Parsons Green
Day Care of Children

Parsons Green Primary School
Meadowfield Drive
Edinburgh
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Telephone: 01316 522 159

Type of inspection:
Unannounced

Completed on:
15 May 2025

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Service no:
CS2003017047

About the service

Parsons Green is in Meadowfield, Edinburgh. They provide a day care of children service for the local authority. The service is registered to provide care to a maximum of 30 children from three years of age and up to an age not yet attending primary school.

Children have access to a designated building in the grounds of the school, a large play room, secure, enclosed garden, toilet facilities and other areas within the school grounds. The service is close to many green spaces, shops and other local amenities and can be reached by transport links.

About the inspection

This was an unannounced inspection which took place on Wednesday 14 May and Thursday 15 May 2025 between 08:40 and 16:00. 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 children using the service and observed their play
- spoke with 10 families during the visit and received feedback from nine families via an electronic link
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

As part of this inspection we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

• Children experienced positive interactions from a team that were attuned to their needs and wishes.

• Trusting relationships had been formed with families that supported partnership working to meet children's needs.

• Staff supported children's interests and were responsive to their ideas, resulting in children being engaged in play for sustained periods.

• Children were settled, confident and having fun exploring the indoor and outdoor environments.

• Quality assurance systems were effective in promoting continuous improvements.

• Progress had been made to ensure facilities for personal care routines were managed effectively to reduce the risk of infection. Plans were in place to make significant adjustments to the accessible toilet area.

• Mealtimes offered children some choice and opportunities to develop skills for life. This could be further developed.

• The indoor environment could benefit from being refreshed.

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 kind and nurturing approaches from a staff team who had formed positive and supportive relationships with them. Children told us, " staff are good at looking after us". Families described staff as " welcoming", "fantastic with the children" and "professional, friendly & hard-working". Families spoke about knowing staff, feeling welcomed and staff taking time to talk with them. As a result, there were strong connections between families and the staff team that promoted positive partnership working.

Staff were respectful of children's rights and choices. They had promoted learning of rights through play and the experiences offered. This had been documented in the floor book and some evidence was displayed on the walls. We encouraged the service to continue to promote and share this.

The service had developed their mealtime routine and we recognised progress had been made. This offered children some opportunities to be independent. They helped prepare foods, used kitchen utensils, learning about healthy food choices and keeping themselves safe when using safety knives to cut fruit. Children were able to choose when they would like to enjoy snacks. Staff sat with them, using the opportunity to engage in meaningful discussions.

Lunchtime was a rolling routine which meant children had some choice in when to eat. They were able to select salad and bread independently, pour drinks and clear away their dishes. We encouraged the service to develop this routine further so children are able to select food choices that are fresh, have appropriate sized dishes that allow them to develop skills in using cutlery and eat when they are ready. We signposted them to the Care Inspectorate practice note 'Keeping children safe: supporting positive mealtime experiences in early learning and childcare (ELC)' **(See Area for Improvement 1)**.

Children's emotional wellbeing was considered. There were some spaces indoors and outdoors where children could rest and relax. Children told us they liked to use the tent outdoors. This space had cushions and books for children to enjoy. Indoor spaces included the home corner and story corner. We suggested that a space indoors could be created for the purpose of rest and relaxation linking to the work being done on emotions.

Children's wellbeing was supported through effective personal planning. Plans had been created with families and were reviewed frequently to ensure children's needs were being met. When required additional individual education plans were in place and detailed clear next steps and other services involved. Families agreed they were fully involved in reviewing their child's plan. This meant that all children were being supported to reach their full potential at a pace that was right for them.

The management of medication had been an improvement priority and we found that actions taken by the service were effective. Medication had been reviewed regularly by staff and the leadership team. Termly reviews were in place with families in line with guidance. Staff were clear about their responsibilities in administering medication. This had been documented clearly when medication had been required to meet children's healthcare needs.

Quality indicator 1.3: Play and learning

Children were meaningfully engaged and leading their play and learning for the session. They told us they liked to play outside, spend time with the staff and their friends, draw and play games. Staff valued the importance of children having the right to choose how they spent their session. Children moved freely between indoors and outdoors, directing their own learning. They spent time experimenting with mud and water, creating their 'potions' exploring how to create colour, building structures using blocks and loose parts and using their bodies to climb and balance. As a result, children were happy and engaged in play.

Planning for experiences was a balance of intentional promotion and responsive planning. Some staff were skilled at responding to children's interests through their observations, discussions and interactions. This had been an area of improvement for the team. They recognised the progress they had made in recording significant observations, responding to children's interests and sharing learning and progress with families, whilst reflecting further work was needed in this area. They used an online learning journal to record and share children's learning. Families told us they liked receiving the updates as this showed them how their child had spent their time in the setting. Families also had the opportunity to meet with key workers regularly to discuss their child's progress and next steps in learning. This meant children experienced a breadth of learning across the curriculum.

Children were able to revisit their learning through the floor book and their individual all about me books. The floor book captured children's thoughts, ideas and voice. We encouraged the service to use the floor book consistently so children can share their experiences with family and friends, giving them the opportunity to talk about their learning.

Promoting literacy and numeracy through play was woven throughout the provision. Children were able to borrow books from the lending library, enjoyed mark making using different resources and recognising print. Families told us they also liked borrowing the blue bags that had different activities in. Spaces displayed some print, books and props to support children's interests. We encouraged the service to continue to focus on making spaces inviting, ensuring provocations spark curiosity and interest in literacy and numeracy.

The service had used the wider community to support learning. Children benefitted from walks in the area, visits from emergency services and visiting the gardens and park. Some families told us they would like to see children having opportunities to take part in more outings. The service recognised this and planned to begin trips to the local woods again.

Areas for improvement

1. To promote children's health, safety and wellbeing the service should further develop the mealtime routine to ensure children are offered more opportunities to develop independence and enjoy healthy foods. This should include, but not limited to: Children having more choice when to eat, being able to choose foods that have been maintained at the correct temperature for the lunch time period and have appropriate sized plates that promote safe use of cutlery.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: 'I can choose suitably presented and healthy meals and snacks, including fresh fruit and vegetables, and participate in menu planning' (HSCS: 1.33)

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 and families were welcomed by staff when they entered the nursery. This created an ethos that was warm, nurturing and promoted connection. Spaces benefitted from natural light and ventilation as the door to the garden was open for the session and there were lower level windows around the room.

Children had access to a large playroom that led onto an enclosed garden, small wooded area and facilities within the school campus. They told us they liked the garden area and going to the school to take part in gym sessions. Strong connections between the nursery and the school promoted a sense of community and supported transitions.

Staff had created small spaces to offer children a balance of continuous provision. These areas were generally comfortable and homely. There was some good quality furniture that added to the provision, whilst other furniture was dated and in need of painting or replacing. Families and staff recognised that the areas would benefit from being refreshed. We encouraged the service to look at improving the environment. This would enhance the spaces created by staff to promote the message children matter **(See Area for Improvement 1)**.

Staff had considered spaces across the indoor and outdoor environment to ensure they were appropriate for stages of development and reflected interests. For example, a fire station was set up outdoors as children had requested this and a tuff tray had been used to create a 'spa'. This supported their learning, promoted conversation and resulted in lots of fun and laughter.

Staff carried out checks of areas to ensure spaces were safe and secure. Maintenance issues were reported to the janitor who responded quickly. The service had begun to use the Care Inspectorate safe, inspect, monitor, observe, act (SIMOA) campaign to support children in learning about safety when visiting the school. We suggested this could be developed further indoors and outdoors, on outings and links with home. This would support children to learn about risks and how to manage this in their wider community.

Children's health and wellbeing had been carefully considered. Effective hand hygiene routines were embedded. Children were supported to wash their hands at key times throughout the session and staff supervised these routines. Children were able to talk about why hand washing was important. The service had also put in place a robust system to ensure any potential risks of infection was minimised when the nappy changing facility needed to be used.

Areas for improvement

1. To ensure children play and learn in spaces that promotes a message that they matter, the environment should be refreshed to ensure ease of cleaning. This should include, but not limited to walls and wood work being painted and furniture being refreshed or replaced.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: ' I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS: 5.24)

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 improvements are led well

The service promoted their aim to create a safe, inclusive and nurturing environment that resulted in a welcoming, warm ethos. It was important to the team to have their children and families involved in the life of the service. They were reviewing their vision, values and aims and had involved all stakeholders in this process. As a result, staff were confident to talk about what was important to the setting and their vision for their community.

Children, families and staff benefitted from a leadership team that was committed to their role in supporting and leading the team. They created conditions where staff felt confident to share their views and ideas. Staff told us they enjoyed working at Parsons Green, felt valued and supported. As a result, this created a culture where staff felt confident to make changes and had a shared responsibility for improvements.

Staff were committed to ensuring children experienced a breadth of opportunities through play and learning to meet their needs. They took on leadership roles linked to their interests and skills. Children took part in language development sessions, movement groups and outdoor learning. Families were offered stay and play, PEEP and connect sessions. Staff spoke with confidence about their leadership roles and how these were supporting children to make progress at a pace that was right for them. Many children and families spoke about the fun they had as part of the groups.

Including families in the life of the setting was important to the service. Families told us they received regular newsletters, emails and updates on line. They described communication as "excellent" and said "we always know what is going on." Regular consultation with families meant their views informed the development of the service. The service used questionnaires, the online journal and daily discussions to gather what was important to families. As a result, families felt included and informed.

The service had strengthened their quality assurance system that included room observations, medication audits, children's journals and focussed reflective discussions for continuous improvement. This had begun to have a positive impact and supporting change at a steady pace.

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.

Quality indicator 4.3: Staff deployment

Children benefitted from a team that worked well together. They were clear about their roles and responsibilities in each area and the deployment of staff had been carefully considered. Staffing levels were effective to meet children's needs and wishes. Staff communicated well if a task took them away, asking each other for help. As a result, children were supported and supervised where they chose to play.

Transitions throughout the day were carefully managed to ensure children's wellbeing and safety. Families were welcomed into the setting and staff took time to talk with them, sharing important information about their child's routine. Families comments included staff are "professional, well qualified and friendly", "very approachable, welcoming and inclusive", "always happy to provide feedback and advice if needed." and "I enjoy the service mostly because of the community of friendships that it builds for my child." As a result, families were happy with the care and support children received in the service.

The wellbeing of staff was well planned to ensure they had time to rest and refresh. During these times children continued to have full access to the provision indoors and outdoors. As a result, there was no disruption to care, play and learning.

The team made effective use of time each week to support their learning and development, plan for children's experiences, attend training events and engage in reflective discussion. They were part of a wider learning community that focussed on improving experiences and outcomes for children through high quality spaces and interactions. Staff shared this supported them to develop their knowledge and skills and was having a positive impact on learning.

An induction programme supported new staff at a pace that was right for them. This included being mentored by a designated member of staff and the wider team who shared their skills and knowledge. At the time of our visit, no new staff were in post. We spoke with staff who were able to talk about their previous experience of this and how supported they felt.

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 contribute to children's health and wellbeing, the provider should ensure the management of children's medication and health care needs improves. This should include, but not be limited to:

- ensuring staff have a consistent knowledge and understanding of children's individual medical needs and how these should be managed; and

- improving quality assurance of medication and health care management to ensure the information recorded provides accurate details to guide staff and keep children safe, ensuring the adherence to 'Management of medication in day care of children and childminding services' (Care Inspectorate 2014).

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); and 'I experience high quality care and support based on relevant evidence, guidance and best practice.' (HSCS, 3.14)

This area for improvement was made on 29 January 2024.

Action taken since then

The service had an effective system in place for the safe recording, monitoring and administration of medication. Staff understood their role in supporting children's healthcare needs and healthcare plans were in place with clear protocols to follow when required. We recognised progress had been made and this area for improvement had been met.

Previous area for improvement 2

To ensure children's privacy and dignity is respected and to minimise the potential for infection spreading, adjustments should be made to the nappy changing and toilet facilities within the setting.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state: 'If I require personal care, this is carried out in a dignified way, with my privacy and personal preferences respected' (HSCS, 1.4) and 'My environment is secure and safe' (HSCS, 5.17). This is to ensure the environment is consistent with Space to Grow: guidance for early learning and childcare and out of school care settings, (Scottish Government, 2017).

This area for improvement was made on 29 January 2024.

Action taken since then

Adjustments had been made to minimise the potential risk of infection when personal care routines were being supported. The service had implemented an effective risk assessment, cleaning schedule and arrangements to use toilet facilities where possible to support children. Staff were clear about protocols. Plans were now in place for the refurbishment of the accessible toilet and changes to the children's toilets to promote privacy and dignity. We recognised progress had been made and this area for improvement had been met.

Previous area for improvement 3

To secure consistently positive outcomes for children and ensure a culture of continuous improvement, effective and meaningful quality assurance processes should be developed and embedded.

This is to ensure care and support is consistent with the Health & 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 29 January 2024.

Action taken since then

The service had developed and implemented continuous quality assurance processes that were having a positive impact on outcomes for children. These included regular monitoring visits, audits, training, improvement priority meetings and reflective discussions. Evidence recorded strengths and areas for development. We recognised progress had been made and this area for improvement had been met.

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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