

Bright Horizons @ Bruntsfield Day Care of Children

7 Blantyre Terrace
Edinburgh
EH10 5AD

Telephone: 0131 447 9797

Type of inspection: Unannounced
Inspection completed on: 13 July 2016

Service provided by:
Bright Horizons Family Solutions Ltd

Service provider number:
SP2003000319

Care service number:
CS2005110282

About the service

Bright Horizons @ Bruntsfield is a nursery for children under primary school age provided by Bright Horizons Family Solutions, an international childcare provider. At the time of the inspection the provider had fourteen services registered with the Care Inspectorate in Scotland.

Bright Horizons @ Bruntsfield, referred to as the nursery in this report, has been registered with the Care Inspectorate since 2005. The nursery is registered to provide a care service to a maximum of 49 children aged birth to five years of whom no more than 19 are under two years.

The nursery is open between the hours of 8:00am and 6:00pm Monday to Friday.

The nursery use a converted terraced house in a residential area of Edinburgh. The nursery is close to a range of amenities such as shops, libraries and parks. The building has three floors. The ground floor is used for children under the age of two and a half and the older children use the playrooms on the first floor. Additional space is available for young children to sleep in and on the top floor there is a room for snack, lunch and group work. There is a small outdoor area to the rear of the nursery and an area at the front door which children can use for outdoor games and physical play.

Aims and objectives have been developed by the provider and are shared in a wide range of documentation available to parents. Aims and objectives include:

'Our role is to work in partnership with you, establishing strong ties that connect your child's home and family life together with our nursery, and ensure that at all times you are fully confident that your child is safe, nurtured and being given the space to learn and grow.'

What people told us

As part of the inspection process we issue care standard questionnaires to some parents using the nursery. We issued 25 questionnaires and 13 of these were returned to us. We spoke to four parents who gave us contact details. Five parents said that they were very happy with the service and eight said they were happy. Comments from parents informed what we looked at as part of the inspection. Some parents questioned the use of the small outdoor area and how staff provided further opportunities for outings, walks and physical play. We comment on this in our report.

There were 28 children using the nursery during our visit. We observed children enjoying their play, especially in the older age group. Children were well stimulated and engaged in their play and learning. Children throughout the nursery were very confident in their surroundings and had very good relationships with staff who encouraged children to be independent and respectful of each other and of staff.

Self assessment

The self assessment was fully completed by the manager of the nursery. She along with her regional manager and staff working in the nursery had assessed the outcomes for children. Strengths were identified for example the nursery involvement in eco projects which had led to making links with nursery children in India and the recruitment and induction of staff.

Areas for further improvement had been identified and targets had been developed to help the nursery make these improvements.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	6 - Excellent
Quality of management and leadership	not assessed

What the service does well

The nursery was very good at meeting children's care and support needs. The settling in process was well planned and tailored to fit each individual child. The range of information collected about children helped this process. There was very good evidence of staff updating and reviewing this information through sharing it with parents. Staff could talk confidently about the keyworker system and how they used this to build relationships with children and offer support to children and their parents. The transitions from age group to age group were planned and agreed with parents and new keyworkers. Children were nurtured through the changes and supported well by staff to be confident in their new surroundings. Children were excited about going to school and talked to us about 'The Rainbow Fish' which was the story being used to assist the transition from nursery to school. This link from nursery to school was designed to help children feel confident in school and have information in common with their peers when they went to school.

The nursery environment provided children with a very good range of activities which were planned around children's individual suggestions, interests and next steps for their learning. Children spoke confidently about what they were doing during their play. The questioning by staff extended children's learning and led to new things to find out about. Parents had commented on the small outdoor play areas so we looked at how these and the local environment were used. We played with children at the front of the nursery and observed play in the area at the back of the nursery. Areas were small but were used for the majority of the day by all children who were very busy and physically active. There was very good evidence of children going on walks for example to see the local primary schools, library, count cars and go food shopping. A new Bright Horizons initiative Active Athletes had been started in the nursery to increase the opportunities for outdoor and indoor physical activity. We assessed that although the outdoor areas were small with no opportunity to be extended staff provided children with a varied and regular range of physical play opportunities.

There had been a very significant turnover of staff since our last inspection. We looked at the induction procedure for new staff. There was an excellent procedure in place to ensure that staff were given the information and support they needed to meet the high expectations that Bright Horizons had of their staff. Staff could talk with confidence about the induction process, what they had learned and how this process had been monitored by senior staff and their co-workers. The combination of workbook and on line learning provided

staff with an interesting and lively learning forum which staff said had enabled them to retain the information needed. Induction was followed by regular meetings with the manager and then an appraisal to identify learning and professional development needs.

What the service could do better

Although the nursery continued to provide children with a very good range of play activities which promoted children's learning, we asked them to make sure that the planning of activities for the younger age group was up to date and recorded so that all staff knew the plan.

Meal times continued to be a strength of the nursery as it was a very sociable time. We asked that chairs were provided for staff use during the lunch time in the youngest age group to promote safety and hygiene.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Inspection and grading history

Date	Type	Gradings	
12 Nov 2014	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	5 - Very good
5 Dec 2012	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

Date	Type	Gradings	
19 May 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	5 - Very good
25 Sep 2008	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	5 - Very good

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