Moffat Early Years Campus
Day Care of Children

30 Wauchope Terrace
Edinburgh
EH16 4NU

Telephone: 01316 611 401

Type of inspection:
Unannounced

Completed on:
11 May 2023

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Service no:
CS2008177122

About the service

Moffat Early Years Campus is an early learning and childcare establishment based in the Niddrie and Craigmillar area, in the east of Edinburgh. The service is an Edinburgh City Council provision offering care and education to children from three years to entry into primary school. It is an integrated, community based resource close to the local primary school and other amenities.

The service is registered to provide a care service to a maximum of 162 children at any one time.

Moffat Early Years Campus is based over three buildings;

Children's House Nursery & main office, 30 Wauchope Terrace EH16 4NU
Skye Nursery Class, 20 Moffat Way, EH16 4PY
Harris Nursery Class, Collier Place, EH16 4PZ

About the inspection

This was an unannounced inspection which took place on 4 May 2023 between 9:00 and 16:00. A second visit to the service took place on 9 May 2023 between 9:00 and 15:30. The inspection was carried out by two inspectors 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:

- received written feedback from 18 parents
- spoke with staff and management
- observed staff practice and children's experiences
- reviewed documents.

Key messages

• Children were happy and settled in the nursery environment.

• Children were cared for by a nurturing and responsive staff team.

• Staff worked well as a team and supported each other in providing positive outcomes for children.

• Quality assurance should be more meaningful. This would support staff improve their practice and outcomes for children.

• The service should look at ways to develop their mealtime experience to reflect the independent opportunities children have at snack time.

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 and responsive care and were happy and having fun. The gentle approach of staff helped to create a calm atmosphere within the setting. Staff knew the importance of partnership working and good relationships had been built with families. They were warmly welcomed into the setting on arrival and we observed kind and respectful interactions. Parents all agreed they were happy with the care and support their child received. One parent told us, "What I like is that the staff are always lovely and happy when greeting the kids in the mornings and when they are leaving". This all contributed to a strong sense of community and belonging for children.

Children's care was supported with information that was gathered through a variety of personal planning tools. These included all about me forms, using the wellbeing indicators GIRFEC child planning process. Staff demonstrated how well they knew the children and were able to talk through strategies of support in place for individual children. Where children required additional support, staff were working with external agencies to identify and implement strategies to meet their needs. We found that not all personal plans were reviewed six monthly in line with legislation. We discussed with staff the need to keep personal plans current and relevant, to ensure all children received the right support at the right time **(see area of improvement 1).**

Snack provided a calm and social experience which supported children's choice in when they ate. This meant their play was not interrupted. They could develop self-help skills, with opportunities to prepare, serve and clear away. This gave children a sense of responsibility and ownership of the routine. Lunchtime offered less opportunities to support children's independence and could be further improved to promote children's choices. Staff at times were task focussed and missed opportunities to encourage meaningful conversations and extend children's learning (**see area of improvement 2).**

Staff had all recently undertaken safeguarding and child protection training to ensure their knowledge and practice was current. They were confident in the procedures they would take should they have any concerns about the children in their care. They were fully aware of their responsibilities in keeping children safe and protected.

Quality Indicator 1.3 Play and learning

Children were engaged in a range of play experiences that provided a balance of spontaneous and planned opportunities. They were actively leading their own play and learning, and engaged with resources which supported their interests. Staff showed enthusiasm in their interactions with children to support their learning. One parent told us they liked "The learning opportunities and friendly and welcoming approach". As a result, children were motivated to broaden their knowledge and skills.

Planning approaches were responsive to children's interests and were developed to provide experiences to support and extend learning. Floorbooks were used to capture and record children's participation in activities and experiences. A current theme included was minibeasts and butterflies. Children were keen to share their experiences of this theme and told us the caterpillars would "be butterflies soon". As a result children

Online journals were used to record, monitor and share children's learning with parents. However, they did not always capture progression in learning or how the staff would support children to reach their full potential. The management team had identified learning journals as an area for improvement and were providing training opportunities and peer support to further develop staff skills and knowledge.

Children had access to a variety of resources and play experiences that helped develop their literacy and numeracy skills. Opportunities had been well considered to embed literacy and numeracy throughout the environment. We saw children having fun counting the numbers on the dominoes at the snack table, and one child using segments of their orange to add and subtract. They enthusiastically shared their findings with the other children "look one's gone, I have two now". That meant that children were empowered to naturally develop skills through daily routines and following their own agenda.

Some staff used effective questioning to extend children's thinking skills and promote language development. However, this was not consistent and some staff needed to continue to develop this within their professional practice. Effective use of questions would help extend children's learning by offering appropriate challenge to help them progress.

Healthy lifestyles were promoted through regular active physical play and fresh air. The outdoor areas had a range of activities and provided opportunities for climbing, balancing, and swinging. Staff supported a risk benefit approach. This helped children to learn about boundaries and assess their own play in a safe, secure environment.

Areas for improvement

1. To ensure children's information is current and relevant the provider should ensure that all information in personal plans is reviewed at least every six months with families.

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

2. To support children's health and wellbeing, whilst promoting enjoyment of healthy eating, the manager and staff should improve mealtime experiences. This should include improved systems to monitor routines so that all children benefit from a rich mealtime experience.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "I can enjoy unhurried snack and mealtimes in a relaxed atmosphere as much as possible" (HSCS 1.35).

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 plenty of natural light and ventilation to support children's wellbeing. Free flow to the garden was available in all weathers. Quiet, cosy spaces were available for children to rest and relax during the day which supported their overall wellbeing. One parent told us "It's a beautiful setting".

There was a secure entry system in place within the premises preventing any unauthorised visitors accessing the premise. The use of closed circuit television (CCTV) ensured senior staff were aware of visitors to the service and access could be permitted as appropriate. This contributed to children's safety.

Staff demonstrated good infection control procedures, including supervising children during hand washing, before mealtimes, after providing personal care, and when cleaning surfaces. This supported staff and children to minimise risks of infection helped create a safe environment.

Playrooms were well-resourced and easily accessible to meet children's needs. Children were respectful of their environment and tidied toys away routinely after use. This gave them a sense of responsibility and ownership. The variety of resources throughout the setting provided opportunities for children to engage in natural and spontaneous play. We observed children enjoying themselves "making tea for the babies". As a result children, children engaged in purposeful play, developing their creativity and imagination.

Children had access to daily outdoor play that provided a range of resources to develop their imagination and curiosity. A group of children were enjoying digging with a range of tools in an area of the garden. One child told us, "the worms are going to a new home" and pointed to a 'wormery' in the process of development. This provided opportunities to support children to develop empathy and problem solving. We found the tools had been left on the ground which had the potential to impact on children's safety. However staff quickly rectified this, and a suitable place to store the tools was identified when not in use.

Information about children was kept securely on the local authority computer system. Paper documents such as, personal plans were kept securely in a locked cabinet. Sensitive information was only shared with those who needed the information to meet children's needs. Information about children and their families was kept in a safe and secure manner in line with general data protection regulations (GDPR). This upheld children's rights to confidentiality and contributed to a sense of trust between the setting and families.

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

The manager and senior team worked closely with staff to support the wellbeing of children. Staff told us they felt their views were valued and they were involved in decision making. All parents agreed with the statement 'I am confident the setting is well managed'. This meant that staff were motivated to support children to progress well and support their full potential.

Children benefitted from a culture of continuous improvement as the current improvement plan was targeted and highlighted priority areas. These included numeracy and literacy and parental involvement. These were firmly focused on improving outcomes for children. To encourage parental involvement, a range of groupwork programmes had been planned to involve families to be part of the life of the setting. We discussed further ways to involve families to share their views to inform the development of the service. This would further promote partnership working and support children to reach their full potential.

Staff told us they had recently had a team meeting as part of the self evaluation of the current improvement plan. They had evaluated and reflected on the changes they had made, supporting them to consider whether further development were required. As a result, children benefitted from a service that continually improved.

A quality assurance calendar identified a range of tasks to improve the quality of the service. However, important aspects of practice were not included, for example, regular formalised monitoring of staff practice and child experiences. This would support the setting to document how well improvements are embedded in practice. In addition, this would contribute to children consistently experiencing high quality interactions and experiences. Accidents and incidents were recorded by staff however, there was not an overall monitoring system across the service. We discussed with the management team the need for formalised monitoring and reviewing to ensure systems were effective **(See area of improvement 1).**

Staff showed commitment to the continuous development of the service and found team meetings and staff training opportunities helped them to discuss practice and development. To further support ongoing improvements and reflective practice, staff should continue to familiarise themselves with 'A quality framework for day care of children, childminding and school-age children' (Care Inspectorate, 2022).

Areas for improvement

1. To support continuous improvement of the service, management should continue to develop their quality assurance processes. This should include, but is not limited to, ensuring they reflect on changes made and the resulting impact on experiences and outcomes for children and families.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

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

The staff team worked well together, which created a positive atmosphere where staff were respectful of one another. This provided a happy and relaxed environment for children. Staff displayed warmth and kindness and recognised the importance of nurturing, warm and responsive attachments. Parents told us, "I find the staff at Moffat very attentive to both the children and parents needs and concerns" and "All the staff are lovely and make the environment enjoyable for the kids".

The management team recognised the importance of ensuring that the service was appropriately staffed throughout the day. There was a varied working pattern for staff which ensured the full day was covered effectively. Relevant information was shared with staff when they arrived and this helped promote continuity of care and minimise any impact on children. Busy times of the day, such as lunchtimes, were supported by kitchen assistants. During these times the management team also supported playrooms. This meant children were cared for by staff who were familiar to them and promoted positive trusting relationships.

We found that at times staff deployment impacted on the quality of experiences available to children at particular periods throughout the day. Staff told us that meeting the individual needs of some children impacted on the teams ability to meet the needs of all children. Further consideration should be given to the wider group so all children experience quality interactions, and staff are available to respond to children's interests.

Staff were recruited in line with the safer recruitment guidance to ensure all checks were carried out before staff took up roles, ensuring children were safe. Staff were registered with SSSC (Scottish Social Services Council) as required.

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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