South Morningside Primary School
Nursery
Day Care of Children
South Morningside Nursery
Fairmilead Parish Church
1A Frogston Road West
Edinburgh
EH10 7AA

Inspected by: Nancy Wyse
Type of inspection: Unannounced
Inspection completed on: 14 March 2013
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Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Care service number:
CS2007151808

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Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

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What the service does well
South Morningside Primary School Nursery provides a very good quality service for children and their families. The staff provide a positive and dynamic learning environment for children.
The nursery ethos and continued performance demonstrates good practice in encouraging participation of children, parents and carers in the service.
The Depute head teacher, nursery teacher and staff team have worked hard to continue to review and improve the service and build links with the school and nursery.

What the service could do better
The nursery staff should work to meet the recommendations identified in this report.

What the service has done since the last inspection
We found the service has taken action to review the nursery aims.
The service has developed a ‘Participation’ strategy.
The nursery garden has been improved and a soft top surface has been installed.

Conclusion
South Morningside Primary School Nursery provides a high quality, service to children and their families. The nursery provides a fun, educational child centred environment.
The Depute head teacher, nursery teacher and staff were committed to monitoring, evaluating and improving the service. The views of children, parents and carers are valued and acted upon.

**Who did this inspection**

Nancy Wyse
1 About the service we inspected

Before 01 April 2011 this service was registered with the Care Commission. On this date the new scrutiny body Social Care and Social Work Improvement Scotland (SCSWIS) took over the work of the Care Commission, including the registration of care services. This means that from 01 April 2011 this service continues it’s registration under the new body, SCSWIS.

South Morningside Primary School Nursery Class is registered to care for a maximum of 30 children per session aged 3 to entry into primary school. The nursery operates Monday to Friday, in two sessions, 9.00am to 11.35am and 12.30pm to 3.05pm, providing a service for up to 30 children each session. During our visit there were 28 children present during the am session and 21 during the pm session.

The nursery class is located within Fairmilehead Parish Church. The nursery comprises of:
* Entrance area
* Large playroom
* Toilet facilities
* Small kitchen area
* An enclosed garden

The aims of the nursery include:
“Provide a safe, welcoming and stimulating environment in which children feel happy and secure.
Develop children’s own self-esteem and encourage them to be kind and considerate.
Develop children’s individual interests, skills and attitudes and meet their individual needs.
Work as a team to encourage the emotional, physical, creative and intellectual development of our pupils (including literacy and numeracy skills).
Create opportunities for learning through play.
Encourage children to explore and respect their environment.
Work in partnership with parents and the community.
Continue the professional development of each member of staff.”

Based on the findings of this inspection this service has been awarded the following grades:

Quality of Care and Support - Grade 6 - Excellent
Quality of Environment - Grade 5 - Very Good
Quality of Staffing - Grade 5 - Very Good
Quality of Management and Leadership - Grade 6 - Excellent
This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 0845 600 9527 or visiting one of our offices.
2 How we inspected this service

The level of inspection we carried out
In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection
We wrote this report after an unannounced inspection that took place between the hours of 9.00am and 4.00pm on Wednesday 6 February 2012 by Social Care and Social Work Improvement Scotland, Inspector Nancy Wyse. We gave feedback to the service on Thursday 14 March 2013.

As requested by us, the service sent us an annual return. They also sent us their self assessment form. The document identified areas of strengths and areas for further improvement.

We sent ten questionnaires to the service to give to parents and carers who used the service. Seven completed questionnaires were returned to us before the inspection took place.

In this inspection we gathered evidence from a number of sources, including the relevant sections of policies, procedures, records and other documentation, including:

Accident and incident records
Aims and objectives
Behaviour Management policy
Certificate of Registration
Certificate of Public Liability Insurance
Child Protection policy
Complaints policy
Evidence from the services most recent Annual Return and Self Assessment documents
Health and Hygiene policy
Newsletters
Notice boards
Partnership with Parents leaflet
Questioners
Risk assessments
Samples of children’s individual personal records and plans
Staff training records
Standards and Quality Report 2012
Nursery Improvement Plan 2010/13
Welcome booklet

Observation of the nursery environment both indoors and outdoors
Examination of the resources and play experiences available.
Observation of how staff work and interact with the children
Observation of how staff interacted with parents and carers

Discussion with various people, including:
* The Depute head teacher
* Nursery teacher and staff
* Five parents/carers who use the service
* Some children
* This information was taken into account during the inspection process and reported on.

Grading the service against quality themes and statements
We inspect and grade elements of care that we call ‘quality themes’. For example, one of the quality themes we might look at is ‘Quality of care and support’. Under each quality theme are ‘quality statements’ which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)
In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

Fire safety issues
We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services’ responsibilities for fire safety at www.firelawscotland.org
The annual return

Every year all care services must complete an ‘annual return’ form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

**Annual Return Received:** Yes - Electronic

Comments on Self Assessment

Every year all care services must complete a ‘self assessment’ form telling us how their service is performing. We check to make sure this assessment is accurate.

We received an electronic self assessment document from the service. We were satisfied with the way they had completed this and with the relevant information they had given us for each of the headings we grade the service under. The service identified areas of strengths and areas for further improvement.

Taking the views of people using the care service into account

We found that all the children were busy with a range of play experiences available to them. The children appeared to be happy and relaxed in the care of the staff. We saw that the children were aware of the nursery routine, for snack, washing their hands, and in taking turns at the computer. We found the staff communicated well with the children and supported their individual needs and interests.

Children told us

“*The nursery has good toys which we like to play with. We have bricks up the top which are good for building all sorts of engines but we can’t make a bulldozer we don’t have enough bricks.*

*I like to play with the big bricks and the cars.*

*I play in the house corner*

*There are good things you can play with and share. I like the construction and the cats and dogs.*

*We have three bikes and a climbing frame in the garden.*

*Snack is yummy, we get yellow cheese.*

*I like oranges, cheese and crackers*"
Taking carers' views into account

We received seven completed questionnaires from parents. Parent’s comments included:

“I have watched my child develop from being shy and clingy to confident and happy to stay and say goodbye. When a morning place was available the staff discussed my daughter’s progress with me. After only a few days of moving from afternoon to morning my child had renewed friendships from four months previously and settled very quickly. South Morningside Nursery provides an excellent service. Our children have loved it.

I think the staff are amazing people that have a very good, supportive relationship with the children but it is obvious there is a burden of paperwork that at least keep some of them away from the children some of the time. I wish staff would be able to just be with the children and not need to complete so many forms, assessments, reports, etc. I am not sure who benefits from the excessive paperwork.

School Nursery is worth going to but is inconvenient to access. As opposed to me walking to school (older children) and nursery, we have to drive or take the bus.

We talked to five parents/carers on the day of our visit as they picked up their children. They were all very positive about the service and they confirmed they found the staff were approachable.

Comments included:

It’s a brilliant nursery.

“My child has settled very well and loves the nursery. Excellent service. Both my children settled quickly, they love the nursery. The staff are caring and attentive. The staff are aware of children’s individual needs. The ‘focus child’ days are valuable they make each child feel special and build their confidence.”
3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

**Quality Theme 1: Quality of Care and Support**

Grade awarded for this theme: 6 - Excellent

**Statement 1**

We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.

**Service strengths**

We found that South Morningside Primary School Nursery had excellent systems in place to ensure that parents, carers and children were involved in assessing and improving the quality of care and support provided by the service.

We concluded this after we:

Spoke with the Depute head teacher, nursery teacher, staff and a student attending the service from Moray House.
Spoke with five parents
Spoke with some children
Reviewed relevant policies
Read minutes from the nursery’s parental focus group meetings
Observed staff caring, supporting and responding to the children
Reviewed feedback in our questionnaires

The nursery involved children and their families who use the service and asked for their views in many ways. These included:

* Assisting on educational visits and sharing their expertise, e.g. music, dance and yoga
* Newsletters
* Effective use of notice boards
* Informal and formal meetings
* Children’s personal learning plans (PLP’s)
* Consultations
* Questionnaires which are evaluated to identify the nursery’s strengths and next steps
* Comments box
* Fundraising and social events
* Daily observation and discussion with children
* Parents committee
* Evaluation sheets after nursery events
* Thinking and talking floor books
* Fundraising events

The nursery’s partnership with parents leaflet outlined how staff would communicate with parents/carers and how they could be involved in the nursery. The leaflet states:

“We believe children benefit most from nursery education and care when parents and the nursery work together in partnership.
We welcome you all to our nursery and actively encourage your involvement in nursery life.
We found this to be a true reflection of the service during our visit.”

We found the nursery had audited parental feedback from their parent/carer questionnaires and points of action had been feedback to parents/carers. These included:
* The nursery staff producing an annual calendar of events to help parents to have an overview of the nursery year.
* The nursery teacher will produce a class newsletter of information on children’s current learning.
* Sharing daily learning through the white boards at the end of each session
* Use the curriculum evening to provide parents/carers with information on how literacy and numeracy was taught to children at nursery.

The nursery published regular newsletters. These were informative and included information on consultation evenings, the parents committee, staffing, current topics the children were involved in and future events.

Parents and carers were given a useful ‘parent handbook’ before their child started at the nursery. The handbook contained information on the nursery’s aims, settling children into the service, routine, children’s independence, how to become involved, what children learn and the curricular areas. In addition, there was information for parents regarding making a complaint this helped them to know what they could expect from the service,

A ‘Curriculum Evening’ held on 26 October 2012 provided parents/carers with an overview of the nursery curriculum, information about the links between the nursery and main school and the nursery’s transition process.
The staff used a range of consultation techniques with children including; individual and group discussions, floor books, mind maps, discussions using i-pads, planning walls circle time, personal learning plan (PLP), show and tell, and individual time spent with their key worker. We saw examples of these displayed in the nursery. Evidence from these consultations supported planning on a daily, weekly and termly basis.

The parent committee had identified key areas in which they could support the nursery’s future plans. Key areas included: the nursery’s enrolment campaign to increase the number of children attending.

Feedback from our parent/carer questionnaires confirmed that:

* Overall, parents/carers were happy with the quality of care their child received in the service.
* They nursery had kept parents/carers informed about what was happening in the service, for example through newsletters and information boards.
* The service had involved my and my child in developing the service for example by asking for their ideas and feedback.

Areas for improvement
The nursery should continue to monitor and maintain the excellent standards of quality care and support provided to children and their families. The Depute head teacher and staff should ensure they continue to identify areas for improvement and implement action plans to address these.

The service identified the following area for improvement in relation to this quality Statement:
“To increase the use of circle /group time to provide further opportunities for children to evaluate the nursery, using pictorial cards representing activities that week. To continue to make parents aware of the work in the nursery and action plan through the development of the nursery pages in the school website.”
We agree that these areas of improvement would further enhance the excellent practice carried out in relation to this Quality Statement.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3
We ensure that service users’ health and wellbeing needs are met.
Service strengths

We found that South Morningside Primary School Nursery had excellent systems in place to ensure children’s health and wellbeing needs were met.

The nursery had health and wellbeing aims and policies which were available to parents and carers. These included, priorities for children keeping themselves safe which were set within the nursery ‘Improvement Plan’ for 2012/13.

Clear admission and settling in procedures were in place. These included completing an application form for all children. These forms allowed the nursery to gather relevant information with regards to each child’s personal care and support needs. These included information on medical conditions, medication details, GP, allergies and dietary needs.

Every term each child had an opportunity to be one of the weekly the nursery’s ‘Focus Children’. This allowed staff to gather more detailed assessment information and then use this to plan and extend learning activities for individual children in literacy, numeracy and health and wellbeing activities. Parents we spoke with during our visit told us they found this gave their child confidence and an opportunity to feel special.

The staff demonstrated a very good understanding of children’s needs through responsive planning, written reports and children’s personal learning plans’ (PLPs). We looked at a sample of these folders and found staff observations had reflected progress in children’s learning. Children were involved in their own learning and making suggestions about their next steps. For example, a child had stated in their PLP “I would like to write my own name.” Parents were given a guide to PLP’s to ensure they were aware of the PLP planning cycle, and how they could be involved. Some parents had made comments in their child’s profiles.

Children had a number of opportunities to learn about healthy and safe choices. These included:

* Being involved in the purchase of on-line snack items and being offered healthy nutritional snacks
* Socialising at snack time with other children and staff and encouraging good eating habits
* Daily care routines, washing hands and brushing their teeth while following good practice guidelines
* Having access to energetic play and fresh air
* Accessing quiet areas, peaceful activities as well as active indoor play
* Developing friendships and supporting each other
* Being aware of the nursery rules
* Looking after nature, wild life
* Keeping safe
* Eco committee and being involved in Eco activities

We found the nursery had accessed specialists from other agencies to support individual care and development needs of the children in their care. These included; physiotherapists, speech and language therapists, psychological services, social work, health visitors and the dental hygienist. Health care plans and individual educational plans were in place to support individual’s children’s care, learning and development needs.

Clear procedures were in place for the administration and storage of medication. These procedures included gaining permission from parents or carers to administer medication. Staff were trained in first aid.

Children had been involved in developing a friendship tree. We could see friendships were encouraged and supported. Children were kind and caring towards each other. In addition, the children took part in the ‘Global Citizenship’ week learning about schools around the world.

We sampled parents/carers feedback from the nursery’s ‘Two Stars and a Wish’ questionnaires. These had included what parents/carers thought the nursery did well and suggestions for improvements.

Parents confirmed:

* The key worker system allowed staff to build closer relationships with children and families.
* Staff genuinely knew their children and their individual needs and always took time to talk to parents.
* PLP’s were detailed and they found these positive, very detailed, informative and clear about their child’s next steps in learning. Parents had made special comments about their child’s quotes in their PLP’s which illustrated their photos.
* They felt informed and listened to.
* Parents welcomed ‘parent mail’ and parents stated they were looking forward to this being fully operational next term.

**Areas for improvement**

The nursery should continue to monitor and maintain the very high standards of meeting children’s health and wellbeing needs. The Depute head teacher and staff should ensure they continue to identify areas for improvement and implement action plans to address these.

The service identified the following areas for improvement in relation to this quality Statement:

* To continue to develop our environmental garden so as to produce more fresh produce for snacks.
Continue to work towards our targets for our Eco bronze award.
We agree that these areas of improvement would further enhance the excellent practice carried out in relation to this Quality Statement.

Grade awarded for this statement:  6 - Excellent

Number of requirements:  0

Number of recommendations:  0
Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

Statement 1
We ensure that service users and carers participate in assessing and improving the quality of the environment within the service.

Service strengths

We found that South Morningside Primary School Nursery had excellent systems in place to ensure that parents, carers and children were involved in assessing and improving the quality of the environment provided by the service.

Evidence which we discussed in Quality Theme 1, Statement 1 also applies to this Quality Statement.

The nursery shares the use of the facilities with other users and this can be a challenge in providing a quality environment. We found the staff and parent committee had actively looked at ways to address these challenges, enhance the provision and improve the environment.

Newsletters informed parents what aspect of learning their children were involved in. For example: learning about Scottish woodlands and animals. Newsletters also reminded parents they were welcome as volunteer helpers in the nursery.

Staff carried out a yearly consultation of the nursery environment with parent’s carers and children. They identify areas for improvement through observations and discussions with the children. We saw a graph displayed which showed areas of the nursery children enjoyed most or least. Staff used this information to focus on the areas least used by the children and ways to identify how these could be improved. In addition, We saw evidence that staff had consulted children about the purchase of new resources for the nursery.

We saw the children were making choices about play experiences they wanted to be involved in. The children were using all areas of playroom, they were thinking creatively and independently in their play.

Mind maps showed evidence of how children had been involved in the purchase of
snack items. This had included discussion on what children would like, making a list of snack items and using the internet to order items from the supermarket.

Children were involved in the Eco committee with parents and staff. They had created water warriors, energy monitors and bird detectors to help look after the nursery and garden.

We found the nursery staff and families using the service worked together to raise funds to benefit the nursery environment. For example, they had worked together to raise funds to install a soft top surface in the nursery garden.

**Areas for improvement**

The nursery should continue to monitor and maintain the excellent standards for this Quality Statement. The Depute head teacher and staff should ensure they continue to identify areas for improvement and implement action plans to address these.

The service identified the following area for improvement in relation to this quality Statement:

“To establish a nursery area of the new school website and use it to build a very useful tool for parents who want to know more about our nursery and how to enrol their child.

To encourage parents/carers, through newsletters and website, to use the suggestion box by highlighting that they have the opportunity to give compliments suggestions or even a complaint.”

We agree that these areas of improvement would further enhance the excellent practice carried out in relation to this Quality Statement.

**Grade awarded for this statement:** 6 - Excellent

**Number of requirements:** 0

**Number of recommendations:** 0

**Statement 2**

We make sure that the environment is safe and service users are protected.

**Service strengths**

South Morningside Primary School Nursery provided very good evidence of how they met this Quality Statement.

The nursery had a welcoming entrance area with a range of information boards and displays for children and their families. These included information from health Scotland, Community information and updates from the Eco committee.

Attendance registers were completed and allowed staff to keep a running total of the
children present during all sessions. Systems were in place for absent children to ensure their safety.

As other groups use the facilities the playroom needs to be set up daily. The nursery employs a caretaker to set up and pack up the playroom each day. He ensures the premises are clean and free of waste. From observation on the day of our visit we found the nursery environment was clean, bright and well maintained.

The facilities support families with additional support needs as it allowed for wheelchair access and had appropriate toilet facilities.

The playroom is a large, modern hall which was bright, well ventilated and the layout allowed children to move freely around their chosen play experiences. We found the nursery furnishings and toys were clean and suitable for the children. The toilet facilities were accessible and appropriate to the children attending. They were clean and well stocked with tissues, paper and soap.

The service had updated their Health and Hygiene policy and Infection Control guidelines to support staff in providing a safe and hygienic environment for the children. We found staff had undertaken first aid and food hygiene training and they were following good hygiene practices in relation to preparation of snacks.

Children were aware of nursery routines including helping to tidy up toys at the end of the session and being involved in the nursery’s Eco school project. This helped them to care for their environment and supported their learning.

There was a very good, secure outdoor space. Staff checked this area before children had access to ensure their safety. We observed children enjoyed the area and used the natural materials creatively. For example, two children were making a camp fire. In addition, children had opportunities to go on trips and outings. The staff carried out risk assessments prior to outings to ensure children’s safety.

Out of the seven parent/carers who returned our questionnaires all parents/carers agreed

* The service was safe, secure, and hygienic, smoke free, pleasant and provided a stimulating environment.
* There was enough space in the nursery for their children to play and get involved in a range of activities.
* The service has a suitable range of equipment, toys and materials for the children.

Comments from parents we spoke with during the inspection and from feedback in our questionnaires included:

"The environment is safe and there is lots of space for the children. The outside is fab, safe and enclosed. There is a lot to do outside as is inside.

This is my second child to attend South Morningside Primary School nursery and I
have spent a lot of time there as a parent helper. I love the opportunities my child gets at this nursery to experience many different kinds of play settings and environment."

The Head teacher was the designated Child Protection coordinator. All staff were trained in Child Protection and were aware of their role and responsibilities in keeping children safe. The nursery’s accident and incidents recording system made sure that parents/carers knew what had happened to their child and any actions taken by staff.

Students and those on work experience in the nursery were welcomed, supported and monitored. We spoke with a student from Moray House. They told us they had gone through an induction on arrival to the nursery and this had included becoming aware of fire drills and health and safety.

Areas for improvement

A child in the nursery was using the telephone intercom system while supervised and unattended
We made a recommendation about this
See recommendation 1

Other organisations used the same facilities as the nursery. Staff told us they checked the nursery facilities however there were no written risk assessments in place.
We made a recommendation about this
See recommendation 2

We found there was no room available for nursery staff or visiting professional services to be able to work alone with individual children.
We made a recommendation about this
See recommendation 3

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 3

Recommendations

1. After discussing this in detail with the Depute head and staff, we recommended that the staff ensure children do not access the telephone intercom system. National Care Standards for early education and childcare up to the age of 16 Standard:2 A safe environment

2. We recommended that the staff carry our daily safety checks of all areas in the nursery used by children to ensure their safety.
3. We recommended that the provider should ensure nursery staff and visiting professionals services have a separate room to work to support children’s individual needs. A separate room would also endorse Getting It Right for Every Child (GIRFEC) and the Curriculum for Excellence.
Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 1
We ensure that service users and carers participate in assessing and improving the quality of staffing in the service.

Service strengths
We found that South Morningside Primary School Nursery had very good systems in place to ensure that parents and carers were involved in assessing and improving the quality of staffing in the service.

Evidence which we discussed in Quality Statements 1.1 and 2.1 also applies to this Quality Statement.

Staff updates and training is shared with parents through information boards and nursery newsletters.

There were 23 returns from the nursery questionnaires distributed to parents and carers. These highlighted the quality of staff and the experiences they deliver as a real strength. Parents commented that learning was child led and they were impressed how effortlessly staff were able to spontaneously react to children’s developing interest.

Through the CI questionnaires, the nursery’s own questionnaires and in discussion with parents and carers during our visit, it was evident that the staff were held in high regard and positive relationships had been developed.

Comments from our questionnaires and from speaking with parents during our visit included:
*The staff are fantastic. The dedication and attention to each child is second to none. My child is very happy there. My child has learned more than we could have hoped. We are delighted that our child can attend nursery. Officials should praise the staff often. The staff are attentive, observant and experienced. They provide a happy and secure environment for the children to learn and develop. The staff are warm, welcoming, approachable and consistent. The staff communicate in different ways with parents, through informal chats,
newsletters and information boards. The staff are amazing and very caring towards the children.

**Areas for improvement**

The nursery should continue to monitor and maintain the very good standards of quality care and support provided to children and their families. The Depute head teacher and staff should ensure they continue to identify areas for improvement and implement action plans to address these.

**Grade awarded for this statement:** 5 - Very Good

**Number of recommendations:** 0

**Number of requirements:** 0

**Statement 3**

We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.

**Service strengths**

We found that South Morningside Primary School Nursery provided very good evidence of how they met this Quality Statement.

We concluded this after we:

* Spoke with the Depute head teacher, nursery teacher and staff.
* Confirmed staff registration with General Teaching Council and the Scottish Social Services Council (SSSC)
* Reviewed relevant policies
* Read minutes of meetings

All of the staff working in the nursery were qualified and registered with the appropriate professional body. The Nursery teacher had registered with the General Teaching Council and the other member of staff had registered with the SSSC the organisation that are responsible for registering people who work with children and regulate their education and training.

Notice boards displayed staff photographs along with their name, qualification and some information about them. Ensuring parents knew who were taking care of their children.

We found the nursery teacher and staff were motivated and enthusiastic about their work. They were reflective practitioners who incorporated theory and current good practice guidance in their approach to caring and supporting children. The Depute head teacher had the overall responsibility for the nursery and meets regularly with the nursery teacher and staff to plan and evaluate the service. The Depute head
teacher and teacher demonstrated very good organisational skills.

Evidence in staff team meetings, planning, and children’s profiles showed the staff made very good use of planning and assessment materials available. They identified children’s individual care needs and interests through responsive planning.

We found the staff communicated and worked well as an effective team to provide a very good quality of care for the children and their families. Staff told us they felt supported by the nursery teacher and Depute head teacher whom operated an ‘open door’ policy.

Curriculum evenings provided parents and carers with an opportunity to take part in workshops alongside staff giving them the opportunity to experience learning and teaching methods.

The system for staff annual Performance Review and Development (PRD) was successful in giving staff the opportunity to set targets, formally reflect and assess their own performance and think about how this impacted on the service provided. Staff had undertaken their annual PRD in October 2012.

We found from speaking with staff they demonstrated a commitment to their own continued professional development (CPD). Staff told us they had opportunities to take part in training as a team through in service and through other forums. Staff training was based on SQIP priorities and personal interests. Staff kept records of their own CPD,

Recent training had included:
* The Froebel qualification
* Growing Confident Childrens programme.

Areas for improvement
The nursery should continue to monitor and maintain the very good standards for this Quality Statement. The Depute head teacher and staff should ensure they continue to identify areas for improvement and implement action plans to address these.

The service identified the following area for improvement in relation to this quality Statement:
“To continue to develop leadership at all levels within the nursery.”
We agree that this area of improvement would further enhance the very good practice carried out in relation to this Quality Statement.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0
Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme:  6 - Excellent

Statement 1
We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.

Service strengths
South Morningside Primary School Nursery had excellent systems in place to ensure that parents and carers were involved in assessing and improving the quality of management and leadership of the service.

Evidence which we discussed in Quality Statements 1.1, 2.1 and 3.1 also applies to this Quality Statement.

The nursery had clear defined Aims in place and we found the staff were working to meet these Aims by working in partnership with parents, carers and the community.

The role of the parents committee was to ensure continual improvement of the nursery. We sampled minutes of ‘Parent Focus’ group meetings held in 2012. Evidence showed how parents/carers were involved evaluating and improving the service. For example; they had reviewed the nursery Action Plan, Transition Programme, Fundraising and the services Admission and Enrolment policy.

The services Complaints procedure was contained in the nursery’s welcome booklet. This encouraged parents/carers to contact the nursery teacher in the first instance, then the Head teacher. Details of the Education Department and CI were included to ensure parents knew how to take further action to resolve the matter.

The nursery had carried out an audit on leadership and the findings informed the nursery development plan. Parents evaluations showed they had appreciated the Depute head teacher weekly visits to the nursery and other school staff being visible from time to time as it helped the children get used to familiar faces.

Areas for improvement
The nursery should continue to monitor and maintain the excellent standards for this Quality Statement. The Depute head teacher and staff should ensure they continue to identify areas for improvement and implement action plans to address these.
The service identified the following area for improvement in relation to this quality Statement:

“To seek their feedback and views of the Quality Statement evaluations with parents/carers and involve them in the grading process. To seek feedback from the PLP’s folders/process this will help us to identify any staffing issues. To promote the parental committee and encourage more parents to join meetings which will provide a larger spread of opinion and will ensure more voices will be heard.”

We agree that these areas of improvement would further enhance the excellent practice carried out in relation to this Quality Statement.

**Grade awarded for this statement:** 6 - Excellent

**Number of requirements:** 0

**Number of recommendations:** 0

**Statement 4**

We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide

**Service strengths**

South Morningside Primary School Nursery had excellent quality assurance systems in place.

We found the Depute head teacher and staff embraced the process of self evaluation. They were committed to self assessment and consultation with parents, carers and children. Staff used ‘Child at the Centre 2’ and Journey to Excellence’ to evaluate and continually assess the service on an annual basis.

We found the nursery’s Improvement Plan and Standard and Quality Report were on display. This provided parents with information about the nursery’s progress and areas for improvement planned.

It was evident that the Depute head and staff were involved in daily, weekly, medium and long term plans and improvement of the service. The staff shared this information with parents and carers through the parent committee, termly newsletters and welcome boards.

The nursery teacher and staff confirmed they were supported well by the Depute head teacher. We found the Depute head teacher and nursery teacher had regular meetings throughout the school term to check progress and ensure quality. We sampled minutes of meetings which confirmed positive feedback to staff and future points of action.
The nursery received support from Edinburgh Council Quality Improvement Officer. A Standards and Quality Report 2012/13 and Improvement plan were in place to support the future delivery and improvement of the School and nursery. We could see progress made during 2011/12, this included:

* Setting up a parental and pupil Eco committee
* Opportunities for primary 5 (children) buddies involvement with transition of nursery children
* Parental partnership programme to create 'Maths' sacks

In addition, the plan identified key areas of improvement for 2012/13.

Feedback from the nursery questionnaires confirmed:

* Parents feel listened to and involved.
* The daily notices on the whiteboard about the main events in the nursery session, snack and reminders is a great addition and very helpful.
* Termly newsletters were positive.
* Parents greatly appreciated the balance of written communication followed up with verbal reminders.
* Parents were delighted with the nursery and they thanked the staff for all their hard work and care.

**Areas for improvement**

The nursery should continue to monitor and maintain the excellent standards for this Quality Statement.

The service identified the following area for improvement in relation to this quality Statement:

“To continue to work with cluster colleagues on moderating our early level provision.”

We agree that this area of improvement would further enhance the excellent practice carried out in relation to this Quality Statement.

**Grade awarded for this statement:** 6 - Excellent

**Number of requirements:** 0

**Number of recommendations:** 0
4 Other information

Complaints
No complaints have been upheld, or partially upheld, since the last inspection.

Enforcements
We have taken no enforcement action against this care service since the last inspection.

Additional Information
N/A

Action Plan
Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).
5  Summary of grades

<table>
<thead>
<tr>
<th>Quality of Care and Support - 6 - Excellent</th>
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<td>Statement 1</td>
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<td>Statement 3</td>
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<tr>
<th>Quality of Environment - 5 - Very Good</th>
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<tr>
<th>Quality of Staffing - 5 - Very Good</th>
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<td>Statement 1</td>
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<th>Quality of Management and Leadership - 6 - Excellent</th>
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<tbody>
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<td>Statement 1</td>
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<td>Statement 4</td>
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6  Inspection and grading history

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<td>Environment</td>
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<td>Management and Leadership</td>
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<td>5 - Very Good</td>
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All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.
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