South Morningside Primary School Nursery
Day Care of Children

South Morningside Nursery
Fairmilead Parish Church
1A Frogston Road West
Edinburgh
EH10 7AA

Telephone: 0131 447 5446

Type of inspection: Unannounced
Inspection completed on: 30 September 2016

Service provided by: City of Edinburgh Council
Service provider number: SP2003002576

Care service number: CS2007151808
**About the service**

South Morningside Primary School Nursery Class is registered to care for a maximum of 30 children per session aged between three - five years.

The nursery class is located within Fairmilehead Parish Church. The nursery have use of the entrance area, large playroom, toilet facilities, small kitchen area and an enclosed outdoor area. In addition, the service use the Pathfinder room and the big hall, at designated times, when they have exclusive use of them.

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."

We carried out a 'themed' inspection. This targeted approach means that we looked at identified aspects focusing on children’s and their families experiences under the two Quality Themes we looked at.

**Quality Theme 1:**
- Relationships and transition
- Meeting the needs of individual children
- Outdoor play, learning and the development of Forest Kindergarten.

**Quality Theme 4:**
- Effective communication with children families and staff
- How staff and management work together to support improvements and good outcomes for the children
- Involving parents in evaluation and the improvement process.

**What people told us**

We sent ten Care Standard questionnaires to the service to distribute to families and nine were returned prior to our visit.

Parents’ comments included:

"My child has come from another nursery and the change in them is unbelievable, they are much happier here and much more sociable. I truly believe it is down to the nursery environment and the wonderful staff. Thank you.

South Moriningside Primary School Nursery is a great environment, felt from the moment you walk in. My child is very happy here and has developed through the range of activities provided.

The staff are amazing. My child adores all the staff and their peers. This nursery in my eyes is first class."
We really cannot fault the service we have been provided so far at South Morningside Primary School Nursery. As parents we have felt very well supported in terms of a few minor issues our child was experiencing. My child thoroughly loves going to the nursery. The teachers are certainly very professional and equally caring. The provision of information is excellent and their guidance has been invaluable.

My child loves going to nursery. The staff are their biggest asset. They communicate very well with us through parent mail, weekly newsletters, posters and parent evenings. We feel we are with our child at all times. The regular themes make learning structured and so much fun at the same time. I had a chance to help one morning and was amazed at how organised they are and how children enjoy everything from storytelling to tidying up. The staff always put the child’s safety, wellbeing and best interest first! My child suffers from a medical condition and they monitor my child very closely. I just cannot praise them enough, from one very happy mummy.

I am very happy with the nursery. Only disadvantage is that it is not at the main school, but they do try to do several transition events.

I feel due to the location of the nursery the staff have to work much harder to prepare the children for school, as the children are not exposed to the children further up the school or school-life in general without careful, specific planning. The nursery staff seem to do this and make it priority but the geographical location of the nursery is far from ideal.

We spoke with five parents during our visit they told us:

“What I like about the nursery is: “There is so much on the walls about what the children have done, their achievements and reflecting on children’s learning.

I think it is a great nursery but out of the catchment from the school. Good transition in children’s pre school year. They are doing the best range of activities for the children. There is not a huge amount of communication daily but parents receive a newsletter weekly. They use parent mail and we were asked for our opinions, questions and comments at the curriculum evening.

The curriculum evening helped us to see what the teachers are aiming for, in providing a natural environment and the ideas the teachers want to achieve for the garden. There were mini workshops about reading our children stories and Forest Kindergarten. We love the nursery.

Great nursery and brilliant teachers. All teachers and nursery nurses go above and beyond their role.

My child is happy, thriving and making friendships I feel they are being included. The staff are working with the private nursery as well to support my child.”

**Self assessment**

We received a fully completed self-assessment document from the service. We were satisfied with the way the provider had completed this and with the relevant information they had given us for each of the themes we looked at. The service identified things they thought they did well, some areas for improvement and changes they planned for their service. These included:
- Revamping the outdoor area in line with Forest Kindergarten and loose parts play principles, extending the nursery’s environmental garden to produce more fresh produce for children’s snack.
- Asking parent’s leaving the nursery to complete an exit questionnaire to help management evaluate and develop the service further.
- To continue to grow our new staff through providing them with further leadership opportunities.

From this inspection we graded this service as:

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<thead>
<tr>
<th>Quality of care and support</th>
<th>5 - Very Good</th>
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<tbody>
<tr>
<td>Quality of environment</td>
<td>not assessed</td>
</tr>
<tr>
<td>Quality of staffing</td>
<td>not assessed</td>
</tr>
<tr>
<td>Quality of management and leadership</td>
<td>6 - Excellent</td>
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</table>

What the service does well

The staff had the children at the heart of the service. They were nurturing towards the children and relationships were mutually warm and affectionate. Some children were settling into the service and staff were aware of the importance of smooth transitions from home to nursery. They supported children well through developing relationships, routines and friendships. Staff provided a rich environment which helped to promote independent and self-directed play. Children were respected and staff engaged children’s interests successfully. The staff worked in partnership with parents and other professionals to meet the individual needs of the children they cared for, this led to very good outcomes for the children.

The outdoor area was under development to promote a more natural setting. Children and their parents had been involved in planning these improvements. They had invested their time and continued to support the staff in making these changes, for example, developing a mud kitchen and water wall. Staff recognised the importance of outdoor learning contributing to children’s development. A positive impact of staff training was the development of ‘Forest Kindergarten’ which was being well supported by the parents. Staff planned for outdoor play with the children. They organised the outdoor space very well, providing a wide range of experiences for the children to explore and enjoy. Children were benefitting from visits to the local woods as they experienced open ended play, were learning about risk and were being challenged physically.

Parents and carers were kept well informed and consulted about the service. As a result they were influencing the way in which care was provided and the service was further developed. The depute head teacher, had excellent system in place to ensure self-evaluation was robust. She was skilled in leading the staff team, valued their input and supported them in the process of self-evaluation, which they embraced. This helped to build staff confidence and commitment to reflecting on and continually improving the service for children and families.

What the service could do better

Staff and children were participating in ‘Forest Kindergarten’. This was a new project for the nursery and was being well supported by staff and parents. The nursery should now invest in suitable tools and materials to support this project. (See recommendation 1).

We discussed the use of an electronic survey as a means of capturing parents views in another format.
Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. We recommend the provider should invest in suitable tools and materials to support the development of Forest Kindergarten, for example, waterproof mats, tarpaulin, hammock and children’s rug sacks. National Care Standards early education and childcare up to the age of 16, Standard: 5 Quality of experience.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Gradings</th>
</tr>
</thead>
</table>
| 14 Mar 2013| Unannounced | Care and support  
                        Environment  
                        Staffing  
                        Management and leadership  |
|            |         | 6 - Excellent  
                        5 - Very good  
                        5 - Very good  
                        6 - Excellent  |
| 9 Oct 2009 | Announced | Care and support  
                        Environment  
                        Staffing  
                        Management and leadership  |
|            |         | Not assessed  
                        Not assessed  
                        Not assessed  
                        Not assessed  |
| 24 Jun 2009| Unannounced | Care and support  
                        Environment  
                        Staffing  
                        Management and leadership  |
|            |         | 5 - Very good  
                        5 - Very good  
                        5 - Very good  
                        5 - Very good  |
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