The Royal High Primary School Nursery
Day Care of Children

Northfield Broadway
Edinburgh
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Telephone: 01316 693 200

Type of inspection:
Unannounced

Completed on:
30 October 2024

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Service no:
CS2003017061

About the service

The Royal High Primary School Nursery is registered to provide a daycare of children's service to a maximum of of 30 children aged 3 to entry into primary school at any one time.

The nursery is located in a separate building within the grounds of The Royal High Primary School in the Piershill area of Edinburgh. The accommodation consists of one main playroom, toilet facilities, office space, foyer and kitchen area. There is also direct access to a fully enclosed outdoor space from the playroom. Local transports link and community amenities are located nearby.

About the inspection

This was an unannounced inspection which took place on Tuesday 29 October 2024 between the hours of 09:10 and 17:00. We returned on Wednesday 30 October 2024 between the hours of 08:15 and 17:35 to continue with the inspection and to provide feedback. We provided feedback to the leadership team and the quality improvement education officer from the local authority.

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 registration information, information submitted by the service and intelligence gathered since registration.

In making our evaluations of the service we:

- spoke to and interacted with children using the service
- spoke with staff, headteacher and depute headteacher
- observed practice, daily routines and children's experiences
- reviewed documents relating to children's care and the management of the service
- took into account feedback from families we spoke to during the inspection and from the seven families who completed the online survey we issued.

Key messages

- Children's health and wellbeing were supported as staff knew the children in their care well. Ongoing development of personal plan documentation would further support the gathering and recording of information.
- Children's interests and confidence were supported through the varied experiences and staff interactions indoor and outdoors.
- Children's safety was supported through risk assessments of the environment and vigilance of staff. Developing a consistent approach to the assessment of the environment would enhance children's experiences.
- Quality assurance processes supported a continuous culture of improvement and helped promote positive outcomes for children. Ongoing audits of the service will continue to support self evaluation and enhance outcomes for children.
- The deployment of staff and their skills meant that children's care and wellbeing needs were supported. The continued monitoring of this by the leadership team would help ensure the ongoing effectiveness of staff deployment throughout the day.

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 which resulted in positive relationships being established. Staff knew the children in their care well and were respectful in their approach. This meant that they responded sensitively and provided support when needed. For example, taking account of children's individual needs and preferences as well as supporting children to settle into the setting.

Children benefitted from the effective use of their personal plan information which was gathered and documented in consultation with their families. For example, information about children's individual care and support needs including dietary, health, medication and any strategies of support. To further support the gathering of information, the personal plan documentation was being developed in line with the local authority processes. This would support a clearer and consistent approach for the gathering and recording of information for all children. This should include having an overview of any updated information about children's care and support needs and the reviews carried out with families. This would help staff to support children to reach their full potential **(see area for improvement 1).**

Feedback from families included, "The staff are approachable and my child is happy attending. I can see they are helping my child to develop" and "The staff are always friendly on arrival at drop off and always ask how my child is every morning. Or there is any issues with my child the staff will always find time to discuss this with me". Other feedback received included, "The only thing that I would like to see is more a better update on what our child has had to eat for the day and how much he has eaten".

Children experienced mealtimes that were unhurried and provided social experiences. Children could choose when to come for their snack and lunch and this minimised the interruption to their play. A member of staff sat with children during lunchtime and a further member of staff supported the serving of foods with children. This meant interactions and assistance for children was provided when needed. Staff were knowledgeable of how to keep children safe and this included minimising the potential of choking and ensuring any dietary needs were met. Mealtime routines also provided children with the opportunity to learn new skills, encourage confidence and independence. For example, learning to self serve foods and pour their own drinks. At times, it was difficult at snack time when there was only one member of staff supporting interactions as well as carrying out the necessary tasks. The service were reflective of this and ongoing leadership observations and assessments of mealtimes were to continue to ensure children's experiences were consistently supported.

Quality indicator 1.3: Play and learning

Children benefited from a variety of play and learning opportunities both indoors and outdoors. For example, construction, water play, story telling, clay and climbing. This meant that children could lead their own play and make choices from a range of experiences. Effective use of questions and discussions by staff helped support children's enjoyment and extend their learning experiences. For example, supporting children to safely and confidently use the outdoor equipment as well as problem solving when using the scales to

weigh objects. At times, children were taking resources from other activity areas to use within the home area. To further support children's experiences and imagination, expanding on the available resources of the home area should continue to be developed.

Children's skills in literacy and numeracy were supported and developed through a variety of opportunities as well as through skilled interactions of staff. For example, story telling, rhymes and songs, using measuring scales and following instructions for recipes with staff. Information was also provided for families on how to extend children's experiences at home. For example, autumn walks and bringing in their findings to nursery.

Feedback from families included, "They take in what the children have interests in and use that, they always have fun things to connect with what they're learning about" and "The nursery is great at having a theme to base all learning on which my child loves. Just now it's goldilocks and the 3 bears, he has done maths and drawing activities based on this."

Staff skills and the planning approaches meant that children's play and learning experiences were responsive to their interests. This included taking into account children's ideas, comments and their next steps for learning. Children's experiences and progress were assessed and evaluated on an ongoing basis by staff. As a result, most children were engaged and focused during their play whilst other children needed additional support or the reassurance from staff to settle into their chosen play. The service was committed to continuing to develop their approach to the planning and evaluations of children's learning and progress. For example, the consistent recording of children's intended learning outcomes and the links to other documentation such as responsive planning, floor books and key worker group activities.

Children's individual achievements and next steps for learning were shared with families online and through consultations with staff. Some feedback we received from families indicated that they would like more timely communication rather than catching parents at the gate. Further information could visually be shared with families about the daily experiences and opportunities provided each day. This would help ensure all families were kept up to date with information about their child's play, learning and experiences in the setting.

Feedback from families included, "He's always learning new things and bringing it home with him and telling us all about the stuff he has learned that day. We also get constant updates on the learning journal which I find really useful" and "Lots of lovely staff members who make it a lovely nursery, lots to do and a nice place to go. Lots of photos and videos on (social media) and learning journals - great to see them."

Areas for improvement

1. To support children's health and wellbeing, personal plan documentation should continue to be developed. This would support a consistent approach for the gathering and recording of information. This should include having an overview of any updated information about children's care and support needs and the reviews carried out with families.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states 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).

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 as the garden was fully enclosed and staff were vigilant when carrying out the procedures for families entering or leaving the premises.

There was a variety of experiences and resources for children indoors which reflected children's stages of development, interests and curiosities. Spaces were generally well presented with cosy comfortable places to sit and relax in quieter spaces. Ongoing observations and audits of the resources and environment would support the leadership team and staff to assess children's use of the spaces and where additional resources would extend their learning opportunities. For example, the indoor home area. Children's health and wellbeing were supported as they routinely had the opportunity to have fun and be active outdoors. The outdoor areas offered sheltered spaces and children could choose from a variety of different play types and experiences including harvesting fruit, climbing and use of loose parts play to support their imagination.

Feedback from families about the outdoor experiences for their child included, "She loves being able to play in the water outdoors" and "They go to wildlife garden, shops, park and no matter what the weather, they are encouraged to play in the outdoor space".

Staff were vigilant when children needed support during their play including reminding them of the boundaries and how to use the equipment outdoors safely. Written risk assessments and outdoor prompts for staff supported the assessment of the environment and how any potential risks would be minimised. Any issues identified with the environment or resources were recorded for the necessary action to be taken. Developing a consistent approach to the use of the daily prompts and what to assess would further support staff to identify any potential issues to ensure children's safety. For example, identifying the type of berries on the ground in the garden along with any action that may be needed. Further involving children in the daily risk assessments would also help them to learn more about identifying risks and keeping themselves safe.

Although maintenance issues had been identified by the setting, this was still to be progressed by the provider. For example, replacing the worn radiator coverings, carrying out general improvements to the toilet area and also the provision of suitable nappy changing facilities. Feedback from families included, "Toilets are old and unwelcoming". New nappy changing facilities had been ordered and although interim arrangements were in place, maintenance issues should be carried out promptly to improve children's experience **(see area for improvement 1).**

Infection prevention and control practices such as regular handwashing helped support children's health and wellbeing. Staff reminded children to do this throughout the day and handwashing routines were carried out after going to the toilet and personal care routines as well as before eating.

Areas for improvement

1. To ensure children's health, safety and comfort, the provider should ensure the identified maintenance issues are carried out promptly with timescales identified. This should include but not be limited to,

improving the nappy changing facilities in line with best practice, maintenance of the toilet facilities and replacing the worn radiator guards in the setting.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:
'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.22).

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 and these as well as training helped to inform staff practice. An improvement plan had been developed and identified the priorities for the nursery. Children's views were valued by staff and as a result, children were respected and included. Families also had the opportunity to be involved in the service through stay and play sessions. This along with surveys provided the opportunity for families to evaluate the service and influence change.

Feedback from families about their involvement in the nursery included, "Again, we're fairly new to the nursery but I believe and get the sense they like having the parents involved in the service to be able to have that staff/parent relationship that makes the staff responsibilities much easier when it comes to discussing any issues or development of our child" and "We get questionnaires and always asked for any feedback". Other feedback received about how to make the service better included, "More support for those children that need it, better communication methods and more resources for the nursery".

Quality assurance processes supported the leadership team and staff to assess and reflect on what worked well in the service and identify areas for development. For example, sharing of best practice documents, discussion through team meetings and audits of the core assurances such as medication and personal plan information. Self evaluation processes should continue to be embedded into practice including further audits of the environment and observations of the routines of the day. This would further help assess children's experiences and identify what is working well and any changes that may be needed.

Staff inductions and training helped ensure staff knowledge and awareness of their role and responsibilities including the safeguarding of children in their care. This meant that new staff knew who to contact in the event of any concerns.

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

Staff worked well together as a team, communicated their movements and modelled respect towards each other and children through their interactions. Feedback we received from families included, "The staff have been welcoming and are always there to support children and adults", "There's always a member of staff

wherever the children are and even if it's not my child's key worker, he knows that he can approach any of the other members of staff for help" and "Staff always make time to chat when required".

There was a clear approach to identifying staff roles and responsibilities. For example, there was a staff rota for the responsibility for setting up and working within specific areas of the nursery. As a result, this helped identify what was working well and any areas for improvements to support children's experiences.

Feedback we received from some families outlined that they did not agree there was always enough staff in the service to support children's varied needs. Whilst staff names and photographs were displayed in the foyer, we discussed that it would be beneficial for families to have further information about staffing levels. For example, to outline the staff in attendance each day to support the delivery of the service and the care and support of children.

The leadership team were committed to ensuring staff deployment considered the mix of staff skill and experience as well as promoting continuity and support for children. Staff absences and vacancies were currently being supported by the deployment of staff from the local authority and additional staff support was also provided from the school. The leadership team also spent time in the nursery to get to know children and their families. Staff deployment was continuing to be monitored by the leadership team to ensure this was effectively supporting children's experiences throughout the day. For example, taking account of the layout of the environment and children's individual needs and strategies of support. This would help identify where any additional support may be needed to help children reach their full potential.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

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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