supported as they all had a personal plan. This included gathering information about their individual care and support needs and how these would be supported. This meant that children's individual needs were planned for by staff to support children to reach their full potential. Children's personal plans were due to be reviewed with families during consultation meetings. This was to ensure that information was kept up to date. We discussed that some improvements were needed to support a consistent approach to personal plan documentation. For example, to outline information updates or changes in between regular reviews. Where children have individual care needs such as dietary requirements or medication, clearer information about the stepped approach and strategies about how these would be supported should also be clearly outlined. This would ensure that information fully reflects children's current care and support needs.

Quality indicator 1.3: Play and Learning

Children were able to experience a variety of play and learning opportunities both indoors and outdoors throughout the day. For example, construction, woodland walks, water play, story telling, play dough and other sensory experiences. This meant that they could lead their own play and make choices from a range of experiences. Not all resource areas were being used by children and further observation by staff might help identify the reason for this. For example, consideration of the location of resources and children's preferences to engage in some activities with staff.

Children's skills in literacy and numeracy were supported through a variety of opportunities. For example, group time activities and discussions with their key worker, story telling, and resources in the home area. Recent staff training had enhanced staff skills in interacting with children. This meant there was a more consistent approach to support children's language and communication development. Feedback we received from families included, "My child could only say very few words when she started Ferryhill, she has developed so much and talks in full sentences now".

Staff skills and their planning approaches meant that children's play and learning experiences were responsive to their interests and life experiences. This included taking on board children's comments, feedback and ideas. As a result, the play areas had been developed and the majority of children were engaged and focused during their play. Staff responded effectively to children during their play and learning experiences and this helped extend their experiences and support choice. For example, music was brought outside for a child who wanted to dance.

Children's experiences and progress were assessed and evaluated by staff on an ongoing basis. Information about children's progress, achievements and their next steps for learning were shared with families. For example, through consultation meetings and the use of online learning journals. This helped include families and ensure they were kept up to date with information about their child's play, learning and development. Feedback we received from families indicated that they would like some more information on their child's day and what they have done. We discussed with the management team that further information displayed in the foyer may help with the sharing of this information each day.

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

Children benefitted from a welcoming environment which was warm, well furnished and comfortable. There was also plenty of natural light and ventilation to support children's wellbeing. Children's safety was maintained by a secure entry system to the building and the garden was fully enclosed.

Since the previous inspection, planned improvements to the environment had taken place to enhance the resources and their location of the space. A variety of materials, soft lighting and furnishings had also been used to support quieter, cosy areas within the busy playroom. This meant that children had access to well presented experiences to support their stages of development, current interests and learning.

Feedback we received from families included, "Could be a quiet room for children to sleep or to have some quiet time when needed". Some children enjoyed time in the foyer with staff where it was quieter for specific activities or individual time with staff. We discussed that developing an inviting space within the foyer or setting would further enhance children's experiences including when supporting their individual sensory needs.

Daily visual risk assessments of the environment were carried out by staff to assess the safety and suitability of the environment. For example, the outdoor fencing had been extended to further ensure children's safety. A garden checklist was also used to assess the outdoor area and to document any action taken to minimise any potential risks. We discussed developing a similar approach for the indoor

environment to support the assessment of any potential risks. Feedback we received from families included ,"My child loves the outdoor area and is always safe".

Children's health and wellbeing was supported through regular handwashing routines throughout the day. Staff further supported and reminded children to do this when needed. As some children independently accessed toilet facilities, we discussed that staff should continue to monitor children's handwashing routines to ensure that this was consistently and effectively being carried out.

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.

There was a shared vision, values and aims for the service. This helped to inform staff practice and their understanding of the importance of meeting the needs of children and families. Children's views and opinions about their care, play and learning were valued by staff and this meant that children were respected and included. This had included seeking their views about the changes to the environment and the mealtime routines. An improvement plan identified the priorities to develop the service which was shared with families. This ensured that families were kept up to date and had opportunities to influence change within the setting.

Feedback we received from families included, "Ferryhill is a great, supportive nursery" and "Nice nursery". Feedback from families about what would make the service better included, "Sand castles, more dinosaurs", "Nothing. It's a good nursery with many activities and good staff" and "Maybe more staff".

Quality assurance processes supported the management team and staff to assess what worked well in the service and identify areas for development. For example, weekly team meetings, daily briefing meetings, training and the use of videos and peer feedback helped support their commitment to continuous improvements. Individual review meetings with staff also helped identify areas of success, challenges and any training that might support them in their role. We discussed that quality assurance processes should continue to be embedded into practice with the reflections on the impact they have made on outcomes for children.

Safe recruitment processes were completed for new staff prior to them starting in the service and this helped support children's safety. Staff inductions and training helped ensure staff knowledge and awareness of their role and responsibilities including safeguarding children in their care. This meant that staff knew who to contact in the event of any concerns. To further support their induction processes, we directed the management team to best practice guidance 'Early Learning and Childcare - National Induction Resource' (Scottish Government January 2023).

How good is our staff team? 4 - Good

We evaluated this key question as good as there were a number of important strengths which, taken together, clearly outweighed areas for improvement.

Quality indicator 4.3: Staff deployment

The management team fully recognised the importance of ensuring the service was appropriately staffed to support children's experiences throughout the day. There were staff vacancies and staff absences and busy periods of the day and these were supported by the management team, designated staff from the school and staff extending their hours. This demonstrated that staff in the setting worked hard to maintain quality experiences for children. As a result, this helped ensure a continuity of care for children. Feedback we received from families included, "The staff are lovely and well experienced staff" and "They are polite and greet parents with a smiley face".

There was a clear approach to identifying staff roles and responsibilities and this included leadership roles for staff. This meant that staff had responsibility for setting up and working within specific areas of the nursery each week. This helped support consistent practice and identify what was working well or any areas for improvement. When staff had to move to different areas to support children, they communicated this effectively with their colleagues to ensure that the impact of this was minimised. This demonstrated staff understood the importance of their role and were flexible in their approach to team working to support positive outcomes for children.

Feedback from families indicated some concerns about the level of staffing due to accidents or incidents involving other children. Other feedback received included, "I feel there is not enough staff to keep an eye on the children" and "The nursery team work hard and want to do the best job they can for our children and the nursery setting but I believe a lack of staff and support is stopping them from doing this to the best they can".

Throughout the day, staff supported individual children's care and support needs during their play and learning opportunities. However, at times, additional staff deployment would have improved children's experiences. For example, to take account of all children's individual strategies of support including any varied food and drink routines at lunchtime. The timing of children's personal care routines and the choice for younger children to play indoors or outdoors after their lunch sitting should also be reflected on. We discussed that the management team should further assess staff deployment to ensure all individual children's care and support needs were consistently and effectively supported. This would help ensure that all children get the support they need at the right time. Whilst progress had been made since the previous inspection, the area for improvement in the previous report remains in place (see area for improvement 1).

Areas for improvement

1.
To support children's overall wellbeing and ensure that they receive the appropriate support, the manager should ensure that staff are effectively deployed throughout the day.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My needs are met by the right number of people' (HSCS 3.14), and 'People have time to support and care for me and to speak to me' (HSCS 3.15).

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 ensure that children's needs are met, appropriate information should be gathered and recorded by staff prior to a child starting to use the service. This information should be updated with parents at least every six months, in line with legislation.
This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state that: '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).

This area for improvement was made on 17 March 2023.

Action taken since then

Progress had been made since the previous inspection. All children had a personal plan which included gathering information about their care and support needs. Systems were in place to support the reviewing of this information with families including consultation meetings and additional annual data checks. Some legislative information was recorded on the online system. As outlined in this report under 'How good is our play, care and learning?', children's personal plan's should continue to be assessed and enhanced to support a consistent approach to outlining updated or additional information known about any changing needs. For example, dietary needs.

This area for improvement has been met.

Previous area for improvement 2

To ensure that children experience a safe and sociable lunchtime, the service should review lunchtime and make changes to ensure that it is a calm, sociable experience where children are supported and supervised.
This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state that: 'I can enjoy unhurried snack and mealtimes in as relaxed an atmosphere as possible' (HSCS 1.35).

This area for improvement was made on 17 March 2023.

Action taken since then

Progress had been made since the previous inspection. The lunchtime routines had been reviewed by staff and changes made in consultation with children. Staff sat with the children at lunchtime and the tables had been relocated. Children were also able to choose when to come for lunch and where to sit. However, as outlined in this report under 'How good is our play, care and learning?', staff should continue to reflect on the lunchtime routine further enhance children's experiences.

This area for improvement has been met.

Previous area for improvement 3

To support children's learning and development, the manager and staff should ensure that the environment is well resourced. This would allow children to lead their own learning and revisit areas to support their overall development and learning. Activities and resources should be planned to inspire curiosity, awe and wonder in children.
This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state that: 'As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling' (HSCS 1.31).

This area for improvement was made on 17 March 2023.

Action taken since then

Progress had been made since the previous inspection. Changes had been made to the layout of the environment and the presentation of the resources. As a result, children were more focussed and engaged in their play and learning. As part of the ongoing assessment of the environment, staff continued to respond to children's feedback and their observations to enhance the play rooms.

This area for improvement has been met.

Previous area for improvement 4

The manager should ensure that quality assurance processes are further developed and implemented. These should be evidenced based, identify areas for improvements, and have clear plans to develop the service and improve outcomes for children.
This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 17 March 2023.

Action taken since then

Progress had been made since the previous inspection. Quality assurance systems had been developed to help support continuous improvements to the service. Team meetings, staff reflection and training had all supported the evaluation of service and identify strengths and areas for improvement to continue to support positive outcomes for children. As outlined under 'How good is our leadership?', these systems should continue to be embedded into practice as well as the ongoing assessment of the impact of changes made as a result.

This area for improvement has been met.

Previous area for improvement 5

To support children's overall wellbeing and ensure that they receive the appropriate support, the manager should ensure that staff are effectively deployed throughout the day.
This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My needs are met by the right number of people' (HSCS 3.14), and 'People have time to support and care for me and to speak to me' (HSCS 3.15).

This area for improvement was made on 17 March 2023.

Action taken since then

Progress had been made since the previous inspection. Staff recruitment was ongoing and the management team were committed to ensure that staff were effectively deployed throughout the day. This included arrangements to cover any staff absences that may be needed. Staff were deployed to different areas of the nursery which helped to support children's experiences. At times during the day, some children needed additional support from staff. Continued assessment of staff deployment should be made to further support children's individual care and support needs, experiences and choices, particularly at busy times of the day. We have outlined the action needed under 'How good is our staffing?'

This area for improvement has not been met and remains in place.

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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.