

## Melville Street Nursery Day Care of Children

57 Melville Street  
Edinburgh  
EH3 7HL

Telephone: 0131 226 6184

Type of inspection: Unannounced  
Inspection completed on: 5 October 2017

**Service provided by:**  
Early Days Nursery Ltd

**Service provider number:**  
SP2003002857

**Care service number:**  
CS2011281654

## About the service

Melville Street Nursery is provided by Early Days Nursery Ltd. The provider has several private nurseries near the centre of Edinburgh. The premises consist of a four storey full town house.

There are four main playrooms for children 0-5 years of age: a baby room (0-12 months), tweenie room (12 months to 2 years), toddler room (2 years to 3 years) and pre-school (3 years to 5 years). There is also a large sensory room and a multi-purpose playroom on the top floor.

There is a secure entry system that parents and visitors use.

The nursery has an enclosed outdoor area and uses the nearby church grounds which provides children with additional outdoor space. Children also go on outings to the local community.

The service is registered to provide a service for 90 children, aged from birth to those not yet attending primary school. The nursery is in partnership with the local authority for children aged three to five years of age.

The nursery statement of aims and objectives is available for parents and families to view.

We focussed on two main areas throughout the two quality themes and these were:

Care and support: How well does the service provide for the care and support of children under 2 years old.

Staffing: How do staff provide for the needs of children under 2 years old.

## What people told us

Due to the age of the children, comments were not provided, however, in this report we have commented on our observation of the children's care and support and how staff provided for the needs of children under two years old.

Comments provided by parents and carers:

Nineteen parents and carers questionnaires were returned to us. The questionnaires confirm that parents agree or strongly agree that they are happy with the quality of care and support and the quality of staffing being provided.

The following are comments provided in the questionnaires:

"I could not be more impressed by the service and care offered by Early Days in Melville Street. The nursery and the staff are excellent. I am absolutely delighted to have our child cared for at Melville Street."

"Brilliant outdoor space and regular trips to parks, farm and other activities make for a really healthy environment."

"My child started at seven months old and we have been delighted with the care he has received. He is taken outside daily and the inventive way she explores the world around her is great! The feedback we get is brilliant through daily verbal, regular online journal updates and the weekly manager emails."

"We found Tweenie staff to be fantastic and welcoming to my little one. I found solace in the knowledge that my daughter is in capable hands. She has developed great relationships with both the staff and other children I see her with. I am very happy with all the staff; they work very hard."

"Staff are excellent at identifying my child's needs and through their practice; they challenge her and motivate her in a very skilful and exciting way. When I am at work, I feel confident that my child is getting an excellent education."

"Melville Street Nursery is amazing. When my child comes home from nursery she is so stimulated and enthusiastic about what she has been doing. They are always willing to listen to anything we talk to them about."

"We love this nursery I would recommend it we have no reservations."

"At every stage of nursery staff provide a safe, stimulating, fun and educational environment for my child. The staff are exceptionally professional and caring. I never had any issues about her welfare. My daughter thrives under their guidance and I only have the highest respect and gratitude to each of them."

"Staff are enthusiastic and are genuinely interested in the children. My daughter is very happy there."

## Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We requested and received a copy of the nursery Standards and Quality Report for session: 2016-2017, and their Improvement Plan for session: 2017-2018. This demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

## From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	not assessed
Quality of staffing	3 - Adequate
Quality of management and leadership	not assessed

## What the service does well

The manager was promoted from deputy manager in July 2016 and has completed her degree BA Childhood Studies. This has supported her in her role as manager.

Parents were encouraged to be involved in the service and provide suggestions. We saw an example of this where a parent's committee board showed photographs and contact details of committee members. This told us the management team respected parents/carers involvement and contribution to the service.

We noted that the service had developed online journals. They encouraged parents to add photographs of their child's achievements from home. The questionnaires received reported that parents agreed or strongly agreed that they worked with staff to assess their child's learning and development and plan their next steps. However, we found that there were gaps in some journals. For example, they were not personal to individual children and next steps for children were not always identified. Management stated they were working on monitoring and evaluating the content of the journals and offering support to staff as appropriate.

During the inspection children accessed the nursery outdoor play area and were observed to enjoy the outdoors. Children benefitted from the fresh air and physical outdoor play as this contributed to their overall health and wellbeing.

Children received healthy meals and snacks. The chef showed she has a comprehensive knowledge and understanding of healthy foods, kept appropriate records and had robust procedures for meeting the needs of children with allergies and dietary requirements or preferences.

During the inspection we observed some positive interaction between staff and children, such as, children in the Tweenies participated in a story activity and made a choice to join in or not. We noted in the baby room one baby did not wish to sleep. A member of staff engaged with the child while he played happily with toys. This showed on both occasions children were given the opportunity to make choices and influence their daily practice.

We examined the induction process for new staff and were pleased to note that this was in place and carried out over a period of time.

Some staff were working towards a BA degree in Childhood Practice and this supported their personal development. We saw from training records and staff told us they were given opportunities to take part in training courses, such as, 'Building the Ambition', 'How Good is our Early Learning and Childcare', 'Pre Birth to Three', 'Keyworker' and 'Schema's'. This gave staff the opportunity to revisit topics with colleagues and support their practice.

We confirmed that systems were in place to ensure that staff are registered with the Scottish Social Services Council (SSSC) and if appropriate the General Teaching Council for Scotland (GTC). This meant practitioners must meet standards and requirements to ensure their continued suitability for registration.

## What the service could do better

### Lunch time experience for babies and tweenies

While we were pleased to see children were receiving a healthy lunchtime meal, we found that the overall experience for children during this time could be improved. The session was rushed and did not provide a nurturing and caring experience.

We did not feel the area in which the babies were seated provided them with the best experience, in particular social interactions. We were told this was a convenient location for staff undertaking meal time duties.

We were aware that two babies were new to the room. Most babies were observed to feed themselves. Whilst we acknowledge babies should be encouraged to be independent, we noted at times some required support and encouragement with eating and drinking and some were upset at times. There was a lack of positive engagement between the staff members feeding the children and the children at times. We felt this could have been a more positive experience for children and staff. For example, if the other staff member who was undertaking other tasks such as nappy changing, putting out coracles, collecting bedding and brushing the floor, assisted feeding the children and resumed the other duties once all children had been fed. This could have created a more quiet and sociable environment for children to eat.

Whilst lunchtime for children in the Tweenie room was similar to the baby room, in that staff were undertaking tasks during this time, this did not have an adverse impact on children's experiences. However, experiences could be improved if staff sat with the children, particularly social engagement. It was noted staff stood over children, crouched or sat on the floor.

We were pleased to see that this practice had improved on our second visit and we recommend that staff continue to review and consider meal times for babies and tweenies. This is to ensure that children are provided with a nurturing environment where they are supported to enjoy their food and can take part in more social interaction and learning experiences associated with eating and drinking together. We directed management to published guidance 'Building the Ambition'. This will support staff practice (see recommendation 1).

### **Sleep time routine for babies**

Whilst sleep experiences for children in the Tweenies room and some children in the baby room were positive, this was not the case for one child in the baby room who was new to the service. The child's parents provided sleep preferences for the baby and these were noted in the child's personal plan, the preferences were not being implemented and the child was upset for a period of time. On our second visit the information provided by the parents had been put into practice by staff and the child was found to be settled and the sleeping experience improved. (See recommendation 1).

### **Play materials**

Although there was a variety of toys and resources, including natural materials available to be used, we found that the use of natural play resources was limited on the days we visited. We suggested staff ensure children experience a wide range of natural resources on a daily basis.

### **Children's Personal Plans**

We sampled children's personal plans that included information provided by parents. We noted gaps in this information which we brought to the attention of staff and the management team during the inspection. We asked that the management team continue to improve their monitoring of information collated about children.

### **Medication**

We examined the medication procedures and recording and found them not to be in line with current best practice guidance. We were pleased to see that on our return visit some of our concerns had been addressed. (see recommendation 2)

### **Health and Safety**

The risk assessment for stairs considers older children being able to negotiate the stairs and areas leading to the stairs such as toilet, whilst being monitored by staff. We observed during our inspection, stair gates located on the main stairways were not always locked or secured and children were accessing the area unsupervised. We requested that these be checked and monitored as detailed in the risk assessment, to ensure children's safety.

Although it was good to see that children from the 3-5-year room were encouraged to be independent when attending the bathroom, we noted as part of the process children wore a long string with a label around their neck. We ask that staff review this practice, considering children's dignity and safety.

In addition, we observed two children from the 3-5 year room in the bathroom unaccompanied. The child was calling for assistance and we could see no member of staff near by. To ensure that children's personal care is addressed, staff require to be more vigilant of the children coming and going from the playroom to the bathroom and provide assistance when needed.

During our visits we became aware that doors to the nappy changing areas were wedged open. This was most notable when babies or young children were being changed. Staff require to ensure they promote children's privacy and dignity. (see recommendation 3)

## Staff Development

Procedures were in place for monitoring and evaluating staff practice, including peer review and through this process some improvements had been identified. It was not clear from the records viewed how this process had impacted on staff learning and development and therefore needs to be reviewed.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 3

1. To improve outcomes for children during their lunch period, staff should revisit the published document 'Building the Ambition'. This will support staff to review their practice to ensure that all children are provided with a nurturing environment and provide a positive learning experience.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 3 - Health and Wellbeing.

2. The provider should review and update the administration of medication policy and procedures to ensure the information reflects current best practice. Staff should be made aware of the changes so they have up to date information and use it to improve their practise. Please refer to Care Inspectorate publication; Management of medication in daycare of children and childminding services (2014) Publication code, HCR-0514-087

National Care Standards for Early Education and Childcare up to the age of 16: Standard 3.6 - Health and Wellbeing.

3. To keep children safe, the provider should ensure staff assess the potential risks and take effective steps to minimise any risks to children.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 3 - Health and Wellbeing.

## 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).

## Inspection and grading history

Date	Type	Gradings	
17 Nov 2015	Unannounced	Care and support	Not assessed
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
24 Mar 2014	Unannounced	Care and support	6 - Excellent
		Environment	6 - Excellent
		Staffing	6 - Excellent
		Management and leadership	5 - Very good
5 Jul 2012	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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