Nippers Nursery @ Kirkliston
Day Care of Children

52b Main Street
The Glebe
Kirkliston
EH29 9AS

Telephone: 01313 333 348

Type of inspection:
Unannounced

Completed on:
10 November 2023

Service provided by:
Nippers Nursery Limited

Service provider number:
SP2003002939

Service no:
CS2015336916

About the service

Nippers Nursery @ Kirkliston has been registered with the Care Inspectorate since August 2015. Working in partnership with Edinburgh City Council to provide early learning and childcare, the nursery is registered for 72 children from birth to entry into primary school. Situated within a residential area of Kirkliston, the nursery comprises of three ground floor playrooms, each with kitchen and toilet facilities. The playrooms are allocated into three age groups babies, tweenies and juniors. The outdoor space is located around the back and side of the building, with separate areas for each room.

About the inspection

This was an unannounced inspection which took place on Tuesday 7 November 2023 from 8:45 to 16:00 and Wednesday 8 November 2023 from 9:00 to 16:00. 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 children using the service
- Reviewed feedback from families
- Spoke with staff, management and reviewed staff feedback
- Reviewed documents
- Observed practice.

Key messages

- Children experienced nurturing, warm and kind interactions from staff.
- Children experienced improved mealtimes that supported social interactions in a calmer environment.
- Further opportunities of sensory play for younger children would improve play and development.
- Staff were committed to their role and supporting improvement across the service.
- Children benefitted from regular trips within the local community green spaces and parks.

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 benefitted from warm, nurturing and respectful interactions, for example children's permission was sought before personal care tasks were carried out. This approach valued children's choices and decisions about their care. Cuddles from staff were available to children throughout their day.

Personal plans were in place and staff could describe how children's individual needs were met. Child planning meetings were recorded and involved relevant professionals and parents, however some action plans were not reflected within personal plans. Approaches and strategies to support children should be recorded within personal plans to ensure all children receive consistent care across the service through effective personal planning.

Children's additional support needs were supported with strategies including sign-a-long and visual prompts. A child was observed using visual supports to help them to better understand and manage transitions within their day. Staff spoke confidently about using strategies in collaboration with professionals to support children. As a result approaches were well informed and relevant to the children's needs.

Children experienced mealtimes that were unhurried. Staff sat with children, were aware of the choking guidance and provided supervision and support to children during mealtimes. As a result children were safely cared for during mealtimes. Children had the opportunity to develop independence skills during mealtimes that were reflective of their stage of development. For example younger children had the opportunity to feed themselves, older children had the choice to be snack helper and to prepare fruit, serve themselves and clear away dishes. Children were able to practice and acquire skills through daily routines. On the first day of inspection we found some children experienced mealtimes that were noisy and lacked consistent routines. As a result children's opportunity to have a calm and sociable mealtime with staff and their friends was limited. However after discussion and reflection by staff improvements had been made, for example the garden was available for children to play in allowing other children to enjoy quieter activities indoors, including having lunch. Routines were in place for children to follow as they made choices and served themselves. Children chose where to sit for lunch and talked to friends. Staff welcomed children to the lunch table. This allowed children to develop their independence through decision making and practical skills and to feel valued. Staff were receptive to suggestions made, and actioned changes promptly in consultation with the wider team. As a result children's wellbeing was supported as they experienced improved mealtimes and interactions.

Sleep routines were reflective of children's needs and parents requests. Children had sleep mats that were prepared with their own blankets and comforters, enabling children to feel secure and comfortable. Children were checked on regular basis and this was recorded during the sleep time, ensuring children were safe. During the first day of inspection sleep arrangements for older children limited their choice to sleep or play. The playroom was busy and noisy and as a result impacted on the quality of the children's experience. We discussed this with staff and management and on day two children were able to freely choose whether to sleep, rest or play. The garden was open which resulted in the playroom being quieter and creating a calmer environment to rest or sleep.

Quality indicator 1.3: Play and learning

Children were having fun and engaged in a variety of experiences that were reflective of their stage of development. There were opportunities for children to engage in sensory play such as water, sand, playdough, and other tactile experiences. While younger children had sensory experiences these were often adult led and restricted the opportunity to develop curiosity and discovery. Staff had attended training to develop child led play and were aware of the value in children revisiting play experiences in their own time. As the play pedagogy develops across the service it would be beneficial to include parents on this journey to explain the benefits of play and appropriate risk for children's wellbeing and development.

A long-term seasonal plan, along with children's interests, were used to inform the planned experiences. Across all playrooms staff planned activities throughout the day for children, however these were mainly adult led and time limited. Staff should further develop their planning approach to be more child led and responsive.

Floor books were actively used to capture children's voices through quotes and photographs. Prompt questions were used by some staff to gather information about children's existing knowledge. For example a child had drawn a picture of the characters from the story being shared at story time. Staff used questions to gather a group of children's current knowledge of the story. To enhance opportunities for story telling we discussed with the staff the use of props for children to explore and revisit the story in their own time, creating imaginative thinking in the retelling of stories. Mindful observations would also capture children who do not want to take part in the floor book discussion or could be used to extend the floor book discussion. Staff encouraged and praised children's achievements, however there were some missed opportunities to extend children's play due to limited use of questions or prompts during play.

Children had regular opportunities to be out in the local community, including visits to local parks, the library and feeding the ducks. As a result children and the service were part of the local community.

The setting had recently changed their digital application, for recording children's learning and for communication. Staff and parents reported that it was working well and more effective. A parent commented that "The updates on the app are greatly appreciated, this is a great way to communicate and talk to my child about her day". Learning journeys were completed regularly on the digital application. The service should consider further training to increase the quality of observations and to ensure they are accurate and reflective of the child's stage of play and development.

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 benefited from a service that was clean, well resourced and homely. The rooms were bright and children from the tweenie and junior room had free flow access to the garden. Playrooms were well presented and wall displays documented a variety of play and learning experiences that children had been involved in. Loose parts and real items were added in some areas which was beginning to provide authentic experiences.

The indoor and outdoor areas were well resourced management highlighted that the concrete area in the junior garden was uneven and plans were in discussion about repairing this. There were effective safety measures in place to minimise risk and to keep children safe. Maintenance systems were in place to repair and monitor building issues. A maintenance log book was accessible to staff to report any maintenance issues. Staff told us that repairs were quickly resolved when reported.

The play opportunities in the outdoor area was limited when accessed by all children, as a result children would regularly visit play spaces in the local community, including parks and green spaces. Further consideration should be made to how the outdoor areas are utilised to maximise and meet the needs of children.

A safety walking rope was used by staff for children in the tweenies and junior room to ensure children were safe when walking near busy roads. The service should ensure that effective risk assessments are in place for the use of this equipment and that it is reviewed regularly.

Risk assessments had been completed and reviewed for trips to the local community. To ensure risk assessments are relevant reviews should include changes within the environment that impacts on potential risks and hazards, including but not limited to seasonal changes and local events.

Infection prevention and control practices were in place including hand washing, cleaning surfaces and tidy areas. Children independently washed their hands throughout the day, demonstrating that this was a familiar routine. As a result children were encouraged to develop their personal care.

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 management team were aware of the importance of using the views of children and families to inform the planning and development of the service. Questionnaires were frequently used to gather information from staff and parents. Staff told us "The managers in the nursery setting always ask for my opinion and things that will help us improve". The service had planned to create a "what you told us, what we did" display for staff and parent's feedback, and the actions taken. This would enable staff and parents to see how their views contribute to the life of the service.

Parents evenings were well planned for, questionnaires and a summary of children's experiences were shared with parents. Staff valued the protected time to speak to parents and share children's successes and achievements.

Overall parent feedback from questionnaires were positive, parents acknowledged the commitment from the staff to support the children and families. The service had consulted with parents about returning into the setting post covid and responded to this feedback by parents coming into the playrooms at drop off times. Parents commented on the positive impact of being in the setting post covid. As a result parents felt included and valued in their child's nursery experience. The service should continue to review their drop off and pick up arrangements for families to ensure playrooms are accessible to all families.

Quality assurance systems were in place and were directed by a quality assurance calendar across the year. The management team spoke confidently about how the quality assurance systems were implemented and recorded. Tasks and responsibilities were shared and planned for to ensure that they were completed. Floor books were used to display and record improvements and were accessible to parents and staff. Management supported staff through supervisor meetings, observing practice and being available to the team. The quality of practice, interactions and provision experienced by children could be strengthened further with areas of playroom practice being identified for focussed observations by management. Formal feedback would inform staff of their strengths and areas for development. Staff commented "Support is something that I am also extremely happy with and feel valued everyday".

The improvement plan was in place and displayed for staff and parents to view. Staff were aware of the plan and the role and responsibilities that they had within it. The improvement plan was discussed at team meetings and actions recorded and shared with the team through minutes of meetings and within the floor books. As a result staff were invested in the improvement plan as it was a document that was being used frequently within their practice.

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 deployment of staff within the service was effective and well managed to support children's needs. Staff worked together to ensure children had access to the full provision across the day.

Management told us that staff absences were covered by staff from another Nipper's nursery. A parent commented that there was "a very low staff turnover at the nursery". This provided consistent staff who are familiar with the service. During the inspection two children asked who the staff member was that was covering an absence. To ensure children feel safe and secure the service should consider how to inform children about who is working in the service and caring for them.

There were respectful and friendly interactions between staff who worked well together as a team, and were positive about the nursery and their role. This created a positive environment for children to grow and learn.

Staff breaks were planned to minimise the impact on children and during busier times of the day, for example lunch periods the management team supported playrooms. Staff were deployed across the service in line with their skills and experience. All rooms had qualified leaders and this was maintained throughout the day. Modern apprentice staff were being guided and supported by qualified staff and students had an allocated mentor and were supervised and supported throughout the day. As a result staff and students were supported in their learning and development, and children were receiving consistent approaches and interactions from the adults caring for them.

Training was in the process of being undertaken by the staff team to develop a child led pedagogy, with child directed play based on children's interests being at the centre. Staff commented that "the training has allowed me to reflect and have a better understanding of when to stand back and observe children at play, and when it would be beneficial to engage to extend the children's learning experience". Creating time for self reflection during a period of training and professional development will enable staff to reflect on their previous, current and future practice. This will further enhance the children's experiences.

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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