

Cameron House Nursery School

Day Care of Children

Cameron House Avenue
Edinburgh
EH16 5LF

Telephone: 0131 667 5117

Type of inspection: Unannounced
Inspection completed on: 6 February 2018

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Care service number:
CS2003015857

About the service

Cameron House Nursery School is provided by the City of Edinburgh Council. It is situated within a residential area of Cameron Toll, Edinburgh. The early learning and childcare service is registered to provide care to a maximum of 28 children at any one time aged between 2 years and primary school entry of whom no more than 10 children are aged 2 years.

The service provides part-time and full-time placements. The head teacher is the named manager of the nursery with the deputy head teacher having shared responsibility for overseeing the nursery provision.

We wrote this report following an unannounced inspection that was carried out by one early years inspector. We gave feedback to the head teacher and deputy head teacher on Tuesday 6 February 2018.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives. The wellbeing indicators that are essential for children to flourish are: safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI).

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by the Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affects children, young people and their families.

What people told us

We spoke to 10 children who confidently told us about their learning experiences and friendships they had made. We saw that children had settled in very well and had clearly developed a strong bond with key staff and their peers. Children were confident in recalling their learning experiences as they happily showed us around the nursery and outdoor areas. Children's comments included:

'This is a torch light to help me see in the dark.'

'I can make a sand castle in the sand pit.'

'I wear a helmet when I'm playing on the bike so that I don't fall and bump my head.'

'I am the mummy and XXX [child named] is the daddy and we are going to have dinner in the house.'

'I was building my house with the bricks and playing with my friend.'

'I was in the garden playing dinosaurs and playing with my friend XXX [child named].'

'Put on your seat belts we are all going to fly in the aeroplane to the big, big, big beach in Dubai. I am the pilot.'

During the inspection visit there were approximately 35 children present. We observed the children at play indoors and outdoors and at snack time. We issued 10 care standards questionnaires and seven parents and carers completed and returned them to us before our inspection. When asked about the overall quality of care their child received in the nursery, six parents and carers strongly agreed that they were happy.

A concern was highlighted in relation to the lack of food choices available to children at lunch time. We discussed this with the manager who agreed to look at this issue and share her findings with parents.

Parents and carers' comments included:

'I cannot praise the staff at Cameron House Nursery enough. My boy loves going there and even asks to go on a Saturday and Sunday. The communication on a daily basis is first class and nothing is too much trouble. Having two boys and used to different establishments I can sincerely say Cameron House is second to none. Most importantly my boy goes in happy and leaves happy, which is all a parent can ask for!'

'I couldn't rate Cameron House any higher as the standards are exceptional. The staff take so much time and effort with all the children. You can see they enjoy their job. My son has grown and developed well at nursery and he absolutely loves it. They know him individually really well and I have got to know them on a personal level and respect them as they do such a great job.'

'I have found all staff, without exception, to be very helpful and patient when answering the many questions and queries I have had since my child started nursery. I feel very confident sending my child to this nursery knowing that he is very happy and thoroughly enjoying himself.'

Self assessment

The service had not been asked to complete a self assessment in advance of this inspection. We were confident the service would continue to assess the overall quality of outcomes for children and families and the service as a whole.

From this inspection we graded this service as:

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

What the service does well

Staff had created an inclusive, nurturing and caring environment where children and their families felt welcome, listened to, valued and respected. Children were learning and gaining confidence in their ability to build positive relationships with their peers and we could see strong attachments had developed with key staff and adults around them. There was a strong ethos of working with parents and carers to ensure their children had the opportunities to maximise their potential.

Children and families who needed additional input received nurturing care and support from the skilled staff team. Staff spoken with explained that a holistic approach was adopted with recognition placed on the need to provide individualised support tailored to meet the needs of each child.

The manager and her staff were timely in making suitable adjustments and worked effectively with parents and carers and partner agencies to put in place appropriate and effective strategies and support. This meant that children received sensitive and meaningful one to one care and support from key staff, had a strong sense of belonging and were being enabled to develop life skills within a safe and secure environment.

Children experienced learning through many forms both indoors and outdoors. Staff were very responsive and provided time, space and opportunities for children to plan, progress and evaluate their learning and interests at their own pace. We looked at mind maps and story books which clearly showed how staff valued, celebrated and shared children's learning achievements.

We could see that the nursery aims had been influenced by Froebelian principles as well as more recent Scottish good practice guidance, such as My World Outdoors and Loose Parts Play. This meant that children were motivated to lead their own learning, were curious and challenged by the natural environment as well as developing their gross motor skills as they explored and experimented with the available materials. Froebel was a German educator who found that children learned best through opportunities for self-led activity, talk and play. In this way, staff were empowering children to be responsible for their own learning, to feel included and to achieve. www.froebel.org.uk/froebelian-principles/

To further support staff in assessing and monitoring 'what children need and want' in their learning environment, we directed the manager to the Scottish Government best practice guidance Building the Ambition.

We found that the manager was very motivated and clearly demonstrated her commitment to taking forward a whole team approach to support improvement. We could see leadership values were embedded in the ethos of the nursery. Staff spoken with felt valued, they spoke confidently about their professional development and learning and having opportunities to share good practice with the wider learning community. For example, sharing the positive outcomes for children, families and staff following the success of the nursery emergent language programme using the Higher Order Thinking Skills (HOTS) programme. This assisted children to develop new ways to communicate, express their feelings, ideas and to extend their interests, vocabulary and learning.

The manager explained that on her return from undertaking a supportive role within other nurseries, she had consulted with staff, parents, children and the Local Authority Quality Improvement Officer to identify areas for improvement. This had resulted in an agreed long-term improvement plan agenda being implemented and monitored in line with the new self-evaluation framework How Good is Our Early Learning and Childcare? We are confident areas identified for improvement relating to building maintenance, space, resources and business support will be effectively managed.

What the service could do better

We acknowledged that personal plans, learning journeys and additional support plans were in place. Following discussion, the manager agreed to further review how information provided by parents is recorded and used to inform personal plan reviews, in line with the Getting it right for every child health and wellbeing indicators.

We acknowledged that the service's administration of medication forms were completed in line with local authority guidance. We directed the manager to the current best practice guidance - Management of medication in daycare of children and childminding services - to ensure relevant information is clearly recorded to support staff in their role and ensure the health and wellbeing of children.

We noted that staff recorded when children arrived in the building and parents and carers signed their children in. Following discussion, the manager agreed to immediately update the register to show the times children arrive and leave the premises, to ensure an accurate record of children on the premises is maintained at all times.

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	
27 Mar 2015	Unannounced	Care and support	6 - Excellent
		Environment	6 - Excellent
		Staffing	6 - Excellent
		Management and leadership	6 - Excellent
18 Jan 2011	Unannounced	Care and support	6 - Excellent
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
26 Feb 2009	Unannounced	Care and support	6 - Excellent
		Environment	6 - Excellent
		Staffing	6 - Excellent
		Management and leadership	6 - Excellent

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