Roseburn Primary School Nursery
Day Care of Children

Roseburn Primary School
64 Roseburn Street
Edinburgh
EH12 5PL

Telephone: 0131 337 6096

Type of inspection:
Unannounced

Completed on:
18 January 2019

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Service no:
CS2003017050

About the service

This service registered with the Care Inspectorate on 1 April 2011.

Roseburn Primary School Nursery is situated in a self-contained building in the grounds of Roseburn Primary School in the Murrayfield area of Edinburgh. The service is provided by the City of Edinburgh Council's Children and Families Department and is registered to provide a care service to a maximum of 30 children aged 3 years to primary school entry. Children can attend either a full day, a morning or an afternoon session. The building is a large playroom with a cloakroom and toilet and kitchen facilities. There is a large staff room which parents could also use while their children were settling in. There is an office space for staff also.

There is a medium sized, enclosed garden which children access straight from the playroom. Children also make use of a local woodland area for learning and play. Aims of the service included to 'provide a safe, nurturing, caring environment in which we aim for all pupils to achieve their full potential and to have the confidence and skills to meet the challenges of the future.

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 by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of Getting it right for every child: safe, healthy, achieving, nurtured, active, respected, responsible and included.

Please note parents and carers will be referred to as 'parents' throughout this report.

What people told us

We observed the morning session and part of the afternoon session during our visit. The children were happy to tell us what they were doing and we spent some time drawing and chatting with a group. Some of the children's comments included 'the teachers give you cuddles'; 'I go to Miss XX if I need help'; 'I like drawing and playing with the bricks.'

We gave the nursery team our details to pass to parents should they wish to give us their views on the service. Although we did not manage to speak with parents at collection time we did observe how staff handed over information and how parents were able to take their time, tell the team how their child had been and ask questions.

Self assessment

We did not request a self-assessment as part of this inspection. We viewed the services' internal improvement plan during our inspection.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	4 - Good

What the service does well

The children were confident, happy, inquisitive and very complementary of staff. They were welcomed warmly and parents were able to come into the room with their child, settle them in and speak with staff. This contributed to children's feelings of belonging and respect.

There was a respectful ethos which could be seen in the 'Roseburn values' and 'kindness tree' where the team celebrated children's efforts, for example 'XXX helped their friend to put their coat on.' This helped nourish children's self-esteem and confidence while promoting positive social interactions.

Although some children were awaiting assessments and supports these were planned for the very near future. We saw that visual signals, sign language, clear instructions, other languages and activity boards were used for children who needed a little extra help. Staff were very patient and attentive and the strategies currently in place were enabling children to have a good experience in nursery, although we found this could be enhanced with prompt individual supports being put in place.

A healthy attitude to foods was encouraged due to the healthy snacks and projects about healthy eating and growing foods. Independence and choice were encouraged through hand washing, self-registration routine and self-service snack.

The children were becoming used to the longer hours within the service. They were able to go eat their lunch in the nearby dinner hall. This helped children to become familiar with their school layout and key staff within it which would aid transitions.

Responsibility and an increased awareness of safety was encouraged as children were part of the daily risk assessments of the garden area and were encouraged to think of their skills and assess risk when travelling to the woods and climbing trees.

Staff responded to children's requests for help and sensitively supported them to resolve any disagreements. Children were able to arrive and play straight away. The pace of most of the morning was relaxed and staff focussed on interacting and supporting children. We saw some examples of prolonged play at areas such as the water tray and play dough table. Children were most interested in playing with items which challenged them or were open-ended.

The team described the key strengths of the service as 'the warm and nurturing care the children receive, the story times they cherished and how they get to make a lot of choices and are respected'. We observed their interactions as loving and caring.

The leadership team included the nursery as an integral part of the school. The team attended in-service days and received training in areas relevant to their work such as resilience, ACE's and child protection. Staff's knowledge and awareness would continue to support children's health, safety and wellbeing.

The team were complementary about the support of the head teacher and principal teacher who visited the nursery often. A newly appointed team member told us they were settling in well, could ask team members questions, and was enjoying the position and getting to know the children.

The nursery was part of the 'standards, quality and improvement plan which was linked to the school. The team were using 'How Good is our Early Learning and Childcare' as a benchmark for self-evaluation. Good foundations had been laid for the increase in provision and now the staff and management team were focussing on the whole day provision; quality of experiences and a quality environment. The nursery team had their own

improvement ideas up on the wall which parents and children were invited to contribute to in a variety of ways. This would help to keep them informed and included in the progress.

What the service could do better

As planned the play environment could be enhanced further to offer richer, prolonged and creative play opportunities to children. This could include more ICT, literacy and numeracy play opportunities. Enhancing or re-establishing core resources such as tools, clay, hot plates, tinker tables, real life, natural, loose parts and open-ended materials and resources would enrich opportunities for curiosity, creativity and inquiry.

The smart board and PC were due to be updated in July with all school ICT hardware. We suggested that the team consider ways the children could access their learning journals online. This will empower and enable children to revisit, recall and consolidate individual learning and experiences.

The team should revisit the Building the Ambition document to review the planning methods, daily routine and group times for children. We found the children's time was more planned out than necessary. We gave advice to the team about various ways they could still plan, take observations of learning whilst promoting time and space to play. See recommendation one.

We advised the team revisit the expectations around learning journals. We found there was some duplication of information due to the amount of observations. We advised the team to review the procedures, take their time and write clear, evaluative observations. This will help staff to show the learning outcome in a clear way whilst ensuring quality. Next steps in children's earning should similarly inform responsive planning approaches.

We informed the team that soft furnishings or tableware should not be stored in the toilet areas due to infection control. Some teddies and pillows were also in need of replacement. This would help to ensure children's health as infections would be less likely to spread. We also informed staff the medication storage and forms were sufficient, however the forms needed to be reviewed with parents three monthly.

We noted in 'annual conversation records' that the team had requested some additional training or responsibility within the service. An action plan of when this would be implemented, how, and the impact of this would support staff and the leadership team to stay on track with agreements. Further distributed leadership would enable the teams varied skills to be better utilised to benefit children.

The management and staff team should familiarise themselves with and the Health and Social Care Standards and demonstrate how these and 'Building the Ambition' have enhanced the procedures within the nursery for supporting children's learning and development. Approaches to Planning, observation and assessment of children's development should be reviewed along with an increase in a child centred, responsive approach to planning.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. The provider should ensure that the balance between child led and adult initiated play supports children to achieve their potential. They should continue to develop their approaches to child led planning. Consideration should be given to how children and families can re-visit and share learning and development in a meaningful way. In addition, these should be closely linked to children's progress as they develop and reach key milestones. This could be achieved using children's personal learning journeys as an individualised approach to involving children and families in the learning and development journey. The development of child led planning approaches would increase the levels of challenge, independence and responsibility in their play experiences. Staff should explore the potential of each child in their care and gain a shared understanding of what they expect children to achieve.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that, as a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open-ended and natural materials (HSCS 1.31).

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld. One recommendation was made which was to follow their policy and procedures when a complaint was raised. We spoke with the principle teacher who explained the process. We were satisfied that this met the recommendation.

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 must ensure that they follow their policy and procedures when a complaint is raised against one of their services.
National Care Standards Early Education and Childcare up to the age of 16. Standard 14:-Well-Managed Service.
Timescale: Within two weeks of the date of this report

This recommendation was made on 1 May 2017.

Action taken on previous recommendation
We spoke with the principle teacher about how they would respond to any complaints. We were satisfied that this procedure met this recommendation.

Inspection and grading history

Date	Type	Gradings	
12 Jan 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
7 Mar 2013	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
21 Mar 2012	Re-grade	Care and support Environment Staffing Management and leadership	Not assessed Not assessed Not assessed 3 - Adequate
7 Mar 2012	Re-grade	Care and support Environment Staffing Management and leadership	Not assessed Not assessed Not assessed 1 - Unsatisfactory

Date	Type	Gradings	
3 Dec 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good

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