# Cranston Country Nursery
## Day Care of Children

Edgehead Road
Pathhead
EH37 5RG

Telephone: 01875 321 370

**Type of inspection:**
Unannounced

**Completed on:**
9 November 2023

**Service provided by:**
Cranston Nurseries Limited

**Service provider number:**
SP2009010374

**Service no:**
CS2009216752

## About the service

Cranston Country Nursery is located in a rural setting in the village of Pathhead in Midlothian. Main roads provide access to the service and good links to surrounding towns and the city of Edinburgh. The service is registered to provide a care service to a maximum of 97 children aged between birth and entry into primary school. It is in partnership with Midlothian Council to provide funded early learning and childcare places.

Children are cared for in four playrooms in the main building and the baby room in the annexe. Separate outdoor spaces are available for the different age groups of children. There is a kitchen, office, staff room, sensory room, toilets and nappy changing facilities

## About the inspection

This was an unannounced inspection which took place on 1 November 2023. 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:

- Spoke with 12 children using the service and we received written feedback from 32 parents.
- Spoke with 22 staff and management.
- Observed practice and daily routines.
- Reviewed documents.
- Spoke with visiting professionals.

## Key messages

• Children experienced warm and nurturing care to support their wellbeing.

• Children had fun in the rural setting.

• Parents were complimentary of the staff and management teams.

• Management showed a commitment to continuous improvement in the setting to promote good outcomes for children.

## 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? | 5 - Very 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 Care and nurture

Staff understood the importance of nurture, attachment, and keeping children safe. They used their knowledge to build positive relationships with children and their families. Children were treated with warmth and kindness by staff and personal care routines were carried out sensitively and respectfully. Children were supported throughout their daily experiences. One parent told us "lovely supportive nursery".

Staff worked closely with families before their child started the service. This enabled them to develop meaningful personal plans which reflected children's individual needs and preferences. Children's plans had been reviewed in line with legislation.

Children were well supported by staff who had methods for recording important information about children through chronologies. Support plans and strategies were in place for some individual children. We spoke to staff who were able to identify what the support was provided, and how this was impacting on the outcomes for the child.

Children benefitted from snacks and meals which were made on the premises. These were well planned to provide opportunities for children to develop independence, choice, and social skills. One parent commented "We love the variety of food our child eats at nursery. We love that it's cooked on sight and is fresh and healthy". One other parent told us "Food sounds healthy". Staff agreed to review the lunch experience for the 3 - 5 year olds. This was to ensure that lunch was a positive experience for all children.

Children were being supported to develop an understanding of their emotions and how their behaviour impacted on others. Staff talked about feelings and used stories to help children begin to understand their emotions and begin to regulate them.

Transition sheets were completed for children transitioning from room to room. These were completed by keyworkers and included information about the child's care needs, confidence, behaviour and interests. This ensured children's needs were met.

The health and wellbeing of children was well supported by good procedures for the administration of medication and recording of accidents and incidents. Children had daily opportunities for outdoor play in the fresh air and were provided with healthy snacks and access to water at all times to ensure they remained well hydrated.

Quality Indicator 1.3 Play and learning

Children's needs and interests were catered for through the consideration and provision of resources, activities and experiences. Children had fun and were supported well by staff who placed their needs and interests at the centre of their play and learning. For example, following a child's interest, space, sand and rockets were set up and interested children engaged with these throughout the day.

Children's play and learning was promoted through a balance of responsive and planned experiences. Staff evaluated and reflected on planning to ensure it was relevant and met children's interests and learning outcomes. Staff gathered a range of evidence to track a child's development and learning. The tracking of children's play and learning had been a focus for development in the nursery and staff were familiar with this. Further reference could be made of the many learning opportunities children had access to outdoors.

Resources such as sand, water, paint, mark making, construction, role-play and loose parts play were available both indoors and outside. As a result, children were happy and active as they could make choices and engage in activities that interested them. We highlighted the Growing My Potential guidance which promoted learning experiences and environments for young children. Management agreed this document would offer areas for reflection within their nursery. Opportunities to make music and develop story telling and drama further enhanced play and learning. Children benefit from a range of outdoor experiences. For example, playing with fallen leaves, climbing, reading stories and developing an awareness of different seasons and the world around them. One parent told us "My child loves the outdoor area and going out in all weathers, but I am not sure there's always the opportunity if it rains".

Good opportunities for children to learn about number and language were provided. For example, alphabet song and number games. Environmental print was used, as were books, magazines and opportunities for mark making and emergent writing.

Learning information was regularly shared with parents through the digital platform Family. Staff could further develop the gathering of information if they consistently added a learning outcome to the observations. One parent told us "My child has shown development and is clearly well taken care off". Another parent commented "We would really love more face-to-face updates about our child's development".

Children were empowered to be involved in their play and learning through the skilled interactions of staff. Most staff were skilled in this area and reflective discussions at team meeting helped to create a consistent approach to supporting children's learning.

## 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 experienced a nursery environment that was well furnished, comfortable and homely. The nursery indoor and outdoor environments were safe, secure and well maintained and provided developmentally appropriate spaces. As a result, children experienced an environment tailored to develop their natural curiosities and provided a calm and fun play space. One parent told us "It's been good to see investment and development of the outdoor space over this year".

The use of attractive displays promoted discussion and exploration. Displaying children's own work, encouraged children to re-visit their learning experiences. We suggested staff should put displays, at a child's height to enable and encourage children to help create and interact with them.

One requirement was made at the last inspection regarding toilet and nappy changing facilities. This had been met and followed Space to Grow guidance. However, staff should continue to ensure the respect and

dignity of all children as they plan and review changing arrangements for the older children. Toilets and nappy changing facilities were kept clean throughout the day and promoted children's wellbeing.

Children were confident moving around the nursery. This showed us children felt safe and secure. The supervised outdoor spaces offered children ample space to be active and have fun. The outdoor classroom was appropriately resourced and offered children sheltered play whilst benefitting from being outside in the fresh air. One parent commented "staff take advantage of the rural location with visits to farms".

Staff and children were involved in risk assessing the indoor and outdoor spaces. This gave children a sense of responsibility in caring for their environment and keeping themselves safe. Several parents told us the nursery was "safe and secure".

Staff had a good understanding of confidentiality and this was reflected in their communication with parents. Children's information such as care plans and registration information were kept securely. Sensitive information was only shared with those who needed the information to meet children's needs. This meant, protection of children's information complied with relevant best practice.

Infection prevention control measures were in place to ensure consistent approaches to health and safety across the nursery. Staff positively reinforced the need for good hygiene with children by offering words of encouragement and role modelling good handwashing practice.

## 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 leadership and staff team all worked together to ensure a positive ethos within the nursery. One parent told us "It is evident that staff are happy and led well". The shared vision, aim and values of the service were evident in the interactions between staff, children, and parents throughout our visit.

It was evident the management team were enthusiastic about making improvements and worked closely with staff to ensure their understanding. Some of this enthusiasm came from management completing their own training and using their knowledge to make improvements. The service were taking part in sessions run by the Care Inspectorate Improvement Team and had been responsive to this and found it useful. The nursery had ongoing support from Midlothian Council.

Self-evaluation was effective with formal and informal monitoring taking place. Staff contributed effectively to the ongoing improvements within the nursery, as they were encouraged to critically review their own practice, identifying strengths and next steps. This demonstrated a reflective and considered approach to the development of the service.

An improvement plan was in place with identified priorities to support the service's improvement agenda. For example, Raising attainment and Relationships, wellbeing and inclusion. One parent told us "parents are involved in creating the improvement plan". At present parents and families were not entering the nursery at pick up or drop off times. Although parents occasionally did come in to nursery it was not regular. One parent told us "I have never been inside the nursery so can only see from photos" and another commented "It would be great to be able to see more indoors- we still do pick up and drop off outside". Management

agreed to address this as part of promoting inclusion in their improvement plan.

The depute manager held a good overview of staff skills and training needs. Senior staff were responsible for carrying out professional development reviews. These linked to training records and the need for staff to meet the training requirements of the Scottish Social Services Council (SSSC). Training opportunities were well tracked and there impact on practice assessed. In addition, staff used the regular team meetings to participate in training, discuss and reflect on their practice and plan for children's experiences. As a result, children experienced support and learning opportunities that met their needs.

## How good is our staff team? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality indicator very good.

Quality Indicator 4.3 Staff deployment

During out visit there was a real buzz about the nursery with happy children who were fully engaged in their play. Staffing levels ensured there were sufficient staff to meet the needs of children. We observed a confident and knowledgeable staff team who were respectful and supportive of each other. Positive role modelling between staff helped children develop positive and understand supportive relationships. Staff told us "We are a fantastic team" and "I feel passionate about my job".

Effective arrangements were in place to promote continuity of care across the day which ensured very good transitions. Effective communication between staff when leaving an area or playroom helped ensure supervision of children during daily routines and play. This ensured there was always enough staff to focus on children's needs. Staff breaks were planned and supported management to minimise the impact on children whilst enabling staff to have some time away from their job.

Staff told us they felt supported by management and each other. Staff had different skills and interests which work well together to create positive outcomes for children. Parents spoke positively about the staff team, describing them as amazing. One parent told us staff were "friendly and trustworthy" and another commented "It's the staff that make Cranston Nursery".

The wellbeing of staff was of great importance to management and there was a good ethos of staff attendance in the service. This meant staff felt supported and valued and promoted positive experiences for children across the day.

An effective keyworker system promoted strong links between home and nursery. Families and children were kept informed of who would be caring for their child. This meant staff were able to develop positive attachments with children and their family and provide very good levels of individual care and support. Parents told us, information sharing from the nursery was very good and informative.

Staff were welcoming and actively participated in the inspection process. Their engagement meant we were able to find out more about life in the setting and staff roles within it. When asked what they liked about the setting, one parent told us, "It's lovely that all the staff see to know all the children, including the kitchen staff".

## What the service has done to meet any requirements we made at or since the last inspection

### Requirements

**Requirement 1**

By 28 April 2023, the provider must demonstrate how they will ensure nappy changing facilities comply with best practice guidance, and protect children from the risk of infection and provide privacy and dignity. To do this, the provider must, at a minimum, submit a plan to the Care Inspectorate of how they intend to improve nappy changing facilities for children to meet with best practice guidance. This must include suitable facilities for children under two years and for children over two years. The provider must detail a reasonable timescale within which the improvements will be made.

This is to comply with Regulation 4(1)(a) and (d) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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

'If I require intimate personal care, there is a suitable area for this, including a sink if needed (HSCS 5.4)

'The premises have been adapted, equipped and furnished to meet my needs and wishes' (HSCS 5.18)

**This requirement was made on 20 February 2023.**

Action taken on previous requirement
We were happy with the changes made to the nappy changing facilities within the nursery. They now comply with regulations.

The service agreed to remove the changing mat from the 3 - 5's toilet area.

**This requirement has been met.**

Met - within timescales

# What the service has done to meet any areas for improvement we made at or since the last inspection

## Areas for improvement

### Previous area for improvement 1

To support children's learning and development, the provider should develop an effective assessment process to track children's learning progress.

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

'I am supported to achieve my potential in education and employment if this is right for me (HSCS 1.27).

**This area for improvement was made on 20 February 2023.**

#### Action taken since then

Tracking folders were now in place. These were monitored by management. Planned reflection time had been had allowed staff to discuss and reflect on tracking processes for children to ensure they met their needs.

**This area for development has been met.**

# 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? | 5 - Very Good |
|---|---|
| 4.3 Staff deployment | 5 - Very Good |

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