

# Brighton Nursery Day Care of Children

9c Bellfield Lane  
Edinburgh  
EH15 2BL

Telephone: 0131 308 8589

Type of inspection: Unannounced  
Inspection completed on: 20 February 2018

**Service provided by:**  
The Brighton Nursery Ltd

**Service provider number:**  
SP2003002923

**Care service number:**  
CS2003012024

## About the service

Brighton Nursery has been registered with the Care Inspectorate since 2011. It provides a care service to a maximum of 88 children across the following age ranges:

- 24 children aged six months to under 2 years;
- 20 children aged 2 to under 3 years;
- 44 children aged 3 years and not yet attending primary school, or when school aged children are present, 44 children aged 3 years up to the age of 9 years, of who no more than 16 children are currently attending primary school.

The service is provided by The Brighton Nursery Limited and operates from purpose built accommodation in Portobello area of Edinburgh. The service has sole occupancy of the building and its own safely enclosed outdoor play areas where children can enjoy a range of activities in the fresh air.

The nursery is in partnership with Edinburgh City Council to deliver early learning and childcare to 3-5 year old children.

The service aims are:

- To create a safe, secure and happy environment.
- To provide a smooth transition from home into nursery life and also smooth transitions within the nursery setting and when moving onto school.
- To ensure that through play children are actively involved in their learning, developing and progressing at their own pace to reach their full potential.
- To establish excellent relationships and partnerships with parents.
- To track learning and development for each child.
- To support staff development and improvement of quality.
- To commit to equal opportunities and social inclusion for all.

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.

We check services are meeting the principles of Getting it right for every child (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. GIRFEC supports children and their parents 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

Throughout our visit we observed that babies and children were happily engaged in play of their choice, they understood the daily routines such as snack time and the behaviour expected of them. The nursery promoted a sense of community to families and it was clear that children felt safe and nurtured by staff who listened to their views.

Children's comments about their nursery included:

"The ladies (staff) are all nice to us - especially her!" (4 year old girl pointing at the manager).

"We are making dinner for dinosaurs, that's the cooker. They like to eat rocks and leaves and sometimes people." (Group of 4 year old boys in the 'outback' area of the nursery garden).

"Would you like to come on the rocket?" (Girls engaged in imaginative play in the 2-3 playroom).

"We are playing in the house and this is the bed for our cat." (Mixed group of boys and girls engaged in imaginative play in the 4-5 playroom).

"We're having lunch, I love pasta." (4 year old girl having lunch).

We issued 30 questionnaires for parents and carers, 24 were completed and returned before the inspection. Feedback from parents was very positive: 21 strongly agreed and three agreed that overall they were happy with the service provided by the nursery. Most respondents had written extensive comments about the high quality of the service and the professionalism of staff. Their comments included:

"My daughter has been at Brighton Nursery for nearly 4 years and has had a wonderful time there. There are always lots of interesting, educational and inventive activities to do. The staff are warm and kind and always happy to chat and update me at the end of what has probably been a long day. What I also like is that the nursery does not operate on a '9-to-5' basis. There are lots of 'extra curricular' events throughout the year organised by the nursery staff and the parents committee to bring children and parents together and creates a lovely 'family' atmosphere. I wouldn't hesitate in recommending Brighton Nursery to anyone looking for a nursery for their child."

"I am very happy. My child seems happy to go there, at ease with the staff and talks about the other children as her friends. Being a nursery (a large one), it can't give the one-to-one care that I imagine might be ideal, but I don't ever see staff overwhelmed with children or exceeding the child:staff ratio - I think they are very careful about this. Despite it being a large nursery, all the staff (not just her immediate workers) know her name and that I'm her mum. The managers know how each child is getting on and will remember things like holidays - where we have been and any ongoing issues."

"Very happy: (staff) brought our attention to some issues and since then with support from nursery and other services, my child has grown in confidence and is much happier. They have been absolutely brilliant and very supportive in developing my child's confidence and meeting her specific needs, and continue to do so."

"Both my children are very happy at Brighton. The staff are caring, thoughtful and always make time to individually explore their interests and get to know them personally - therefore creating an environment of trust, respect and safety. Brighton's development of their 'outback' outdoor learning has made a real impact for them both and they both love coming to nursery. Offering nights and days for parents to come along and meet each other has also enhanced the feeling of community."

"My son is in his fourth year with the nursery. We are very happy with the care he receives and are confident that he is well stimulated in the environment. Staff are caring, friendly and responsive and we see evidence of very positive relationships throughout the nursery."

## Self assessment

The service had not been asked to complete self-assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated the service 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	5 - Very Good
Quality of environment	not assessed
Quality of staffing	5 - Very Good
Quality of management and leadership	not assessed

## What the service does well

We observed sensitive interactions between staff and children where staff clearly knew children's individual personalities and needs very well. Staff worked with parents, and where appropriate children, to collate information about children's individual needs and interests within their personal plans. For example, staff wrote daily diaries for children aged under two years so that there was continuity in their routines between home and nursery. Staff regularly observed all children to track their learning and development and we saw evidence of this in children's online learning journals. Parents could access these journals at home and add comments on their child's progress. The above approach met two previous recommendations about records kept on children and how these were communicated.

Staff assessments of children were informed by national curriculum guidance and directed their planning for how they would support children's next steps. As a result children benefitted from a balanced range of stimulating experiences, both indoors and outdoors, which promoted their health and wellbeing. We found that the pace of the day and organisation of the environment, enabled children to learn about problem solving and assessing risks while also building their independence and sense of achievement.

We sampled staff files and found the service had a range of systems in place to safely recruit staff and support their practice. Management recognised the value of training and development and monitored the core training staff had participated in as well as offering topics that might be of individual interest. We observed that staff were supportive of each other and very motivated to provide quality care and support for children. For example, developing outdoor experiences was one of the service priorities and staff spoke passionately about how their training in the forest schools approach and using loose parts had helped them create challenging environments for children. Children were further supported by specialists and external agencies, for example during our inspection some children enjoyed lessons in Spanish and one child was being assessed by a speech and language therapist. In this way there was a shared ethos where everyone was working together to support children to do their best.

Staff were using Building the Ambition to reflect on how they were supporting positive outcomes for children and evaluate what could be done better. 'Building the Ambition' is Scottish Government's national practice guidance on Early Learning and Childcare linked to the Children and Young People (Scotland) Act 2014.

## What the service could do better

We found that the policy and procedures for the administration of children's medication could be improved. For example, through consolidating medication recording sheets and ensuring that children's medication is stored in an individual container, which is clearly labelled with the child's name and date of birth. This will help ensure the health and safety of children requiring medication while at nursery. We referred the manager to our guidance to assist them in incorporating best practice - 'Management of Medication in Daycare of Children and Childminding Services' (Care Inspectorate 2014). <http://hub.careinspectorate.com/media/189567/childrens-service-medication-guidance.pdf>

The service cook had made use of the national nutritional guidance 'Setting the table' to plan nutritional home made meals for children. Staff should continue to use this guidance to evaluate and improve on the mealtime experience for children who stayed for lunch. For example, babies could sit in smaller groups or at lower tables to better enjoy the social experience and promote good eating habits. This will contribute to children's health and emotional wellbeing.

The service provider should continue with their plans to formalise and improve on existing systems for staff induction and ongoing individual support. The provider was also developing the format for staff personnel files. We acknowledged that existing systems for ensuring safe recruitment of staff were good but encouraged the provider to ensure that these were fully implemented. For example, where it was not immediately possible to attain a written reference for new staff, a written account of any telephone reference should be recorded together with any follow up action. This will help demonstrate that staff are recruited in line with current legislation, thus giving families reassurance that children are being cared for by competent professionals. We referred management to our revised best practice guidance: 'Safer Recruitment Through Better Recruitment' (November 2016), which can be found here [http://hub.careinspectorate.com/media/428646/safer-recruitment\\_final.pdf](http://hub.careinspectorate.com/media/428646/safer-recruitment_final.pdf).

## 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](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings								
10 Mar 2016	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>5 - Very good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>5 - Very good</td> </tr> </table>	Care and support	5 - Very good	Environment	5 - Very good	Staffing	5 - Very good	Management and leadership	5 - Very good
Care and support	5 - Very good									
Environment	5 - Very good									
Staffing	5 - Very good									
Management and leadership	5 - Very good									
5 Mar 2014	Unannounced	<table> <tr> <td>Care and support</td> <td>4 - Good</td> </tr> <tr> <td>Environment</td> <td>5 - Very good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>4 - Good</td> </tr> </table>	Care and support	4 - Good	Environment	5 - Very good	Staffing	5 - Very good	Management and leadership	4 - Good
Care and support	4 - Good									
Environment	5 - Very good									
Staffing	5 - Very good									
Management and leadership	4 - Good									
1 Aug 2012	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>5 - Very good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>5 - Very good</td> </tr> </table>	Care and support	5 - Very good	Environment	5 - Very good	Staffing	5 - Very good	Management and leadership	5 - Very good
Care and support	5 - Very good									
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Management and leadership	5 - Very good									
2 Nov 2010	Unannounced	<table> <tr> <td>Care and support</td> <td>Not assessed</td> </tr> <tr> <td>Environment</td> <td>Not assessed</td> </tr> <tr> <td>Staffing</td> <td>Not assessed</td> </tr> <tr> <td>Management and leadership</td> <td>5 - Very good</td> </tr> </table>	Care and support	Not assessed	Environment	Not assessed	Staffing	Not assessed	Management and leadership	5 - Very good
Care and support	Not assessed									
Environment	Not assessed									
Staffing	Not assessed									
Management and leadership	5 - Very good									
24 Nov 2009	Unannounced	<table> <tr> <td>Care and support</td> <td>6 - Excellent</td> </tr> <tr> <td>Environment</td> <td>5 - Very good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>5 - Very good</td> </tr> </table>	Care and support	6 - Excellent	Environment	5 - Very good	Staffing	5 - Very good	Management and leadership	5 - Very good
Care and support	6 - Excellent									
Environment	5 - Very good									
Staffing	5 - Very good									
Management and leadership	5 - Very good									

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