Stobhill Primary School Nursery
Day Care of Children
1 Bonnybank Road
Gorebridge
EH23 4DT

Inspected by: Karen Robertson
Type of inspection: Unannounced
Inspection completed on: 28 May 2013
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Service provided by:
Midlothian Council

Service provider number:
SP2003002602

Care service number:
CS2007157161

Contact details for the inspector who inspected this service:
Karen Robertson
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Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

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<tr>
<th>Area</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>Quality of Care and Support</td>
<td>5</td>
<td>Very Good</td>
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<tr>
<td>Quality of Environment</td>
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What the service does well

Staff at Stobhill Primary School Nursery knew children very well which enabled them to meet the care and support needs of children.

All parents who responded to our questionnaire said that they were very happy with the service.

Staff were professional and motivated to provide a very good service.

What the service could do better

We have not made any specific recommendations in this report but we have asked the service to continue to find effective ways to communicate with parents and gain their views and suggestions.

What the service has done since the last inspection

The service had continued to evaluate their service and make improvements as they were identified.

Conclusion

Stobhill Primary Nursery Class provided children with a very good group care experience. Staff were well trained and very motivated to provide a range of experiences which were tailored to children’s individual needs.
Who did this inspection
Karen Robertson
Lay assessor: N/A
1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com. This service was previously registered with the Care Commission and transferred registration to the Care Inspectorate on 01 April 2012.

Requirements and recommendations
If we are concerned about some aspect of a service, or think it could do more to improve its service, we may make a recommendation or requirement.

A recommendation is a statement that sets out actions the care service provider should take to improve or develop the quality of the service but where failure to do so will not directly result in enforcement.
A requirement is a statement which sets out what is required of a care service to comply with the Public Services Reforms (Scotland) Act 2010 and Regulations or Orders made under the Act, or a condition of registration. Where there are breaches of the Regulations, Orders or conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Inspectorate.

Stobhill Primary Nursery Class, referred to as the nursery in this report, is registered with the Care Inspectorate to provide a care service to 30 children aged three to entry into primary school per session. Staffing: As stated in the National Care Standards for Early Education and Childcare up to the age of 16 must be maintained at all times. A minimum of two adults must be present at all times. The care service shall operate between the hours of 9.00 am and 11.30 am and 12.45 pm and 3.15 pm on Monday to Friday in school term time.

The primary school is situated in a residential area of Gorebridge, Midlothian. The nursery class is situated in a purpose built playroom which included toilets a smaller play area and an outdoor area which was accessed directly from the playroom.

Aims and objectives for the nursery class had been developed and included:
'We aim to provide a safe and welcoming environment.'
'We aim to make every child feel important and valued.'
'We aim to provide a variety of fun learning experiences.'
'We aim to match activities to the needs of the children.'
'We aim to work closely with parents and carers.'

Based on the findings of this inspection this service has been awarded the following grades:
Quality of Care and Support - Grade 5 - Very Good
Quality of Environment - Grade 5 - Very Good
Quality of Staffing - Grade 5 - Very Good
Quality of Management and Leadership - Grade 5 - Very Good

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 0845 600 9527 or visiting one of our offices.
2 How we inspected this service

The level of inspection we carried out
In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection
We completed this report following an unannounced inspection. The inspection was carried out by the Care Inspectorate. Inspector Karen Robertson carried out the inspection on 28 May 2013 between the hours of 9:00am and 2:00pm.

As requested by us the service sent us a completed annual return. The self-assessment form was also completed prior to the inspection.

We issued 25 care standard questionnaires to families using the primary school nursery class. 18 families using the service returned the questionnaire.

In this inspection we gathered evidence from various sources, including the following:

We spoke with:
Many of the children using the nursery
One parent
All the staff present on the day of our visit
The head teacher of the service.

We looked at:
Planning for play
Children’s development folders
Policies and procedures
Evidence of activities
Child protection procedure and policy
How staff worked with children
We examined the resources available to children and the suitability of the environment.

Grading the service against quality themes and statements
We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be
doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

**Inspection Focus Areas (IFAs)**

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

**Fire safety issues**

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services’ responsibilities for fire safety at www.firelawscotland.org
What the service has done to meet any recommendations we made at our last inspection

No recommendations were made at the last inspection.

The annual return

Every year all care services must complete an ‘annual return’ form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

Annual Return Received: Yes - Electronic

Comments on Self Assessment

Every year all care services must complete a ‘self assessment’ form telling us how their service is performing. We check to make sure this assessment is accurate.

The Care Inspectorate received a fully completed self assessment document from the service provider. We were satisfied with the way the service provider had completed this and with the relevant information they had given us for each statement that we grade them under.

Taking the views of people using the care service into account

We spoke to several children on the day of our visit to the nursery. In general we saw that the majority of children were very confident in their surroundings and all were confident in their interactions with staff. We did not ask children specific questions but chatted to them about nursery and what they got to do there. Comments are included in our report. Other comments included:

‘We do loads of things and play outside.’
‘When we play outside we can do climbing and running.’
‘Snack and we get to make it.’

Taking carers’ views into account

We issued 25 Care Standards Questionnaires to enable parents to comment on the nursery. 18 of these were returned. All parents agreed or strongly agreed with the statement: ‘Overall I am happy with the quality of care my child receives in this service.’ We also spoke to one parent. Written and verbal comments included:
'The service communicates well the activities my child is doing however there could be better information regarding my child individual learning plan and the daily learning outcomes, how he is developing and progress.'
'The staff have helped my child settle well into the nursery. The staff are fantastic and know each child as individuals.'
3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

Statement 1
We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.

Service strengths
In this section we took account of Quality Statements 1.1 and 1.3.

We found that the nursery provided very good opportunities for parents and children to be involved in the assessment and improvement of the service through a range of methods. We assessed this through:
Looking at methods used by the nursery to communicate with parents and children
Opportunities for parents and children to offer ideas and opinions. Opportunities for parents and children to take part in the evaluation of the nursery
Talking to staff, children and parents.
Parents who responded to the care standards questionnaire, which we issued as part of the inspection process, all agreed that the nursery had included them in the development of the service by asking for ideas and feedback.

A range of information was available for parents in the hall of the nursery and through newsletter, notices and on the primary school website. The nursery also produced a handbook for parents when they first enrolled their child. This ensured that parents knew what to expect from the nursery class.

The nursery class held two consultation meetings with parents in the year. At these meetings parents could discuss their child’s progress. In addition to this parents could talk to staff at any time if there was information they needed or wanted to discuss. We saw discussions between staff and parents on the day of our visit and noted that staff actively encouraged parents to ask questions and shared information about their child’s day.
The local authority had carried out a questionnaire to assess the childcare and pre-school education in the area. Feedback from the questionnaire was included in the school newsletter.

We saw circle time used effectively with children to discuss and recall events of the previous day and highlight to children what was available for them to do during the session.

There was evidence that children’s views and interest had been incorporated in the planning of activities. In some children’s profiles there were comments from children about what they had learned and liked doing. Children had been asked to use a voting system to select favourite stories and were actively encouraged by staff to give opinions and suggestions. One child commented: 'If you need anything you just ask for it.' 'We can choose what we want to do.'

Children were confident in the nursery environment and were comfortable talking to staff and asking for activities and resources.

**Areas for improvement**

One parent commented that: ‘Although in general we are kept well informed about what is going on in the nursery sometimes it is given out at very short notice.’

As an area for further improvement we asked the nursery to continue to involve parents in the assessment of the service and ensure that opinions and comments were actively sought.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

**Statement 3**

We ensure that service users’ health and wellbeing needs are met.

**Service strengths**

The nursery provided an excellent service to meet children’s health and wellbeing needs. We assessed through looking at:

A range of health and wellbeing policies and procedures
Observing infection control practice
Information collected when a child starts at nursery
The settling in procedure
Staff interaction with children.

We saw that staff had collected a range of information on each child at the registration stage. This ensured that parents were able to share information needed
to meet each child’s individual needs. Parents commented that: 'Staff know my child very well.' ‘I am confident that my child is seen as an individual.’

A settling in process was in place for those who were new to the group care environment. Staff confirmed that the settling in process could take as long as it needed to make sure it was a positive experience. We observed staff settling in children. This was done sensitively and staff had a good approach to this process.

Through discussion with staff we found that they had a working knowledge of current good practice documents such as Pre-birth to Three and Curriculum for Excellence. This had enabled them to provide planned play experiences which met children’s emotional, personal and social needs.

Play experiences were planned by the staff group. Forward plans were monitored by the principle teacher. We saw that play experiences provided children with a very good range of educational opportunities both indoors and outdoors. We spoke to staff about activities and found that they took account of the age group which would be present at the time. We saw a different range of activities being provided for ante-preschool children. Staff said that resources and activities were very flexible and could be responsive to children’s ideas on the day.

We found that staff had developed learning stories for each child. In the pre-school group children could find their file and discussed it with the inspector. Learning stories were shared with parents on a regular basis and parents were actively encouraged to take their child’s information home to share it with the wider family group.

Effective policies and procedures were in place to ensure children’s safety and wellbeing. Accidents were recorded as was the administration of any medication given to children by staff.

We saw that staff followed infection control practice and washed their hands regularly and especially after assisting with nose blowing or toileting. Children were also encouraged to use good hand hygiene practice; children knew good hand washing and nose blowing procedures. This promoted independence and a range of learning experiences and discussions as to why it was important to wash hands.

A healthy snack was provided daily. The snack menu for the week was clearly displayed for parents. The best practice document Nutritional Guidance for Early Years was used to inform the snack menu.

The nursery participated in the national tooth brushing scheme. This was carried out in a manner which made it easy for staff to carry out. We asked children about tooth brushing and they knew why it was a good thing to do and how often they should
brush their teeth. This evidenced that tooth brushing in nursery promoted good habits at home.

Staff were observed to be very good at encouraging children to form friendships and take account of each others views. A behaviour management policy was in place and we saw that staff were skilled in this area. Behaviour was managed gently and consistently by staff. To help children follow simple behaviour rules pictorial information was available for children to follow.

The outdoor area was attractive and could be accessed directly from the playroom. The area provided opportunities for planting, climbing, pedal skills and a range of outdoor activities to promote numbers and language. All children had one of their weekly sessions completely outdoors as a play activity. One child told us: 'I really like the day we spend outside. We do lots of things and it's good.' 'Yesterday we made a den outside.'

The nursery worked with Arniston Playgroup which was also part of the primary school buildings. Regular parent groups were held and staff assisted with Parent and Child Early Education Partnership (PEEP) groups.

Children with additional support needs had comprehensive individual education plans (IEP). We spoke to staff about these and found that they were comprehensive and continually assessed and updated. Children who needed additional support but did not need an IEP were well supported by staff who had identified progress plans to support their learning.

Areas for improvement
The nursery should continue to monitor and maintain the very high standards of quality. They should ensure they are rigorous in identifying any areas for improvement and implementing action plans to address these.

Grade awarded for this statement: 6 - Excellent
Number of requirements: 0
Number of recommendations: 0
Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

Statement 1
We ensure that service users and carers participate in assessing and improving the quality of the environment within the service.

Service strengths
This section takes account of Quality Statements 2.1 and 2.2.

The nursery provided parents and children with very good opportunities to participate in assessing and improving the quality of the environment provided.

Comments made in Quality Theme 1 Statement 1 apply to this Quality Statement also.

Areas for improvement
Comments made in Quality Theme 1 Statement 1 apply to this Quality Statement also

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0
Number of recommendations: 0

Statement 2
We make sure that the environment is safe and service users are protected.

Service strengths
The nursery provided a very good environment to ensure that children were safe and protected. We assessed this through:
Looking at the environment used by children
Looking at policies and procedures which referred to safety and protection.
The local authority had developed a programme for renovation and maintenance which ensured that areas were kept in a good state of decoration and repair. As this was a new build school it provided a very good environment for children to use.

Entries and exits were safe and a visitors log was in place to ensure that visits made to the nursery could be tracked. We saw throughout the session that staff were very good at monitoring where children were and that children could not leave the playroom unsupervised.
Risk assessments and safety checks were in place for significant areas in the playgroup. Risk assessments included the outdoor area, playroom and toilets. These checks ensured that children could play safely. Staff monitored and audited the cleanliness of the playrooms and equipment. To ensure that the areas were clean and well maintained for children to use.

Environmental Heath Officers had checked the kitchen area to ensure it was a suitable food preparation area. Staff had attended an appropriate food handling or hygiene course to enhance food preparation routines.

To ensure children’s safety and security a range of policies and procedures were in place. Procedures including:
* child protection
* complaints
* administration and recording of medication
* recording of accidents
* infection control were available.

We asked staff if they were familiar with nursery policies. They said that they were and that if changes were made these were brought to their attention during staff or team meetings and through staff memos. This ensured that good practice was followed.

A child protection policy was in place to ensure that parents were aware of the nursery responsibility in this area. The head teacher was identified as the child protection co-ordinator. Staff had received training to ensure that they could follow the child protection procedure effectively. We discussed child protection with staff who spoke confidently about the procedure.

The nursery class was provided in two playrooms adjoining each other. The children’s toilet area was accessed from one playroom. This enabled children to use the toilets independently. The playrooms were bright and attractive with very good ventilation and lighting. The nursery was laid out in a way which enabled children to play individually or in groups. The toys and equipment were of a good standard and we noted that children were very engaged in the activities that they were offered.

**Areas for improvement**

We suggested to nursery staff that the children’s toilet door should not be open during snack preparation times.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0
Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 1
We ensure that service users and carers participate in assessing and improving the quality of staffing in the service.

Service strengths
This section takes account of Quality Statements 3.1 and 3.3.

The nursery provided parents and children with very good opportunities to participate in assessing and improving the quality of staffing in the service.

Comments made in Quality Theme 1 Statement 1 apply to this Quality Statement also.

Areas for improvement
Comments made in Quality Theme 1 Statement 1 apply to this Quality Statement also.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0
Number of recommendations: 0

Statement 3
We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.

Service strengths
The nursery provided an excellent workforce which was professional, trained and motivated. Staff operated in line with National Care Standards, legislation and best practice. We assessed this through:
- Looking at recruitment procedures
- Speaking with staff
- Looking at training opportunities and the training plan
- Checking evidence of SSSC registration
- Minutes of team meetings.

There were policies and procedures in place through the local authority to ensure that good quality staff were recruited into the service. There was a recruitment and selection policy, appraisal and professional development policy and staffing polices...
regarding professional conduct. All policies were found to reflect good practice and current legislation.

All staff were registered with an appropriate body to enable them to work with children. The nursery teacher held a General Teaching Council registration and Childcare Development Workers were registered with the Scottish Social Services Council (SSSC) in accordance with their role. The SSSC is the body responsible for care sector workforce development.

Each member of staff kept records of their own Continuous Professional Development (CPD). We saw that staff kept up to date and detailed records of their training and any reading or research they had done.

Minutes from staff meetings showed us that staff were involved in:
- Reviewing policies and procedures used in the nursery
- Giving ideas about the service Quality Improvement Plan - a plan of what they would like to achieve in the future
- Sharing good practice.
All staff were aware of current initiatives, teaching tools and policies. This enabled them to provide learning experiences which were relevant to current education policy.

Staff confirmed that they received regular appraisals from the manager. Those we spoke to said that the process was helpful in encouraging staff to examine their professional practice and look at what they wanted to do to develop as a childcare professional.

A staff training plan was in place and the head teacher had an overview of staff skills and gaps. All staff confirmed that there were a range of training opportunities available to them both in childcare and in wider subjects.

We saw during our visit and through discussion with staff and parents that the staff team were highly motivated to undertake training in order for them to provide very good learning opportunities to children and support parents effectively.

Staff provided a warm, calm and fun environment for children. Staff were extremely confident in the work they did in the playrooms with children and their work to support families. We observed staff in their work and concluded that they were skilled and competent professionals who knew how important their work was in improving the lives of the children and their families.

**Areas for improvement**

The care service should continue to monitor and maintain the very high standards of quality. They should ensure they are rigorous in identifying any areas for improvement and implementing action plans to address these.
Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0
Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

Statement 1
We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.

Service strengths
This section took account of Quality Statements 4.1 and 4.4.

The nursery ensured that parents and children using the service had very good opportunities to participate in the assessment and improvement of the quality of management and leadership in the service.

Comments made in Quality Statement 1.1 apply to this Quality Statement also.

Areas for improvement
Comments made in Quality Statement 1.1 apply to this Quality Statement also.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 4
We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide

Service strengths
The nursery had very good quality assurance systems and processes in place. We assessed this through:
Looking at the development plan
Talking to staff.

Through discussion with the head teacher we found that she and the staff had a very clear idea of how the nursery was performing and areas where they wished to further build on their strengths and where to make improvements.
The primary and nursery had been evaluated through documents such as How Good is Our School 3 and Child at the Centre 2. Priorities for improvement had been identified for the whole school. Targets for the nursery had been identified within this plan. These were regularly monitored and progress checked.

Parents throughout the school were involved in the assessment of the service. The parent council were used to feed ideas and suggestions to the school management team.

The head teacher and principle teacher regularly monitored playroom practice, planning folders, children’s profiles and transition records.

The head teacher was aware of the service’s responsibilities to send relevant notifications to the Scottish Social Services Council (SSSC) and the Care Inspectorate.

The head teacher attended external ‘cluster’ meetings to share information and practice with other managers. She said that she found this helpful as a communication and networking tool.

**Areas for improvement**

A complaints policy had been developed. As an area of improvement this should be displayed for parent’s information.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0
4 Other information

Complaints
Information regarding upheld or partially upheld complaints can be found on the Care Inspectorate web site at: Careinspectorate.com.

Enforcements
We have taken no enforcement action against this care service since the last inspection.

Additional Information
We asked the head teacher to submit a Variation to the Care Inspectorate to have the condition with regard to hours of operation removed from the certificate of registration.

Action Plan
Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).
5 Summary of grades

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6 Inspection and grading history

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All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.
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