Bonnington House Nursery
Day Care of Children

Bonnington House
159 Newhaven Road
Edinburgh
EH6 4QA

Telephone: 01315 554 140

Type of inspection:
Unannounced

Completed on:
1 December 2022

Service provided by:
Bonnington House Nursery School Ltd

Service provider number:
SP2015012543

Service no:
CS2015339281

About the service

Bonnington House Nursery is registered with the Care Inspectorate to provide a care service to a maximum of 105 children at any one time, aged from three months to not yet attending primary school, of whom a maximum of 32 children will be under two years.

The nursery is situated on the edge of Victoria Park in Trinity, North Edinburgh, and is close to schools, parks and local amenities.

About the inspection

This was an unannounced inspection which took place on 28 November 2022 between 09:00 and 14:30 and 29 November between 09:00 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, 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
- received six responses from parents via email
- spoke with staff and management
- observed practice
- reviewed documents.

Key messages

• Children benefited from interactions with staff which were nurturing, caring and kind.

• Children benefitted from regular access to outdoor play spaces.

• Children were actively and meaningfully involved in leading their play, they were able to express their choices and opinions.

• The management team should continue to review mealtimes to ensure experiences are consistent across snack and lunchtime.

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 made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

1.1 Nurturing care and support

Children benefitted from warm and responsive interactions with staff. They engaged meaningfully with children and gave good levels of encouragement and praise. Children were happy, having fun and keen to engage with us. They were familiar with the routines of the day and confident in sharing them. Knowing what happens next helps children to feel safe, secure and included.

Parents that completed our survey told us they were happy with the care provided for their children. One parent told us "the staff did an excellent job helping (child) settle by gradually building up the length of sessions, seeking to build a relationship and involve (child) in activities".

A range of information had been gathered about children which made up their personal plan. Staff talked in depth about the children in their care and knew them well. The Up, Up and Away programme had recently been introduced to improve and support the literacy of children with specific communication needs. For some children we found support strategies needed to be more defined, this would ensure they receive the correct care.

Overall sleep routines were good and children were settled down to sleep in a quiet and comforting way. Staff followed with parents' wishes and routines when preparing children for sleep. Children waking from a peaceful sleep were cuddled and comforted until they were ready for play. An area storing some of the sleep mats needed attention, due to the lack of cleanliness of the floor. This was discussed with the manager and action was taken to resolve the issue.

Snack time overall was a positive experience. Older children enjoyed and benefitted from snack that was self serving and they chatted together in a relaxed and unhurried way. Snack time for younger children was similarly positive, however lunch time in the multi purpose room could be improved. Staff at times were task focussed and missed opportunities to encourage conversations and extend children's learning. Younger children were waiting in an area of the room until other children had finished lunch and several were falling asleep. We discussed this with the management team and found improvement had been made on the second day of inspection. The management and staff should now continue to review and monitor mealtimes to ensure all children experience positive outcomes (**see area of Improvement 1).**

1:3 play and learning

Children were engaged in a range of play experiences that provided a balance of spontaneous and planned opportunities. Staff showed enthusiasm in their interactions with children providing resources and activities to support their learning. One parent told us "we feel (child) is happy, cared for and challenged by lots of really lovely activities".

Planning approaches were responsive to children's interests. Observations demonstrated these were developed to provide experiences to support and extend learning. Floor books were used to capture and record children's participation in activities and experiences. A current theme of ' Mythical superheroes' was

reflected in the floorbook and children were keen to share their ideas of superheroes and 'people who help us'.

Children experienced good opportunities to develop literacy and numeracy skills and for older children this was incorporated into their planning approach. We saw spontaneous singing for younger children which promoted early language development. Storytime sessions introduced early numeracy concepts, for example Tip Tap Went the Crab, counting book.

Learning journals held observations of children that linked to interests within the playrooms. Content was meaningful however at times group observations meant individual children's interests and next steps were not always met. Parents told us they enjoyed seeing their children's experiences online. However several parents told us they would like more regular updates and opportunities to discuss children's learning . To support children's progress the service should consider ways to increase family involvement and information shared with parents.

Areas for improvement

1. To support children to have positive food and mealtime experiences, you, the provider, manager, and staff should review the approach to mealtimes.

In doing so, at a minimum, consideration should be given to:

a) Staff sitting with children so they can be responsive to their needs; and
b) The manager and staff should ensure they have a shared understanding of the value of mealtime experiences for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state: 'I can enjoy unhurried snack and meal times in as relaxed an atmosphere as possible.' (HSCS 1.35).

How good is our setting? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

2.2 Children experience high quality facilities

Children benefitted from an environment that was bright and welcoming. Staff demonstrated good infection control procedures, including supervising children during hand washing and cleaning surfaces. This supported children to minimise risks of infection and created a safer environment for staff and children. One parent told us "Bonnington has a great buzz and warmth around it, a really lovely atmosphere for the kids to enjoy and thrive in".

Displays around the rooms were used to reflect children's interests and experiences. These provided opportunities for children to revisit their play and learning and share their achievements. Resources were easily accessible and supported children to explore and lead their own play. Activities included art and crafts, construction, loose parts and sensory play.

There were areas for children to relax and access cosy spaces which supported their wellbeing, however, not all rooms demonstrated this. Some areas were not inviting and needed attention to the furnishings and

coverings. One parent commented that some areas "looked tired and needed more attention to detail". We discussed this with the manager, and on the second day of inspection a review of resources and spaces had taken place. An action plan had been drawn up and we were confident that this would be carried forward.

Health and wellbeing was promoted through outdoor play experiences. These provided opportunity for the development of physical skills, exploration, energetic play and fresh air.
Children were able to assess their own risks through 'risky play' including climbing and balancing activities. They had fun and enjoyment as they took part in a range of activities which included football and rugby, provided by external coaches. The forest area provided opportunity for children to learn about nature and the world around them. We observed children on a "bug hunt" using magnifying glasses to find wooden bugs hidden under logs, as well as "real life bugs" along the way.

Information about children was kept securely online and paper information in locked filing cabinets. Sensitive information was only shared with those who needed the information to meet children's needs. Staff had a good understanding of confidentiality, and this was reflected in their communication with parents.

How good is our leadership? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

3.1 Quality assurance and improvement are led well

There had been significant changes to the management team which included a new manager, depute manager and promoted senior roles within playrooms. Staff were positive about the changes that had taken place and felt supported by the management team and the 'open door policy approach'. One parent told us "management is great to deal with".

Quality assurance systems were in place which included monitoring of medication, staff practice and play areas. This allowed staff to evaluate current provision and identify strengths and areas for improvement. The service had began to use best practice guidance "A quality framework for day-care of children, childminding and school aged children." This supports continued development of quality assurance to ensure robust monitoring, evaluation of practice and high quality learning experiences for children and families.

The service improvement plan had been developed jointly as a staff team and was realistic and reflected their key priorities. It identified areas for development in partnership with the local authority. The areas of focus included, providing the best environment for children, improve training, and support staff in their knowledge and skills. These were in the process of being implemented and supported by the visiting teacher,

The management team had worked to involve families in the life of the nursey and had recently restarted parent meetings through the parent committee, after a period of absence. This provided parents with the opportunity to be included in the evaluation of the service and share their views and ideas. Not all parents we spoke to had been involved with the parent committee and did not feel they received enough communication from the nursery. The service should continue to provide different methods of communication to provide all parents with opportunity to contribute and ensure positive outcomes for children.

How good is our staff team? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

4.3 Staff deployment

Staff had formed positive relationships within the team and worked well together, this helped create a warm and welcoming environment Parents comments included "I have always found staff engaged, caring and friendly towards my children" and "the staff team, from management to the care staff, to those working in the kitchen, are what make Bonnington what it is, a friendly and efficient operation with the kids' happiness as paramount".

The management team recognised the importance of ensuring that the service was appropriately staffed. They planned the staff rota accordingly to suitably qualified and skilled staff across the playrooms. We saw staff were flexible and supportive of each other to support the supervision of children. Internal supply and agency staff were used to support staff holidays and sickness. Staff recruitment is currently in process to appoint further members of staff to help support and provide a more consistent team.

The effective planning of staff breaks minimised disruption to children's routines and ensured there were enough staff to support children at busier times of the day. For example, this included supply practitioners who were employed to support staff and cover any staff absences. They told us they felt included and valued as members of the staff team. The management team also supported playrooms during busier times of the day. This meant children were cared for by staff who were familiar to them and promoted the building of positive trusting relationships.

Two parents commented that the quality of the handover at home time could be improved as they felt staff were too busy to give meaningful feedback. We asked the staff to look at ways in which communication with parents could be accommodated at what was often a busy part of the day.

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
1.2 Children are safe and protected	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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