

# Loretto Nursery Day Care of Children

1 New Street  
Musselburgh  
EH21 6HY

Telephone: 0131 662 8500

**Type of inspection:**

Unannounced

**Completed on:**

15 March 2019

**Service provided by:**

Bertram Nurseries Limited

**Service provider number:**

SP2003002955

**Service no:**

CS2015338420

## About the service

Loretto Nursery (referred to as the service throughout this report) is operated by Bertram Nurseries Limited. The service is registered to provide a care service to a maximum 104 children at any one time aged from six weeks to currently attending primary school, of whom no more than 15 are under two years old and no more than 25 are currently attending primary school.

Loretto Nursery is based on a mainly residential street by the river Esk in Musselburgh. The service has a number of playrooms for children under school age. There is one playroom on the first floor for children attending the after school provision, at the time of inspection this was also being used as a sleep room for toddlers. Children can access a large outdoor play area to the rear of the property and a paved area to the front. Children in the toddler room have direct access to a veranda area, which leads to the garden. Older children can access the garden via a door within their main playroom. Babies have their own garden, which is accessed directly from their playroom. Throughout the service, there are toilet and changing facilities. Other areas include offices, kitchen and staff facilities. The premises also serve as the headquarters for Bertram Limited.

The aim of the service is:

"At Loretto Nursery we aim to ensure all children develop to their full potential in an environment that makes them feel valued, respected, safe and secure."

We carried out an unannounced inspection on Thursday 14 March 2019 and Friday 15 March 2019. Two Care Inspectorate inspectors undertook the inspection. We provided feedback to the manager, area manager, and a support teacher from the local authority.

We check services are meeting the principles of Getting It Right For Every Child (also known as GIRFEC). Set up by 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. There are eight wellbeing indicators at the heart of Getting It Right For Every Child. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included.

## What people told us

We spent time with all ages of children and observed them in their play. A number of children were happy to share their nursery experience with us. Some of their comments included:

"I'm drawing a polar bear. Then I am going to stick it on the wall."

"I like painting. It is all blue."

Prior to the inspection we sent out 35 Care Standard Questionnaires (CSQs), we received 19 completed CSQS back before we began the inspection. Most CSQs were returned in July 2018, however some came to us later in 2018. During the inspection we spoke with three further parents/carers. We received email correspondence from one parent at the end of the inspection process. We shared all CSQs comments with the service, a sample of these included:

"We are extremely satisfied with Loretto Nursery. Our child is extremely well cared for and loves her time there. She has made lots of friends and adores staff. Her development is very enjoyable to watch and we are confident this is in no small part due to her time at nursery. The service is of the highest standard, all staff are very

welcoming, friendly, accommodating and helpful. We couldn't be happier with our choice of nursery and actively recommend the service."

"We are delighted with the nursery. We only looked at one other and we knew right away we loved the environment provided and think the staff are great. This still stands even though there has been some staff turnover recently. The food is fabulous and it has really widened our child's tastes. The staff are really engaging with the children and put a lot of effort into the activities they do everyday."

"I can't fault the friendliness and compassion of the staff. However, the high turnover of personnel creates an unsettling environment, and is not conducive to consistency and progression in learning."

"I am confident my child is well looked after and given a range of stimulating activities to do. Our ideas are listened too and actioned quickly and effectively. The staff have a special bond with my daughter and she will always talk about them positively."

"The service and staff on the ground are fantastic. They are nurturing and caring, so generally we love it. The new manager has turned things around recently. Communication can still be a bit of an issue. We sometimes do not find out about staff leaving, or we find out on the day."

The service acknowledged that there had been a high staff turnover in 2018. They were continuing to try and recruit more staff and had some ideas as to how they might support staff retention. We will follow up on the progress of this at the next inspection.

## Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These documents considered the strengths of the service and identified areas for improvement.

## From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	not assessed
Quality of staffing	3 - Adequate
Quality of management and leadership	not assessed

## What the service does well

During the inspection, children appeared confident and comfortable in their surroundings. Most staff knew children well and could therefore respect their individual needs and preferences. Children were offered comfort and support from the caring staff team; this helped them to develop positive attachments. Children who required additional support were well supported as the service worked with other professionals and parents to develop a plan for support. Within one playroom, we saw staff using strategies that had been agreed with an external partner to support a child to understand expectations and actions.

Children were respected because they experienced caring interactions with staff. We observed children being welcomed warmly into the service, helping them to feel secure. Children who attended the after school provision

were respected and nurtured as the experiences were planned based on their interests and needs. We found the afterschool provision to be relaxed, welcoming, and calm, creating a sense of warmth for the children.

Children were safe, as staff knew what to do should they have any concerns. Staff knew how and to whom any child protection concerns should be reported meaning children could be safeguarded.

Children were learning by exploring a range of open-ended natural materials. They had opportunities to problem solve, be creative and work together as they used 'Loose Parts' materials both indoors and out. Resources and the environment in the preschool and baby room effectively supported children to direct their own play and make independent choices about how and where they played. This supported the development of play situations and allowed children to expand their own ideas. Within the toddler rooms the layout had recently changed. The service had utilised an additional room, which now included a large sandpit with resources that promoted children's natural curiosity and inquiry skills. We discussed with the service the importance of continually reviewing this layout to ensure it would continue to offer children a range of experiences they could freely access. The manager was receptive to this discussion and we will follow up on this at the next inspection.

Children's health was promoted as home cooked meals and snacks were prepared in line with best practice guidance such as 'Setting the Table'. This resulted in children having a balanced and nutritious diet whilst attending the service. Children were able to self-select their own items and pour their own drinks, which helped develop their independence and promoted choice around food.

Staff told us they felt supported by the management team. The manager had a visual presence within the service meaning staff could access support and advice throughout the day. Parents commented that the new manager had a positive impact on the service.

## What the service could do better

During the inspection, we found some inconsistency in staff practice. For example, some staff did not follow appropriate infection control measures during nappy changing, and on one occasion children were not supported to wash their hands prior to snack. We discussed this with the staff, manager and area manager and were confident they would ensure a more robust approach to this. Whilst children's care needs were appropriately met, we found some staff would benefit from developing their knowledge and understanding in key areas of their work, for example in relation to play and attachment theory. Whilst the manager made regular visits to the playrooms, to promote children's experiences the manager should implement a more robust and effective system for monitoring and supporting staff practice. (See recommendation one).

Children would benefit from staff developing their skills at effectively planning experiences to promote learning. Some planning lacked depth and was focussed on the activity rather than the learning experience children might have. This meant there were some missed opportunities for children to engage in rich learning experiences and for staff to effectively track children's learning. The service had recently reviewed their planning format in order to make it more child focused, therefore, we will follow up on the progress of this at the next inspection.

Staff told us they felt supported by the management team and we recognised that despite a period of high staff turnover the manager was committed to working positively with staff to make developments within the service. However, there had been limited opportunities since the last inspection for staff to reflect on their work. We discussed with the management team how developing an effective support and supervision system would benefit children, parents and staff, as it would support staff to reflect on their work, discuss issues, identify their strengths and consider any areas of development. Since the last inspection, the manager had begun to introduce a format for yearly appraisals; however, these had not yet been carried out. The manager should

ensure appraisals take place and any actions from these are carried out and reviewed, so that children are effectively and consistently supported to have positive experiences. This will help promote a culture of continuous improvement and support the enhancement of staff practice. (See recommendation two).

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 2

1. The service should put in place an effective system to monitor and support staff practice to ensure children experience care and support that consistently promotes positive outcomes. This is to ensure that care and support is consistent with Health and Social Care Standards which state 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11) and 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).
2. To enable staff to reflect on and improve their own practice and to support positive outcomes for children, staff supervision and appraisal procedures should be developed and implemented by the manager. This is to ensure that care and support is consistent with Health and Social Care Standards which state, 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes'. (HSCS 3.14).

## 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).

## What the service has done to meet any requirements we made at or since the last inspection

## Previous requirements

There are no outstanding requirements.

## What the service has done to meet any recommendations we made at or since the last inspection

### Previous recommendations

#### Recommendation 1

The service provider should ensure that personal plans are put in place for all children attending the after school service. Children and parents should be involved in the development of these plans and in regular review.

National Care Standards Early Education and Childcare up to the age of 16: Standard 6 - Support & development.

**This recommendation was made on 6 April 2017.**

#### Action taken on previous recommendation

Personal plans were in place for children in the afterschool provision. We could see that staff in the afterschool provision knew children well and children's needs, interests and ideas were effectively met and promoted. We discussed with the service the importance of maintaining these plans and ensuring they were updated. This recommendation has been met.

#### Recommendation 2

The service provider should ensure that staff maintain an accurate record of all children, staff and visitors on the premises at all times.

National Care Standards Early Education and Childcare up to the age of 16: Standard 2 - A safe environment.

**This recommendation was made on 6 April 2017.**

#### Action taken on previous recommendation

The service had registers in place for each playroom. Visitors signed in and out of the visitor book as they entered and left the building. This recommendation has been met.

#### Recommendation 3

The service provider should ensure that all recruitment is carried out in accordance with company best practice and company procedures.

National Care Standards Early Education and Childcare up to the age of 16: Standard 12 - Confidence in Staff.

**This recommendation was made on 6 April 2017.**

#### Action taken on previous recommendation

We sampled a number of staff files during the inspection. We found safe recruitment practices had been followed in line with current best practice. This recommendation has been met.

**Recommendation 4**

The service provider should ensure that a programme for carrying out staff appraisals is developed. When these appraisals have been completed a training plan should be devised for the service based on the areas highlighted through this process.

National Care Standards Early Education and Childcare up to the age of 16: Standard 12 – Confidence in Staff

**This recommendation was made on 6 April 2017.**

**Action taken on previous recommendation**

We found that there remained limited opportunities for staff to reflect on their practice and identify their strengths and areas for development. Whilst some staff training had been linked to the needs of the service, this was limited. The manager had developed an appraisal format but at the time of the inspection appraisals had not been carried out. We found some inconsistencies in staff practice, knowledge and skills. In order to support and address this the manager should ensure that the appraisals format is implemented and staff have opportunities throughout the year to develop and reflect on their role. We have made a further recommendation about this within this inspection report.

**Recommendation 5**

The service provider should ensure that rigorous and robust self-evaluation and quality assurance processes are in place. These processes should ensure that:-

- staff are involved in the systematic evaluation and discussion of their work and the work of the service, including the use of assessment information;
- parents/carers, children, young people and staff will have the opportunity to contribute as appropriate to evaluation;
- evaluation is continuous and takes account of relevant national and local advice, including How Good is Our Early Education and Childcare;
- staff have clear plans for maintaining and improving the service.

National Care Standard Early Education and Childcare up to the age of 16: Standard 13 – Improving the service.

**This recommendation was made on 6 April 2017.**

**Action taken on previous recommendation**

The manager had begun to develop a floorbook format for self-evaluation and quality assurance. This was in the early stages of development and as yet did not engage, staff, children or parents in the process. We could see where other aspects of quality assurance had had a positive impact for example, focus groups and feedback from parents had resulted in positive changes to the menus. Staff had used some environment toolkits to think about the resources and use of space. This had resulted in positive developments, such as the introduction of 'loose parts' and 'open-ended natural materials'. However, children and families would benefit from the service continuing to develop and embed approaches to self-evaluation so that outcomes can be as positive as possible for children. We have made a recommendation about monitoring and supporting staff practice in the body of this report.

## Recommendation 6

The service provider should ensure that a programme of focused monitoring is developed and implemented to ensure all improvements in practice are identified, recorded and tracked to measure impact on outcomes for children.

National Care Standard Early Education and Childcare up to the age of 16: Standard 14 - Well managed service.

**This recommendation was made on 6 April 2017.**

### Action taken on previous recommendation

As above, the service was in the early stages of introducing a new floorbook format as part of their quality assurance. The service had an improvement plan, some elements of this had been implemented into the service, however there were still areas of improvement which required addressing. We discussed with the manager how developing leadership roles for staff may help the service's improvement work as staff will have greater ownership of tasks and areas for development. The manager had developed positive relationships with parents and there were various opportunities for parents to give feedback on the service.

However, moving forward the service should develop a more focused approach to improvements. We have made recommendations about monitoring and supporting of staff practice and one regarding appraisals. We will follow up on quality assurance at the next inspection.

## Inspection and grading history

Date	Type	Gradings	
21 Mar 2017	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good



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