

# Arcadia@Kings Buildings Day Care of Children

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Kings Buildings  
Edinburgh  
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**Type of inspection:**  
Unannounced

**Completed on:**  
20 June 2023

**Service provided by:**  
UOE Accommodation Limited

**Service provider number:**  
SP2018013124

**Service no:**  
CS2018368538

## About the service

Arcadia@Kings Buildings is provided by UOE Accommodation Limited. The service was registered to provide a care service to a maximum of 113 children at any one time aged between three months and primary school entry.

The service is located in the University of Edinburgh Kings Buildings campus. The building consisted of a reception area with access to an upstairs office and staff spaces. There were three open plan spaces that accommodated the babies, children aged two to three years, and children aged three to school age. There was a central dining space and all rooms had direct access to the large outdoor area.

## About the inspection

This was an unannounced inspection which took place on Tuesday 20 June 2023 between 08:30 and 18:30. 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:

- spoke with several children using the service
- received feedback from staff and families using a Microsoft Forms survey
- spoke with staff and families during our visit
- observed practice and daily life including staff interactions with children
- reviewed documents.

**Key messages**

- Natural and authentic resources challenged children's thinking.
- Children told us they enjoyed playing outdoors and showed us the areas where they could be creative, curious, and imaginative.
- The service worked alongside families, valuing their contributions to improve the quality of the service.
- Staff were happy, caring, and enthusiastic, placing children at the heart of their work.
- The service should continue on their improvement journey identifying areas for improvement needed to support better 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?	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 and families were nurtured and supported by the staff team. They were warmly welcomed on arrival at the service and by key staff as they settled into their playroom. Staff recognised that secure attachments and quality interactions supported children to feel safe and secure. A parent said, "The staff are all excellent and really care about my child."

Children's overall wellbeing was supported through personal planning. Information recorded about children's family life, individual needs and interests, was gathered and reviewed in consultation with families. The leadership team continued to support the development of personal plans. Support profiles were being written in the voice of the child giving clear instruction about how to best support the individual needs of each child. It was recognised that information needs to be up-to-date to ensure that all children are supported to reach their full potential. A parent told us, "The staff really seem to know the children and make an effort to nurture, challenge, and support their needs."

The service encouraged families to take part in events organised to enable them to be included in children's experiences. A graduation ceremony and graduation breakfast had enabled families to celebrate with children making the transition to primary school. Staff used these opportunities well to build relationships and share information about children. Families told us that staff were friendly with children and their families. A child had said to their family, "I love my nursery."

Most children requiring personal care benefited from warm and caring interactions nurturing their security, confidence, and supporting positive relationships. Children's independence was encouraged when they were supported with dressing. We suggested that children should wash hands in the playroom sink rather than going into the toilet area where children were being changed. Staff should be mindful of children's rights ensuring that personal care is delivered giving consideration to children's privacy and dignity.

Most children enjoyed eating together in a relaxed atmosphere, ensuring a caring and sociable experience. A visual menu informed children about the nutritious food that would support their health and wellbeing. Some staff interacted with children having rich conversations with them and supported them to independently pour drinks and select food. This helped children to feel respected and included. Children and families talked positively about a healthy eating initiative that had been introduced. A fruit bowl in the reception area meant children could choose a piece of fruit to take home at the end of each day. This supported them to make healthy food choices. The service continued to work with all staff to develop their awareness and understanding of their role in making mealtimes a sociable, unhurried and safe experience for all children.

Children's health and wellbeing was supported through well managed systems and processes. Staff were clear about their roles and responsibilities in safeguarding children, and sleep routines and medication were managed well. Care routines were supported in line with family's preferences. This meant children's care and support was consistent at home and in nursery. Sleep routines were individual to children. We saw a child having a nap on a mat outside, and children had a story time after lunch leading up to their nap time. This meant children were being nurtured and respected.

**Quality indicator 1.3 - Play and learning**

Most staff had a good understanding of how children learn through their play. They interacted enthusiastically to support children's imagination and curiosities. They made sensitive play suggestions and supported children to explore and to be creative. Some adult directed experiences helped children to progress their literacy, numeracy, and understanding. For example, they had fun as they played 'What's the time Mr Wolf.' In the main, children's play was uninterrupted and more meaningful because staff respected children's choices. The service should support staff to reflect on a rights based approach when supporting children's play and learning experiences. This will ensure they are child led, meaningful, and consistent across the service.

The play environment was rich in natural open ended materials that encouraged children to be imaginative and curious about their world. Natural and authentic resources challenged children's thinking. A child told us they were painting and showed us what was in the paint pot. They explained, "There is beetroot in that pot and coffee beans in that pot. The water is purple and brown." Children were curious about ladybirds and bugs. Staff supported them to explore the bug life in the nursery garden.

Staff recognised and celebrated children's achievements. There were displays of children's art work on the playroom walls, and their experiences were shared with families through the use of online platforms. Staff were being supported to improve the quality of observations that supported them to identify and plan for children's next steps. A parent said, "My daughter has developed into a confident 15-month-old who reaches her milestones and is truly happy."

**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 an environment that was bright and airy. Natural light and homely touches, including natural materials and soft furnishings, created a welcoming space where children felt secure. The attractive welcoming reception area with photographs, art work, and information for families gave a strong message that children and families mattered.

Children's needs were met by play spaces that were developmentally appropriate. Toys and resources were stored within reach supporting children to make decisions about their play. They led their own learning, transporting materials to develop their ideas. Staff reflected on how children used the areas and changed them so that the resources and experiences supported their learning. A rich environment supported children to achieve their potential. Families were included in developing the resources through requests for authentic and natural resources and loose parts that could be recycled in the playrooms. Explaining to families why these items supported a rich play environment for children, supported children's play and learning experiences at home. Two of the playrooms had mezzanine areas that were not used to capacity. The leadership team were supporting staff to build confidence through a risk based approach. These spaces will support children that enjoy quiet nurturing spaces that only accommodate small groups.

Children benefited from having direct access to the outdoor spaces. This provided children with the choice to be physically active supporting their health and wellbeing. Staff need to respond in a timeous fashion to children's cues when they want to be outdoors. Appropriate clothing and footwear should be accessible at all times to support children to dress appropriately for the weather. This will ensure children experience the outdoors in all weathers. Children used all outdoor areas well. Some children played imaginatively in the sand. They made a bug house for a slater and a lemon pie that was baking in the sand oven. A parent said, "The garden area is amazing with so much for them to do." Outdoor learning opportunities were extended through 'forest schools.' The service used local areas including woodland and meadow spaces, and children travelled on the bus. The service had invested in these experiences for children by employing additional staff cover at these times. Families commented positively about children's experiences outdoors and in the local community including visits to the library, nature school, and visits to a local care home. A child said they liked to play in the garden with the red bike.

Maintenance records and risk assessments were in place to promote a safe and hygienic environment for children. Systems were in place to monitor and record the numbers of children so that they were accounted for. Families and children signed in on arrival at the service. Staff carried out daily risk assessments and reported any concerns to the management team. Some staff used effective questioning to support children to consider risk. For example, when asked what might happen when a child was swinging on their chair, they said "call an ambulance." The staff member extended the response by asking what number they would call for an ambulance. The child replied "999." Children were becoming responsible and learning to stay safe.

Children were supported to be healthy and safe through effective infection prevention and control routines. The environment was well ventilated, hand washing was embedded in practice, and regular cleaning took place. Staff were being respectful and protecting children by maintaining a clean and hygienic environment.

## 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 improvements are led well**

There was a welcoming ethos across the service. The leadership team promoted a clear vision for high quality early learning and childcare. This meant that most staff were highly motivated and committed to working together on common goals that impacted on improved outcomes for children. A parent said, "Really good for senior management to be visible." It was recognised that the written vision, values, aims and objectives, needed to be developed in consultation with children, families and staff. Ensuring that children's rights are interwoven throughout will support discussion across the staff team as they explore what the vision and values look like in respect of relationships and practice. This will inform practice and show the focus of the service on improvement and positive outcomes for all.

Continuous improvement was supported by effective quality assurance systems. The service used best practice guidance including 'How good is our early learning and childcare' and 'A quality Framework for daycare of children, childminding and school-aged childcare' to support them in their improvement journey. Changes within the management and staff team meant there was a focus on building relationships and supporting staff to develop confidence and knowledge in their roles. Formal and informal meetings and effective communication meant staff were fully supported and received regular feedback on their work. Most staff were fully on board and were participating in improvement conversations. Staff told us this was carried out sensitively and respectfully with children's care and learning being the focus of all improvements. The service had evidenced the positive impact of this work on mealtime experiences for children. A parent said, "Huge improvements have been made across the nursery in recent months."

The service worked alongside families, valuing their contributions to improve the quality of the service. Question of the month, 'you said we did' and effective communication with families were some of the ways that enabled families to have a say. A parent said, "It is great how often we can give feedback, e.g., QR codes on pickup. Feel we are being informed about things regularly."

## 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

Staff were respectful towards one another and worked well together. This created a positive environment for children in which they felt safe and secure. Staff were happy, caring and enthusiastic, placing children at the heart of their work. Families praised the team and one commented "Always approachable and friendly."

The deployment of staff, including staff shifts, breaks and absence, had been managed to a good level most of the time. This ensured that there was enough staff available to respond to children's needs. Staff communicated when a task took them away from their responsibilities, working together to ensure effective supervision and engagement with children. The service should continue to reflect on staff deployment at particular times, including mealtimes. This will ensure any changeover of staff does not have a negative impact on the quality of children's experiences.

There was a balanced skill mix of staff which meant that children's needs were supported. Staff spoke confidently about their role and how they worked as a team. New staff benefited from the support and guidance from their colleagues and the leadership team. The National Induction resource supported their induction so they were guided at a pace that was right for them. This meant they felt confident to share ideas and contribute towards planning for children's experiences.

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

### Requirements

#### Requirement 1

By 22 August 2022, the provider must ensure that accident and incident audits are reviewed and assessed to identify possible areas and practices that may pose a risk to children's safety and wellbeing and take action to minimise risks.

This is to comply with Regulation 4 (1)(a) (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 Health and Social Care Standards (HSCS) which state that:

'My care and support meet my needs and is right for me' (HSCS 1.19).

**This requirement was made on 12 May 2022.**

#### Action taken on previous requirement

The system for logging accidents and incidents provides an audit and informs the service of any possible areas and practices that may pose a risk to children's safety and wellbeing. The leadership team are responsible for taking action to minimise risks for children.

**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 ensure children's care is consistent, personal plan information should be stored in one place. An overview sheet should detail children's individual needs and direct staff to where further information or support strategies can be found.

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).

**This area for improvement was made on 12 May 2022.**

**Action taken since then**

The leadership team had reviewed and developed personal plans for children. Individual care plans and wellbeing records meant an overview of children's individual needs was available.

**Previous area for improvement 2**

The provider should ensure that children's health needs are met, by storing children's medical care plans with their medication for staff to refer to.

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

"My care and support is provided in a planned and safe way including, if there is an emergency or unexpected event" (HSCS 4.14).

**This area for improvement was made on 12 May 2022.**

**Action taken since then**

Medical care plans were stored within children's medication storage boxes to inform staff.

**Previous area for improvement 3**

The provider and manager should provide support and training to further develop staff knowledge and skills in observation and recording. Developing these skills will lead to positive outcomes and learning for the children in the service because planning will be more tailored to children's needs and stage of development.

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

"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 12 July 2022.**

**Action taken since then**

The partner provider and leadership team were supporting staff development in observation and recording children's progress and learning.

**Previous area for improvement 4**

The provider and staff team should commit to learning more about and introducing a more literacy and numeracy rich environment. This will further promote positive outcomes for children.

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

"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 12 May 2022.**

**Action taken since then**

Improvement had been made across the environment including the introduction of a more literacy and numeracy rich environment. We discussed improving the outdoor areas by using visuals to support children's numeracy and literacy skills.

## Previous area for improvement 5

The provider and manager should support further opportunities for staff to share information about children's changing needs, this should include the role and responsibility for all staff in providing the right care at the right time.

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

"I am supported and cared for sensitively by people who anticipate issues and are aware of and plan for any known vulnerability or frailty" (HSCS 3.18).

**This area for improvement was made on 12 May 2022.**

### Action taken since then

Staff and families informed us that there were regular formal opportunities to share information about the needs of individual children so that staff knew all children well.

## Previous area for improvement 6

The management team should further develop the induction policy and procedure to ensure staff are confident and competent in the role and responsibilities.

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

"I experience high quality care and support based on relevant evidence, guidance and best practice" (HSCS 4.11).

**This area for improvement was made on 12 May 2022.**

### Action taken since then

The National Induction Resource was supporting new staff to ensure they were confident and competent in their role.

## Previous area for improvement 7

The management team should develop a systematic monitoring process for staff practice to ensure this is in line with best practice guidance about how children learn. Daily routine experiences should be reviewed to promote meaningful engagement.

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

"I experience high quality care and support based on relevant evidence, guidance and best practice" (HSCS 4.11).

**This area for improvement was made on 12 May 2022.**

### Action taken since then

Monitoring and training including practice discussion meetings have provided opportunities for the leadership team to support improvement in staff practice. Most staff had been open to the changes and motivated to work towards improving children's outcomes. Leadership team continue to work with other staff to support improvement.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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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