Pentland Primary School Nursery Class
Day Care of Children

Pentland Primary School
Oxgangs Green
Edinburgh
EH13 9JF

Telephone: 0131 445 1510

Type of inspection:
Unannounced

Completed on:
1 March 2019

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Service no:
CS2007156054

About the service

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

Pentland Primary School Nursery Class is registered to provide a day care of children's service to a maximum of 48 children aged three to entry to primary school. The nursery is located within Pentland Primary School. The areas used by the nursery within the school are:

- One large playroom which has direct access to an enclosed outdoor play area
- A large cloakroom which can also be used as a quiet play space for children
- Playing field and woodland area
- The school gym hall for active play at set times each week.

The aims of the service are to allow children to become successful learners; to support and celebrate each individual child reaching their full potential through observation, assessment and informed planning.

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 children over two visits and spoke with some of them. They were all very comfortable, settled and happy in the service.

We sent out 20 Care Standards Questionnaires (CSQs) to the service to distribute to parents of children who attended the service. Twelve completed questionnaires were returned before the inspection. We also spoke with five parents during our visits. Overall, most parents were very happy with the quality of care their child received in this service. Some comments have been included below to represent parents views. All feedback was shared and discussed with the service:

'As parents we are very pleased with the care and education our daughter receives. The nursery is well-organised and the staff very professional. Our child has settled in well and is very happy and learning new things all the time.'

'A fantastic nursery. The staff are always very friendly and enthusiastic. There are lots of different learning experiences available. A very child-centred place and my child loves going to nursery.'

'Pentland nursery offers my child a personalised and supportive learning experience. The activities offered are stimulating, high quality and foster independence. My child is extremely happy in the nursery and is thriving. The wider achievement opportunities are vast and extremely good care is taken of my child. It is a wonderful learning environment.'

'Sometimes I feel that the children have too much choice at nursery and especially in their preschool year, should become used to following a slightly more structured time for some of the session. For example, all listening to a

story. Trips and outings could also be organised in groups so that all children get a fair experience of their opportunities.'

'My child is very happy here and experiences are great. I like getting the journal home and the notice board tells me what she's been up to. She has a great bond with staff and so do I. We would not change a thing.'

'This is our second child here and we are so happy. We like the handy newsletters and information through 'parent mail'. We can't think of anything we would change.'

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	6 - Excellent
Quality of environment	6 - Excellent
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

The responsive rhythm of the day supported children to learn through exploration and first hand experiences. Those who needed additional support were included and able to progress with the goals and ambitions their parents had for them. For example the 'talking time' speech and language strategy, lead by one member of the team, meant identified children got individual, or smaller group time, and strategies were shared with parents to carry on at home. This created a joined-up approach which made it more likely children would benefit.

Transportation of resources and team deployment fostered deep, prolonged and purposeful play. Staff adopted a skilled and effective questioning approach which provoked thought and problem solving, for example; 'I wonder what would happen'; 'What could you do' or 'How could you fix it'? We saw children confidently moving open ended resources and using their imaginations; for example using wooden spools in the home corner children counted out 13 ice creams for their babies which they would get if they were 'good at sleeping'.

Children's comfort, personal care and emotional wellbeing needs were supported by the caring and nurturing team. The snack menu was well thought out and, if relevant, linked to current interests (porridge for Goldilocks story). Some children were invited to prepare the start of snack for their friends.

The day was relaxed and responsive to children's needs and interests. Children were encouraged to make choices about where they played and how long for. Staff were confident and knowledgeable about how children learn through meaningful play experiences. At the end of the session, the team informed children of the adult initiated experiences that would be on offer the next day, this gave children ample time to ponder over what they would take part in.

Children had free flow access to the garden. They were able to use their bodies in a variety of ways and test out their capabilities and skills. The use of loose parts outdoors encouraged the use of coordination and big muscle

groups. The use of resources such as sewing and 'Theraputty' encouraged fine motor skills, hand-eye-co-ordination and strengthened little hands and fingers.

Staff had reviewed and enhanced how they deployed and positioned themselves to aid children's learning and development. This shared respect and value for play which resulted in excellent opportunities for children. Staff were aware of the value they could add to play but also very cautious not to stifle play. We saw very thoughtful interactions which prevented unnecessary interruptions. Staff clearly cared for the children and we saw high quality, loving interactions.

Several examples of children's creations or 'work in progress' could be seen around the room. Keeping children's work safe for them to return to would make them feel valued, included and respected. Some creations were shared at the end of the session and children could tell their friends what they had made. This encouraged a natural reflection time at the end of the day, enhanced confidence and descriptive language and developed memory recall.

Children were able to understand the cycles of nature through planting. Through trial and error they realised what actions were needed to help plants and vegetables survive; or when in the year planting would become a success. This helped children grasp concepts of cause and effect in a natural, interesting and challenging way. Set backs were seen as learning opportunities. The children made a plan of what they would do differently next time.

The impact of training and professional knowledge was evident in the care and attention paid to setting up and maintaining an excellent learning environment. Imagination and creativity was seen throughout all aspects of the learning environment. The team should be commended for the effort that has resulted in a nursery where children have a vast range of experiences that are intrinsically motivated. Children were able to wallow in their play and inquiries and bring to reality the creations in their heads. Learning through meaningful contexts helped learning and acquired knowledge and skills to be lasting and transferable in time.

The exceptionally well resourced playroom enabled children to be truly creative, challenge themselves and self-extend their play and exploration. Improvements were evident and it had become part of natural practice to provide an environment which met and challenged children's abilities, learning and play. Continued use of and revisiting tools such as 'Building the Ambition' and 'How Good is Our Early Learning and Childcare' had supported the team to create and maintain the outstanding service provided to children.

Children received excellent opportunities through play experiences. We saw many examples of representation, exploring properties; concentration and perseverance. The environment and opportunities had an impact on children's skills and confidence. For instance, one child who did not interact much with others, found clay enabled her to express herself and describe to others the intricate items she had made. This resulted in positive connections being made with other children. Similarly, another child showed huge dedication to sewing and had surpassed expectations with her sewing skills.

What the service could do better

Appropriate and helpful information was gathered on children when they started to use the service. The team now need to update this at least every six months with parents. They should sign and date; even if to confirm there are no changes to their care information and instructions.

Medication systems could be enhanced to ensure parents review forms three monthly. The service should ask

parents to sign the prescribed medication log to confirm they have been informed of any medicine their child have received. This would ensure the service works in line with current best practice in this area.

The team, as planned, could continuously build on and improve the high quality support to children and families.

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

It is recommended that clear records are kept for children who have additional support for learning needs. These should demonstrate the support the child is receiving on a day-to-day basis as well as clear notes of progress made.

National Care Standards for Early Education and childcare. Standard 6 - Support and development.

This recommendation was made on 16 May 2016.

Action taken on previous recommendation

The service had used the Up, up and away toolkit, the GIRFEC approach and the school ASN team to ensure a robust support network for children with ASN. Pastoral notes are kept and individual children are discussed at each team meeting to ensure that each child's needs are considered. The ASN folder showed how children with diagnosed needs and those who needed a little extra help were being supported. This recommendation was met.

Inspection and grading history

Date	Type	Gradings	
10 Mar 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
17 Jan 2013	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good
17 Dec 2009	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent 5 - Very good 5 - Very good 6 - Excellent

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.