Juniper Green Primary School Nursery Class
Day Care of Children

20 Baberton Mains Wynd
Edinburgh
EH14 3EE

Telephone: 0131 442 2121

Type of inspection:
Unannounced

Completed on:
10 January 2019

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Service no:
CS2008172825

About the service

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

Juniper Green Primary School Nursery Class is an integral part of Juniper Green Primary School in Edinburgh. The nursery serves residents of the Juniper Green, Baberton Mains and Colinton/Hailes areas of Edinburgh. The school is situated in a quiet residential area in Edinburgh and is close to local amenities, libraries and public transport routes. The nursery consists of a large playroom which is spacious and bright, a wraparound room which is used as a playroom, parents' room, kitchen and toilet areas. There is a large, enclosed outdoor play area.

Juniper Green Primary School Nursery Class is registered to provide a care service to a maximum number of 50 children at any one time aged from three years to primary school entry.

The nursery recently reviewed their aims along with the school in conjunction with pupils, parents, carers, staff and the wider community. The stated aims include to provide a safe and stimulating environment in which children can feel happy and secure; and to provide an environment that promotes the emotional, social, physical, creative and intellectual development of children.

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 that all parents and carers will be referred to as 'parents' throughout this report.

What people told us

We observed children during the morning and afternoon session which gave us an insight into their experiences. We observed the children to be happy as they were giggling and playing with their friends. They were confident to ask for help and support when needed which staff responded promptly to.

We sent 30 care standards questionnaire to the service to give to parents of children who attended the service. We received 17 completed questionnaires before the inspection. In the questionnaires 14 parents 'strongly agreed' and 3 'agreed' that overall they were happy with the quality of care their child received in this service. Some parents left comments and we also spoke with three parents during our visit. We have included a sample of comments below which represent parents views:

"Excellent nursery in every respect. My child is very happy and there is a comprehensive learning package and support."

"My children have all attended Juniper Green nursery and I have always been very happy with the kind, welcoming attitude of the members of staff. I feel like the education and social/emotional support that they provide is of a very high standard."

"Excellent care was taken when helping my child settle into nursery which took a while. They are always looking out for him and assessing situations which may make him feel unsettled. He is very settled now thanks to staff."

"I am happy with the service and my child loves coming here. I get good information and support."

"I am happy overall."

"We feel the nursery gives our child the most excellent care and nurture any family could ever want. Our child has increased in confidence, independence and understanding of the world around her since starting. All the staff are encouraging and endlessly patient. They ensure our child is listened to and valued. They quietly observe and carefully plan experiences around her interests and needs. Our child bounds out of bed on a nursery day, looking forward to all the fun and excitement the wonderful staff bring to her learning. As parents we are also grateful of the support and advice they have given us. We are very lucky!"

"I could not praise the nursery highly enough. It is a wonderful, positive, nurturing and warm environment for my son. He loves it and they are a great staff team."

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	5 - Very Good
Quality of environment	not assessed
Quality of staffing	5 - Very Good
Quality of management and leadership	not assessed

What the service does well

A respectful and personalised style of care and support was provided for the children. They continued to benefit from rich play and learning opportunities because staff had worked hard to develop the children's experiences and be responsive to interests. The children were secure, confident and happy.

The professional and caring team used their judgement to decide when to interact to offer suggestions or support and when to step back to avoid stifling natural play and discovery. Children learned through exploration, working with others and by repeating tasks until they were satisfied. This contributed to children becoming confident individuals and successful learners.

Children and parents had developed a sense of belonging and trust which was supported by the continued home visits by staff in advance of children starting nursery. This pro-active, dedicated and nurturing approach to transitions and relationship building promoted the children's wellbeing and security. The team viewed the children as capable individuals, provided opportunities for them to be independent and develop their personal care and self-help skills.

They were given responsibility for helping to prepare snack and self-registration in the mornings where they indicated how they were feeling. This added to the child centred approach where children were encouraged to become aware of their feelings and self-manage their behaviours by a nurturing, caring and loving team.

Children were warmly welcomed by the team. They were encouraged to form friendships which they valued. Snack times were an occasion where children could relax, speak with friends and eat at a pace that suited them. This helped them to be positive about eating healthy foods and interact positively with friends whilst holding naturally occurring conversations.

The inclusive ethos, created by motivated and responsive staff, helped children to feel secure in the setting. The staff were very attuned to children's emotional wellbeing and quickly altered how they deployed themselves in order to help children who were a little unsettled or needed more support. Similarly support and challenge groups, enabled staff to help children in smaller, more personalised groups. This provided a sound basis for children learning which meant they were generally purposeful and engaged in their activities and could discuss what they were doing. Evaluations carried out by the team showed that children's literacy and numeracy skills were developing greatly.

Children were able to engage in creative play and explore a range of concepts and learning. The team had worked hard to create an environment which supported children to transport, build, create and enquire through play. Role play and creative play was high on the agenda for many of the children who relished the opportunities to move around freely and play independently or in groups. Natural materials and open-ended resources were available and learning was enhanced through sensory experiences.

Staff knew children and their families very well. They confidently spoke with us about children in their care and the small things they remembered reassured us that children were receiving individualised care and support both physically and emotionally which would support children to feel secure and promote their overall learning and development.

Staff practice was of a high standard. They enhanced their knowledge through training and using best practice documents to assess the impact of their work. Staff applied their knowledge and skills well which we confirmed through our observations and conversations. They informed us of the encouraging and supportive leadership team who enabled them to follow their professional interests by helping them to attend courses or try out new initiatives in the service.

What the service could do better

As planned, work should be progressed to increase the children's opportunity to develop their literacy, numeracy and ICT skills. We also advised how the core resources could be further enhanced to provide further open-ended and realistic play and learning opportunities (tool bench set up, clay, real foods in-house corner). Also, while the team had made sound progress in developing the opportunities for self-extension to play we also gave ideas of how this could be advanced in more play areas we observed (threading, brick area). We gave suggestions of how this could be incorporated in natural exploration of the areas of the room. In particular, we stressed the importance of children and staff having access to the E-journals while they were in the playroom and we offered ideas of how this could be achieved.

There have been some changes to the team since our last visit. We encouraged the team to continue on their improvement journey and found their development plan meant they were well placed to achieve their goals. This would include further familiarisation of the Health and Social Care Standards which could help the team to be more aware of how they are informing their practice. This area for development was already on the improvement plan for this year.

We advised the service to review and improve medication procedures. We found inconsistency in one child's

permission form versus the information on the prescribed label. We also found a child had medication noted but this was not available in the medical cupboard should they require it. The leadership team agreed to introduce a more robust and frequent system immediately to ensure all medical needs could be met safely to ensure children's continued health and wellbeing. We were reassured by their prompt response.

Although the room was not cold on the day we visited, we suggested that something be put in place to stop the heat escaping from the room in colder weather when the garden door was open. We offered some suggestions of solutions we had seen in other services.

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.

Inspection and grading history

Date	Type	Gradings	
17 Nov 2015	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent 6 - Excellent 6 - Excellent 6 - Excellent
17 Jan 2013	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent 6 - Excellent 6 - Excellent 6 - Excellent
9 Feb 2010	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent 6 - Excellent 5 - Very good 5 - Very good

Date	Type	Gradings

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
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