

St. Margarets Nursery & Preschool Day Care of Children

St. Margarets Nursery and Pre school
10 Craigmillar Park
Edinburgh
EH16 5NE

Telephone: 0131 667 0778

Type of inspection:

Unannounced

Completed on:

26 June 2019

Service provided by:

St Margarets Nursery Limited

Service provider number:

SP2011011617

Service no:

CS2011298606

About the service

The service has been registered with the Care Inspectorate since 21 December 2011.

St Margaret's Nursery and Pre School is registered to care for a maximum of 121 children at any one time, aged from birth to not yet attending primary school.

The service is situated near to the centre of Edinburgh, on a bus route and close to local amenities.

The nursery accommodation is spacious. On the ground floor there is a large entrance, five playrooms, kitchen and dining areas. On the first floor there is a fully equipped soft play area and a room which is used for small group activities and quiet times. The nursery benefits from two garden areas which can be accessed directly from four of the five playrooms.

The service is in partnership with Edinburgh City Council to offer pre-school funded places.

The ethos of the service is:

"At St Margaret's we put children at the heart of everything we do. You will find committed staff, creative places to play and a happy, caring environment. Care, play and learning are all vitally important here at St Margaret's."

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

We observed the majority of the children to be busy and enjoying the activities and experiences available to them. They were happy and content in their chosen play and their interactions with staff and each other. The younger children were settled, well cared for and interested in their surroundings. Older children were building respectful friendships with their peers. Children told us:

"These are all my friends. It's fun."

"We have planted some vegetables. we have potatoes, onions and tomatoes. We are going to eat them when they are ready."

"We are making a birthday cake for a ladybird and all the other insects who live in the garden."

"This is my magic spoon. I am eating magic soup and it is going to make me ginormous."

"I like to eat my lunch here. Look I have some rice and it tastes good."

"These are all my friends."

We spoke to four parents. They told they were very happy and supportive of the nursery.

We sent 27 Care Standard questionnaires to the service to give to parents. Twenty were returned to us. Sixteen correspondents strongly agreed, three agreed and one disagreed with the statement 'over I am happy with the quality of care my child receives in this service.'

Representative comments included:

"Fantastic facilities and staff."

"The staff are caring and enthusiastic and they are always coming up with great ideas for learning and play."

"Amazing big garden which my child enjoys playing at most."

"Staff are always supportive and give back positive feedback."

"I love how the nursery is always striving to improve."

"I like how staff members from all rooms take interest in each child regardless if they are under their care or not. They take the time to learn the children's name and always welcome or say goodbye."

"My child loves the garden and I am confident that they are always offered enough physical exercise as I see the children in the garden each day."

"They are always happy to come to nursery and I feel confident in the knowledge they are safe during their time at nursery."

"The nursery recently changed the food to all organic which my child absolutely loves, they are offered a wide variety of foods that I could not provide myself at home."

"A wonderful nursery. My child has been attending for almost two years and there is not one bad thing I could say about the staff, care and facilities."

"I draw great comfort from the extra attention they will give your child if they know they are struggling or just needing that extra cuddle."

We shared and discussed parents comments with the director and manager at the time of inspection feedback. We respected parent confidentiality.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. On the days we visited the service we looked at the comprehensive improvement plan that was in place for the service. Management and staff talked to us about future developments they had planned and the ones that were currently in process. This included outdoor play provision for the two to three year old children.

From this inspection we graded this service as:

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

What the service does well

The enthusiastic and professional staff team were focused on creating a happy and stimulating learning environment for children. We noted the friendly and caring atmosphere where children and parents received a genuine welcome when they arrived and carried on throughout the sessions. This approach improved families sense of belonging and inclusion within the setting. A nurturing ethos was promoted by staff and their gentle interactions reminded children to be kind and helpful to one another. This meant children were respectful to each other and aware of each others needs.

Staff knew all the children well and there were good levels of individualised care. This encouraged children to build their self-esteem, be confident and happy. An effective keyworker system ensured consistency of care between a child's home life and nursery. The nursery had developed processes to support children who needed some additional support. They had good links with other childcare professionals and had worked with a range of services to support children and promote positive outcomes.

To keep children safe and secure staff were knowledgeable about child protection and safeguarding. They had good policies and procedures to follow and had carried out training to further support their understanding.

On the whole the playrooms provided fun, stimulating and attractive environments for the children to enjoy. Staff worked hard to create interesting areas which encouraged children's natural curiosity to investigate and explore. Children were involved in a variety of imaginative and play opportunities and were encouraged and supported by staff to develop their own and shared ideas. For example, a dinosaur topic initiated by the children. Children were involved in an inter-generation project where they could share experiences with and form friends with their elders. Children's achievements were celebrated promoting individuals self-esteem. They were keen to share and show off their work as they were safe in the knowledge that it would be valued and appreciated by staff and others.

Children enjoyed free flow access to the outside play areas. They made good use of most of the outdoor spaces, for example, being nature detectives, getting creative and constructive in their play. Well being was promoted as children were building up resilience, taking part in physical activity, learning new skills, for example taking part in science experiments and group games. Children played, problem solved and made decisions together building up great friendships and respect for each other. Staff trusted the pre school children to be responsible around assessing their own risk in play, for example asking children "do you feel safe?".

Children had their health and welfare needs met by policies and practices which detailed best practice guidance and were followed by staff. Children were familiar with the routines which encouraged their wellbeing, for example robust hand washing procedures. This promoted life skills children needed for growing up.

Transitions between nursery rooms and primary schools were seen to be inclusive and we recognised staff had worked hard on ensuring changes were smooth and respectful. Parents commented very positively on the transition procedure to primary school.

Lunch and snack times were seen to be inclusive, where most staff sat and engaged with children. Children enjoyed the social aspect to this and some were involved in self-service and tidying up after themselves. Staff recognised the importance of children building up good relationships with foods in order for them to maintain a healthy lifestyle. Staff took the time with children to ensure food were well presented and looked appetising for eating enjoyment and this included breakfast meals.

What the service could do better

Children's lunch time experiences were good however, management agreed to monitor and review this time to ensure it was meeting the needs of all of the children. This would include the organisation of meal times and the provision of a full range of cutlery, opportunities for pouring drinks and making choices at meal times. Managers were aware of the support document Food Matters and agreed to use this to support children's meal times.

Personal planning was in place for each child. Staff need to ensure identified next steps for learning are implemented and the impact of any support is recorded. Management agreed to use chronologies in order to pull information together and identify any possible patterns.

Management agreed to continue to further develop and promote meaningful interactions between staff and children. Good practice guidance documents and recognised professional approaches, for example Building the Ambition and the Solihull Approach.

The baby and toddler outdoor provision should be reviewed and evaluated in order to provide an engaging and richer learning environment for those children. This would include embedding heuristic play where babies and children can play and explore the properties of objects. These objects should be from the real world. Literacy and numeracy should be promoted.

The nursery had been awarded an ECO Green Flag Award. Staff agreed that this had taken a back seat lately and that more work could be carried out to promote environmental issues in nursery and at home.

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.

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

To ensure the safety of children at all times the provider should balance the risks against the benefits and make children the main focus of the risk-benefit assessment process.

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

This recommendation was made on 3 August 2017.

Action taken on previous recommendation

Children were involved in risk management throughout the nursery, for example outdoors play areas, indoor play areas and going on trips or visits. These were evidenced in talking, thinking floor books. Staff ensured risk assessments were relevant and up-to-date. all staff had an opportunity to complete these assessments alongside children, management and other staff.

This recommendation had been met.

Inspection and grading history

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

Date	Type	Gradings	
12 Jul 2016	Unannounced	Care and support Environment Staffing Management and leadership	2 - Weak 3 - Adequate 2 - Weak 2 - Weak
14 Aug 2014	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 5 - Very good 4 - Good
25 Oct 2012	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good

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