

Angela Elizabeth Nursery Day Care of Children

The School House
Bonnington Road
Wilkieston
Kirknewton
EH27 8BD

Telephone: 0131 333 1949

Type of inspection:

Unannounced

Completed on:

19 June 2018

Service provided by:

A.E.N. Limited

Service provider number:

SP2003002926

Service no:

CS2003012029

About the service

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 (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. GIRFEC is being woven into all policy, practice, strategy and legislation that affect children, 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 often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

Angela Elizabeth Nursery is registered to provide care to a maximum of 73 children aged from three months to entry to primary school age.

Care is provided in a detached building in Wilkieston with separate rooms and enclosed gardens for babies and for children aged two and over.

The service shared their aims and ethos with families which included:

- "Providing a caring nurturing environment where children are encouraged to learn through play and where the curriculum meets the needs, abilities and interests of every child in partnership with their parents and their community.
- A child centred approach .
- Taking into account individual children's experiences and interests.
- High expectations of our children and work in partnership with them and their families
- Promoting inclusion, equality and citizenship.
- Ensuring children and their families are shown respect and treated fairly. "

What people told us

We spoke with families dropping off and collecting children from the service during the inspection and received 25 questionnaires giving positive feedback about the service.

All of the families were happy with the service overall. The majority of families agreed that the service involved them in developing it. The families gave very positive feedback about the staff team, service environment and care and support provided.

Some of the parents comments are recorded below:

"Lovely nursery, very welcoming and my son is very happy here. Staff are very approachable and built up good relationship with him. His beaming smiles tell me all I need to know! I like that they provide regular updates and keep his progress book up to date. I feel like they genuinely care about him."

"My child was initially very happy in the pre-schooler room, however in the latter part of his time he had 'outgrown' the provision: I feel that the older children are no longer challenged or well stimulated, but overall I am happy with the care and environment provided."

"My son enjoys his time at nursery and likes the sports class on a Monday. I like the fact that there is plenty of outdoor play even if the weather has been wet."

"Could provide more information on what the child has been up to."

"I have never had any concerns about their welfare. The staff are very approachable and professional and always give excellent feedback on how the children have been during the day. I am very impressed with their attention to learning and development, which is evident from the children's learning and development folders."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their quality assurance paperwork. These demonstrated their 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	4 - Good
Quality of environment	not assessed
Quality of staffing	4 - Good
Quality of management and leadership	not assessed

What the service does well

Children were enjoying a variety of play opportunities in and outdoors. Younger children had free-flowing access to the outdoor space which helped them to lead their own learning. The outdoor space was well organised to give children rich experiences which helped them to explore and be independent. We saw that the outdoor space gave children opportunities to play by themselves or in groups. The children had regular opportunities to be physically active in and outdoors. Outdoors we saw staff supporting children to develop an awareness of how to assess risk for themselves.

The children were being supported to develop their understanding of the local community through activities like; library visits and accessing local parks and fields to extend children's learning. For example; bug hunting in the field next to the nursery garden.

Throughout the nursery we saw that staff considered children's emotional wellbeing and were responsive to their individual needs. The children had positive relationships with their key worker and the wider staff team. Children were encouraged to form positive relationships with their peers and there were opportunities for siblings to spend time together who were cared for in different rooms.

Snacks and meals were well-managed in the service. Staff were well-informed about children's dietary needs and catered for these effectively. We saw that the meals provided for children with allergies were as similar as possible to the meals for the group so children felt included. The menu was varied and healthy and children

enjoyed their meals. The children enjoyed an unhurried social time for meals and snacks where staff took time to chat with them. This practice will help children develop a positive attitude towards eating healthy foods.

Some of the staff team had taken on leadership roles, for example, were reviewing how the service planned for individual children's experiences in line with current best practice documents. This will support the service to develop further.

The staff worked well as a team and supported each other. We saw that the respectful communication role modelled positive relationships for the children. Staff were enthusiastic about their roles and were keen to develop new skills.

We spoke with some staff about child protection and found that they were aware of current procedures and confident about when to take action to ensure children's safety.

What the service could do better

We spoke with the service about reviewing how adult-led activities disrupted children's play. See recommendation one.

We spoke about how the service could continue to develop the opportunities for the children to ensure that their individual needs are met. Consideration should be given to ensuring that children always have a rich variety of play opportunities including: sensory experiences, areas to explore, creativity, numeracy, literacy and science in and outdoors and free-flow access to the outdoors for all ages.

The service could continue to develop their links with other agencies working with the children, for example school nurseries and support agencies. This would help them to build effective learning plans for the children to help them achieve and support them to provide consistency of care.

We spoke about developing non-verbal communication in the service to help children express themselves in the service.

We spoke about reviewing the medication policy and administration forms in line with the current best practice guidance, for example to include information about signs and symptoms.

We spoke about how staff could develop children's learning journeys to show transferable skills, achievements and progress in line with curriculum for excellence.

We spoke about how the service could develop the staff skills and knowledge of current best practice, through shared leadership opportunities, visits to other services and training. Consideration should be given to: regular Child Protection updates, Curriculum for Excellence, Building the Ambition, attachment-led practice, GIRFEC, children's rights, Schematic play.

The management team had started to use self-evaluation tools like How Good Is Our Early Learning and Childcare and planned to develop more regular monitoring of practice and enhancing the support and supervision for staff to support them to develop the staff team and service quality.

We spoke about reviewing recruitment processes in line with current best practice guidance documents to ensure children's safety.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. It is recommended that the service review how adult led routines disrupt children's play experiences. This is to ensure responsive care and support is consistent with the Health and Social Care Standards which state that "As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials." (HSCS 1.31)

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

Date	Type	Gradings
8 Jun 2016	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
27 Mar 2014	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 5 - Very good Management and leadership 5 - Very good
18 Jul 2012	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 5 - Very good Management and leadership 5 - Very good
5 May 2010	Unannounced	Care and support 4 - Good Environment Not assessed Staffing 5 - Very good

Date	Type	Gradings	
		Management and leadership	Not assessed
30 Jul 2009	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 5 - Very good 5 - Very good
23 Oct 2008	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good

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