Blossom Tree Children's Nursery
Day Care of Children

2 Newtoft Street
Gilmerton
Edinburgh
EH17 8RE

Telephone: 0131 664 4944

Type of inspection: Unannounced
Inspection completed on: 30 January 2018

Service provided by: McMorrine, Julie
Service provider number: SP2010011217

Care service number: CS2010274497
About the service

Blossom Tree Children’s nursery is registered to provide a care service to a maximum of 32 children aged from birth to entry to primary school age with no more than ten children aged under two years.

The service operates from a converted detached house in the south of Edinburgh. It is open between the hours of 8.00am and 6.00pm, Monday to Friday.

The provider is the registered manager of the service. A depute manager and supervisors assist the manager in the day-to-day running of the nursery.

The nursery is a Partner Provider with the City of Edinburgh Council in delivering pre-school education. This means that children between the age of three years and five years received a part funded place.

There is a baby room upstairs where children ages three months to two years are based. Downstairs children aged two years to five years have access to play in two adjoining playrooms, one for each age group (2-3 years and 3-5 years).

Separate gardens were used for the different age groups.

There was a separate kitchen area, an office, toilets and nappy changing facilities.

The aims of the service were stated as follows:

‘At Blossom Tree Children’s Nursery we aim to support and nurture each individual child within their early year’s development - recognising the importance of child centred early year’s education within a natural environment’.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure that they have the best start in life, are ready to succeed and live longer, healthier lives.

We check that 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 all children and young people - and what they can do to improve. GIRFEC is being woven into all policy, procedure, strategy and legislation that affect young people and their families.

There are eight wellbeing indicators at the heart of GIRFEC. They are safe, healthy, achieving, nurtured, active, respected, responsible and included. They are also known as the SHANARRI indicators. We use the indicators at inspection to assess how services are making a positive difference for children.

What people told us

The children were curious about who we were and confident to approach us to help with their coats. The older children were vocal in telling us what they liked to do at nursery. They told us:

‘I like to play in the snow’.
‘We have rice cakes for snack’.
‘I like nursery’.

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Of the twenty sent before the inspection, we received ten completed care standard questionnaires from parents. Through these parents made the following comments:

‘My child (now 3) has been attending Blossom Tree since he was 10 months old. I don’t have a single complaint about them. I strongly believe the staff have helped him develop into a confident and caring child’.

‘Myself and my wee boy love this nursery. They have been really helpful when we needed to use speech therapy, offering to help out where they could. My son attends once a week and staff offered to take to help him with his speech with a small group of other children. I feel this helped my son come along greatly.

‘The nursery is small which I feel helps staff to really get to know the children they care for and helps to build a great relationship with parents. This also helps parents to have lots of input to menus, future projects etc’.

**Self assessment**

The service has not been asked to complete a self assessment in advance of the inspection. We looked at their Standards, Quality and Improvement plan.

**From this inspection we graded this service as:**

- **Quality of care and support**: 3 - Adequate
- **Quality of environment**: not assessed
- **Quality of staffing**: 3 - Adequate
- **Quality of management and leadership**: 3 - Adequate

**What the service does well**

Children and their families were welcomed in to the service in a friendly yet professional manner, and staff showed a genuine care for those attending the service. On arrival, children happily entered their playroom, keen to share time with their friends and the staff.

Throughout the nursery, children appeared happy and content in their play. Within the baby room there was an emphasis on ensuring a continuity of care between home and nursery. Baby room staff quickly responded to children’s need for cuddles and support, promoting their emotional wellbeing and feeling of being nurtured and well cared for. This helped the youngest children to be secure and comfortable in the nursery environment. In the 2-3 year old room children had been involved in cutting vegetables to make soup which was a good contribution to their development and awareness of healthy eating. The older children showed us around their playroom and outdoor play area. Many of the preschool children has been attending since they were very young and there was an apparent home from home environment where they felt included and safe with a sense of belonging.

Consultation with parents and children was working well, with a variety of opportunities available for families to comment on and get involved in the life of the nursery. The completion of information forms when children started using the service enabled staff to provide an environment suited to each child’s individual needs, supporting their inclusion. Staff gave parents detailed information about their child’s day and this helped them to be included in the nursery experience. Staff valued the partnership they had established with parents in order to promote the best outcomes for children. Information sharing throughout the nursery created an inclusive
ethos with a focus on partnership working. Feedback in our questionnaires confirmed parents were appreciative of the relationship they had formed with staff.

Children experienced positive transitions between different playrooms, as the arrangements were flexible and taken at the children’s pace. We spoke with staff about their transition arrangements to support children moving on to nursery and we saw there was an effective plan to build children’s confidence for this change in their lives.

Staff set up activities and provided resources which they knew the children were interested in and would enjoy. The outdoor area offered a variety of spaces for children to explore. Children had daily access to outdoor play which supported their health and well-being needs. On the day of the inspection, we saw children and staff playing in the snow with positive interaction from staff.

Individual supervision and staff meetings meant that staff were encouraged to reflect on their practice based on good practice documents. The use of the local council self-evaluation tool kits aided staff and management to identify strengths and areas for development based on the nursery environment and children’s learning needs.

What the service could do better

In the learning journal we looked at, we found a lack of outcome focussed observations of children. We discussed that strategies for supporting children day-to-day should be recorded and shared between staff to ensure consistency. Further unique next steps could then be identified for each individual child. See recommendation one.

On the day of the inspection, we were concerned by the deployment of staff. When we arrived we found an unqualified, new member of staff alone in the playroom whilst their unqualified colleague was making snack. We found this concerning and asked the manager to go and support that room. Whilst we acknowledged there was a qualified senior employed in this room it was apparent that when they were not there, the pre school was not appropriately staffed. In addition to this, the depute manager’s (who was overseeing the nursery) time was spent relieving staff for breaks, to make lunch and nappy changing. The weak deployment of staff in parts of the nursery were of concern and should be addressed. See recommendation two.

As a result of the deployment of unqualified and inexperienced staff, we observed that some staff practice and interactions were not always supporting, examples included requesting that children sit for lunch when they were not ready and expecting children to line up to wash their hands. This was not in keeping with ‘Building the Ambition’ and the National Wellbeing Indicators. This guidance should be re-visited to promote children’s choice and respectful interactions. See recommendation three.

We found that one member of staff had started working in the service before obtaining two references This was not in line with the provider’s recruitment policy or good practice guidance. See recommendation four.

Whilst we acknowledged that some quality assurance audits were carried out these were not in-depth enough to monitor staff practice and assess the impact performance had on the outcomes for children. See recommendation five.

There was confusion with staff if they were able to give children Piriton. This meant that it was recorded that a child had a food allergy but the nursery did not have the appropriate information or the medication to meet the child’s need. We have asked the provider to clarify the child’s need with their parent and review the policy with staff to ensure children’s needs are consistently met. See recommendation six.
1. In order to impact positively on outcomes for children, staff should be recording unique outcome focussed observations about children that clearly identify their learning and next steps. National Care Standard Early Education and Childcare up to the age of 16: Standard 6 - support and development.

2. In order to meet that needs of all children in the nursery, the provider should carry out a review of how the manager’s time is spent and the appropriateness of employing inexperienced staff. National Care Standard Early Education and Childcare up to the age of 16: Standard 12 - confidence in staff.

3. In order to ensure children are supported by suitable staff, the provider must ensure that all of the staff working in the service are recruited in line with safer recruitment practices. This must include obtaining a satisfactory Protection of Vulnerable Groups check prior to a successful candidate starting employment. National Care Standard Early Education and Childcare up to the age of 16: Standard 12 - Confidence in staff.

4. In order to promote improved learning outcomes for children the service should consider how it develops and monitors staff practice. This is to support a consistency of practice across the nursery, particularly in relation to meeting children’s needs. National Care Standard Early Education and Childcare up to the age of 16: Standard 12 - Confidence in staff.

5. The service should develop robust monitoring and evaluation systems to ensure that the quality of the service is monitored and assessed regularly. This should include but not be restricted to: individual personal plans, care plans, medication, staff practice and deployment of staff. National Care Standard Early Education and Childcare up to the age of 16: Standard 13 - improving the service.

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

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<tr>
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<th>Type</th>
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<td>Unannounced</td>
<td>Care and support 4 - Good</td>
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<td>Environment 5 - Very good</td>
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<td>Staffing 4 - Good</td>
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<td>Management and leadership 4 - Good</td>
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